



CATCOTT PRIMARY SCHOOL

Manor Road, Catcott, Bridgwater, Somerset TA7 9HD

CHILDREN LOOKED AFTER POLICY

Catcott Primary School

Updated July 2022

To be reviewed July 2024

INTRODUCTION

Who are our Children Looked After?

Children and young people become 'Looked After' either if they have been taken into Care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most CLA will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their natural parent(s).

CLA will have a care manager who arranges their care plan.

Previously Looked After Children (PLAC) Previously looked-after children are those who are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

The Board of Governors of Catcott Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This Board of Governors recognises that, nationally, there is considerable educational underachievement of Children Looked After and Previously Looked After Children when compared with their peers, and is committed to implementing the principles and practice, as outlined in statutory Guidance. The Guidance places a duty to safeguard looked after children, to promote their educational achievements and to ensure that they are able to "achieve to and reach their full potential". The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- prioritising education
- having high expectations
- inclusion – changing and challenging attitudes
- achieving continuity and stability
- early intervention – priority action
- listening to children

The Guidance introduced two key measures:

- To ensure designated Teachers are nominated in every school
- To ensure Personal Education Plans (PEPs) are in place for all Children Looked After

We are also committed to ensuring that where they require additional support, children previously looked after are effectively supported via an EPPLAC in line with [Somerset's Virtual School](#).

This Board of Governors is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

The Designated Teacher should:

- be an advocate for Children Looked After
- ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status
- ensure that a Personal Education Plan is completed (within 20 days of entering care or joining a new school). This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed
- ensure that each Children Looked After has an identified member of staff that they can talk to
- ensure entry to examinations as appropriate for all Children Looked After
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- ensure staff and governors receive relevant information and training
- ensure confidentiality for individual children and only share personal information on a need to know basis
- provide written information to assist planning/review meetings and ensure attendance as far as possible
- encourage Children Looked After to participate in extra-curricular activities and out of hours learning
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- keep abreast of funding streams available to Children Looked After

ROLES AND RESPONSIBILITIES OF ALL STAFF

- as with all children, have high aspirations and celebrate the educational and personal achievement of Children Looked After
- ensure entry to accredited courses as appropriate for Children Looked After
- be familiar with the Guidance on Children Looked After and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings

- liaise with the Designated Teacher where a Child Looked After is experiencing difficulty
- to contribute to the Vulnerable Pupil weekly meeting ensuring pupil wellbeing and achievement

ROLE AND RESPONSIBILITY OF THE BOARD OF GOVERNORS

The Board of Governors of this school will:

- ensure that admission criteria (Aided and Foundation) prioritise Children Looked After, according to the Code of Practice on Admissions
- ensure all governors are fully aware of the legal requirements and Guidance for Children Looked After
- ensure that there is a named Designated Teacher for Children Looked After
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the Board of Governors
- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned
- review the effective implementation of this policy, preferably annually and at least every three years
- ensure that the school's other policies and procedures give looked after children equal access in respect of:
 - ▶ Admission to school
 - ▶ The National Curriculum and public examinations
 - ▶ Additional educational support where this is needed. Extra curricular activities
 - ▶ Work experience and careers guidance

TRAINING

The Head Teacher, Designated Teacher and Professional Development Co-ordinator will be responsible for ensuring all staff are briefed on the regulations and practice outlined in the statutory Guidance (as above).

Reviewed by: Julie Norman

Signed:



Dated: July 2022