

Children Looked After (CLA) Policy

1.0 Introduction

In this policy, EDA will be used to cover the Emil Dale Academy studios and students either under the age of 18 or enrolled on the Sixth Form course.

1.1 Purpose

This Policy aims to set out not only the ethos of EDA in its approach to meeting the needs of children looked after by a local authority, but also the procedures that will ensure participation in high quality teaching and learning and in making good or accelerated progress.

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- a. Foster carers;
- b. In a children's home;
- c. In a residential school;
- d. With relatives; or
- e. Even with parents – under supervision of Children's Services.

It is essential that EDA promotes the achievement of such vulnerable children, who may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled.

1.2 Location of Policy

This policy is available to access on EDA's website.

1.3 To whom and where this policy applies

This policy is applicable EDA students either under the age of 18 or enrolled on the two-year Sixth Form course.

2.0 Policy

The Name of the Designated Teacher for Children Looked After for the school: Fran Gowar

2.1 The Role of the Designated Teacher for Children Looked After at EDA

- a. To ensure that the educational achievement of each student is looked after on roll is monitored, tracked and promoted and wherever possible, accelerated;
- b. To ensure that there is an up-to-date Personal Education Plan or ePEP with SMART targets that will promote progress;
- c. To advise on most effective use of the core Pupil Premium Plus during the Personal Education Planning meeting;
- d. To ensure that the Pupil Premium Plus funding and any additional funding (where relevant) is used to support the learning objectives for the student and to be accountable for how the funding is spent and able to produce evidence of good progress and outcomes;
- e. To ensure that all staff and necessary freelancers, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by young people 'in care' including a basic knowledge of attachment and trauma on behaviour and learning and understanding of the need for positive systems of support within EDA, to overcome them;
- f. To actively inform members of staff and relevant freelancers of the general educational needs of students who are in care, and to promote the involvement of these young people;
- g. To act as an advocate for young people in care;
- h. To develop and monitor systems for liaising with carers and colleagues in Children's Services, (CS) and birth parents where appropriate;
- i. To ensure all relevant education and care information is available to EDA staff where relevant and carer (s), and that this information is kept up to date, used on a need-to-know basis to help the student overcome obstacles to learning and to make good progress;
- j. To track and support the educational progress of all children who are looked after in order to inform EDA's development plan;
- k. To intervene quickly if there is evidence of individual underachievement;
- l. To intervene if there is evidence of absence from EDA or internal truancy;
- m. To report to the relevant partner school (Knights Templar, Baldock), at least on an annual basis (preferably each term), on the outcomes for students looked after;
- n. To have completed the EduCare online learning module/s and to attend other training as appropriate;
- o. To support the Quality Assurance Process for PEPs and for schools by HfL to support the implementation of the role and responsibility of the Designated Teacher working with children looked after.

Work with Individual Children Looked After:

- p. To discuss with individual students, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff, necessary freelancers and/or students;
- q. To enable the student to make a contribution to the educational aspects of their Care Plan;
- r. To supervise the smooth induction of a new student looked after into the school;
- s. To develop in-school strategies to track, promote and accelerate the achievement of looked after children and close the gap between them and their peers;
- t. To fully support additional learning opportunities that may be available from partner agencies.

Liaison:

- u. To develop effective communication with Children's Services, (CS) staff so that the Personal Education Plan or ePEP is congruent with the child's Care Plan;
- v. To attend, or arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- w. To be named contact for colleagues in Children's Services, (CS);
- x. To ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children in care on the school roll to the Virtual School as requested – Progress and attainment data submitted each term.

Training:

- y. To ensure all school staff and necessary freelancers have training on working effectively with vulnerable learners;
- z. To attend the annual Designated Teachers conference and participate in area termly briefings and to be willing to share good practice;
- aa. To keep informed of any updated guidance from Ofsted, DfE, other research or policy.

The name of a Trustee with special responsibility for Children Looked After in the school: Pauline Poole

2.2 The Role of the Trustee

The named Trustee will report to the Knights Templar School on an annual basis using the report from the Designated Teacher as source information:

- The relevant student's year group; and
- Specific provision that has been put in place for the student.

School Responsibility

- It is important that all necessary teaching freelancers and staff who are in contact with the child or young person is aware that he/she/they is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Principal and/or the Designated Teacher for Children Looked After.

2.3 Admission Arrangements

On admission, records will be requested from the student'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 (ePEP).

It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the ePEP and Care Plan review meetings.

It is important to establish the young person's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other students.

2.4 Communication with Other Agencies

EDA should ensure that a copy of all reports (e.g. End of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and the Virtual School, and where appropriate, the birth parents. A copy should also be attached to the child's ePEP.

School, education and social work colleagues within Children's Services should endeavour to coordinate their review meetings to have a Personal Education Plan or ePEP meeting or review.

Good communication is essential between professionals. It is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if EDA is considering a change of course, there is a change of care placement or there are significant issues that will affect educational provision e.g. behaviour or attendance.

2.5 Assessment, Monitoring and Review Procedures

Each student in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social Worker and Designated Teacher. This will identify specific areas of focus and include targets and associated actions to improve performance, progress or educational achievement. Areas for consideration will include:

- a. Achievement Record (academic or otherwise);
- b. Development needs (short- and long-term development of skills, knowledge or subject areas and experiences);
- c. Long term plans and aspirations (targets including progress, career plans and aspirations);
- d. Educational Data so that progress may be easily tracked;
- e. Effective use of the Pupil Premium and evidence of impact;
- f. Extended learning opportunities;

The named Trustee will report annually to the Trustees on the progress of all children looked after against the key indicators outlined above.

The ePEP will be updated and reviewed each term 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

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
01	29 th November 22	July 2023	Eden Tinsey	First issue
02	4 th August 23	July 2024	Eden Tinsey	Annual policy review