

A nurturing, inclusive, learning community that enables everyone to be their best



CALTON
PRIMARY SCHOOL



CALTON
PLAYGROUP

CALTON PRIMARY SCHOOL AND PLAYGROUP
Children Looked After Policy

Approved by: Curriculum, Performance and Progress Committee

Next renewal date: Term 2 2026

This policy links to:
DFE The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities (Feb 2018)
Admissions Policy
Attendance Policy
Child Protection and Safeguarding Policy
Equality, inclusion and diversity Policy

Nationally, Children who are looked after significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Children Looked After are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Calton Primary School believes we have a special duty to safeguard and promote the education of Children Looked After.

Who are Children Looked After?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority.

They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a care order (section 31) or interim care order (section 38)
- Children who are the subjects of emergency orders for their protection (sections 44 and 46)
- 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 (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Children Looked After' (CLA). They may be looked after by our local authority or may be in the care of another authority but living in ours.

CLA reviews, involving the school, will take place up until an adoption order has been granted. However, Pupil Premium Plus funding will continue for CLA until they are 16 years old.

Terms

The term 'Children Looked After' (CLA) has been locally agreed but is not a nationally recognised term. CLA are also commonly referred to as:

LAC – Looked After Children (not preferred)

CiC – Children in Care

Both terms refer to the same group of young people.

Aims:

CLA are an extremely vulnerable group in terms of education and future life-chances. Calton Primary School 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:

1. By providing a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children
2. By supporting our CLA and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities
3. By ensuring that school policies and procedures are followed for CLA as for all children
4. By working with the Virtual School and ensure that carers and social workers of CLA pupils are kept fully informed of their child's progress and attainment

Calton Primary School's approach to encouraging and supporting the educational achievement of CLA is based on the following principles:

- Listening to the CLA, working closely with home, voluntary and statutory agencies.
- Ensuring the CLA have a voice within the support which is provided for them, and taking into account what does and does not work for them.
- Promoting attendance, through a programme of early intervention, priority action, reducing exclusions and promoting stability within a positive learning environment.
- Identifying need and targeting support, including accessing resources from other agencies as well as provision from other sources.
- Discussing the areas in which the child will be supported with the looked after child
- Having high expectations.

In pursuit of this policy we will:

- Nominate a Designated Teacher (DT) for CLA who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of CLA in the school are taken into account at a school management level and to support the DT.
- Support the DT in carrying out their role by making time available and ensuring that they attend training on Children Looked After.

Designated Teacher

The role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act). The designated teacher must be a qualified teacher who has completed the appropriate induction period or a head teacher or acting head teacher of the school. Ideally, s/he should be a senior member of staff who has enough status and experience to advise and provide

training to school staff on issues relating to CLA. They need to be able to influence decisions about the teaching and learning of these children.

The designated teacher will:

- Know who all the CLA are in school and ensuring that availability of all relevant details from school record-keeping systems as required
- Attending relevant training about CLA and acting as the key liaison professional for other agencies and carers in relation to CLA
- Promoting a culture of high expectations and aspirations for how CLA should learn
- Helping school staff understand the issues that affect the learning of CLA such as differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning (AFL)
- Making sure that CLA are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Removing the barriers to learning for CLA
- Ensuring any CLA new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching
- Developing personalised learning packages for CLA in conjunction with the relevant teaching staff as and when needed
- Ensuring that the CLA in their school have a voice in setting learning targets for themselves
- Championing for CLA
- Leading on developing and implementing the Personal Education Plan (PEP) within the school. The social worker responsible for initiating the PEP process. Virtual Schools will have oversight of the PEP. The arrangements, management and formulation of PEPs, varies from county to county.
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved
- Ensuring the child makes a smooth transition to the new school and that the child's records are transferred without delay
- Liaising with the Virtual School in all aspects of the CLA progress and support.
- Convening urgent multi-agency meetings if a CLA is experiencing difficulties or is at risk of exclusion
- Arranging for a mentor or key worker to whom the young person can talk to. Arranging for the CLA to be supported by their peers.
- Promoting good home-school links and the importance of education as a way of improving life chances for CLA

Roles and responsibilities of all staff:

- Ensure that any child in public care 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
- Respond positively to a child in public care's request to be the named person that they can talk to when they feel it is necessary
- Contribute to the designated teacher's requests for information on educational attainment and needs, as appropriate
- As with all children, ensure that no child in public care is stigmatised in any way
- Provide a supportive climate to enable a child in public care to achieve stability within the school setting
- As with all children, have high aspirations for the educational and personal achievement of Children Looked After
- Positively promote the self-esteem of Children Looked After

The role and responsibility of the governing body:

- Support the local authority in its statutory duty to promote the educational achievement of Children Looked After.
- Ensure that the designated teacher is given the appropriate level of support in order to fulfil their role.
- In partnership with the Head teacher, ensure that, through their training and development, the designated teacher has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of CLA.
- Governing bodies and the Senior Leadership Team (SLT) should make sure that the designated teacher role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting CLA to achieve.
- The governing body, in partnership with the head teacher, is responsible for monitoring how well the role is working.

Confidentiality:

- Information on CLA will be shared with school staff on a "need to know basis"
- CLA reviews provide school staff with the opportunity to discuss information that should or should not be diss
- The DT 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.

Racial Equality and Equal Opportunities Statement:

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability, sexual orientation or ability. Work is differentiated for the performance of all groups and individuals. Calton Primary

School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and achieve their full potential.

Virtual Schools

Each county has their own Virtual School team and arrangements. Virtual Schools work with schools, DTs, Social Workers, carers and others to give advice to help children and young people make progress. It is an expectation that all CLA will have involvement from their home county's Virtual School on a regular basis.

Each Virtual School has their own PEP system. Virtual School are responsible for ensuring that the PEP process is followed, and in consultation with the school and social worker that the Pupil Premium Plus funding is spent effectively and appropriately. The Education Advisors will also help ensure that PEPs are of a high quality.