

Policy for the Education of Children Looked After (CLA)



**‘To Lift Ourselves and Others into our Best Future’ ‘I godi’n hunain a phawb ar
gyfer dyfodol disglair’**

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1.0 Introduction: Policy Objective

To promote the educational achievement, inclusion and welfare of Children Looked After (CLA) on the roll of Clytha Primary School to reach their potential both academically and personally.

We are committed to promoting improved educational life chances for CLA.

We provide a safe and secure environment where CLA have access to excellent educational provision.

We recognise the vital role our school plays in providing a stable base for CLA in promoting their academic, social and emotional development.

We promote staff training specific to the needs of CLA, so that all adults are sensitive to the barriers to learning that CLA experience and feel able to support discretely and confidentially, as needs arise.

2.0 Aims

Our Aims for CLA:

- to create a whole school ethos in which all staff understand their responsibility in supporting the role of Corporate Parent;
- to ensure CLA are advantaged within school policies and procedures and are prioritised for additional support through school-based interventions, with their needs explicitly considered and provided for.
- to narrow the gap between the attainment of CLA and their peers
- to ensure that school systems facilitate discrete support, as appropriate
- to ensure CLA feel part of the school community and take as active a part as possible in all school activities
- to ensure that all CLA are involved, where practicable, in decisions that affect them

3.0 School contact details:

Name of the Designated Teacher for CLA and contact details:

Kay Morgan

Name of the Designated School Governor for CLA:

Mark Tucker

4.0 Who are Children Looked After (CLA)?

Under the Children Act 1989, a child is in the care of the local authority if he or she is provided with accommodation for more than 24 hours by the authority. This includes the following:

- children who are accommodated under a voluntary agreement with their parents
- children who are the subjects of a care order or interim care order
- children who are the subjects of emergency orders for their protection
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement

Children looked after may live with foster carers, in a children's home, in a residential school, with relatives or with parents. They may be looked after by our Local Authority or may be in the care of another authority but living in ours.

5.0 Roles and Responsibilities:

The Headteacher

The Headteacher will:

- identify a Designated Teacher for CLA
- ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA and that appropriate action is taken
- report on the progress, attendance and conduct of CLA
- ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

The Governing Body

The Governing Body will

- identify a nominated governor for CLA
- ensure that all Governors are fully aware of the legal requirements and guidance on the education of CLA
- ensure the school has an overview of the needs and progress of CLA
- ensure that all school policies and procedures support the needs of CLA
- review the effective implementation of this policy, preferably annually and at least every three years
- receive an annual report detailing:
 - o *the number of CLA in the school*
 - o *a comparison of attainment progress as a discrete group, compared with those of other pupils in school and nationally (when this data becomes available);*
 - o *the attendance of pupils as a discrete group, compared to other pupils;*
 - o *the level of fixed term/permanent exclusions*
 - o *pupil destinations after leaving the school*

The Designated Teacher for CLA

The Designated Teacher for CLA will:

- act as an advocate for CLA
- promote a school culture that has high expectations and aspirations of CLA
- maintain an up to date record of all CLA on the school roll
- Engage in learning and development opportunities, including the Local Authority training for CLA designate staff, and act as an advisor to staff and governors, raising their awareness of the needs of CLA.

Education of Children Looked After (CLA)

- report to the Governing Body at least on an annual basis (preferably each term), on the outcomes for CLA
- prioritise CLA for school-based additional support
- ensure that all CLA have relevant, up to date, high quality Personal Education Plans (PEPs) with SMART targets to promote progress
- 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
- coordinate and evaluate the effective use of the CLA element of the Pupil Deprivation Grant
- develop and monitor systems for communicating with carers (and birth parents where appropriate) and colleagues in Children's Services
- ensure that each CLA has an identified member of staff that they can talk to
- ensure confidentiality for CLA sharing personal information only on a need to know basis
- be pro-active in supporting transitions and planning when moving within or between key stages, including the smooth induction of a CLA into the school and the swift transfer of information to the next school when a CLA leaves
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- track and support the educational progress of all CLA, and target and coordinate support robustly; intervening quickly if there is evidence of individual underachievement

All staff:

All staff will:

- have an understanding of the needs of CLA to enable them to support them appropriately
- be familiar with the guidance on CLA
- have high aspirations for the educational and personal achievement of CLA
- respond promptly to requests from the designated teacher to provide accurate information and data to support the completion of PEPs and other documentation needed as part of review meetings
- participate in whole school training on CLA
- make every effort to engage with colleagues from other agencies and facilitate their work, enabling colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA

6.0 Policy review and evaluation:

We consider the CLA policy to be vitally important and as such, we undertake a thorough evaluation and review of both policy and practice biannually.

The Headteacher, Designated Teacher and Governing Body will ensure that all staff are briefed on the regulations and practice outlined in this policy.

Date: Jan 2025

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Clytha Primary School
Education of Children Looked After (CLA)

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