

Children Looked After Policy



MAY 2019

Children Looked After (CLA) Policy

1. Rationale and Aim

BEST are committed to providing quality education for all its pupils/students based on equality of access, opportunity and outcomes. This policy includes requirements set out in “Promoting the Education of Looked After Children” 2014, and “Designated Teacher for Looked-After Children” 2009.

BEST aims to:

- ensure that policies and procedures are followed for CLA as for all children
- ensure that all CLA have access to a broad and balanced curriculum, make progress and achieve exceptional outcomes.
- provide a differentiated curriculum appropriate to the individual’s needs and ability
- ensure that CLA pupils/students take as full a part as possible in all academy activities
- ensure that carers and social workers of CLA pupils/students are kept fully informed of their child’s progress and attainment
- ensure that CLA pupils/students are involved, where practicable, in decisions affecting their future provision.

2. Policy

Under the Children Act 1989 a child is legally defined as ‘looked after’ by a local authority if he or she:

- is provided with accommodation for a continuous period of more than 24 hours
- is subject to a care order
- is subject to a placement order

All Children Looked After will have full and equal access to all of the opportunities available our academies.

There will be a designated member of staff for Children Looked After
At Langford Village Academy the designated person is the SENDCo.

3. Procedure

Admissions

Children Looked After have been given the highest priority within school admission arrangements. The Directors and Governing Bodies endorse council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Colleges, believes that admissions criteria should not discriminate against CLA pupils/students. This stance is also endorsed by Central Bedfordshire Admissions. Due to care placement changes, CLA may enter the academies mid-term. It is vital that these pupils/students are given a positive

welcome. If necessary they may need to be offered additional support and pre-entry visits to help the new pupil/student settle.

Inclusion

This policy recognises that all pupils/students are entitled to a balanced, broadly based curriculum. BEST's CLA policy reinforces the need for teaching that is fully inclusive. The Governing Bodies will ensure that the academies make appropriate provision for all CLA pupils/students

The PEP (Personal Education Plan)

Every CLA must have a PEP, and it must be used to support the personalised learning of the child. It is coordinated in school by the designated teacher. It is vital that the academy assesses each CLA's attainment on entry to ensure continuity of learning. The academy will monitor and track the achievement and attainment of all pupils/students at regular intervals. CLA will require their PEP to be reviewed, according to their needs. The young person's views should be sought by the Designated Teacher and noted on the PEP.

As part of the PEP process there should be robust arrangements in place to ensure that any undiagnosed special educational needs are addressed through the SEND framework as soon as possible.

More information on PEPs can be found in "Promoting the Education of Looked After Children" 2014, pages 15-17.

Allocation of resources

The Governing Bodies will ensure that the academy allocates resources to support appropriate provision for CLA, meeting the objectives set out in this policy.

Record Keeping

The Designated Teacher in each academy will know who all the CLA are and will have access to their relevant contact details including parents, carers and social worker. The Designated Teacher will also know about any CLA from other authorities. It is important that the academy flags CLA status appropriately in their information systems so that information is readily available as required.

Staff Development

BEST encourage staff to attend courses that help them to acquire the skills needed to support CLA. Part of the Designated Teacher's role is to develop awareness of issues associated with CLA.

Partnership with parents/carers and care workers

BEST firmly believe in developing a strong partnership with parents/carers and care workers to enable CLA to achieve their potential. Review meetings are an opportunity to further this partnership working.

The Role of the Designated Teacher

- be an advocate for CLA within the academy
- give regard to the impact of relevant decisions for CLA on both the CLA and the rest of the academy community

- attend relevant training about CLA
- act as the key liaison professional for other agencies and carers in relation to CLA, seeking advice from the CLA team when appropriate.
- ensure that CLA receive a positive welcome on entering the academy, especially mid- year and, if necessary, offer additional support and a pre-entry visit to help the new pupil/student settle.
- convene an urgent multi-agency meeting if a CLA is experiencing difficulties or is at risk of exclusion
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil/student
- act as the key adviser for staff and governors on issues relevant to CLA
- ensure that care and academy liaison is effective including invitations to meetings and other academy events
- actively encourage and promote out of hours learning and extra-curricular activities for CLA
- ensure a speedy transfer of information, records and coursework, where appropriate, when a CLA transfers to another educational pnt
- contribute information to CLA reviews when required
- report to the Governing Body on CLA in the academy and inform of relevant policy and practice development
- agree with the social worker the appropriate people to invite to parents' evenings etc
- prepare reports for Governors' meetings
- attend governor meetings as appropriate – such as the admission, disciplinary and exclusion of CLA

All academy staff will:

- follow academy procedures.
- keep the Designated Teacher informed about a CLA's progress.
- have high expectations of the educational and personal achievements of CLA.
- positively promote the raising of a CLA's self-esteem.
- ensure any CLA is supported sensitively and that confidentiality is maintained.

Links to other policies

This policy should be read in conjunction with the academy's Pupil Premium Policy.

4. Monitoring and Evaluation

This policy will be monitored by the designated teachers in each academy.

5. Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the academies websites. Copies are also available upon request from the academy office. This policy will be reviewed two yearly or as required.

6. Author and Date

Debbie Randall – Principal 2019