

Policy for Children Looked After (CLA) V3

Policy for promoting the educational achievement of Children Looked After

Policy Name	Policy for CLA
Created by	CC/CS
Responsibility of	School improvement committee
Reviewed by	JM/CS
This Review Date	January 2018
Next Review Due	2021
Cycle	3 years
Ratified by Full Governing Body on	Delegated powers C Shadbolt
Policy will be published	website

Version History

Version	Amendments	Date	Author
V1	Original document	June 2014	CC / CS
V2	Review	June 2017	CC/CS
V3	Review (following on from advice from VS)	January 2018	JM/CS

Children Looked After have a right to expect the outcomes we want for every child. All schools and settings have a role in supporting the local authority to achieve the highest possible educational standards and outcomes for all Children Looked After, irrespective of their placing authority.

Our school understands and supports the premise that as **Corporate Parents** we have a special duty to safeguard and promote the education for Children Looked After.

Our school ensures there is a common understanding amongst all staff of the needs of Children Looked After, and staff are supported in identifying their areas of strength and their capacity to improve in their work with Children Looked After.

Within this policy, where DT (designated teacher) is used, this can be the DT and/or deputy DT.

1. The Role of the Designated Teacher

Woolenwick Junior School has a named Designated Teacher (DT) for Children Looked After, who has full Qualified Teacher Status, is in a position of authority, and, is able to influence and challenge school policy and practice and has a designated deputy. The designated Teacher operates in accordance with the statutory duties as set out in the Children and Young Persons Act 2008.

Designated Teacher – Jo Marshall
CLA governor – Catherine Shadbolt

- The DT acts as an advocate for the educational needs of Children Looked After.

- The Headteacher ensures the DT has sufficient time allocated in order to carry out their duties in supporting Children Looked After, their carers and social care staff.
- The DT and the Headteacher (HT) maintain and update the lists of CLA on the school roll. The list provides accurate contact information, legal status, type of care placement, social worker's details, placing authority details (in the case of a Child from Other Local Authority – COLA) etc including the name of the Virtual Head as appropriate. The DT ensures that all staff are aware of individual Children Looked After on roll in our School.
- The DT makes every effort to get to know the child/young person and will attend CLA Reviews and other essential meetings whenever possible: when necessary, the DT will ensure attendance at such meetings by an appropriate deputy and ensures feedback and staff updates as appropriate.
- The DT works with the child's social worker to ensure timely review of the EPEP and completes the plan online and logs with VS (Virtual School).
- The DT completes all relevant paperwork to support the EPEP: in conjunction with Class teacher sets targets, collects pupils' voice, data and sends to Welfare Call prior to the meeting.
- The DT is responsible for ensuring that accurate information re CLA on roll is conveyed at Census time to the local authority.
- The DT is responsible for collating the information re CLA Delegated funding spend and for accessing Pupil Premium funding for individual children identified in the Personal Education Plan targets.
- The DT is responsible for ensuring high quality information is formulated for HT use with HIPs, Ofsted, the SEF.
- The DT is proactive in identifying ways in which the school can raise the attainment of all Children Looked After on roll.
- The DT maintains an overview of CLA attendance and ensures the Virtual School is contacted if there are any concerns.
- The DT ensures that the CLA attendance protocol is followed if a CLA reaches the threshold for attendance monitoring meeting.
- The DT works in partnership with the HT when considering Exclusions or other disciplinary measures for CLA, supporting the authority's position that formal exclusions for children in care must only be used as a last resort and only after having sought the views of the Virtual school team and/or the inclusion team and, in accordance with the authority's policy in this matter.
- The DT is instrumental in collating attainment data for CLA and will use it to ensure the highest levels of achievement and attainment are promoted.
- The DT ensures the understanding of all staff regarding matters to do with CLA.
- The DT inducts new staff in such matters and regularly reviews the training needs for all staff.
- The DT is released for appropriate training as required (DT training, PEP training, associated safeguarding etc) and has opportunities to feedback to staff.
- The DT ensures that information is managed in a confidential manner, that records are kept, and that information is shared appropriately and in accordance with authority guidelines.
- The DT is mindful of potentially difficult periods in the child's life e.g. transition, change of care placement, SEN issues etc. and will ensure staff support and understanding as appropriate.
- The DT may wish to delegate certain responsibilities to other members of staff: whilst this may be practicable, the DT is mindful of their statutory duties and will always ensure appropriate line management and support for staff when undertaking delegated duties.
- The DT ensures that any SEN issues are dealt with appropriately, that referrals are timely and outcomes achievable. The DT will ensure that the PEP is updated and the child's social worker and carer are kept informed.
- The DT ensures priority is given to CLA in accessing in-school opportunities and equipment (e.g. Laptops) to boost learning e.g. 1:1 tuition, Homework Clubs etc.
- The DT will address any potential barriers to accessing these resources and will make strenuous efforts to ensure the child engages in any beneficial activities as appropriate.

- The DT ensures that all school staff are knowledgeable about the additional obstacles to be faced by CLA. They will support staff in raising the child's aspirations and ensure appropriate support.

2. Communication with Carers

Woolenwick Junior School ensures that they establish good communication links with all carers/parents/residential home staff and ensures they are aware of school policies and procedures for CLA.

- The carer knows who the DT is and feels welcomed by the school and able to ask questions etc.
- The DT ensures that school gives information to the carers in a timely way.
- The DT will also receive information from carers and others and ensures that it is recorded and processed appropriately.
- The DT understands the importance of the carer's role in partnership working and fosters a collaborative working relationship with both carers and parents.
- The DT understands the need for flexibility when timing contact with a carer and/or social worker.

3. Communication with Social Care & Other Agencies

The School will ensure all changes in the child's education are communicated directly to the social worker and any other involved agencies.

- The DT promotes strong, positive, working relationships between social workers, health professionals and others and all Woolenwick Junior school staff involved with the CLA.
- The DT recognises the importance of effective communication with all professionals involved and takes all reasonable steps to ensure that information is effectively passed between agencies.
- The DT provides information as requested by social care colleagues or other professionals involved with the CLA.
- The DT will always be mindful of the child's legal status and will advise accordingly on the issue of **Parental Responsibility**.
- The DT will ensure they are clear who has parental responsibility and who has powers of authorisation via delegated responsibly from the social worker.

4. Communication with the Virtual School

The Virtual School provide support through advice, contact line, a named 'go-to' person, training, attending meetings, PEP support and direct support for CLA.

- The DT will provide any information requested by VS colleagues or other professionals involved with the CLA.
- The DT ensures that the team is informed of any DT name change.
- The DT undertakes regular training, as offered by the VS, in line with statutory expectations. If this is not possible then the DT understands that 1:1 training, advice and support is always available from the VS.

5. The Role of the Governing Body

The Governing Body (GB will support the DT and HT in carrying out their duties to support CLA. They will monitor effective and appropriate use of CLA funding.

- The GB has a duty to appoint the school's DT, ensuring that all statutory requirements are met and that the post holder has QTS. The GB has agreed a clear job description.
- The school has a named governor with responsibility for Children Looked After and the Local Authority's VS is kept informed of any change to the information. The Nominated Governor undertakes to attend CLA Governor Training as required. The named governor will be expected to have completed the ilearn online module from the VS. This training can be accessed via the Grid.
- The GB is aware of the number of CLA on the school roll (and placing authority).
- The CLA Governor meets regularly with the DT, as appropriate.
- The DT, in liaison with the CLA governor, provides the governing body with the CLA SEF in the summer term.
- The GB has clear school policies for CLA in relation to admissions, exclusions and access to school based services and opportunities.
- The GB ensures that the DT workload is monitored and that he/she has sufficient capacity so that their statutory duties can be carried out effectively.
- The GB ensures that the DT is able to attend as required and as appropriate.

Whole School Approach

- School works closely with foster/care/adoptive home to ensure there is a consistent approach to delivering key messages.
- Where any reference to CLA's past/present status is made, advice is sought from the appropriate professional (carers, social workers, VS), as to the most appropriate approach.
- Support will be provided if CLA feel they need to disclose personal information to their peers, to echo the approach that home is taking.
- All staff will have a consistent approach to CLA, as regards safeguarding.
- Protective behaviours will be reinforced.
- In line the school's SMSC ethos, all different kinds of home life will be depicted in a positive way.
- If CLA need to talk about their situation in a public forum, this will be discouraged, with an appropriate statement, such as, 'This is not an appropriate time, but you can talk to me (or an identified adult) later.'