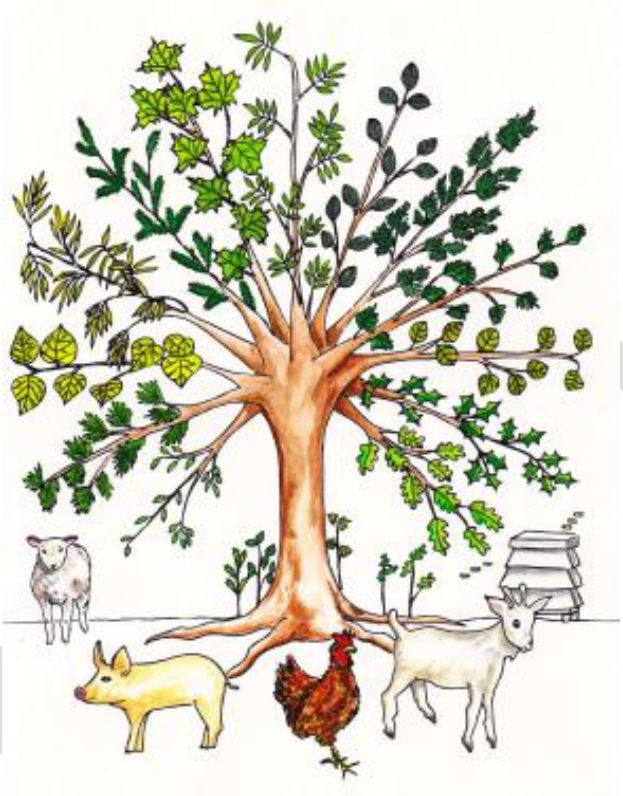
Edwalton Primary School



Children in Care Policy

Designated Teacher: Alice Jackson
Asst CLA: Trish Gilbert

Date of next review: October 27

Edwalton Primary School recognises that all pupils are entitled to a balanced, broad based curriculum and aims to promote the educational achievement and welfare of pupils in the care of the Local Authority. The school and the governing body endorses Nottinghamshire County Council policy and welcomes children who are Looked After who may be looked after by our local authority or those who may be in the care of another authority, but living in Nottinghamshire.

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of Children who are Looked After under section 52 of the Children Act 2004" and associated guidance on the education of Children who are Looked After (CLA)

- Edwalton Primary School's approach to encouraging and supporting the educational achievement of Children who are Looked After (CLA) is based on the following principles:
    - prioritising education set within an inclusive context which makes reasonable adjustments to ensure a personalised curriculum
    - listening to the Looked After Child
    - working closely with home, voluntary and statutory agencies
    - promoting attendance, through a programme of early intervention, priority action, reducing exclusions and promoting stability within a positive learning environment
    - identifying need, including social and emotional as well as learning needs or gifted and talented skills and abilities
    - targeting support, including accessing resources from other agencies as well as provision from school resources (enhanced Pupil Premium Money)
    - having high expectations.

Rationale – Every Child Matters
Many children and young people who are in care have suffered abuse or neglect. Despite having as broad a range of abilities as their peers, Children who are Looked After are particularly vulnerable to underachievement. Barriers to their progress include a high level of disruption and change in school placements, lack of motivation or involvement in extra-curricular activities.
Edwalton Primary School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every Looked After Child (CLA) can be successful. We believe that this school has a major part to play in ensuring that CLA children are able to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being, in line with Every Child Matters.

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Admission arrangements
We recognise that due to care arrangements CLA children may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.
The school recognises that Looked After Children are an 'excepted group' and will prioritise Looked After Children in the school's oversubscription criteria following the DCSF Admissions Code (Admissions of Looked After Children (England) Regulations 2006)

Support and resources
The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for Children who are Looked After, meeting the objectives set out in this policy.

Role and Responsibilities of the Designated Teacher
The duties of the Designated Teacher will include;

- Co-ordinating with the virtual school including to secure additional PP+ funding termly
- Ensuring that looked after children are welcomed into the school, necessary meetings are held and arrangements are put in place to ensure their needs identified and met. This may include providing basic equipment and resources if necessary and providing appropriate support in meeting uniform requirements if needed
- Maintaining an up-to-date record of CLA in school, including those in the care of other authorities and ensuring all necessary information is passed to other staff as required
- Monitoring and tracking progress of CLA in school and intervening if there is evidence of individual underachievement
- Holding a supervisory brief for all children being Looked After and acting as advocate for the CLA in school
- Liaising with teaching and non-teaching staff in school, including the person responsible for Child Protection as well as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage LACs may face
- Establishing and maintaining regular contact with home, statutory and voluntary agencies
- Ensuring PEP review meetings are held regularly and information passed to all those concerned, including the local authority
- Attending training as required to keep fully informed of latest developments and policies regarding Looked After Children Record keeping and information sharing
- Ensuring that post adoption services are in support should a CLA child complete the adoption process.

The Designated Teacher will keep an up-to-date record of Looked After Children and Young People in school and will ensure that relevant information is made known to appropriate staff (at Edwalton it is available on scholar pack and teachers receive cohort lists including looked after status). The designated Teacher will attend Looked After Reviews. If a Designated Teacher is not able to attend a LAC review, then arrangements will be made for an appropriate teacher to attend the review who can share relevant information. If that is not possible, then a written update will be shared by the designated teacher to the social worker and the IRO before the review.
A Personal Education Plan will be initiated within 20 school days of the Young Person starting at the school or being taken into care and will be reviewed every term to meet the needs of the CLA/YP. The PEP will provide a regular opportunity to review progress, note any concerns and ensure all relevant parties are

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informed accordingly. Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.
It is vital that the Young Person is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

Exclusions
Edwalton Primary School recognises that Children who are Looked After have experienced significant trauma in their lives, which may have an impact on their behaviour , and as such, may be vulnerable to exclusions. Where a CLA is at risk of exclusion the school will try to adopt a trauma informed approach and every practicable means to maintain the child in school as opposed to excluding from the school. Exclusion will be the last resort, and the school will ensure that other strategies have been tried, and the CLA is supported within the school environment, and concerns have been shared with the social worker about this behaviour. Either the child will be raised at a family Springboard meeting or a multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion.
The child or young person's Personal Education Plan will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and perhaps alternative educational packages to prevent an exclusion from happening.

Staff development and training
Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of Children who are Looked After.
Other staff will receive relevant training and support to enable them to work sympathetically and productively with Children who are Looked After, including those who are underachieving; at risk of underachieving or who have additional needs. These may include EAL, being Gifted and Talented or having learning or physical needs.
Teachers with responsibility for Special Educational Needs provision and for children who are Gifted and Talented will be informed of those CLA who have particular gifts, talents or learning needs and will work with them appropriately.

Home-school liaison
The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable CLA to achieve their potential. Consultation evenings as well as PEP and Care Plan review meetings provide opportunities to continue to develop this partnership working.

Links with other agencies
The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the Looked After Child or Young Person including Social Care teams; Virtual School, Independent Reviewing Officers; Educational Psychologist; Health services, CAMHS; Targeted Support

Policy reviewed Autumn 26 and due for review Autumn 27

Chair of governors: E Talbot

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