

Newton-le-Willows Primary School & Nursery



CHILDREN WE LOOK AFTER (CLA) POLICY 2024 - 2025

Status:	STATUTORY		
Responsible Person/People:	Mrs. Chisnall Mrs. McCormack, Mr. Ibbotson, Mrs. Branch, Miss. Mercer, Miss Bloor School Staff		
Responsible Governor:	Mrs Charleston		
Approved by:	Mr. Limb	Signature: <i>G. Limb</i>	Date: Autumn 2024
Last reviewed:	Autumn 2023		
Next review due:	Autumn 2025		

Introduction

Designated Teacher: Miss Bloor

Designated Governor: Mrs Charleston

Nationally, *Children we Look After* (CLA) significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that 'Children we Look After' are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

Newton-le-Willows Primary School believes that, in partnership with St Helens Council as Corporate Parents, we have a special duty to safeguard and promote the education of 'Children we Look After.'

Who are 'Children we Look 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 we Look 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 **or Special Guardianship Order has been granted or until the child is otherwise no longer classed as in the care of the Local Authority.**

However, Pupil Premium Plus funding will continue for the Looked After Child until they are 16 years old.

The way in which school will spend this money is detailed in the *Personal Education Plan* (PEP).

AIMS

1. To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children. '**N**urture the **P**otential to **S**ucceed.'
2. To support 'Children we Look After' and give them access to every opportunity available to achieve their potential, enjoy learning, and take as full a part as possible in all school activities.
3. To ensure that school policies and procedures are followed for 'Children we Look After,' as for all children.
4. To work with the Virtual School.
5. To ensure that carers and social workers of 'Children we Look After' are kept fully informed of their child's progress and attainment

6. To produce PEPs (Personal Education Plans) each half-term to show how the funding that we receive is being spent – and SMART targets are set to monitor and measure the impact of this spending.
7. To fulfil our school's role as corporate parents to promote and support the education of the 'Children we Look After,' by asking the question, 'Would this be good enough for my child?'

Our school's approach to supporting the educational achievement of 'Children we Look After' is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations and raising aspiration
- Promoting inclusion
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Minimising exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

IN PURSUIT OF THIS POLICY WE WILL:

- Nominate a Designated Teacher for 'Children we Look After' who will act as their advocate and co-ordinate support for them (**Miss Bloor**)
- Nominate a school Governor (**Mrs Charleston**) to ensure that the needs of 'Children we Look After' in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training about 'Children we Look After.'

The role and responsibilities of the Designated Teacher for 'Children we Look After.'

- 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, 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 'Children we Look After.'
- They need to be able to influence decisions about the teaching and learning of these children.

Responsibilities include:

- Knowing who all the 'Children we Look After' are in school and ensuring that all relevant details from school record-keeping systems are updated 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 'Children we Look After' should learn.

- Helping school staff understand the issues that affect the learning of 'Children we Look After' such as differentiated teaching strategies appropriate for individual children and interventions such as: Precision Teaching, Visual and Auditory Memory support, Trauma and Attachment focused teaching
- Making sure that carers understand the importance of supporting learning at home.
- Removing the barriers to learning for 'Children we Look After,' for example: using visuals to set consistent routines. Sharing social stories to explain situations
- Ensuring any 'Children we Look After' that are 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 and based on their PEP.
- Ensuring that the 'Looked After Child' has a voice in their school.
- Leading on, developing and implementing the PEP within the school.
- The social worker is responsible for initiating their part of the PEP process and should attend all PEP meetings
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved/adjusting those that haven't been achieved by looking at potential barriers.
- When moving to a new setting, ensuring the child makes a smooth transition to their 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 'Looked After Child' is experiencing difficulties or is at risk of exclusion.
- Producing at least one annual report* to the Governing Body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in place are effective in addressing the learning needs of 'Looked After Child,' how the Designated Teacher works in partnership with the LA, training undertaken for carrying out the role effectively. (*The report must not mention the children's names for confidentiality reasons).
- Promoting good home-school links and the importance of education as a way of improving life chances

For more information please see:

- The role and responsibilities of the designated teacher for 'Children we Look After' – Statutory guidance for school governing bodies.
<http://publications.teachernet.gov.uk/eOrderingDownload/01046-2009BKT-EN.PDF>
- Improving the Educational Attainment of Children in Care (Children we Look After)
<http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00523-2009.pdf>
- Improving the attainment of 'Children we Look After' in Primary schools – Guidance for Schools
<http://publications.teachernet.gov.uk/eOrderingDownload/01047-2009.pdf>
- Improving the attainment of 'Children we Look After' young people in secondary schools – Guidance for Schools <http://publications.teachernet.gov.uk/eOrderingDownload/01048-2009.pdf>

The role and responsibility of the Governing Body:

- Support the Local Authority in its statutory duty to promote the educational achievement of 'Children we Look After.'
- Ensure that the Designated Teacher (DT) 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 DT 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 SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting 'Looked After Child' to achieve.
- The Governing Body, in partnership with the Headteacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

Equality

Newton Primary School is committed to the principle of equality for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle. We believe that equality is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values which we uphold as a school help to emphasise equality for all staff, pupils, parent/carers and visitors at all times. All personnel are responsible for ensuring that we implement this policy.

Equality means that discrimination on the basis of race, religion, gender, sexuality, language, disability or family background is not acceptable.

This policy is related to a number of other school policies and it is important that Governors have regard to the needs of 'Children we Look After' when reviewing them.