



*Believe. Achieve. Succeed Together.*

## **Iver Village Junior School**

# **Children Looked After (CLA)/Previously looked After (PCLA) Policy 2023-2025**

### **Article 20**

***Make sure that children are looked after properly by people who respect the child's religion, culture and language***

Review Date	Reviewed by	Changes
September 2021	SCA	Changes name of policy to 'Children Looked After' instead of 'Looked After Children'
September 2023	SCA	Added PCLA to the policy

Head Teacher: Jill Digweed

Deputy Head: Paul Clifford

## **Introduction**

Iver Village Junior School is committed to promoting the educational achievement and welfare of pupils in public care. We will:

- Ensure that school policies and procedures are followed for LAC as for all children
- Ensure that all CLA/PCLA have access to broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure that CLA/PCLA pupils take as full a part as possible in all school activities
- Ensure that carers and social workers of CLA/PCLA pupils are kept fully informed of their child's progress and attainment
- Ensure that CLA/PCLA pupils are involved, where practicable, in decisions affecting their future provision.

The designated teacher for CLA/PCLA is Sarah Chapman-Allen

The governor with responsibility for CLA/PCLA is Andrew Nurse.

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. This includes:

- 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 "Looked After Children" – LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

The DFE February 2018 guidance defines PLAC as a child "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"... or has been adopted from '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'

The Virtual School has a duty to promote the educational achievement of previously looked after children.

## **Admission Arrangements**

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental

responsibility. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

### **Teaching Staff**

All teaching staff that work with the young person are made aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information is that of the Designated Teacher for Children Looked After / Previously Looked After. It may also be appropriate for a classroom support assistant also to have knowledge that the young person is in care.

### **The Young Person**

It is important that the young person is aware that information is being recorded regarding their personal circumstances. We emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education. The young person is supported to complete the Pupil Voice section of the Personal Education Plan to inform the PEP and Care Plan review meetings

### **Communication with Other Agencies**

Copies of all reports are forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School. We work with social work colleagues within Children's Services to co-ordinate review meetings, e.g. to have an Annual or a Statement Review and a Personal Education Plan meeting or review.

### **Assessment, Monitoring and Review Procedures**

Each young person who is CLA has a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This identifies specific areas of focus and include targets and associated action to improve the student performance or educational achievement. Areas for consideration will include:

- Achievement Record (academic or otherwise);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Educational Data so that progress may be easily tracked between Key Stages
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs;
- Attendance;
- Behaviour;

The PEP is updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The

Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

## **ROLES AND RESPONSIBILITIES**

### **The Designated Teacher**

- Be an advocate for CLA/PCLA within school
- Know who are all the CLA/PCLA in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Attend relevant training about CLA/PCLA and act as the key liaison professional for other agencies and carers in relation to CLA/PCLA, seeking advice from the LAC team where appropriate
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within school and ensure a speedy transfer of information, records and coursework, where appropriate, when a CLA/PCLA transfers to another educational placement

### **All school staff will:**

- Keep the Designated Teacher informed about a CLA/PCLA progress and contribute to regular liaison with social care colleagues and other appropriate professionals
- Have high expectations of the educational and personal achievements of CLA/PCLA
- Positively promote the raising of a CLA/PCLA's self-esteem
- Be familiar with the school's policy and guidance on CLA/PCLA and respond appropriately to requests for information to support PEPs and review meetings

### **The Governing Body will:**

- Nominate a governor with responsibility for CLA/PCLA who links with the Designated Teacher
- Ensure that the admission criteria and practice prioritise CLA/PCLA according to the DfES Admissions Code of Practice
- Ensure all governors are fully aware of the legal requirements and guidance for CLA/PCLA
- Liaise with the headteacher, Designated Teacher and all other staff to ensure the needs of CLA/PCLA are met