

Children Looked After and Previously Looked After Children (CLA/PLAC) Policy (Non-Statutory)



***Where this document refers to CLA students it also includes PLAC students too.**

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| Nunthorpe Designated Teacher for CLA students is: | Mrs Benita Shaw |
| Nunthorpe Designated Governor for CLA students is: | TBC |
| Rye Hills Designated Teacher for CLA students is: | Mr Martin Carney |
| Rye Hills Designated Governor for CLA students is: | Cllr Mary Ovens |

Introduction and Context

Nunthorpe Multi Academy Trust (NMAT) believes that all CLA students have the same rights and entitlements to a high-quality education as all children in our academies. As an academy community we recognise that we have a special duty to safeguard and promote the educational achievements of CLA students on our roll and, in partnership with relevant local authorities, will take a proactive approach to support their success.

Definitions of Looked after Children/previously Looked After Children:

Under the Children Act 1989, a child is Looked After by a Local Authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following:

1. Children who are accommodated by the Local Authority under a voluntary agreement with their parents (section 20).
2. Children who are the subject of a care order (section 31(1)) or interim care order (section 38).
3. Children who are the subject of emergency orders for the protection of the child (section 44).
4. A previously looked after child is one who is no longer looked after in England because s/he is the subject of an adoption, special guardianship or child arrangement order.

Background:

CLA students come into the care system for many reasons, and may have experienced serious problems including abuse and neglect. We recognise that many CLA students and young people have suffered from a disrupted academy experience – they may have attended a number of schools or been absent for extended periods. Very often their education will have suffered as a result of their early life experiences. The subsequent gaps in their learning are likely to have become barriers to their progress. CLA students can often find it harder to trust adults and their capacity to make and maintain friendships can be impaired. Without the right opportunities for a good education, and advocacy and support from within our academy, the future life chances for CLA students can be bleak.

Our Aims to Support the Education of CLA Students:

1. To provide a safe and secure environment, where education is valued and there is a genuine belief in the abilities and potential of all children.
2. To support our CLA students and give them access to every opportunity to achieve their potential and to enjoy their learning.

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3. To narrow the achievement gap and bring the educational achievements of our CLA students in line with those of their peers.
4. NMAT's approach to supporting the educational achievement of CLA students is based on the following key principles:
 - a. prioritising education;
 - b. promoting attendance;
 - c. targeting support;
 - d. having high expectations and aspirations;
 - e. promoting inclusion through challenging and changing attitudes;
 - f. achieving stability and continuity;
 - g. early intervention and priority action;
 - h. listening to children;
 - i. reducing exclusions and promoting stability;
 - j. working in partnership with carers, social workers and other professionals;
 - k. "doing what we do for all children – but more so".

Responsibilities of the Head of School:

These are to:

1. Identify a Designated Teacher for CLA students (under Regulations 2009, the designated teacher must be a qualified teacher), ideally the designated teacher should be a member of the academy leadership team and "of sufficient seniority to make things happen...."
2. Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA students and take action where progress, attendance and behaviour is below expectations;
3. Ensure that staff in the academy receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibilities of the Executive Principal, Board of Trustees and Local Governing Body:

These are to:

1. Appoint a designated teacher responsible for CLA students in accordance with regulations and to ensure he/she has necessary level of support and resources to fulfil the role.
2. Ensure the designated teacher receives appropriate training.
3. Identify a designated Local Governing Body Governor to champion the needs of CLA students in the academy.
4. Allocate resources to meet the needs of CLA students.
5. Ensure the Trust's policies and procedures support their needs and do not inadvertently discriminate against them in any way.
6. In partnership with the Head of School, the Local Governing Bodies will monitor the progress of CLA students through a termly report from the designated teacher, setting out:
 - a. the number of Looked After Children (if any) on the academy roll;
 - b. their attendance, as a discreet group, compared to other students;
 - c. their KS3 – KS5 results as a discreet group, compared to other students;

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- d. the number of looked after children with up-to-date Personal Education Plans (PEPs);
- e. progress between key stages, compared to other students;
- f. the number of fixed term/permanent exclusions (if any);
- g. the destinations of students who leave the academy;
- h. any process or planning issues arising from personal education plans;
- i. whether any of the CLA students are identified as gifted and talented and how those needs are being met;
- j. whether any have special educational needs;
- k. track how the Pupil Premium for CLA students is being used.

(To protect the child's need for confidentiality, the report must not mention individual children by name or in any other way identify them).

Responsibilities of our Designated Teacher:

These are to:

1. Maintain an up to date list of Looked After Children on the academy roll along with relevant details and contacts.
2. Ensure a welcome and smooth induction for the child and carer, using the Personal Education Plan to plan for the transition in consultation with the child's social worker.
3. Have lead responsibility for ensuring the development and implementation of the child's Personal Education Plan (this maybe via the EPEP system on Welfare Call) in partnership with the social worker, child and his/her carers, and ensure the plan is completed and submitted within two working days of the meeting.
4. Ensure that each CLA student has an identified member of staff they can talk to – this need not be the designated teacher but should be based on the child's wishes.
5. Track and monitor levels of progress, co-ordinate support as necessary and ensure that CLA students are prioritised in any selection of students for additional support.
6. Be a source of advice for academy staff about differentiated teaching strategies appropriate for CLA students.
7. Ensure the child's special educational needs, including those identified as gifted and talented, are recognised and acted upon.
8. Ensure arrangements are in place to facilitate effective co-operation and communication with carers, social workers, other professionals and partners to help the child get the most out of their educational experience.
9. Attend or ensure appropriate attendance at all relevant meetings and contribute to the planning process for CLA students.
10. Ensure the Pupil Premium for CLA is used effectively in line with the child's PEP to promote their educational achievement.
11. Be involved in discussions related to decisions about potential exclusions of CLA students and advocate on their behalf to find alternatives where necessary.
12. Report to the Local Governing Body/Board of Trustees, at least on an annual basis, regarding the progress of CLA students in the academy, compared with their peers.
13. Attend appropriate training regarding CLA students and their needs and have an understanding of the role of others, e.g. social workers and carers have in supporting the child's education;
14. Take account of the child's view in identifying and meeting his/her educational needs.
15. Work cooperatively with the local authority's Virtual School Head with regard to the education of CLA in the academy.

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16. Make sure that if a CLA student leaves the academy, the new school is provided with any information, in a timely fashion, to support the transition.

Responsibilities of all our academy staff

These are to:

1. Value the education of CLA students and have high aspirations for the educational and personal achievements.
2. Maintain confidentiality and appreciate sensitivity about who needs to know of the CLA status.
3. Respond positively when a CLA requests them to be their named person to talk to when they need support.
4. Be aware of the emotional, psychological and social effects of loss and separation from birth families, and the potential impact this can have on their learning and ability to make and maintain trusting relationships.
5. Understand the reasons which may be behind a CLA student's behaviour, and why they may need more support than other children.
6. Appreciate the central importance of the child's Personal Education Plan in helping to create a shared understanding between teachers, carers, social workers and the child, him/herself.
7. Have the level of understanding they need of the role of social workers, and carers in supporting the child's education in partnership with the academy.
8. To have an awareness that CLA students are more likely to experience social, emotional and mental health issues.
9. Students are significantly more likely to have special needs than their peers. A high proportion of CLA with SEND will have an Education, Health and Care Plan for SEMH.

Monitoring and Review:

This Policy will be reviewed by our Board of Trustees on an annual basis, and the educational progress of our CLA students will be monitored by the Board of Trustees at least once a year, assisted by a report provided by our designated teacher.