

**Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School**



Moving Forward Together

CLA Policy
(Children who are looked after)

Date established by Governing Body: 11th January 2017

Curriculum, Staffing & Pastoral Committee

Responsible Person – Mrs Lisa Jones

Designated role – Deputy Headteacher

Chair of Governors signature – Jeremy Griffith

Revised – 6th November 2024

Review Date – Autumn Term 2027

Policy Version Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature
1	10-3-2021			Re-title: LAC Policy to CLA Policy as advised by CCC	Title page and references to Children who are looked after	Helen Starkey 10-3-2021
2	6-11-24	Whole document		Three yearly review	Review date	Jeremy Griffith 6-11-2024

Introduction from Welsh Government document - Making A Difference

The Welsh Government has a national mission to ensure that all our children and young people have an equal opportunity to reach the highest standards. Underpinning this is a belief that someone's ability to benefit from education should not be determined by their personal circumstances and a drive to reduce inequalities and remove barriers to education. Inclusivity is at the heart of our agenda and funding to schools is in place to support all learners to ensure they are not disadvantaged. We recognise that educational outcomes for looked after children rarely compare favourably with other children and young people. We know that many of these learners will have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress. The complexity of this fragmented experience needs careful assessment and planning.

Children who are looked after

Children and young people become 'looked after' either if they are in care subject to a care order, or are accommodated on a voluntary basis by the local authority. Most children who are looked after will be living with foster parents but a smaller number may be in children's residential units, living with a relative or may even be placed at home with their birth parents, under the supervision of Children's Services.

For Children who are Looked After it is recognised nationally that there is considerable educational underachievement when compared with their peers and this Governing body is committed to implementing the principles and practice as outlined in:

- DfEE Circular 0269/2000
- DfEE/DOH Guidance 2000
- NAFW Circular 2/2001
- Children Act 2004, specifically: "The duty to safeguard looked after children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential"
- The latest LA's Guidance on CLA.

The 2000 Guidance introduced key measures, in order to improve multi-agency coordination and improve educational life chances for 'Looked After' Children. These are Designated Teachers for

children who are looked after [or CLA Coordinators] and the use of a Personal Education Plan for each Child.

The Governing body is committed to ensuring that the following roles and responsibilities are carried out effectively in order to fulfil the school's duty regarding these pupils.

ROLES AND RESPONSIBILITIES

Governor with responsibility for LAC: - Mrs Rachel Munkley

Designated Senior member of staff: - Mrs Lisa Jones

LAC Coordinator: - Mr Peter Robinson

ALNCo: Mrs Jenna Davies

1. The Head teacher will:

- Appoint the CLA Coordinator whose work will be overseen by a designated member of senior staff;
- Ensure that the CLA Coordinator has received appropriate and regular training;
- Oversee the development of the policy on looked after children;
- Be responsible for all systems to support looked after children;
- Report to the governing body on an annual basis on the following:
 - The number of looked after pupils in the school;
 - An analysis of attainment 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;
- Use exclusions as a last resort, in line with the LAs exclusion advice

2. The Designated Senior Person will:

- Organise a pre admission meeting involving the child, foster parents, corporate parenting team, Social Worker and CLA coordinator.
- Discuss and agree upon an admission plan and induction programme for the child.
- Clarify the school's expectations and the support available for the child.
- Oversee the work of, and work alongside the CLA Coordinator, in order to ensure that the needs of children who are looked after are met within the school.

3. The CLA Coordinator will:

- Act as an advocate for looked after children;
- Maintain a register of all looked after children on the school roll;
- Ensure that appropriate educational records [especially attendance and attainment] are kept for looked after children, taking action to ensure that these are in line with those for children generally within the school;
- Obtain educational records from the child's previous school;
- Ensure speedy transfer of information when a CLA transfers into another educational placement.

- Ensure the speedy transfer of information between agencies and individuals and keep this information up to date;
- **Attend and** contribute information to CLA reviews when required;
- Ensure that the **Personal Education Plan** is completed with the social worker, carer and child within 20 school days of a CLA joining the school or a pupil becoming 'in care' or 'accommodated'. The PEP will be reviewed in accordance with the care plan. The PEP will identify specific areas of strengths and weaknesses and will include achievable targets. Areas to be included in the PEP are as follows: Attendance; Achievement record (academic or otherwise); Behaviour; Homework; Involvement in extra-curricular activities;
- **Monitor attendance, assessment and achievement data of all looked after children in the school on an individual or collective basis;**
- **Organise catch up sessions when the gaps in the child's knowledge and education are identified;**
- Ensure that all staff are aware of the difficulties and educational disadvantage faced by looked after children, informing them of their general needs, promoting the need for positive support systems to overcome them;
- Act as the key advisor for staff and Governors on issues relevant to children who are looked after;
- Promote the involvement of looked after children in school clubs, extra-curricular activities, **school council etc**
- Provide opportunity for looked after children to access a safe haven, which is S01 within school and provide information on the school counselling service if required
- Build positive home/school relationships between parent/carers with regular opportunities for dialogue
- Support carers and school staff to ensure that any **additional** educational needs of looked after children are met
- Encourage looked after children and their carers to value education **and have high expectations and aspirations**
- Develop and monitor systems for liaising with carers and the local Department for Education and Children
- Act as the key liaison professional for other agencies and individuals
- Convene an urgent multi professional meeting if a CLA is experiencing difficulties or is at risk of exclusion
- Ensure that an induction meeting takes place when a CLA joins the school;
- Provide pastoral care, being sensitive to their family circumstances and racial, cultural and social background;
- Attend appropriate courses in order to maintain an up to date knowledge of relevant issues and current legislation;
- Cascade training to school staff as appropriate;
- Ensure confidentiality on individual children, sharing confidential/personal information on a need to know basis;
- Ensure that care and school liaison is effective including invitations to meetings and other school events;

4. The Governing Body will:

- Ensure that children who are looked after have the same right as everyone else in relation to:
 - Admission to school;

- The National Curriculum;
- Public examinations;
- Extra curricular activities;
- Additional support with their education where needed;
- Ensure all governors are fully aware of the legal requirements and guidance for children who are looked after
- Ensure there is a CLA Coordinator
- Liaise with the Headteacher, Coordinator, and all other staff to ensure the needs of these children are met;
- *Nominate a Governor with responsibility for CLA who links with the Coordinator;*
- Receive regular reports from the Coordinator;
- Annually, review the effective implementation of the school policy for Children who are Looked after

5. The Nominated Governor will:

Report to the Governing Body on an annual basis regarding the following:

- The number of looked after pupils in school;
- pupil attendance;
- pupil exclusions, permanent and fixed term;
- pupil participation i.e. Extra-curricular activities;
- national curriculum assessment and/or examination results;
- Attend Governor training and feedback to the Head teacher, CLA Coordinator and Governing Body as required

6. Members of staff will:

- Be made aware that a child is being looked after by the local authority. The CLA Coordinator is responsible for informing staff and for determining the amount of information to be shared;
- Have high expectations of the educational and personal achievements of Children who are looked after
- Positively promote the raising of a CLA's self esteem;
- Ensure any CLA is supported sensitively and that confidentiality is maintained;
- Be familiar with the Guidance and respond appropriately to requests for information to support Personal Education Plans (PEPs), and review meetings;
- Respond positively to the request to be a CLA's named person;
- Liaise with the Coordinator where a CLA is experiencing difficulties;
- If called upon to do so, liaise with social care colleagues and other appropriate professionals;
- Keep appropriate records, confidentially as necessary, and make these available to other professionals as appropriate;
- Actively seek training to help fulfil their roles with regard to children who are looked after.

7. The Child who is looked after

- Be made aware of the fact that information about his/her personal background is being recorded. This will be relayed to the child in a manner appropriate to their age and

understanding with emphasis on the fact that the school, social worker and carer(s) are working together to promote their education.

8. Other Agencies:

- The looked after child's social worker and carer will receive a copy of all school reports;
- The Department for Education and Children will assist us in coordinating review meetings and will inform us promptly about significant changes in the pupil's circumstances between formal reviews;
- The Corporate Parenting Manager will provide us with general advice and guidance, as well as specific information relating to looked after children.