

Perryfields



Primary

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Children Looked After (CLA)/Children in Care (CIC) and Post-Looked After Children (Post-CLA) Policy

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Perryfields Primary School
CLA and Post-CLA Policy

Perryfields Primary School aims to promote the educational achievement and welfare of pupils in public care.

Designated Teacher for CLA is the Inclusion Manager, supported by the Family Link worker and the Governor with responsibility for CLA.

Definitions:

- A child 'looked-after by a local authority' (CLA) is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014;
- A previously looked-after child (Post-CLA) is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person³, or has been adopted from 'state care' outside England and Wales; and
- A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society

We are committed to providing quality education for all our pupils. This policy includes the requirements set out in "*Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004*" (Nov 2005). It also relates to associated guidance on the education of children who are looked after (CLA) and children who are post-CLA, such as '*The designated teacher for looked-after and previously looked-after children*' (Department for Education 2018)

We aim to contribute towards achieving the five outcomes of Every Child Matters, which is the Government's aim for every child, whatever their background or their circumstances:

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

Our aims are to:

- ensure that school policies and procedures are followed for CLA and Post-CLA as for all children
- ensure that all CLA and Post-CLA have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure that CLA and Post-CLA pupils 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 their child's progress and attainment
- ensure that CLA pupils are involved, where practicable, in decisions affecting their future provision.

Who are Children Looked After (CLA)

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.

Admissions

The Governing Body endorses council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Schools, believes that admissions criteria should not discriminate against CLA pupils. Due to care placement changes, CLA may enter school mid-term. It is vital that we give them a positive welcome. If necessary, we may offer additional support and pre-entry visits to help the new pupil settle.

Inclusion

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. Our CLA policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all CLA and Post-CLA pupils.

Allocation of resources

The Governing Body will ensure that the school allocates resources to support appropriate provision for CLA and Post-CLA, meeting the objectives set out in this policy, in accordance with the Pupil Premium Conditions of Grant guidance (December 2018).

CLA funding is held by the Sandwell Virtual School Head, who has a policy on its use of the Pupil Premium Plus funding. Source: 'Pupil Premium: funding and accountability for school' (DfE 2018) *'Promoting the education of looked-after children and previously looked-after children'* (DfE 2018)

Post-CLA funding is given to school through the Local Authority.

All funds received are used by school as is seen fit, determined by need and/or assessment and in accordance with the DfE statutory publications, such as "Pupil Premium: funding and accountability for school' (DfE 2018) ".

School is entitled to spend the funds as they wish, publishing an annual statement of funding received on their website. The school does not publicise nor share how the funds are spent per child. Source: *'Promoting the education of looked-after children and previously looked-after children'* (DfE 2018)

Monitoring the progress of CLA and Post-CLA

The social worker for the CLA should initiate a Personal Education Plan – PEP - within 20 working 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 will monitor and track the achievement and attainment of all pupils at regular intervals. CLA will require their PEP to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views should be sought by the Designated Teacher and/or Family Link and noted on the PEP. This review should happen termly after the first PEP.

Learning progress and achievement of CLA and Post-CLA pupils will be monitored through school's usual practice, including assessment, teacher assessment and work scrutinies. The Designated Teacher will ensure that the learning progress of CLA and Post-CLA are monitored specifically, as part of the school's monitoring cycle.

Record Keeping

The Designated Teacher will know who are all the CLA in school and will have access to their relevant contact details including parents, carers and social worker. The Designated Teacher will also know about any CLA from other authorities. It is important that the school flags CLA status appropriately in the school's information systems so that information is readily available as required.

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support CLA. Part of the Designated Teacher's role is to develop awareness of issues associated with CLA.

Partnership with parents/carers and care workers

At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable CLA to achieve their 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
- Medical Officers
- School Nurses
- CAMHS
- Social Care Worker/ Community Care Worker/ Residential Child Care Worker