

Appleton Wiske Community Primary School
Children Looked After (CLA) Policy

Appleton Wiske Community Primary School is committed to providing quality education for every pupil, based on equality of opportunity, access and outcomes. We recognise that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and we are committed to implementing the principles and practice as outlined in 'Promoting the Education of Looked After Children: Statutory Guidance for Local Authorities' (July 2014).

Children who are 'looked after' may be accommodated, in care or remanded/detained as follows.

Accommodated

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/detained

A child can be remanded or detained as in the following:

- An emergency protection order
- Removed by police using their powers of protection
- Remanded by a court following criminal charges
- A court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Looked after Children may (or may not) have some or all the following issues:

- Low self esteem
- Poor education standards due to time out of school
- Delayed social/emotional/cognitive development
- Be bullied or bully others
- Be prone to mental health issues
- Be isolated with few friends
- Have behaviour issues
- Poor attachments to others
- Have a need to be very private

We are committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place and working effectively:

- A designated teacher for CLA (Mr N Clark)
- Personal Education Plans for children who are looked after
- All staff have a clear understanding of confidentiality and issues that affect CLA
- Effective strategies that support the education of this vulnerable group

Roles and Responsibilities of the Designated Teacher:

- Be an advocate for children who are looked after
- When new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements such as care status
- Ensure that a Personal Education Plan (PEP) is completed as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings. *A flow chart showing PEP completion is found at the end of this policy.
- Keep PEPs and other records up to date, particularly in time to inform review meetings
- Ensure that each child in public care (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the designated teacher)
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- Ensure staff receive relevant information and training and act as an adviser to staff and governors
- Ensure confidentiality for individual children and only share personal information on a need to know basis
- Provide written information to assist planning/review meetings and ensure attendance as far as possible

- Ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive.
- Encourage children who are looked after to participate in extra-curricular activities and out of hours learning
- Ensure efficient transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers
- Request urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- Ensure that any returns on looked after children are completed – as requested by the LA

Roles and Responsibilities of Staff:

- Ensure that any child in public care is supported sensitively and that confidentiality is maintained
- Be familiar with the policy and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- Respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary
- Contribute to the designated teacher's request for information on educational attainment and needs, as appropriate
- As with all children, ensure that no child in public care is stigmatised in any way
- Provide a supportive climate to enable a child in public care to achieve stability within the school setting
- Have high aspirations for the educational and personal achievement of children who are looked after
- Positively promote the self-esteem of looked after children

Roles and Responsibilities of the Governing Body

- Ensure all governors are fully aware of the legal requirements and guidance for children who are looked after
- Be aware of whether the school has any children who are looked after and how many (no names)
- Ensure that there is a named designated teacher for CLA
- Support the Head Teacher, designated teacher and other staff in ensuring the needs of looked after children are met
- Review the effective implementation of this policy

Confidentiality:

- Information on CLA will be shared with school staff on a 'need to know' basis
- The designated teacher will discuss what information is shared with which school staff at the PEP meeting; once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained

*Personal Education Plan (PEP) Completion:

- Social worker informs school of a child becoming looked after (or a looked after child joining the school)
- Date is set for the completion of a Personal Education Plan (PEP)
- A copy of the form is sent to the school to enable completion of educational data
- PEP meeting takes place within 20 days, involving the social worker, designated teacher (or other appropriate staff), carer and young person if appropriate
- A date is set for the next PEP meeting
- The Personal Education Plan is taken to the child's statutory review and discussed within the wider context of the child's life
- PEP sent by the social worker to the CLA team

Revised: January 2018

Review date: January 2019

