



Education of Children Looked After and Children Previously Looked After policy

Signed by:

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Chair of Governing Body

Date 24.11.22

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Headteacher

Review date: November 2024



Introduction

This policy is informed by the following Department for Education (DfE) document:

'The Designated Teacher for Looked-After and Children Previously Looked-After Statutory Guidance on their roles and responsibilities':

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

Definitions

Children Looked After are registered pupils who are in the care of a local authority or are provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours.

Children Previously Looked After are registered pupils who were looked after by a local authority but ceased to be as a result of any of the following:

- A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
- A special guardianship order
- An adoption order

Personal Education Plan (PEP) is part of a child looked after's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual School Head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's children looked after. They work across schools to monitor and support these students as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of children previously looked after.

Roles and Responsibilities of the Designated Teacher

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving children looked after (CLA) and children previously looked after (CPLA).
- Promote the educational achievement of every CLA and CPLA on the school's roll. This includes working with VSH and promoting a whole school culture in which the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
- Take responsibility for ensuring the staff in school understand the factors which may affect how CLA and CPLA learn and how the whole school supports the educational achievement of these pupils.
- Promote a school culture in which CLA and CPLA are involved in discussions around their learning and any targets set, where their views are valued and they are supported to take responsibility for their own learning. Also an aspirational culture where these children believe they can succeed and aspire to further and higher education or highly skilled jobs.
- Provide advice and support for teachers regarding: differentiated teaching strategies appropriate for pupils who are CLA and CPLA; ensuring CLA and CPLA are visible within their classroom curriculum including through the texts chosen to read; Assessment for Learning (AfL) strategies to enable teachers to better understand any gaps in learning their CLA or CPLA may have and where they might need to go next in their learning.
- Work directly with CLA or CPLA and their carers, parents or guardians to: promote home-school links; support progress academically; establish effective communication to explore concerns and celebrate successes and encourage high aspirations for the child's future.
- Ensure PEPs are developed, implemented, evaluated and reviewed within statutory timescales as outlined in the PEP guidance. This includes working with VSHs about how any pupil premium funding can best be used to support the child's attainment.



WEDDINGTON PRIMARY SCHOOL

- Liaise with professionals including the safeguarding team in school, pastoral support, social care and educational psychologists to ensure any concerns are explored fully in order to safeguard and support the CLA or CPLA.

Roles and Responsibilities of all staff

All staff at Weddington will:

- Have high expectations of CLA and CPLA's learning and set targets to accelerate their academic progress.
- Understand the emotional, psychological and social impact of loss and separation from birth families, including having awareness of attachment issues. Teachers should also recognise any ACES (adverse childhood experiences) and traumas which may have affected the child in their class.
- Understand how important it is to see CLA and CPLA as individuals, not publicly treating them differently and being sensitive to sharing knowledge about their CLA or CPLA status.
- Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, the child's own understanding of how they are being supported in school.
- Have a good understanding of the role of the social worker, VSH and carers, and understand the function of the PEP and how it fits into the wider care planning duties of the local authority which looks after the child.

Roles and Responsibilities of The Governing Body

Weddington's Governing body will:

- Ensure all governors are fully aware of the legal requirements and guidance for CLA and CPLA
- Ensure that there is a named designated teacher for CLA and CPLA
- Be aware of whether the school has CLA and CPLA and what the percentage of children on roll this is
- Through the designated teacher, hold the school to account on how it supports its CLA and CPLA
- Liaise with the headteacher to ensure the designated teacher has access to training and is enabled to fulfil the role of a designated teacher
- Review the effective implementation of this policy

Weddington's Designated Teacher for CLA and CPLA: Hannah Kirby

Weddington's Designated Governor for CLA and CPLA: