



THE ACADEMY OF  
**ST FRANCIS  
OF ASSISI**

# Looked After Children Policy

Review Period:	Annually
Date Policy Last Reviewed:	May 2023
Person Responsible for Policy:	Miss C Williams
Governing Committee:	SGB
Date of Governing Committee Approval:	March 2023
Date for Review:	March 2024

## **1. Rationale of this policy**

The Academy recognises that Children who are Looked After (CLA) and Post Children who are Looked After (PCLA) can experience specific and significant disadvantages within a school setting. We are committed to ensuring that they reach their potential in all areas. We recognise that CLA and PCLA may have faced significant trauma in the form of Adverse Childhood Experiences (ACES) including abuse, neglect, loss and/or rejection. When children are exposed to these adverse and stressful experiences, it can have a long-lasting impact on their learning, as well as on their ability to think and to interact with others. Despite having as broad a range of abilities as their peers, national progress and attainment data clearly shows that CLA and PCLA are at greater risk of exclusion and are particularly vulnerable to underachievement. Helping CLA succeed and providing a better future for them is a key priority in our school.

We believe that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every CLA and PCLA can be successful. We believe that this school has a major part to play in ensuring that CLA can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing. School can be a source of stability for children who may have been subject to emotional distress and disruption. School can be the place where children maintain friendships and a place where they feel safe and thrive.

## **2. Policy (Legal Framework)**

### **2.1 Children who are Looked After (CLA)**

The term 'looked after' has a specific, legal meaning, based on the Children Act 1989: a child is 'looked after' by a local authority if they fall into one of the following:

- is provided with accommodation, for a continuous period of more than 24 hours, [Children Act 1989, Section 20 and 21]
- is subject to a care order [Children Act 1989, Part IV]
- is subject to a placement order

### **2.2 Previously Children who are Looked After (PCLA) are those who:**

- are no longer CLA by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Every local authority is required to appoint an officer to make sure that their duty to promote the educational achievement of CLA and PCLA is properly discharged; this officer is called the Virtual School Head (VSH). The duties of the VSH are defined in the DfE statutory guidance "Promoting the education of looked after children and previously looked after children" – February 2018.

The governing body of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff, undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school's roll; this person is the 'designated teacher' (DT). The duties of the DT are

defined in the DfE statutory guidance “The designated teacher for looked after and previously looked-after children” – February 2018.

### **2.3 Designated teacher for CLA**

The Designated Teacher for CLA is Mrs Onslow with support from other members of the Safeguarding Team.

Each child will be allocated a designated key worker (member of Safeguarding Team) and a key adult who will work with them during their time in school.

### **2.4 The Governing Body**

The governor with responsibility for looked after children is our Safeguarding Governor, Ms E Ridgeway.

An annual report will be presented to the Governing Body to review the policy, procedures and practice relating to our children who are looked after.

### **3. Aims of this policy**

The Academy is committed to enhancing the achievement and welfare of CLA and PCLA in the following ways:

1. Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of CLA and PCLA.
2. Providing a climate of acceptance and challenging negative stereotypes.
3. Having high expectations for the child and ensuring equal access to a balanced and broadly-based education that meets the needs of the individual child.
4. Ensuring that (CLA/PCLA) students can participate fully in all aspects of the school, including the curriculum, careers guidance, extra-curricular activities, work experience.
5. Ensuring CLA have a highly quality PEP that addresses all aspects of education including health and wellbeing and ensures that appropriate support is in place to promote progress.
6. Ensuring that carers/parents, social workers, and virtual school staff (where relevant) are kept fully informed of their child’s progress and attainment.
7. Ensuring that (CLA/PCLA) students are involved, where practicable, in decisions about their education, including affecting their future provision.
8. Maintaining and respecting the child’s confidentiality wherever possible.
9. Ensuring an appropriately trained DT is appointed, who will be responsible for all CLA and PCLA.
10. Prioritising a reduction in exclusions and promoting attendance.
11. Ensuring discretion when addressing a child’s care status and ensuring there is sensitivity to the background of children who are looked after, especially regarding schoolwork on “family”.

### **4. Admissions policy**

The Governing Body welcomes CLA/PCLA students.

All CLA and PCLA should have the highest priority within school admission arrangements. The school recognises that CLA and PCLA are an ‘excepted group’ and will be prioritised in our oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006). Due to care placement changes, children may enter school part way

through the school year. It is vital that we give them a positive welcome. If necessary, we may offer additional support and pre-entry visits to help the new pupil settle.

## **5. The PEP (Personal Education Plan)**

A PEP will be initiated within 20 school days of any looked after child starting at the school or being taken into care and will be reviewed regularly and as necessary (at least termly). The PEP will provide a regular opportunity to review progress, note any concerns, ensure appropriate support is in place and set SMART targets. The child should be involved in their PEP by attending the meeting and/or sharing their views or in another way (e.g. gathered by the DT before the meeting). We will have robust arrangements in place to ensure that any undiagnosed special educational needs are reflected in the PEP and addressed through the Special Education Needs and Disability (SEND) framework as soon as possible.

### **5.1 Pupil Premium Plus (PPP)**

PPP for CLA will be delegated to schools by the relevant virtual school. Ordinarily we work closely with Liverpool, Knowsley, and Sefton.

We will allocate the Pupil Premium Plus funding (PPP) to support appropriate provision for individual CLA, meeting the objectives set out in this policy and the child's PEP. We will work in partnership with the child's Virtual School to ensure that CLA receive the full range of support to which they are entitled to enable them to make progress and achieve in all aspects of school life. For PCLA, the PPP funding will go directly to the school's budget if the child is listed as PCLA on the January census. The use of this funding will be identified in consultation with the young person and their parents.

### **5.2 Allocation of resources**

The Governing Body will ensure that the school allocates resources to support appropriate provision for CLA/PCLA, meeting the objectives set out in this policy.

## **6. Exclusions**

The Academy recognises that CLA and PCLA are particularly vulnerable to exclusions. Where a CLA/PCLA is at risk of exclusion, the school will try every practicable means to maintain the child in school. Consultation with social workers, the Virtual School and other relevant parties will be important in identifying strategies to minimise the risk of exclusion. If an exclusion is unavoidable, the reintegration meeting should consider all possible measures and resources that provide support and prevent further exclusions. Please refer to the school's Behaviour Policy for more information.

## **7. Record Keeping**

The Designated Teacher will know who all the looked after children in school are and will have access to their relevant contact details including parents, carers, and social worker. It is important that the school flags a looked after status appropriately in Arbor so that information is readily available as required.

Careful tracking will take place of Pupil Premium Plus funding.

School will attend all CLA Reviews and planning meetings in relation to PPP.

## **8. Partnership with parents/carers and care workers**

At school we 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.

### **8.1 Links with external agencies/organisations**

We also recognise the important contribution that external support services make in supporting looked after children. Colleagues from the following support services may be involved with individual children:

- Virtual School
- Educational psychologists and others from Local Authority SEN services
- School nurses
- CAMHs
- Education Welfare Officers
- Social care worker/ Community care worker/ Residential childcare worker
- Youth Offending Service
- School age parents' officer

## **9. Roles and Responsibilities:**

### **9.1 Governing Body**

- All governors should be fully aware of the legal requirements and guidance on the education of CLA and PCLA.
- The governing body will appoint a named governor for CLA and PCLA.
- The named Governor will work in co-operation with the Head Teacher and DT as the named staff responsible for implementing this policy.

### **9.2 Named governor**

- Will ensure the school has a coherent policy for CLA and PCLA that is regularly reviewed in light of the relevant statutory guidance and that other school policies support their needs.
- Will ensure that the school has a DT, and that the DT has the necessary time, resources and training to be able to carry out his or her responsibilities.
- Will ensure CLA have equal access to all areas of the curriculum
- Will allocate resources to meet the needs of CLA and PCLA

### **9.3 The governing body should receive an annual report setting out:**

- The number of CLA and PCLA students on the school's roll.
- Their attendance, as a discreet group, compared to other pupils.
- Their progress and attainment, as a discrete group, compared to other pupils.
- The number of suspensions and permanent exclusions.
- The destinations of CLA pupils who leave the school. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned

### **9.4 Head Teacher**

#### **The responsibilities of the Head Teacher are:**

- To identify a DT for CLA and PCLA (it is essential that another appropriate person is identified quickly should the DT leave the school or be absent.)

- To support the DT in carrying out the role by making time available and ensuring that they attend training on CLA.
- To ensure that the DT has received appropriate training and has the necessary time and resources to carry out the role.
- To ensure that procedures are in place to monitor the admission, progress, attendance, and any exclusion of CLA and ensure strategies are in place to address any concerns in these areas.
- To report on the progress, attendance, and behaviour of CLA to all parties involved.
- To ensure that all staff receive relevant training about the needs of CLA and PCLA and are aware of their responsibilities under this policy and related guidance.
- To ensure that Pupil Premium funding is used effectively to support appropriate provision for individual CLA. Designated Teacher Government Guidance says that the DT should be “someone with sufficient authority to make things happen, who should be an advocate for CLA and PCLA, assessing services and support, and ensuring that the policy shares and supports high expectations for them.”

### **9.5 Our Designated Teacher will:**

- Understand the role of carers, social workers and other relevant parties, be the named contact for them and maintain regular communication with them.
- Understand the role of virtual schools and respond promptly to requests for information.
- Act as an advocate for CLA and PCLA in order to maintain high aspirations, allow them equal access to educational opportunities and support with important decisions affecting future life chances
- Ensure a welcome and smooth induction for the child and their carer, using the PEP to plan for that transition in consultation with the child’s social worker.
- Be pro-active in supporting transition to a new school or phase of education and ensure the speedy transfer of information.
- Be responsible for the implementation of the child’s PEP and lead in promoting their educational achievement. This includes monitoring academic progress and attendance, and ensuring the necessary support is in place to meet the child’s learning, social and emotional needs. This may involve working closely with other key members of staff e.g. the SENCO
- Take lead responsibility for ensuring school staff understand the things which can affect how CLA and PCLA children learn and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements
- Ensure that each CLA and PCLA has an identified key adult that they can talk to at school.
- Ensure that children can discuss their progress and are involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Maintain an up-to-date record of the CLA in school, ensuring all necessary information is passed to other staff as required on a strictly ‘need to know’ basis and reporting annually to governors, maintaining confidentiality of all CLA and PCLA.
- Promote inclusion in all areas of school life and encourage CLA to join in extracurricular activities and out of school learning.

- Be aware that some CLA and PCLA say they are bullied, so actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Attend training as required and keep fully informed of latest developments and policies regarding CLA.

#### **9.6 All staff should:**

- Be aware of the impact of trauma (including abuse, neglect, loss and separation) on children's development and their ability to build relationships, and how this might affect their behaviour.
- Have high aspirations for the educational and personal achievement of LCLA and PCLA, as for all students and work to ensure they achieve stability and success at school.
- Understand how important it is to see CLA and previously CLA children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their CLA or previously CLA status.
- Use effective classroom strategies to meet the needs of CLA and PCLA and be aware that some curriculum content may trigger difficult emotions, such as schoolwork on "family".
- Keep the DT informed about CLA and previously CLA children's progress, respond promptly to requests for information and discuss any concerns about barriers to learning (including bullying).
- Appreciate the central importance of the CLA child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
- Engage with relevant training that is offered to enable them to work effectively with CLA and PCLA.

This policy will be regularly reviewed and any changes in statutory guidance will be reflected. Relevant local authorities have slightly different protocols for PEP process including different forms and dates for termly submission. You should contact the appropriate Virtual School for the most current guidance.

#### **10. Working in partnership with our Virtual Schools:**

Liverpool

<https://www.schoolimprovementliverpool.co.uk/teams-virtual-school>

Knowsley

[http://madeforus.co.uk/?page\\_id=2457](http://madeforus.co.uk/?page_id=2457)

Sefton

<https://www.sefton.gov.uk/social-care/children-and-young-people/cared-for-children/sefton-virtual-school/>

#### **11. Key documentation:**

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>