

# CHELLINGTON CHURCH OF ENGLAND FEDERATION



## **Happiness Through Wisdom**

*"Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel."*

**Proverbs 20:15**

**St. Lawrence VA Primary School /  
Christopher Reeves VA Primary School**

# **The Education of Children Looked After (CLA) and Previously Looked After Children (PLA) Policy**

**May 2023**

**Review Date: Summer Term 2024**

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - *"There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel."* Proverbs 20:15

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. *"Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go."* Joshua 1:9

At St Lawrence we encourage all children to 'Let Their Light Shine' through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."* Matthew 5: 14-16

This policy, and its associated procedures and protocols, is based on these key principles.

**Policy Objective:**

To promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After (PLA) on the roll of this school

**Name of the Designated Teacher for CLA and PLA**

Nic Clark (Christopher Reeves) and Jemma Smith (St Lawrence)

**Name of the Designated School Governor for CLA and PLA**

Fiona Rickard

The Chellington Federation will ensure that children looked after (CLA) and children previously looked after (PLA) have access to excellent educational provision and are prioritised for additional support through school-based interventions to achieve as well as possible, in accordance with the *'DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28<sup>th</sup> February 2018.*

We recognise that our schools play a vital role in providing a stable base for CLA and in promoting their academic, social and emotional development. We promote whole school staff training in their specific needs, so that all adults at this school are sensitive to the barriers to learning that CLA experience and feel able to support the children discretely and confidentially, as needs arise. We understand the need to work in a 'relationship-based' way so that children looked after and previously looked after feel valued and a part of our school communities.

Our aim is to champion the needs of CLA to ensure they make rapid educational and social progress during their period in care on the roll of this school.

**Our Aims for CLA:**

- to provide a safe and secure environment where educational progress and stability is always central to the planning and all adults understand the specific needs of CLA and PLA
- to narrow the gap between the attainment of CLA and PLA and their peers, ensuring **accelerated** and **rapid** progress
- that they benefit from school-based interventions, even if they do not meet the criteria for that intervention (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*) and to use the allocated Pupil Premium Plus (PP+) to ensure effective impact
- for all CLA to have at least termly Personal Education Planning (ePEP) meetings each academic year and for the joint planning and quality first teaching to have measurable impact on each child's learning on a daily basis, (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*)
- for all adults to provide sensitive, child-led support, adopting a relationship based approach and with at least one key adult with whom the child or young person has a trusted relationship and who will act as an advocate for them and take a special interest in their progress in all school activities.
- that school systems facilitate discrete support, that includes a strong relationship between schools staff, carers and children looked after on roll.
- CLA will be advantaged within school policies and procedures, with their needs explicitly considered and provided for (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.*)
- Our Behaviour Policy maintains clear boundaries and expectations about behaviour but we understand that not all behaviour is a matter of choice. We will not enforce sanctions that shame and ostracise children looked after from their peers, school, community or family. In our schools we seek to create an inclusive and positive school ethos for every pupil.
- CLA and PLA and their families will feel part of the school community; they will be actively welcomed, involved and engaged into this school community (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).

## **Educational Planning for Children Looked After**

### **Personal Education Plans (ePEP)**

The school will ensure that every CLA on roll has a Personal Education Planning (ePEP) meeting that is reviewed termly, within the statutory care planning framework, and in collaboration with the social worker, carer and other relevant professionals. In any one school year there will be at least 3 PEP meetings for each CLA.

### **Roles and Responsibilities:**

**The Executive Headteacher and Governing Body** are committed to promoting improved educational life chances for CLA and PLA. They will ensure that the Designated Teacher for Children Looked After has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role and have at least 1 day per year training to remain fully informed. They will monitor the role of the Designated Teacher to ensure that all CLA and PLA make accelerated and rapid progress and that the whole school staff receive appropriate training.

**The Designated Teacher for Children Looked After and Children Previously Looked After at St Lawrence Primary School is Jemma Morris and at Christopher Reeves is**

**Nic Clark.** They are qualified teachers, and will promote improved educational life chances for CLA and PLA by:

- ensuring that the CLA or PLA has access to quality first teaching
- tracking the progress of CLA and PLA across the curriculum using data, teacher reports and book looks
- ensuring that the PP+ is used effectively and efficiently
- performing a coordinating role with school staff and outside agencies
- ensuring effective communication with the school's assigned Education Adviser from the Virtual School
- developing expertise in the field of CLA, including attachment theory, and trauma informed practice
- providing and attending training and offering advice to the whole school staff
- promoting a school culture which is supportive, relationship-based and has high expectations for CLA and PLA
- regularly reporting to the Head and Governing Body on the attainment of CLA and PLA and school resource and staff training needs for working with this group
- prioritising CLA for school-based additional support, even when the young person does not meet the criteria (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).
- ensuring that CLA and PLA are not overlooked for positions of student responsibility within the school because of their care status
- completing the annual Strength and Difficulties Questionnaire (SDQ) of each CLA as requested, to inform their annual CLA health review.

**All staff** will promote improved educational life chances for CLA and PLA by:

- reading this 'school policy' for CLA
- attending relevant training
- providing accurate information and data when asked by the Designated Teacher
- referring to the Designated Teacher for advice
- playing their part in creating an attachment and trauma-informed 'CLA-friendly' culture and securing rapid progress for CLA by ensuring that they benefit from any additional school-based support available

#### **Attendance:**

**School attendance procedures** reflect the specific needs of CLA and PLA to ensure good school attendance. Where there is a concern about attendance or punctuality the school will contact the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in our attendance policy.

#### **Admissions/ Transitions:**

**School procedures to support CLA during admission and transition include:**

- prioritising CLA and PLA at the point of admission
- the swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- early identification of staff mentor and peer buddy
- additional support and planning for CLA and PLA at times of transition
- structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

#### **Additional Educational Needs:**

**All staff will work creatively to secure accelerated and rapid progress for CLA and PLA with additional educational needs by:**

- having high expectations
- ensuring that they are prioritised for additional school-based support, even if they do not meet the criteria (*in line with the DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).
- ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher over-sight (*in line with the Lamb Report, Dec '09*)
- ensuring that progress is regularly monitored and reviewed, against the targets set as agreed in the ePEP

### **Special Educational Needs:**

**All staff will work creatively to secure accelerated and rapid progress for CLA who have special educational needs by:**

- having high expectation of progress each academic year (*in line with the expectation set out in the ePEP*)
- ensuring that they are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision (*in line with the SEN Code of Practice*)
- ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEN Code of Practice
- ensuring that any work undertaken by non-teaching staff has teacher over-sight
- that with the school SENCO the EHCP review is held in a timely way with all relevant professionals invited and their views obtained.

### **Safeguarding:**

**School staff will be vigilant for any safeguarding issues which can impact particularly on CLA by:** familiarising themselves with the 'School Policy Guidance for Children in Care' and following the school's child protection policy and the 'DfE: Keeping Children Safe in Education' (All staff), if there are any safeguarding concerns.

### **Alternative Provision:**

**We will make every effort to ensure that any arrangements for provision alternative to daily attendance at school will be:**

- a plan that will retain the CLA on the roll of the school or clarify in writing which educational establishment will be responsible for essential reporting and accountable for the PP+
- an agreed part of the overall ePEP for the student
- full time (25 hours) or contribute to full time attendance and be of high quality
- meet the educational needs of the CLA or PLA
- will provide the opportunity to make rapid progress in the course of study provided by the setting
- will be monitored regularly and that ePEPs will include the school and the alternative provider

### **Exclusion:**

- We have reviewed the school behaviour policy (Christopher Reeves, January 2022 and St Lawrence, May 2023) in line with the statutory guidance published in February

2018 (DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018).

- We will make every effort to avoid excluding a CLA, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School.
- If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.
- We will use the following methods to avoid excluding a children looked after or previously looked after; promoting positive behaviour strategies, Individualised sticker charts or behaviour books, Report cards and internal exclusion - a child completes work set for them away from their peers
- School procedures are in place to reduce the risk of exclusion of CLA and PLA. CLA and PLA with special educational needs should have exclusion as a behaviour management action as a last possible resort (*Regulation 4(1)(c) of the Equalities Act 2010 which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made*).

#### **Multi-Agency Working:**

- **School staff will make every effort to** develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA and PLA.

#### **Review**

This policy has been reviewed and agreed by the Governing Body on 17<sup>th</sup> May 2023 and will be renewed in the Summer Term 2024.

If you require a hard copy of this policy, please contact the school office.