

THE SALTERNS ACADEMY TRUST: Admiral Lord Nelson School

Policy for Children Who Are Looked After and Previously Looked After



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1. UNCRC

Article 28 – Every child has a right to education

Article 20 – Children unable to live with their family

The Governing Body will ensure that:

ALNS champions the needs of 'Children who are Looked After' (CLA/PLA) and 'Previously Looked After' (PLA) in order to ensure that they achieve to the highest level possible and that, they are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

2. Aims

ALNS is committed to:

- Helping every CLA/PLA to achieve the highest standards they can, including supporting aspirations to achieve in further and higher education;
- Providing a safe and secure environment in which all CLA/PLA are able to flourish;
- Ensuring that carers, social workers of CLA/PLA and other professionals are kept fully informed of their child's progress and attainment;
- Ensuring that students are involved, where practicable, in decisions affecting their future provision;
- Ensuring that CLA/PLA take as full a part as possible in all school activities.

3. Principles

ALNS' approach to supporting the educational achievement of CLA/PLA is based on the following Principles:

- Understanding the needs of each CLA/PLA;
- Prioritising education and progression;
- Promoting attendance;
- Targeting support;
- Having high expectations;
- Promoting inclusion through both challenging and changing attitudes;
- Achieving stability and continuity;
- Early intervention and priority action;
- Listening to children;
- Promoting health and wellbeing;
- Reducing exclusions;
- Working in partnership with carers, social workers and other professionals;

4. Responsibilities

Governing Body:

- Identify a governor as Designated Governor for CLA/PLA;
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CLA/PLA;
- Ensure the school has an overview of the needs and progress of CLA/PLA;
- Allocate resources to support appropriate provision for CLA/PLA;
- Ensure the school's other policies and procedures support their needs;
- Monitor the academic progress of CLA/PLA, through an annual report;
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below;

- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of CLA/PLA are recognised and met;
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every CLA/PLA, in line with Portsmouth LA guidance on Personal Education Plans or from the LA to which the CLA/PLA is attached.
- Governors should also be aware that OFSTED will focus on CLA/PLA, monitoring how the school has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Headteacher:

- Identify a Designated Teacher for CLA/PLA, whose role is set out below.
- It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or have long term absence.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA/PLA and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and behaviour of CLA/PLA.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Ensure that the adoptive parents or guardians of previously CLA/PLA have ready access to an identified member of staff.

Designated Teacher:

The statutory role of Designated Teacher for CLA/PLA is: Steve Fenner, Assistant Head: Inclusivity

He is supported in this role by: Helen Blakeledge, Safeguarding and CLA/PLA Support Worker

The link Governor for CLA/PLA: Tina Henley, Headteacher of the Virtual School

In partnership they will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker;
- Ensure that a Personal Education Plan is completed with the child, the social worker, the carer and any other professionals;
- Ensure that each CLA/PLA has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes;
- Track academic progress and target support appropriately;
- To work with Virtual Schools for students from Local Authorities, to ensure that CLA/PLA receive the full support to which they are entitled to enable them to make progress and achieve;
- Completing relevant paperwork requesting funding from the PPG money allocated to Portsmouth Virtual School to support ALNS CLA/PLA;
- Co-ordinate any support for the CLA/PLA that is necessary within the school;
- Ensure confidentiality for individual students, sharing personal information on a need-to-know basis;
- Encourage CLA/PLA to join in extra-curricular activities and out of school learning;
- Ensure, as far as possible, attendance at planning and review meetings;
- Act as an advisor to staff and Governors, raising their awareness of the needs of CLA/PLA;
- Ensure the speedy transfer of information between individuals, agencies and, if the student changes school, to a new school;
- Be pro-active in supporting transition and planning when moving to a new phase in education;
- Promote inclusion in all areas of school life.
- Be aware that 60% of CLA/PLA say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's Anti-Bullying Policy.
- Ensure that the audit on attendance and academic progress is returned to the appropriate LA every term.

- Attend relevant training offered by Portsmouth Virtual School and/or LA, seeking advice, support and guidance as appropriate.
- Ensure that all staff are briefed on the regulations and practice outlined in this policy.
- Putting the relationship at the heart of everything we do – making connections so that students have a sense of belonging.
- Promoting restorative approach to framework conversation.

School Staff:

- Have high aspirations for the educational and personal achievement of CLA/PLA.
- Maintain CLA/PLA's confidentiality and ensure they are supported sensitively.
- Respond positively to a student's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable CLA/PLA to achieve stability and success within school.
- Promote the self-esteem of all CLA/PLA.
- Have an understanding of the key issues that affect the learning of CLA/PLA.
- Be aware that a high proportion of CLA/PLA have experienced bullying, so work to prevent bullying in line with the School's Policy.

5. Confidentiality

Information on CLA/PLA will be shared with School staff on a "need to know basis." The Designated Teacher will discuss what information is shared with which staff at the PEP meeting or initial meeting with the social worker and carer. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

6. CLA/PLA Admissions

CLA/PLA have been given the highest priority within school admission arrangements. ALNS follow the Portsmouth Local Authority Policy for School Admissions. Should a place be offered by the Local Authority, ALNS will seek to admit the CLA/PLA after meeting the social worker, carer and other relevant professionals, to identify needs, support mechanisms etc as promptly as possible.

7. Monitoring and Evaluation

The policy will be monitored annually by the Governor with responsibility for safeguarding and the ALNS Designated Officer for Safeguarding Children.

8. Further Information

- Support for CLA/PLA in Portsmouth is provided by Tina Henley, Head of Portsmouth Virtual School and a small team of CLA/PLA Education workers.
- DfE: The role and responsibilities of the designated teacher for looked after children.
- Statutory guidance for school governing bodies (February 2018)
- DfE: Promoting the education of looked after children. Statutory guidance for local authorities (February 2018)
- DfE: Improving the attainment of looked after young people in secondary schools.
- Guidance for Schools (November 2009)

9. Supporting School Policies and Practices

- RRSA Charter
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Staff Guidance Booklet for Safeguarding