



Policy for the Education of Children Looked-After (CLA) and Previously Looked-After Children (PLAC)

Revised by the School	January 2022
Person Responsible	Deputy Headteacher and SENDCo
Responsible Committee	Local Governing Body
Ratified by LGB	16 th February 2022
Next Review	February 2024

Our School Vision

Our vision is to be an aspirational and inclusive community school where all children are continually inspired, enjoy learning, thrive and achieve success.

Introduction

Kingsham Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. As an inclusive community, we have a special duty to safeguard and promote the education of Children Looked-After (CLA) and Previously Looked-After Children (PLAC).

This policy has been produced using government legislation and West Sussex guidance including an exemplar policy. All information in this document is based upon statutory guidance which should be read in conjunction with this policy:

[Promoting the Education of Looked-After Children and Previously Looked-After Children](#)

[The Designated Teacher for Looked-After Children and Previously Looked-After Children](#)

Rationale

Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs and/or disabilities (SEND). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. The complexity of this fragmented educational experience with high incidence of SEND, needs careful assessment and planning.

Aims of the policy

- To promote a safe and secure environment through key principles, which value education and promote the abilities and potential of looked-after and previously looked-after children.
- To identify the roles and responsibilities of stakeholders to promote and support the education of looked-after and previously looked-after children.
- To ensure the educational attainment and progress of our looked-after and previously looked-after children is in line with their peers.

Definitions

A *Child Looked-After (CLA)* is defined as a child 'looked-after by a local authority' within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.

A *Previously Looked-After Child (PLAC)* is defined as a child who is no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person or has been adopted from 'state care' outside England and Wales.

Key Principles for Children Looked-After and Previously Looked-After Children

Kingsham Primary School is committed to ensuring that these children are supported as fully as possible by the following:

- A whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.
- A Designated Teacher is appointed who is responsible for looked-after and previously looked-after children.
- A register of all looked-after and previously looked-after children will be maintained within school.
- Strategies to support and promote the education of looked-after and previously looked-after children.
- Good communication and partnership between all those involved in the child's life (including multi-agencies and carers).
- Children Looked-After (CLA) will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require.
- We will listen to the voice of looked-after and previously looked-after children as a vital part of successfully understanding and meeting their needs.

Roles and Responsibilities

The designated governor is: Mark Oliver

The Governing Body will:

- Ensure all governors are fully aware of the legal requirements and statutory guidance for looked-after and previously looked-after children.
- Ensure there is a named Designated Teacher for looked-after and previously looked-after children who has appropriate seniority, professional experience and training to fulfil their duty.
- Be aware of whether the school has looked-after children and how many (no names).
- Monitor arrangements to ensure that the school is providing appropriate support for looked-after and previously looked-after children, including how the Pupil Premium Plus (PP+) is used and their individual level of progress.
- Link with the Designated Teacher through a nominated governor who receives regular progress information and feedback relating to these children.
- Consider the needs of looked-after and previously looked-after children across all school policies.
- Review the effective implementation of this policy at least every three years.

The Head teacher is: Lee Dallinger

Responsibility of the Head teacher

- Identify a Designated Teacher for looked-after and previously looked-after children.
- It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any suspensions of looked-after and previously looked-after children and act where progress, conduct or attendance is below expectations.
- Monitor arrangements to ensure that the school is providing appropriate holistic support for looked-after and previously looked-after children
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Support the education of looked-after and previously looked-after children by ensuring that the designated teacher has training opportunities to acquire and keep up-to-date the necessary skills, knowledge and understanding, including a good knowledge of SEND.

The Designated Teacher is: Ian Williams (Deputy Headteacher and SENDCo)

The Designated Teacher will:

- Be a central point of contact within the school to ensure the school fulfils its role in promoting the educational achievement of every looked-after and previously looked-after child on the school's roll.
- Take lead responsibility for ensuring school staff understand how the whole school supports the educational achievement of these pupils.
- Organise and chair PEP meetings in line with local authority and social care guidelines to effectively plan to utilise school resources and ensure each child has access to the support they need to achieve.
- Be responsible for the development and implementation of looked-after children's current Personal Education Plan (PEP) within school in partnership with others as necessary. This will include appropriate targets and could form part of any other school plans, for example, a school 'Passport to Learning', transition plan or Pastoral Support Programme.
- Ensure the pupil premium plus (PP+) is used effectively to have the greatest positive impact on children's learning.
- Ensure parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to be in receipt of PP+.
- Liaise with professional agencies including the foster carer; allocated social worker; West Sussex County Council's Virtual School; learning and behaviour advisory team; EP, CAMHS, local police/youth offending service; community nurses and any other professional agency involved in supporting the child and family.
- Ensure systems are in place to keep staff up-to-date and informed about looked-after and previously looked-after children.
- Ensure staff are aware of, and sensitive to, the difficulties and educational disadvantages of these children and respect the child's confidentiality wherever possible.
- Be a source of advice for teachers about strategies to support these children to achieve their potential (including teaching and assessment strategies).
- Work closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns are quickly and effectively responded to.
- Provide an annual report to governors on the number of looked-after and previously looked-after children in school and provide regular progress reports and feedback to a link governor.
- Liaise with staff to ensure every child receives their educational entitlement and any additional support if required.
- Ensure that should a child looked-after be identified as at risk of suspension or permanent exclusion, contact is made with the Head of the Virtual School and Pupil Entitlement Team (Fair Access).

- Promote the self-esteem of looked-after and previously looked-after children and ensure they are listened to and have access to pastoral support in school.
- Maintain an overview of the needs and progress of looked-after and previously looked-after children.
- Promote the attendance of looked-after and previously looked-after children and refer any attendance concerns to the Pupil Entitlement Team, and supply attendance data as required.
- Ensure participation and engagement in all areas of school life. This includes the opportunities for school enrichment activities and ensuring no looked-after and previously looked-after children will miss out on enrichment and activities.

The Designated Teacher will ensure that a record of any child looked-after will be kept of:

- The name of the social worker, duty office and contact details
- Status of the child and who holds parental responsibility
- Contact in the Virtual School
- A running record of any contact between agencies and carers
- Share child safeguarding/disability information if appropriate
- Assessment information
- Named persons who have received copies of reports.

All school staff will:

- As with all children, have high aspirations for the educational and personal achievement of looked-after and previously looked-after children.
- Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness).
- Understand how important it is to see children as individuals and ensure that any child in public care is supported sensitively and that confidentiality is maintained.
- Appreciate the central importance of the child's Personal Education Plan (PEP) and understand how it fits into the wider care planning for the child.
- Respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.
- Respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary.
- Positively promote the self-esteem of looked after and previously looked-after children.
- Understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

West Sussex Virtual School

The Virtual School monitors the educational progress and attendance of all children looked after by West Sussex, providing advice and support to those children and the adults working with those children. The team supports Social Workers, Carers and Designated Teachers for Children Looked-After in planning for good educational outcomes. The team also provides training and development for a range of stakeholders. Personal Education Plans (PEPs) for children looked after are completed through ePEP, an electronic system commissioned by the West Sussex provided by eGov Digital.

The Virtual School team will also provide advice and information to support children who were previously looked after but have moved to:

- An Adoption Order
- A Child Arrangements Order
- A Special Guardianship Order

Please see <http://schools.westsussex.gov.uk/Services/3422> for more information on the following topics on the resource page:

- The quick and easy reminder guide for using ePEP
- The Pupil Premium Plus Grant
- Training and development

Working with external agencies

The school is committed to working in partnership with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

At Kingsham Primary School we employ the services of and access support from the following external agencies:

- School Nurse
- Speech and Language Therapy Team (SALT)
- Autism and Social Communication team (ASC)
- Learning and Behaviour Team (LBAT)
- Educational Psychology Service
- Occupational Health Team
- Physiotherapy team
- Fair Access/APC Inclusion Outreach
- Children and Adolescent Mental Health Service (CAMHS)
- Social Services
- Integrated Prevention and Early Help
- Beacon House
- West Sussex Young Carers
- Play Therapy

Working with carers and parents

Kingsham strives to work in partnership with looked-after and previously looked-after children and their carers, parents or guardians. We aim to communicate effectively with each other and build effective working relationships to collaborate in the best interests of each child. Day-to-day contact is essential in creating a successful partnership between home and school. Staff, including class teachers and senior leaders, are available at the beginning and end of the day if required. Each term, there is a formal parent consultation to discuss progress. Further meetings between parents or carers and school are arranged via the school office at any time.

There are many ways parents and carers can be involved with the life and workings of Kingsham. They automatically become a member of the Friends of Kingsham Primary School (FKPS) who donate their time and energy to events such as school fairs. Many parents and carers help during the school day, listening to readers, helping on school trips or running extra-curricular activities.

Transfer out of care

When children cease to be looked-after, the designated teacher will maintain links with relevant services for the purposes of promoting the educational achievement of this group of previously looked-after children to ensure continuity.

The designated teacher will ensure that family members and carers are aware that they must pass on information about previous care status to any education settings. This information cannot be passed from school to school as it will be protected information under GDPR.

Where a child is leaving care through adoption, special guardianship or a child arrangement order, the Virtual School should discuss with their parents or carers what information they are content to share with the child's school or education setting. This will be of particular importance if the child is moving to a new school on leaving care.

Pupil Premium Plus (PP+)

Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding is provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers. Kingsham will use pupil premium to address the specific social, academic and mental health needs of eligible pupils and reflects the significant additional barriers faced by looked-after and previously looked-after children.

Special Educational Needs and/or Disabilities (SEND)

Looked-after and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans). Therefore, it is important that this policy aligns with the school's SEND Policy and Information Report. The Designated Teacher will also ensure that children's PEPs work in harmony with their EHC plan or 'Passport to Learning' (Support Plan).

Meeting Mental Health needs

Looked-after and previously looked-after children are more likely to experience the challenge of social, emotional and mental health issues than their peers.

The designated teacher has an important role in ensuring they and other school staff can identify signs of potential issues and understand where the school can draw on specialist services. Our school will utilise the mental health services (for example, Community Mental Health Liaison Practitioners) to support understanding mental health needs for looked-after and previously looked-after children.

The school uses **The Thrive Approach** to promote the emotional and social wellbeing of children and families. This approach is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled, or troubling, behaviours providing a firm foundation for academic attainment. For more information about Thrive, please click [here](#).

We also recognise the impact on staff when working with traumatised children. We will ensure all staff feel supported to address their own needs as well as those of the vulnerable children they are caring for.

Suspensions and Permanent Exclusions

The past experiences of looked-after and previously looked-after children can impact on their behaviour. Where a child looked-after is at risk of either suspension or permanent exclusion, the designated teacher will contact the relevant agencies as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid suspensions or permanent exclusion becoming necessary.

Monitoring and Evaluation

The Designated Teacher will monitor and evaluate the following areas in relation to children looked-after and previously looked-after:

- Progress and Attainment
- Development needs (short and long term development of skills, knowledge or subject areas and experiences)
- The effective use of Pupil Premium
- Extended learning opportunities
- Involvement in school enrichment (trips, extra-curricular clubs)
- Special needs (if any)
- Attendance
- Behaviour

The Designated Teacher will provide a termly update to the link governor with progress and feedback of looked-after and previously looked-after children. An annual report for the Governors on the achievements and current status of the school's looked-after and previously looked-after children.

This will include:

- The number of looked-after and previously looked-after children on roll at school.
- Issues arising because of the number of looked-after children on the school's roll.
- Attainment and progress of looked-after and previously looked-after children.
- Any progress or planning issues arising from the PEPs.
- Whether looked-after and previously looked-after children have Special Educational Needs and/or Disabilities and how they are supported in school.
- Whether there are any attendance or exclusion issues for looked-after and previously looked-after children.
- A summary of how these children are supported at school in relation to their educational and personal development.

The Governing body will monitor and evaluate the progress made by individuals and all the children using the same criteria.

This policy will be reviewed as part of a three-year review cycle.

Confidentiality

The school will respect the confidentiality of looked-after and previously looked-after children.

Information will be shared with school staff on a "need to know basis"

The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Complaints Procedure

If anyone feels that this policy is not being followed, then they should follow the complaints procedure which is available from the school and is published on the school website.