

Children Services: Education and Early Intervention

SCHOOL POLICY FOR CHILDREN LOOKED AFTER

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This policy was adopted by the Governing Body of Kingswood Nursery School October 2020. It will be reviewed in October 2022, or sooner if HCC Virtual School bring out a new policy.

Kingswood Nursery School is committed to:

- Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups.
- Ensuring that everybody is valued, listened to, understood and treated, as they themselves want to be treated, in accordance with our core value of 'Respect'.

These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

Model School Policy for the Education of Children Looked After (CLA) by Hertfordshire and Previously Looked After Children (PLA)



Policy Objective:

To promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After (PLA) on the roll of this school

Name of the Designated Teacher for CLA and PLA

Lisa Archer

Name of the Designated School Governor for CLA and PLA

Chris Munroe

At Kingswood Nursery School we will ensure that children looked after (CLA) and children previously looked after (PLA) have access to excellent educational provision and are prioritised for additional support through school-based interventions to achieve as well as possible, in accordance with the '*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.*

We recognise that our school plays a vital role in providing a stable base for CLA and in promoting their academic, social and emotional development. We promote whole school staff training in their specific needs, so that all adults at this school are sensitive to the barriers to learning that CLA experience and feel able to support the children discretely and confidentially, as needs arise. We understand the need to work in a 'relationship-based' way so that children looked after and previously looked after feel valued and a part of our school community.

Our aim is to champion the needs of CLA to ensure they make rapid educational and social progress during their period in care on the roll of this school.

Equality and Diversity statement,

This policy is intended to be helpful for improvement in the education available for all learners but has a focus on children looked after who, statistically, experience disadvantage in education. The criteria are clear that the expectation is that all learners receive a high-quality, ambitious education; that providers are inclusive of all learners; and that all providers must be meeting their statutory duties, including those under the Equality Act 2010.

An inclusive learning environment in which everybody is respected is conducive to a happy and healthy learning environment.

The Virtual School Attachment Aware and Trauma Informed toolkit training will support a greater understanding of diversity and equality and is relevant to many children particularly those returning to school in September 2020

Our Aims for CLA:

- to provide a safe and secure environment where educational progress and stability is always central to the planning and all adults understand the specific needs of CLA and PLA
- to narrow the gap between the attainment of CLA and PLA and their peers, ensuring **accelerated** and **rapid** progress
- for all CLA to have at least termly Personal Education Planning (ePEP) meetings each academic year and for the joint planning and quality first teaching to have measurable impact on each child's learning on a daily basis, (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*)
- for all adults to provide sensitive, child-led support, adopting a relationship based approach and with at least one key adult with whom the child or young person has a trusted relationship and who will act as an advocate for them and take a special interest in their progress in all school activities.
- that school systems facilitate discrete support, that includes a strong relationship between schools staff, carers and children looked after on roll.
- CLA will be advantaged within school policies and procedures, with their needs explicitly considered and provided for (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018.*)
- Our Behaviour Policy maintains clear boundaries and expectations about behaviour but we understand that not all behaviour is a matter of choice. We will not enforce sanctions that shame and ostracise children looked after from their peers, school, community or family. In this school we seek to create an inclusive and positive school ethos for every pupil.
- CLA and PLA and their families will feel part of the school community; they will be actively welcomed, involved and engaged into this school community (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).

Educational Planning for Children Looked After

Personal Education Plans (ePEP):

The school will ensure that every CLA on roll has a Personal Education Planning (ePEP) meeting that is reviewed termly, within the statutory care planning framework, and in collaboration with the social worker, carer and other relevant professionals. In any one school year there will be at least 3 PEP meetings for each CLA.

Roles and Responsibilities:

The Headteacher and Governing Body are committed to promoting improved educational life chances for CLA and PLA. They will ensure that the Designated Teacher for Children Looked After has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role and have at least 2 days per year training to remain fully informed. They will monitor the role of the Designated

Teacher to ensure that all CLA and PLA make accelerated and rapid progress and that the whole school staff receive appropriate training.

The Designated Teacher for Children Looked After and Children Previously Looked is Lisa Archer. Lisa is a qualified teacher, and will promote improved educational life chances for CLA and PLA by:

- ensuring that the CLA or PLA has access to quality first teaching
- tracking the progress of CLA and PLA across the curriculum using data, teacher reports and book looks
- ensuring that the PP is used effectively and efficiently
- performing a coordinating role with school staff and outside agencies
- ensuring effective communication with the school's assigned Education Adviser from the Virtual School
- developing expertise in the field of CLA, including attachment theory, and trauma informed practice
- delivering the Virtual School training: 'An introduction to Attachment Aware and Trauma-informed Practice' to the whole school;
- providing and attending training and offering advice to the whole school staff
- promoting a school culture which is supportive, relationship-based and has high expectations for CLA and PLA
- regularly reporting to the Head and Governing Body on the attainment of CLA and PLA and school resource and staff training needs for working with this group
- prioritising CLA for school-based additional support, even when the young person does not meet the criteria (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).

All staff will promote improved educational life chances for CLA and PLA by:

- reading this 'school policy' for CLA
- attending relevant training, including the Virtual School toolkit training on 'Attachment Aware and Trauma Informed practice' (to be found on the Virtual School website: www.hertfordshire.gov.uk/virtualschool)
- providing accurate information and data when asked by the Designated Teacher
- referring to the Designated Teacher for advice
- playing their part in creating an attachment and trauma-informed 'CLA-friendly' culture and securing rapid progress for CLA by ensuring that they benefit from any additional school-based support available

Attendance:

School attendance procedures reflect the specific needs of CLA and PLA to ensure good school attendance. Where there is a concern about attendance or punctuality the school will contact the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in our attendance policy.

Admissions/ Transitions:

School procedures to support CLA during admission and transition include:

- prioritising CLA and PLA at the point of admission

- the swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- early identification of staff mentor and peer buddy
- additional support and planning for CLA and PLA at times of transition
- structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

Additional Educational Needs:

All staff will work creatively to secure accelerated and rapid progress for CLA and PLA with additional educational needs by:

- having high expectations
- ensuring that they are prioritised for additional school-based support, even if they do not meet the criteria (*in line with the DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).
- ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher over-sight (*in line with the Lamb Report, Dec '09*)
- ensuring that progress is regularly monitored and reviewed, against the targets set as agreed in the termly Virtual School visit and ePEP.

Special Educational Needs & Disabilities:

All staff will work creatively to secure accelerated and rapid progress for CLA who have special educational needs & disabilities by:

- having high expectation of progress each academic year (*in line with the expectation set out in the ePEP*)
- ensuring that they are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision (*in line with the SEND Code of Practice*)
- ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEND Code of Practice
- ensuring that any work undertaken by non-teaching staff has teacher over-sight
- that with the school SENCO the EHCP review is held in a timely way with all relevant professionals invited and their views obtained.

Safeguarding:

School staff will be vigilant for any safeguarding issues which can impact particularly on CLA by: familiarising themselves with the 'School Policy Guidance for Children in Care' and following the school's child protection policy and the 'DfE: Keeping Children Safe in Education' (All staff) June 2019, if there are any safeguarding concerns.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Exclusion:

- We have reviewed the school behaviour policy in line with the statutory guidance published in February 2018 (*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 28th February 2018*).
- We will make every effort to avoid excluding a CLA, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School.
- If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.
- School procedures are in place to reduce the risk of exclusion of CLA and PLA. CLA and PLA with special educational needs should have exclusion as a behaviour management action as a last possible resort (*Regulation 4(1)(c) of the Equalities Act 2010 which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made*).

Multi-Agency Working:

- **School staff will make every effort to** develop positive professional relationships with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA and PLA.

The Headteacher, Designated Teacher and Governing Body will ensure that all staff are briefed on the Statutory Guidance and practice outlined in this policy.

Date: October 2020

Review date: October 2022

The Hertfordshire Virtual School for Children Looked After

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Change history:

Issue	Date	List of Changes	Approved	Authorised by
1	Oct2012			
2	Sep2014	This is a new Policy from County dated Aug 2013. The main changes are the references to 'Pupil Premium', which Early Years do not currently get. See BJ notes in red on Page 4.	Governing Body	Bernice Jackson
3	Nov 2016	This is a new policy from County dated Aug 2016. The main changes refer to the electronic version of the Personal Education Plan. (ePEP). This is currently being devised for Early Years. There is more emphasis on all staff being involved in ensuring CLA children make accelerated progress. The charts included are new. CLA children can join at any time, so timelines would be decided according to when a child joins.	Governing Body	Bernice Jackson
4	Nov 2018	This is a new policy from County dated Sep 2018. The main changes are the emphasis on supporting PLA children in the school system (Post Looked After) and the risks involved in exclusions.	Governing Body	Bernice Jackson
5	October 2020	Virtual School have added an 'Equality and Diversity' statement (P.2).	Governing Body	Bernice Jackson