

St. Andrew's C.P. School



Kirk Ella

# Children who are Looked After Policy

Date of last Review: Spring 2025

Review in: Spring 2026

## **Children Who are Looked After Policy**

### **Kirk Ella St Andrew's CP School**

#### **School Statement**

Kirk Ella, St. Andrew's CP School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

#### **Vision Statement**

'We encourage all our pupils to aspire to the highest levels of academic, social and physical achievements so they will develop independence and confidence and fulfil their true potential, making a positive difference to the lives of others'

#### **Introduction**

At Kirk Ella St. Andrew's CP School we believe that working in partnership with the East Riding of Yorkshire Local Authority (or relevant local authority where the looked after child is registered), we have a special duty to safeguard and promote the education of children who are looked after. (CLA)

#### **Aims and Objectives**

To ensure that school policies and procedures are followed for CLA as for all children

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our CLA and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role to promote and support the education of our CLA.

To ensure other relevant partners are kept fully informed of their child's progress and attainment

To ensure that CLA are involved, where reasonable, in decisions affecting their school life.

#### **In Pursuit Of This Policy We Will**

- Nominate a Designated Teacher for 'Children who are Looked After' who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of 'Children who are Looked 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 on 'Children who are Looked After'

### **Who are Looked After Children?**

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
- children who are the subjects of a care order or interim care order
- children who are the subjects of emergency orders for their protection
- 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.

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; they may live in foster care, in a Children's home or in a residential school. All these groups are said to be '**Children who are Looked After**' - CLA. They may be looked after by our local authority or may be in the care of another authority but living in ours.

### **Admissions**

The Governing Body endorses council policy. The Council, as the Admission Authority for Community and Voluntary Controlled Schools, believes that admissions criteria should not discriminate against CLA pupils. Due to care placement changes, CLA may enter school mid-term. It is vital that we give them a positive welcome. If necessary we may offer additional support and pre-entry visits to help the new pupil settle.

### **Inclusion**

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum.

Our CLA policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all CLA pupils.

### **Monitoring the progress of CLA**

The social worker for the CLA should initiate a Personal Education Plan – PEP - within 20 days of joining the school, or of entering care, and ensure that the young person is actively involved. It is vital that the school assesses each CLA's attainment on entry to ensure continuity of learning.

The school will monitor and track the achievement and attainment of all pupils at regular intervals. CLA will require their PEP to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views should be sought by the Designated Teacher and noted on the PEP.

### **Partnership with parents/carers and care workers**

At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable CLA to achieve their potential. Review meetings are an opportunity to further this partnership working.

### **Roles and Responsibilities:**

#### **The Designated teacher will:**

- Maintain an up to date record of all CLA who are on the school roll. This will include:
  - Status i.e. care order or accommodated.
  - Type of Placement i.e. Foster, respite, residential.
  - Name of Social Worker, area office, telephone number.
  - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
  - SEN Code of Practice – SEN Support / EHCP where appropriate
  - Child Protection information when appropriate.
  - Baseline information and all test results.
  - Attendance figures
  - Exclusions
- Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. EHCP / Termly Support Plans.
- Ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
- Liaise with the Education Support Service for children who are 'Looked After' on a regular basis with regard to the performance, attendance and attainment of CLA.
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure that systems are in place to identify and prioritise when CLA are underachieving and have early interventions to improve this in line with existing school policy.
- Ensure that systems are in place to keep staff up to date and informed about CLA where and when appropriate.
- Ensure that CLA, along with all children are listened to and have equal opportunity to pastoral support in school.

- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of CLA.
- Report to the Governing body annually on the performance of the looked after children who are on the school roll.
- Be an advocate for CLA in school
- Attend relevant training
- Ensure CLA receive a positive welcome in school

### **All governors and staff will**

Support the local authority in its statutory duty to promote the educational achievement of CLA.

### **CLA policy review and evaluation**

We consider the CLA policy to be important and we undertake a thorough review of both policy and practice each year. The outcomes of this review inform the School Development Plan.

Designated Teacher for CLA:

**Amanda Stevens**

Designated Governor for Children who are Looked After/ Disadvantaged Pupils:

**Nicole Spencer**

Reviewed: Spring 25