

**Great Linford Primary School Policy for Children Looked After (CLA) revised 15/3/19**

The Objective of this policy is to promote the educational achievement and welfare of CLA on the role of the school.

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**The Role of the Designated Teacher for CLA**

*Within School Systems:*

To ensure that the educational achievement of each CLA on roll is monitored, tracked and promoted and where relevant, accelerated;

To advise on most effective use of the Pupil Premium funding;

To ensure that the Pupil Premium funding and any other additional funding are used to

support the learning objectives for the student and to be accountable for how it is spent;

To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and

educational disadvantage faced by children and young people ‘in care’ and understand

the need for positive systems of support to overcome them.

To promote the involvement of CLA in the full life of the school community;

To act as an advocate for children and young people in care;

To ensure that there are systems for liaising with carers and colleagues in Children’s

Services and birth parents where appropriate

To hold a supervisory brief for all children in care, e.g. to ensure all relevant education

and care information is available to school staff where relevant and carer(s), and that this

information is kept up to date, and used on a need to know basis to help the student

overcome obstacles to learning and progress;

To intervene if there is evidence of individual underachievement, using the Pupil Premium

funding to accelerate progress;

To intervene if there is evidence of absence from school or truancy;

To ensure that the educational targets within the Personal Education Plan are

implemented fully, reviewed regularly and that all relevant school staff are aware of them.

To report to the Governing Body at least on an annual basis on the outcomes for CLA.

**Work with Individual CLA:**

 To discuss with carers and individual children a statement about their care arrangements

and circumstances that they would be happy to share with staff and/or pupils;

To ensure that the child can make a contribution to the educational aspects of their Care

Plan;

To supervise the smooth induction of a new CLA into the school;

To develop in-school strategies to track, promote and accelerate the achievement of CLA

and close the gap between them and their peers;

To fully support additional learning opportunities that may be available from the Virtual

School and partner agencies.

**Liaison:**

To develop good communication with Children’s Services staff so that the Personal

Education Plan is supported by the child’s Care Plan;

To attend, arrange for someone else to attend, or to contribute in other ways to care

planning meetings and statutory reviews;

To be named contact for colleagues in Children’s Services and the Virtual School;

To ensure the speedy transfer of information between schools, agencies and individuals,

and report on the progress and attendance of all children in care on the school role to the

Virtual School as requested.

**Training:**

To cascade training to school staff as appropriate;

To develop knowledge of procedures by attending training events organised by the

Children’s Services or the Virtual School;

To keep informed of any updated guidance from DfE or LA.

**School Responsibility**

It is important that all teaching staff who are in contact with the child or young person are

aware that he/she is being looked after by the Local Authority. The responsibility for the

transfer of this information should be that of the Head Teacher and/or the Designated

Teacher for CLA.

It is appropriate for a classroom support assistant to have knowledge that the young person is in care only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child’s

circumstances should be shared with the teacher covering the class. The extent of this

sharing should be determined by the Headteacher or the Designated Teacher for CLA.

**Admission Arrangements**

On admission, records will be requested from the pupil’s previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

**Involving the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

 It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan to inform the PEP and Care Plan review meetings.

It is important to establish the child’s view of their changed circumstances and what they

want others to know. It is also important to ensure that a Social Worker/teacher/carer

prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

**Communication with Other Agencies**

A copy of all reports (e.g. End of year reports) should be forwarded to the young person’s

Social Worker in addition to the foster carer or Residential Social Worker and if appropriate

parent/s and the Virtual School.

It is important to exchange information between formal reviews if there are significant

changes in the young person’s circumstances, behaviour or attendance.

**Assessment, Monitoring and Review Procedures**

Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP)

that is developed jointly by the Social Worker, class teacher and Designated Teacher. This

will identify specific areas of focus and include targets and associated actions to improve the student’s performance or educational achievement. Areas for consideration will include:

 Achievement Record (academic or otherwise);

 Development needs (short and long term development of skills, knowledge or subject

areas and experiences);

 Long term plans and aspirations (targets including progress, career plans and

aspirations).

Educational Data so that progress may be easily tracked between Key Stages;

 Extended learning opportunities;

 Involvement in Out of School Hours Activities; Special needs (if any); Attendance;

Behaviour.

The PEP will be updated and reviewed at least annually or at the point of any major change

and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer.

The Designated Teacher is accountable for the implementation and review of the

educational actions to meet the targets within the Plan.

**Adopted by the Governing body March 2019**