CHRIST THE KING PRIMARY SCHOOL

CHILDREN LOOKED AFTER POLICY

Christ the King Primary School
Everest Avenue
Llanishen
Cardiff
CF14 5AS
Tel: 02920754787
Email:
www.christthekingcathprm.co.uk

Approved by Governors: Mar 2021
Reviewed: Feb 2024
Reviewed : Jan 2026
Date for Review: Jan 2028

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED LOOKED AFTER CHILDREN STAFF

NAME: **Mrs A Warrington / Mrs S Miles**

CONTACT NUMBER: **029 20754787**

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

Looked After Children Team

R

oom 116

County Hall

Tel : 029 20788490

Nicola Holder (LAC Co-Ordinator)	**029 20788491**	**nholder@cardiff.gov.uk**
Kirsty Parsons (LAC Support Worker)	**029 20788493**	**kirsty.parsons@cardiff.gov.uk**

"We owe it to all young people to give them the best chance to succeed in life. This is especially true of children that, often for no fault of their own, have found themselves placed in the most challenging of circumstances"

Huw Lewis, *Minister for Education and Skills (Feb 2015)*

Welsh Government data shows that the educational performance of children who are looked after is significantly below that of other mainstream pupils at all Key Stages.

Schools are key in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion through careful planning, monitoring and evaluation. Schools can also provide a source of continuity and "normality" for children who may have been subject to emotional distress, abuse and disruption. School can be the place where children maintain friendships and a place where they feel safe and can be themselves.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of children looked after and schools play a pivotal role in this.

AIMS

To raise the educational aspirations of children looked after, and adopted, and of those who care for them;

- to reinforce accountability and leadership across our school;
- to ensure that education remains a priority even during unsettling period in a child's life;
- to make better use of data to aid practice, policy making and monitoring or educational outcomes;
- to promote and share good practice.

DEFINITION OF CHILDREN LOOKED AFTER

The term "looked after" was introduced by the Children's Act 1989. This refers to a child who is either accommodated (whereby the Local Authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a Care Order (whereby a Court Order grants shared parental responsibility to the Local Authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

Furthermore, the term "looked after", which is widely used in Social Services, is synonymous with the term "in public care" which has been adopted by the DfES in their publication, "*The Education of Young People in Public Care".*

OUR SCHOOL'S COMMITMENT

Helping Children Looked After (CLA) succeed and providing opportunities that enable them to have a better future is a key priority in Christ the King School. This is planned for by:

- having expectations for the child and ensuring equal access and opportunities to participate fully in a balanced and broadly based education with extra-curricular activities and the opportunity to enjoy the school experience fully in line with corporate parenting principles;
- prioritising the recording and monitoring of the academic achievement of the child who is looked after in addition to their health and wellbeing;
- ensuring as much stability and continuity as is possible with regards to staffing and friendship groupings;
- prioritising reductions in exclusions and promoting attendance and punctuality;
- promoting inclusion through challenging and changing negative attitudes/stereotypes and by promoting a climate of acceptance;
- promoting good communication between all those involved in the child's life and listening to the child;
- maintaining and respecting the child's confidentiality wherever possible and ensuring discretion when addressing a child's care status and sensitivity to the background of children who are looked after, especially surrounding work on family;
- ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of children who are looked after;
- ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all children looked after;
- drawing up a Personal Education Plan (PEP) between the school, the child and the child's Social Worker, that will identify the child's individual needs alongside the support and resources that they require;
- reviewing all school policies regularly in the light of the LA's Social Inclusion guidance, Additional Learning Needs legislation, WG and Joint Department for Education and Skills/Department of Health guidance on 'The Education of Children in Public Care';
- ensuring that a clear protocol for sharing of information will be followed both within school and with outside agencies;
- endeavouring to support all children looked after in our school to achieve to their fullest possible academic potential.

ALN Statement

Christ The King Primary School is committed to providing an inclusive learning environment in line with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the ALN Code for Wales 2021. We are dedicated to identifying, assessing and making provision for Additional Learning Needs at the earliest opportunity, working in collaboration with pupils, parents, and relevant professionals. Our approach is based on promoting equity, respecting diversity, and ensuring that all pupils are provided with opportunities to meet success.

Children Looked After who have been identified as having an additional learning need (ALN) will be supported through an Individual Development Plan (IDP) which is prepared and maintained by Cardiff Local Authority. IDPs for children looked after are funded by the LA .

ROLES AND RESPONSIBILITIES

The Link Governor for Children Looked After will ensure that :

- the school has a coherent policy for children who are looked after;
- the school's policies and procedures are reviewed in the light of social inclusion guidance and WG/UK

guidance and legislation;

- the designated governor has received appropriate training;
- Children looked after have equal access to all areas of the curriculum;
- the Governing Body receives an annual report on children looked after.

The Headteacher will :

- appoint the Designated Teacher for CLA;
- ensure that the Designated Teacher has received appropriate training;
- be responsible for all systems to support children looked after.

The Designated Teacher

The Designated Teacher will help establish and maintain the ethos regarding children who are looked after by

- serving as the contact for Social Services;
- maintaining and respecting confidentiality of all children looked after and ensuring information is shared on a strictly 'need to know' basis;
- ensuring that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by children looked after and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements;
- acting as an advocate for children looked after in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances

The Designated Teacher will set up systems to monitor and record the progress of all children looked after and will :

- have an overview and co-ordinating role for gathering and holding all information regarding children looked after;
- maintain records regarding all children looked after, including legal status and information regarding who should be contacted regarding matters concerning the child;
- establish a system for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer;
- monitor the educational progress of all children looked after and intervene, in co-operation with other agencies, if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern

- prepare an annual report for the Governing Body to include :
    - the number of children looked after in the school;
    - an analysis of test scores as a discrete group, compared to other pupils;
    - the attendance of pupils compared to other pupils;
    - the level of fixed term and permanent exclusions compared to other pupils;
    - the number of complaints.

The Designated Teacher will facilitate effective communication by :

- building positive home-school relationships between parents/carers with regular opportunities for dialogue;
- being proactive and participating in setting goals for the child's PEP;
- playing an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children;
- helping co-ordinate education and PEP meetings;
- ensuring effective communication between all relevant parties;
- inviting the responsible social worker to all meetings and liaising with this social worker regarding the development of the child's PEP.

The Designated Teacher will monitor each child's achievement and ensure that they have the support they require within school by :

- meeting with the children looked after to discuss who needs to know they are looked after and to ensure that the young person is informed of their role;
- ensuring each child has a named member of staff who can provide advice and/or practical help on academic or pastoral issues;
- ensuring each child has a PEP;
- requesting support from the ALNCo and/or outside agencies;
- working closely with the ALNCo to ensure all children looked after with additional learning needs are being assessed and are getting appropriate resources to support their learning;
- having a strategy for mid-term or new school transitions;
- ensuring all children looked after are made to feel a part of the school environment.

PERSONAL EDUCATION PLANS

Each child will have a Personal Education Plan (PEP) which the school will develop (usually in the Autumn term) The designated CLA Lead and at least one member of staff who knows the child well will attend a meeting to establish the PEP and in subsequent reviews. Cardiff CLA Virtual School staff, the child's social worker and parents/carers may contribute to the creation of the PEP.

The PEP will consider :

- the child's strengths and areas to develop
- their interests, both in and out of school;
- developmental, educational and pastoral needs alongside future plans and how these can be supported;
- issues arising for the child.

It will also identify targets that will be reviewed during the next PEP meeting

ADMISSION AND INDUCTION ARRANGEMENTS

Children Looked After are a priority for admission and, as such, Christ the King School will follow the school's published admission criteria.

On admission, records will be requested from the child's previous school and as soon as practicable after they are received a meeting will be held between the CLA Designated Teacher, the carer/parent, social worker, other relevant professionals and child (as appropriate). They will discuss any relevant issues, academic or pastoral, and strategies aimed at ensuring the child is made to feel comfortable in our school. This will also provide information to inform the child's new PEP and ensure that communication systems are established early.
Where possible, transition visits will be arranged so that the child can tour the school and their new classroom and meet their new classteacher.

In the first PEP meeting, the social worker will inform school as to who requires school reports and who may give permission for school trips or other such activities. At this meeting, any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed such as a home/school book to detail any sudden significant changes in a child's circumstances.

SCHOOL TRIPS AND SPECIAL ACTIVITIES

The school will ensure that children looked after have equal access to participate in educational trips, residential visits, extra-curricular activities and other enrichment activities. Where there is an additional learning need, we will provide additional support to enable children looked after to enjoy activities to the best of their abilities.

COMPLAINTS

If a young person, parent or social worker wishes to complain about this provision or policy, they should, in the first instance, raise it with the Designated Teacher who will try to resolve the situation. If it is not resolved, they can complain in writing to the Headteacher and/or Governing Body.