



# **Mark Rutherford School**

## **Children who are Looked After (CLA) Policy**

Author: SENCO Abi Edwards

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## **POLICY FOR CHILDREN WHO ARE LOOKED AFTER**

### **a) The Objective**

To promote the educational achievement and welfare of Children who are Looked After (CLA).

### **b) The designated teacher for CLA: Miss Abi Edwards**

### **c) The role of the designated teacher**

#### **Within the School System:**

- to ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantages faced by CLA and understand the need for positive systems of support to overcome them;
- to inform the members of staff of the general educational needs of CLA, and to promote the involvement of these children in extra-curricular activities;
- to act as advocate for CLA;
- to develop and monitor systems for liaising with carers, Vulnerable Children's Services and other relevant individuals or bodies;
- to hold a supervisory brief for CLA e.g. to ensure that all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- to monitor the educational progress of CLA in order to inform the school's development plan;
- to ensure that CLA receive the additional support they may require to make optimum progress e.g. 1:1 maths and English intervention arranged by LJ; placement in teaching groups where LSAs are available to offer SEN support;
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy; and
- to ensure the involvement of the Jobs' Hub with CLA in years 10 and 11.

#### **Work with individual CLA:**

- to enable the young person to make a contribution to the educational aspects of their care plan;
- to help ensure that each CLA has a Personal Education Plan (the PEP should be initiated by the young person's social worker);

- to ensure that a home-school agreement is drawn up with the primary carer and signed by the social worker; and

#### **Liaison:**

- to liaise, if necessary, with the member of staff responsible for the monitoring of children on the Child Protection Register;
- to help co-ordinate education and CLA review meetings so that the PEP can inform the young person's Care Plan;
- to liaise with school finance regarding the appropriate allocation of the Pupil Premium for CLA
- to attend, arrange for someone else to attend, or contribute in other ways to CLA care plan meetings;
- to be the named contact for colleagues in Education, Inclusion and Vulnerable Children's Services; and
- to ensure the speedy transfer of information between agencies and individuals.

#### **Training:**

- to develop knowledge of Vulnerable Children/Education Inclusion Procedures by attending training events organised by the Local Authority; and
- to cascade training to school staff where appropriate.

#### **d) Governor for CLA: Tony Rogers**

#### **e) The role of that Governor**

The named Governor will report to the Governing Body on an annual basis:

- a comparison of test scores of CLA as a discrete group, compared with other students;
- the attendance of CLA as a discrete group, compared with other students;
- the level of fixed term/permanent exclusions; and
- student destinations.

The named governor should be satisfied that the school's policies and procedure ensure that CLA have equal access to:

- the national curriculum;

- public examinations;
- career's guidance;
- additional education support;
- extra-curricular activities; and
- alternative education provision should that be deemed appropriate.

## **f) Responsibility for CLA in school**

It is important that all teaching staff that are in contact with the 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 of School and/or the Designated Teacher for CLA.

It is appropriate for Learning support Assistants to have knowledge that the young person is looked-after only when directly involved in the support of that young person.

In the absence of the usual class teacher, it may be necessary for some information regarding the young person's circumstances to be shared with the teacher covering the class. The extent of this sharing should be determined by the Head of School or the Designated Teacher for CLA.

## **g) Admission Arrangements**

On admission, records (including the PEP) will be requested from the young person's previous school and a meeting will be held with carer/parent/social worker as appropriate. A date for the new PEP will be agreed upon, and the date of the next LAC/CLA review established. An appropriate school induction will take place.

## **h) Involving the young person**

It is important that the young person is aware that information is being recorded regarding his/her personal circumstances. The explanation should emphasise that the school, the Social Worker, and the carer/s are working together to promote his/her education and well-being.

The young person will be supported by the Designated Teacher to think about the sections of the PEP before the actual meeting to ensure that his/her wishes and fears are heard and fully represented and inform the PEP and LAC/CLA review meetings. Another named person will carry out this function should the Designated Teacher be unable to do so.

## **i) Communication with Other Agencies**

Schools should ensure that a copy of all reports (e.g. end of year reports) are forwarded to the young person's Social Worker or Residential Social Worker, as well as the relevant person at the Local Authority, in addition to the foster carer, parent/s if appropriate.

Schools, Education Inclusion and the Vulnerable Children's Service should endeavour to co-ordinate their review meetings.

It is important to exchange information between formal reviews if there are significant changes in the young person's circumstances e.g. if the school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

## **j) Assessment, Monitoring and Reviews procedures**

Each Child who is Looked After will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify areas of concern and include achievable targets. Areas for consideration will include:

- Attendance
- Achievement Record (academic or otherwise)
- Behaviour
- Homework
- Involvement in extra-curricular activities
- Special Needs (if any)
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress and career plans, and aspirations).

The PEP will be updated at least every six months as part of the Statutory Reviewing process carried out by the Vulnerable Children's Service, but will be reviewed more frequently if this is necessary to ensure progress is maintained.

The named Governor will report annually to the governing Body on the progress of all Children who are Looked After against the key indicators outlined above.