



# Children Looked After (CLA) Policy

**Date Implemented:** 1<sup>st</sup> September 2017

**Date Last Reviewed:** August 2020

**Date Governing Body Approved:** 14<sup>th</sup> September 2020

**Review Period:** Annually

**Staff Responsibility:** Josh Pollard

**Date for Next Review:** September 2021

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### 1. Aims

To promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After (Post CLA) within The Blue Tangerine Federation. To ensure that carers and social workers of looked after students are kept fully informed of their child's progress and attainment. To ensure that looked after students are involved, where possible, in decisions affecting their future provision.

#### **The Designated Person for CLA and Post CLA across the federation is:**

Josh Pollard (DSL) under the supervision of Stephen Hault-Allen (Executive Head)

#### **The Designated Governor for CLA and Post CLA across the federation is:**

Ros Wood

### 2. Legislation and statutory responsibilities

As stated in the *Children Act 1989* which is referenced in *Promoting the education of looked-after children and previously looked-after children February 2018*, Local Authorities have a duty to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement. The federation is also responsible for ensuring that a Personal Education Plan (PEP) is completed for each CLA child within 20 working days of the child first becoming looked after, at the three and six month's points and, then subsequently, at a minimum of six-monthly intervals.

### 3. Roles and responsibilities

#### **3.1. The Executive Head, Heads of School and Governing Body**

The Executive Head, Heads of School and Governing Body are committed to promoting improved educational life chances for CLA and Post-CLA. They will monitor the role of the Designated Person to ensure that all CLA and Post-CLA make expected progress and that the whole federation staff receives appropriate training.

#### **3.2. The Designated Person for CLA**

The Designated Person for CLA will promote improved educational life chances for CLA and Post-CLA by:

- Ensuring that the CLA or Post-CLA has access to quality teaching
- Tracking the progress of CLA and Post-CLA across the curriculum using data, teacher reports and evidenced by work
- Ensuring that the Pupil Premium Plus (PP+) is used effectively and efficiently
- Performing a coordinating role with federation staff and outside agencies

- Ensuring effective communication with the Federation’s assigned Education Adviser from the Virtual School
- Developing expertise in the field of CLA
- Attending and providing training as well as offering advice to all federation staff
- Promoting a federation-wide culture which is supportive and has high expectations for CLA and Post-CLA
- Regularly reporting to the Executive Head and Governing Body on the attainment of CLA and Post-CLA including federation resourcing and training needs
- Prioritising CLA for federation-based additional support
- Ensuring that CLA and Post CLA are not overlooked for positions of student responsibility within the school because of their care status
- Ensuring that carers and care staff are engaged with the targets outlined in the PEP (PEPs and EHCP should be aligned to avoid duplication)

### **3.3. All staff**

All staff will promote improved educational life chances for CLA and Post-CLA by:

- Reading the federation policy for CLA
- Attending training, as appropriate
- Providing accurate information and data when asked by the Designated Person
- Referring to the Designated Person for advice
- Playing their part in creating a ‘CLA-friendly’ culture and securing rapid progress for CLA by ensuring that they benefit from any additional school-based support available

## **4. Personal Education Plans (PEPs) and reporting**

The Designated Person will ensure that every CLA on roll has a Personal Education Planning (PEP) meeting that is reviewed termly, within the statutory care planning framework, and in collaboration with the social worker, carer and other relevant professionals. The Designated Person will also complete the CLASEF to inform the Hertfordshire Virtual School of the school’s policy and practice, to account for the efficient and effective spend of the PP+ funding and to inform the school Governing Body as the annual report.

## **5. Exclusion**

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. Whenever possible, 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.

## **6. Concerns**

If a young person, carer or social worker has concerns about the provision or policy, they should first address this with the Designated Person, who will try to resolve the situation. If the situation is not satisfactorily resolved 10 days, the young person, carer or social worker can express their concerns in writing to the Head of School. The Head of School will investigate the complaint and respond within 10 working days.