

Macmillan
Academy

**POLICY FOR CHILDREN AND
YOUNG PEOPLE IN OUR
CARE AND PREVIOUSLY IN
CARE (CLA AND PCLA)**

POLICY DETAILS

Policy title:	Policy for children and young people in our care and previously in care (CLA and PCLA)
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Organisation:	Macmillan Academy
Policy version number:	1
Approved by Headteacher:	October 2022
Date of next review:	October 2023
Distribution:	Website

POLICY REVISION AND APPROVAL HISTORY

Version	Date of review	Date of next review	Comments	Approved by
1	October 2022	October 2023	Revised policy	Headteacher

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1. PURPOSE

- 1.1 To promote the educational attainment, achievement, progression and welfare of Children In Our Care and for all Children Looked After (CLA) in the care of other local authorities who attend Macmillan Academy. The local authority has a statutory role to play for all children in its care and acts as a Corporate Parent.

In light of the extension of the role of Designated Teachers and The Virtual School Heads this policy will also make reference to previously children looked after (PCLA) who are adopted, have a special guardianship order or a child arrangements order (previously residence order).

2. RATIONALE

- 2.1 Children Looked After (CLA) are one of the most vulnerable groups in society. The majority of looked after children have suffered a disrupted childhood and experienced adverse experiences. It is nationally recognised that there is considerable educational under-achievement when compared to their peers. Children looked after often achieve poor exam success rates in comparison to the general population. Fewer looked after children progress to Higher Education or follow progression pathways that will lead to future economic success and well-being. Experimental data from the DfE suggests that previously children looked after are also not achieving in line with their peers.

3. LEGAL FRAMEWORK

- 3.1 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:
- 3.1.1 Children who are accommodated under a voluntary agreement with their parents (Section 20)
 - 3.1.2 Children who are the subjects of emergency orders for their protection (Sections 44 and 46)
 - 3.1.3 Children who are the subjects of a care order (Section 31) or interim care order (Section 38)
 - 3.1.4 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 (Section 21)
- 3.2 Children who are cared for on a voluntary basis are “accommodated” by the local authority under Section 20 of the Children Act – they may live in foster care, in a Children’s Home or in a residential school.
- 3.3 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.

3.4 For all children who receive more than 75 days of 'short breaks' in every 12 months CLA status applies and an Independent Reviewing Officer is appointed. As the care arranged is not continuous academic attainment does not have to be reported in the same way to the DfE. A Personal Education Plan is not required for these children and they do not qualify for pupil premium plus, however schools will attend a child's Looked After Review and provide a report in relation to their education.

3.5 Nationally all these groups are said to be "Looked After Children" (LAC) but more recently CLA Child Looked After. In our area we know these children as Children In Our Care (CIOC) or CLA. They may be looked after by our local authority or may be in the care of another authority but living in ours.

3.6 For the purpose of this policy, previously children looked after include those:

3.6.1 that were adopted from care

3.6.2 that left care under a Special Guardianship Order

3.6.3 that left care under a Residential Order on or after 14 October 1991 (under the Children Act 1989);

3.6.4 that left care through a Child Arrangement Order

3.6.5 that were adopted from abroad but were in state or church care in their country of origin.

3.7 **The Name of the Designated Teacher for Children Looked After and Previously Children Looked After is:**

Mrs E Donaldson supported by Miss Clare Harris.

3.8 **The Role of the Designated Teacher for CLA and PCLA**

Within School:

3.8.1 To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Children Looked After and Previously Children Looked After and that staff understand the need for positive systems of support to overcome them

3.8.2 To inform members of staff of the general educational needs of Looked After and Previously Looked After, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc

3.8.3 To act as an advocate for Children Looked After and Previously Children Looked After

3.8.4 To develop and monitor systems for liaising with carers, social workers, health professionals and the relevant Virtual School

3.8.5 To hold a supervisory brief for all Children Looked After, e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up-to-date. It is important to be aware that some children in care do not want all adults or peers to know about their accommodation or care status

- 3.8.6 To monitor the educational progress, attainment and attendance of Children Looked After and Previously Children Looked After
- 3.8.7 To include targets on the performance of looked after children within the School Development Plan
- 3.8.8 To intervene if there is evidence of individual under-achievement, absence from school or internal truancy
- 3.8.9 To celebrate the success of all Children Looked After.

Work with Individual Children Looked After

- 3.8.10 To enable the child to make a contribution to the educational aspects of their care plan
- 3.8.11 To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker from the Authority responsible for them). The PEP sets out appropriate targets and support available
- 3.8.12 To ensure that each child has a specialist team around the child (#teamname of child) who will provide support daily, weekly, monthly within school
- 3.8.13 To consult with the child or young person and ensure they have an appropriate adult who will attend school events e.g. parents' evenings; sports; drama events to provide support and encouragement.

Work with Individual Children Looked After and Previously Children Looked After

- 3.8.13 Ensure that the Pupil Premium Plus is targeted at improving attainment and achievements.

Previously Children Looked After and Pupil Premium Plus

- 3.8.14 Ensure that the parents and guardians of previously looked after children are aware of the Pupil Premium Plus and how they can enable the school to apply for it. This means either a letter needs to go out to all parents or information is collected on admissions data collection forms. Parents / guardians will need to provide documentary evidence (such as the legal order) to prove the pupil was previously in care. The student is then recorded on the January Census each year.

Liaison with other Partners

- 3.8.15 To liaise with the Designated Safeguarding Lead, ensuring all children looked after and previously children looked after in school are safeguarded
- 3.8.16 To help an Independent Reviewing Officer (IRO) co-ordinate education and Children Looked After review meetings, so that the Personal Education Plan can inform the child's Care Plan
- 3.8.17 To attend, arrange for someone else to attend, or to contribute in other ways to Children Looked After at care planning meetings and PEP meetings
- 3.8.18 To be the named contact for colleagues in the relevant Virtual Schools and other local authorities as appropriate
- 3.8.19 To ensure the speedy transfer of information and school records between agencies and other schools

- 3.8.20 To ensure the school admits Children Looked After and Previously Children Looked After in line with the Admissions Code of Practice; schools should admit all looked after children separate to 'In Year Fair Access Protocols'
- 3.8.21 To ensure that the Headteacher considers a range of strategies before exclusion for a child looked after, which should be a last resort. This includes contacting the Head of The Virtual School and securing First Day Response provision.

Training

- 3.8.22 To develop a knowledge of Vulnerable Children / Education Inclusion procedures by attending training events organised by the Local Authority and other providers
- 3.8.23 To attend training for Designated Teachers as appropriate
- 3.8.24 To cascade training to school staff as appropriate.

3.9 The name of a Governor with special responsibility for Looked After and Previously Looked After Children:

Mr M Featherstone.

3.10 The role of that Governor:

- 3.10.1 The named governor will report to the Governing Body on an annual basis (unless it will be easy to identify individual children whereby work on behalf of all vulnerable groups may be more appropriate).
Areas that may be reported:
 - 3.10.1.1 A comparison of test scores for looked after children as a discrete group, compared with the attainment and progress of other pupils
 - 3.10.1.2 The attendance of pupils as a discrete group, compared with other pupils
 - 3.10.1.3 The level of suspensions and permanent exclusions
 - 3.10.1.4 Pupil destinations.
- 3.10.2 The named governor should be satisfied that the school's policies and procedure ensure that children looked-after and previously children looked after have equal access to:
 - 3.10.2.1 The national curriculum (if appropriate)
 - 3.10.2.2 Public examinations (if appropriate)
 - 3.10.2.3 Careers guidance
 - 3.10.2.4 Additional educational support
 - 3.10.2.5 Extra-curricular activities
 - 3.10.2.6 Work experience.

3.11 Responsibility for Children Looked After in School

- 3.11.1 It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked After Children.

3.11.2 It is appropriate for Learning Mentors to have knowledge that the young person is being looked-after only when they are directly involved in the teaching of the young person or the direct supervision of them during breaks and lunch times.

3.11.3 In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

3.12 **Admission Arrangements for Looked After Children**

3.12.1 Admissions authorities of all mainstream schools must give the highest priority in their oversubscription criteria to looked-after and previously looked-after children, as defined in the School Admission Code. Due to care placement changes CIOC/CLA may enter school mid-term. It is vital that as a school we ensure that they are given a positive welcome in order that they feel secure. If necessary, we may offer additional support and pre-entry visits to help a new pupil settle.

3.12.2 On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed for a new Personal Education Plan within 20 school days of a new looked after children being admitted. An appropriate school admissions meeting will take place. In some cases it may be helpful to provide a mentor from within or external to the school community to support transition.

3.13 **Involving the Young Person**

3.13.1 It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. It is good practice to consult and share with a young person appropriate records that are held by school and the local authority. The explanation should emphasise that the school, the social worker, and their carer(s) are working together to help them achieve in school.

3.14 **Communication with Other Agencies (Looked After)**

3.14.1 Schools should ensure that a copy of all reports (e.g., end of year reports) should be forwarded to the young person's Social Worker in addition to the Foster Carer or Residential Social Worker. It should be agreed at the PEP meeting what information parents will receive, this needs to be in line with the legal framework. A Social Worker will be able to advise on correspondence with parents and approaches to normalise consent for routine school activities.

3.15 **Assessment, Monitoring and Review Procedures for Looked After Pupils**

3.15.1 Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP). A PEP is a coordinated document that involves collaboration between the school and social worker. The Designated teacher will take responsibility for the educational plan. This will identify success, specific areas of concern and include achievable targets. PEPs also can allow additions of sections. The PEP developed by Middlesbrough, Stockton on Tees and other authorities is age group specific. Areas for consideration will include:

- 3.15.1.1 Essential pupil information
- 3.15.1.2 Contact and care information
- 3.15.1.3 Education/(Provision)
- 3.15.1.4 SEND
- 3.15.1.5 PEP meeting and attendance log
- 3.15.1.6 Attendance records
- 3.15.1.7 Attainment and progress
- 3.15.1.8 Pupil views
- 3.15.1.9 Parent/Carer views
- 3.15.1.10 Careers planning
- 3.15.1.11 Post 16 planning
- 3.15.1.12 PEP outcomes (SMART targets) and use of pupil premium plus
- 3.15.1.13 School change planning
- 3.15.1.14 Next PEP arrangements

3.15.2 The PEP will be reviewed and updated termly, as part of the Statutory Reviewing process carried out by Children's Social Care. The PEP will be stored on the Welfare Call system and hard copies circulated to relevant parties. School will circulate to carer, social worker will circulate to parents if appropriate.

3.15.3 *Addition*

In light of Covid 19 and the unprecedented circumstances surrounding it, a Covid 19 section was added to PEPs during March 2020 to allow further necessary checks to be made on the Welfare, specific areas of concern and home learning undertaken of the CLA and PCLAs in each authority. This can be removed or altered as required.

3.15.4 **Local Authorities will:**

- 3.15.4.1 Provide a Virtual Head Teacher who has responsibility for championing the education of CIOC, CLA and Previously Looked After Children
- 3.15.4.2 Lead the drive to improve educational and social care standards for CIOC
- 3.15.4.3 Ensure that the education for this group of pupils is as good as that provided for every other student

- 3.15.4.4 Ensure that CIOC receive a full-time education in a mainstream setting wherever possible
- 3.15.4.5 Ensure that every CIOC has a school to go to within 20 school days of coming into care or of coming to the area from another authority.
- 3.15.4.6 Make sure that each CIOC has a PEP according to national guidance
- 3.15.4.7 Ensure that every school has a Designated Teacher for Looked After and Previously Children Looked After and that these teachers receive appropriate information, support and training
- 3.15.4.8 Ensure that appropriate support is provided whenever possible for CIOC
- 3.15.4.9 Be available to provide advice and information for schools and parents / guardians for Previously Looked After Children
- 3.15.4.10 Provide advice and guidance for those CIOC and Care Leavers in Further and Higher Education
- 3.15.4.11 Be vigilant and proactive in identifying additional needs and the special education needs of CIOC and work collaboratively with schools, other services and agencies to meet those needs
- 3.15.4.12 Hold events that celebrate the achievement of CIOC
- 3.15.4.13 Consider the views of all CIOC through a variety of strategies including Let's Take Action, Positive Activities and primary and Secondary Hubs.

4. DFE STATUTORY GUIDANCE

[Statutory Guidance for Designated Teachers for Looked After and Previously Looked After Children](#)

[Statutory Guidance for Local Authority and Virtual School Head](#)

Local Authority contact details for the Education of Looked After and Previously Looked After Children are:

Middlesbrough Virtual School

Head of Virtual School: Victoria Banks

Senior Administrator: Louise Tennant

Senior PEP Advisor: Mrs Erika Walkington/Mr Mark Middlemass

Thorntree Hub,

Birkhill Rd,

Middlesbrough,

TS3 9JW

Tel: 01642 727879 / 01642 201885

Website: <https://www.middlesbrough.gov.uk/schools-and-education/virtual-school-looked-after-children>

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Stockton Virtual School

Head of the Virtual School: Linda Russell-Bond and Janet Wilson
Senior Administrator: Elizabeth Townsend

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