

St. James' RC Primary School Children Looked After

The **Designated Teacher** who promotes the well being and learning of the 'Children Looked After' at St. James' is the Head Teacher.

At St. James' RC Primary School we are committed to providing quality education for all.

We believe in equality of access, opportunity and excellent outcomes for all of our children; we spend the Pupil Premium + funding in ways that support these principles.

This policy includes requirements set out in statutory guidance on the duty of schools to promote the educational achievement of Looked After Children under the Children's Act 1989, Children And Young Persons Act 2004" (last updated 2014) and associated guidance on the education of Children Looked After.

We aim to ensure that CLA have the equal right to: -

- **Stay safe**
- **Be healthy**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well being.**

The aims of the school are to:

- ensure that school policies and procedures are followed for CLA as for all children;
- ensure that all CLA have access to a broad and balanced curriculum;
- match the learning appropriate to the individual's needs;
- ensure that CLA students take as full a part as possible in all school activities;
- ensure that carers and social workers of CLA pupils are kept fully informed of the child's progress and attainment;
- ensure that CLA pupils are involved, where practicable, in decisions affecting their future provision;
- ensure that the Pupil Premium + funding is used to promote the learning of each CLA so that they will reach their full potential.

Who are Children Looked After?

Under the Children's 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 college. All these groups are said to be '**Children Looked After**' - CLA. They may be looked after by Bromley Local Authority or may be in the care of another authority but living in ours.

Pupils are also deemed Looked After if they have been adopted.

Admissions

The Governing Body is the admissions authority at St James'. Admissions criteria do not discriminate against CLA students. Should St. James' be in a position where it can meet the needs of a CLA child then we would welcome them into the faith community. It is vital that we give them a positive welcome. We recognise that they would need additional support in order to settle in to the school.

Inclusion

This policy recognises that all students are entitled to a broad and balanced curriculum. Our CLA policy reinforces the need for teaching that is matched to all learners. The Governing Board will ensure the school makes appropriate provision for all CLA students.

Allocation of resources

The Governing Body ensures that the school allocates resources to support appropriate provision for CLA, meeting the objectives set out in this policy.

Monitoring the progress of CLA

The social worker for the CLA should initiate a Personal Education Plan – PEP - within 20 days of joining the school, or of entering care, and ensure that the young person is actively involved. It is vital that the school assesses each CLA's attainment on entry to ensure continuity of learning. The school monitors and tracks the achievement and attainment of all pupils at regular intervals. CLA require their PEPs to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views are sought by the Designated Teacher and are noted on the PEP.

Record Keeping

All staff know who the CLA are in the school. The Designated Lead has access to their relevant contact details including parents, carers and social workers. The Designated Teacher knows about any CLA from other authorities. It is important that the school ensures that CLA status is appropriately recorded and that each teacher is aware.

Staff Development

Part of the Designated Teacher's role is to develop awareness of the issues associated with CLA.

Partnership with parents/carers and care workers

At St James' we firmly believe in developing a strong partnership with parents/carers and care workers to enable CLA to achieve their full potential. Review meetings are an opportunity to further this partnership working.

Links with external agencies/organisations

We also recognise the important contribution that external support services make in supporting CLA. Colleagues from the following support services may be involved with individual CLA:

- CLA teams
- Educational psychologists and others from Local Authority SEN services
- CAMHS
- Education Welfare Officers

- Social care workers

ROLES AND RESPONSIBILITIES

The Designated Teacher as an advocate for the child will:

- give regard to the impact of relevant decisions for CLA on both the CLA and the rest of the school community;
- monitor and report upon the impact of the PP+ funding;
- ensure that there is adequate record keeping and information available regarding the CLA;
- attend relevant training about CLA;
- act as the key liaison professional for other agencies and carers in relation to CLA, seeking advice from the CLA team when appropriate;
- ensure that CLA receive a positive welcome on entering school, especially in year, offer additional support and a pre-entry visit to help the new pupil settle;
- ensure that all CLA have an appropriate PEP that is completed within 20 days of joining the school or of entering care;
- keep PEPs and other records up to date and review PEPs at transfer and at six monthly intervals;
- convene an urgent multi-agency meeting if a CLA is experiencing difficulties or is at risk of exclusion;
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis;
- act as the key adviser for staff and governors on issues relevant to CLA;
- ensure that care and school liaison is effective including invitations to meetings and other events;
- actively encourage and promote out of hours learning and extra-curricular activities or CLA;

- ensure a speedy transfer of information and records during transition;
- contribute information to CLA reviews as required;
- report to the Governing body on CLA in the school and inform of relevant policy and practice development;
- agree with the social worker the appropriate people to invite to parents' evenings etc.
- prepare reports for governors' meetings and ensure that governors are aware of any issues that may be surrounding the child eg they are likely to be admitted or excluded;
- arrange a mentor or befriender (adult and /or student) to whom the young person can talk, through the 'Listening Ear' programme;
- ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN; CLA are six to eight times more likely to have a statement of Special Educational Needs than the general school population.

Good practice suggests that all staff will:

- follow school procedures;
- keep the Designated Teacher informed about a CLA's progress;
- have high expectations of the educational and personal achievements of CLA.
- positively promote the raising of a CLA's self esteem;
- ensure any CLA is supported sensitively and that confidentiality is maintained.

This policy was reviewed with the staff and governors of the school and adopted by the Governing Body in June 2017. It will be reviewed again in June 2020 or before if necessary.

Related Policies:

- Safeguarding and Child Protection
- Anti-Bullying
- Behaviour
- Learning and Teaching
- Anti-Radicalisation
- Mental Health