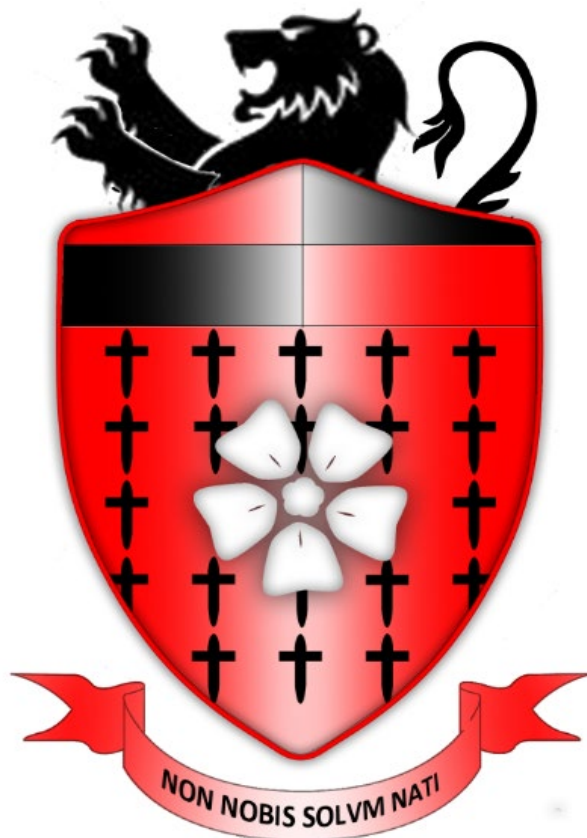


Hornsea School & Language College



Children Looked After Education Policy

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Children Looked After Education Policy

Introduction

Hornsea School and Language College (HSLC) is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness and an inclusive ethos. In pursuit of this and with regard to the education of Children Looked After (CLA), HSLC, observes and is committed to working in partnership with parents / carers and agency partners and implementing the principles and practice, as outlined in statutory guidance and identified best practice, this includes for example,

- Promoting the education of looked-after children and previously looked-after children, statutory guidance for local authorities (DfE February 2018)
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>
- The role and responsibilities of the designated teacher for looked-after and previously looked-after children (DfE February 2018)
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>
- School Admissions Code (DfE March 2022)
<https://www.gov.uk/government/publications/school-admissions-code--2#:~:text=Updated%20to%20remove%20the%20'School,any%20gaps%20in%20their%20education.>
- Annual and revised guidance Pupil Premium: Allocation and conditions of grant
<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>
- The Children Act 1989, as amended by the Children and Families Act 2004 and the Children and Social Work Act 2017 and the Care Planning, Placement and Case Review (England) Regulations 2010, as amended
<https://www.legislation.gov.uk/ukpga/1989/41/contents>
- East Riding Local Authority, Virtual School policies and procedures and other LA Virtual School's that HSLC work with and who have CLA placed at HSLC

Children Looked After

A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child (0-18 years of age) who is subject to a care order (or an interim care order) or who is accommodated by the local authority.

Overview of HSLC Support Structure(s) for CLA

The Designated Teacher for CLA and PLAC is supported by ~~Vicky Parnaby~~ the Assistant Head for Inclusion and SENDCo.

In addition, there is a nominated HSLC Governor for CLA.

The Assistant Head for Inclusion and SENDCo and Designated Teacher for CLA work to ensure that at a strategic and operational level within school, the needs of the CLA cohort are met and that a holistic approach is adopted.

HSLC has a dedicated CLA Pastoral Manager in post and based within the Learning Enhancement Centre, who focuses on supporting the CLA cohort in school on a daily basis and liaising with partner agencies and carers to promote and ensure positive engagement with learning for each and every CLA. An established and structured program of CLA mentoring support and academic progress tracking is in place alongside 'open door' access to the CLA Pastoral Manager.

The Designated Teacher for CLA and CLA Pastoral Manager work collectively and take the professional lead role in terms of oversight and ensuring that CLA at HSLC are fully supported. The Assistant Head for Inclusion and SENDCo supports this as required on a case-by-case basis.

CLA have open access to the Student Support and Pastoral Teams and access to specialist staff from a variety of partner agencies and backgrounds and disciplines – including Counselling with specialisms in Attachment, Early Help, Substance Misuse and Sexual Health, Emotional Literacy and Mental Health and the School Nurse.

Routine, day to day contact and liaison with academic Progress Leaders and Pastoral Managers and other teaching staff along with the strong links with partner agencies, ensures that early intervention / support (with a strong emphasis on transitional work into Year 7) is co-ordinated and that the individual needs of each CLA are understood and supported throughout their school life.

The key team supporting CLA works closely with relevant professionals (e.g Social Work Case Manager and respective LA Virtual School Head) to undertake timely and informed CLA Reviews and Personal Education Plan (PEP) meetings in line with the timescales stipulated by statutory guidance and in conjunction with the policy and procedures of the relevant Local Authority that has responsibility for the individual CLA. HSLC has developed strong, positive and mutually supportive links with each respective CLA Virtual School, which serves to promote effective and accountable use of PPG funding and the well-being, safeguarding and educational progress of the CLA cohort. The same principle applies to the relationships developed with foster carers.

We work closely with partner agencies and professionals to ensure that the Pupil Premium Grant, the individual CLA Pupil Premium Plus (PP+), is utilised effectively and have established procedures within school to monitor and evaluate the impact of this. This brings transparency and accountability to the use of CLA PP+ funding received. CLA academic progress and attainment, meaningful engagement with education, healthy personal development and wellbeing remains a key focus.

Support packages for individual CLA are discussed and formulated across agencies working around the child. Clear mutual expectations ensure that requests for support are reasonable, fair and achievable and located with the most appropriate source of support.

HSLC Commitment

Many CLA students have suffered disrupted learning, may have missed extended periods of school, and many have special educational needs (SEN). 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.

This makes CLA an extremely vulnerable group in terms of education achievements and related future life chances and there is a well-documented and respected evidence base support this.

HSLC is committed to ensuring that these children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A lead professional with responsibility for CLA and a 'team around the child' approach to supporting each CLA with support as appropriate drawn from across the school staff and partner agencies to promote and maintain positive engagement with education and progress.
- Personal Education Plans for all CLA, supported by a mentoring program and robust academic progress tracking with clearly targeted use of PPG and bespoke interventions as required
- All staff have a clear understanding of CLA, including issues that affect how looked-after and previously looked-after children learn and achieve, and support the educational achievement of these pupils by having high expectations of their learning and setting targets to accelerate educational progress.
- Effective strategies that support the education of this vulnerable group (e.g. consideration of past adversity and 'attachment' issues).

- Strong links and joint working with the HSLC Learning Support Team and respective year group Progress Leader
- Robust, accurate and timely record keeping using CPOMS
- Ongoing monitoring of all aspects of progress and engagement with learning

Role and Responsibilities of the Lead Professional(s) for CLA

The Lead Professionals for CLA at HSLC are defined as the Assistant Head for Inclusion and SENCo, Designated Safeguarding Lead, Designated Teacher for CLA, and CLA Pastoral Manager. The Lead Professionals will:

- be an advocate for CLA within school and the Local Authority
- effectively support the transition process from Yr 6 or non-standard to avoid children losing ground
- when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status
- liaise with each CLA's respective Virtual School to promote the education of looked-after and promote a whole school culture where the personalised learning needs of every CLA matters and their personal, emotional and academic needs are prioritised
- support the established procedures that are in place by each Local Authority to ensure that a Personal Education Plan (PEP) is completed and up to date. Discuss with the relevant Social Worker and Virtual School Head the timing of PEP meetings, which should be timely and completed in line with the timescales outlined in statutory guidance or by exception in the event of changes in circumstances. This should be prepared with the child and the carer, in conjunction with the social worker and other relevant support workers/agencies, and be linked to and inform the statutory CLA Review process and associated timescales. collect, collate and share information as appropriate from school staff to inform the planning process
- keep PEPs and other records up to date, prepare information and updates in time to inform review meetings
- ensure that each CLA (in line with their wishes) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Lead Professional for CLA). Initially and unless otherwise arranged, this will be the CLA Pastoral Manager
- ensure that foster carers have an identified and easily accessible point of contact in school (CLA Pastoral Manager)
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- ensure staff receive relevant information and training and act as an advisor to staff and governors
- ensure confidentiality for individual children and only share personal information on a need-to-know basis
- provide written information to assist planning/review meetings and ensure attendance as far as possible
- ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive.
- encourage CLA to participate in extra-curricular activities and out of hours learning, where feasible
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- share information and any concerns and seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded and work with partner agencies (e.g. Virtual School and Children's Social Care) to review and put in place appropriate and supportive arrangements for the continuation of education in line with statutory guidance
- ensure that appropriate data is provided to inform planning and progress monitoring – as requested by the relevant Local Authority

- be proactive in requesting appropriate supporting information from partner agencies e.g. Child's Plan, relevant assessments etc.
- Challenge appropriately any decision that are deemed to be to the detriment of a CLA and escalate concerns in line with local procedures and protocols in event of continued concerns (e.g. using Resolving Inter-Agency Disagreements guidance) and involving the CISRO as appropriate
- ensure that expectations of school are reasonable and achievable and where necessary seek support from more appropriate sources

Roles and Responsibilities of all staff

- ensure that any CLA is supported sensitively and that confidentiality is maintained
- be familiar with and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings (e.g. CLA reviews) on educational attainment and needs, as appropriate
- respond positively to any request from a CLA to be the named person that they can talk to when they feel it is necessary – following discussion with the CLA Lead Professionals
- support the Lead Professional for CLA when requests for information are made
- as with all children, ensure that no CLA is stigmatised in any way;
- provide a supportive climate to enable a CLA to achieve stability within the school setting
- as with all children, have high aspirations for the educational and personal achievement of CLA.
- positively promote the self-esteem of CLA.
- work with the school Lead Professionals for CLA to review progress and address any difficulties or shortcomings in progress
- make every effort to attend meetings in school when circumstances dictate that this would be useful to supporting CLA

Roles and Responsibilities of the Governing Body

The governing body of this school will:

- ensure all governors are fully aware of the appropriate legal requirements and guidance for supporting CLA in school
- be aware of whether the school has CLA and how many (no names);
- ensure that there is a named Lead Professional for CLA
- liaise with the Head Teacher to ensure that the Lead Professional for CLA is enabled to carry out his responsibilities in relation to CLA
- support the Head Teacher, Lead Professional for CLA and other staff in ensuring the needs of CLA are met
- nominate a governor who links with the Lead Professionals for CLA, receives regular progress reports and provides feedback to the governing body. These reports should not include any names of individual children for child protection and confidentiality reasons.
- review the effective implementation of this policy on an annual basis

Confidentiality

- Information on CLA will be shared with school staff on a "need to know basis"
- The Lead Professional for CLA 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.

Training

- The Head Teacher and the Lead Professional for CLA will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.