

## Uplands Primary School Children Looked After (CLA) Policy

Date agreed: June 2024

Date for review: June 2027



1. At Uplands, we aim to empower our children to **“Be the best they can be”**, develop curiosity and a lifelong love of learning. We firmly believe that every child deserves the very best start in life and have high aspirations for all children.
2. Our school’s approach to supporting the educational achievement of Children Looked After is based on the following principles
  - Prioritising education
  - Promoting attendance
  - Targeting support
  - Having high expectations
  - Promoting inclusion
  - Achieving stability and continuity
  - Early intervention and priority action
  - Listening to children
  - Promoting health and well-being
  - Reducing exclusions and promoting stability
  - Working in partnership with carers, social workers and other professionals

### Virtual Schools

3. The Virtual School for Looked after Children does not exist in real terms, or as a building. Children do not attend it – they remain the responsibility of the School at which they are enrolled. The Virtual School is simply an organisation which has been created for the effective co-ordination of education for looked after children. The Virtual School operates to collate and track the information about children and young people who are looked after as if they were in a single school so that their progress can be closely tracked and supported and intervention can be targeted strategically. The Hampshire Virtual School can be located at: [www.hants.gov.uk/cic-virtual-school](http://www.hants.gov.uk/cic-virtual-school) [virtualschool@hants.gov.uk](mailto:virtualschool@hants.gov.uk)

### Who are Children Looked After?

4. Under the Children Act 1989, a child is looked after by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:
  - a) children who are accommodated under a voluntary agreement with their parents (section 20)
  - b) children who are the subjects of a care order (section 31) or interim care order (section 38)

- c) children who are the subjects of emergency orders for their protection (sections 44 and 46)
  - d) children who are compulsorily accommodated – this includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement (section 21).
5. The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Children Looked After'- CLA. They may be looked after by Hampshire Local Authority or may be in the care of another authority but living in ours. CLA reviews, involving the school, will take place up until an adoption order has been granted. However Pupil Premium Plus funding will continue for CLA until they are 16 years old.

## **School Responsibilities**

### **6. The Headteacher will:**

- a. Identify a designated teacher for CLA
- b. Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of CLA and that appropriate action is taken.
- c. Report on the progress, attendance and conduct of CLA.
- d. Annually report to County and Governors.
- e. Ensure that staff receive training and are aware of their responsibilities.

### **7. Responsibility of Designated teacher (DT), Mrs Bagley:**

- a) know who all the CLA are in school and ensuring that availability of all relevant details from school record-keeping systems as required.
- b) attend relevant training about CLA and acting as the key liaison professional for other agencies and carers in relation to CLA
- c) promote a culture of high expectations and aspirations for how CLA should learn.
- d) help school staff understand the issues that affect the learning of CLA such as differentiated/adapted teaching strategies appropriate for individual children and in making full use of AfL.
- e) make sure that CLA are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- f) ensure any CLA new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- g) develop personalised learning packages for CLA in conjunction with the relevant teaching staff.
- h) be a champion for CLA.

- i) lead on developing and implementing the PEP within the school. The social worker is responsible for initiating the PEP process completing the front page of the PEP form.
- j) monitor the child's progress against the targets on the PEP and extending these targets if they have been achieved.
- k) ensure the child makes a smooth transition to the new school and that the child's records are transferred without delay.
- l) Liaise with the Virtual School in all aspects of the CLA progress and support.
- m) convene urgent multi-agency meetings if a CLA is experiencing difficulties or is at risk of exclusion.
- n) Arrange for a mentor or key worker to whom the young person can talk to. Arranging for the CLA to be supported by its peers.
- o) Promote good home-school links and the importance of education as a way of improving life chances for CLA.

#### **8. All staff will:**

- a. Maintain CLA confidentiality and ensure pupils are supported sensitively.
- b. Promote the self-esteem of all CLA.
- c. Have high expectations of the educational and personal achievement of CLA, as for all pupils.
- d. Have an understanding of the key issues that affect the learning of CLA.

#### **9. Well-being**

Where appropriate, the child will be offered support to ensure that they are happy and safe. This may be through ELSA support or through the school working with outside agencies. The approach and support will be tailored to the child's needs. We will also work with Carers to ensure that they have support and establish good communication with them.

#### **10. Safeguarding**

If at any time we are concerned about the welfare of the CLA, we will follow our procedures as outlined in our Child Protection and Safeguarding policies immediately. We will work with outside agencies to ensure that the child's safety and well-being comes first.