



PRIORS FIELD POLICY ON THE EDUCATION OF CHILDREN LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN 2022

Priors Field School believes that, in partnership with Warwickshire Virtual School for Children Looked After we have a special duty to safeguard and promote the educational achievement and welfare of Children Looked After and Children Previously Looked After (This policy was written using the Warwickshire Virtual School guidance notes for best practice September 2021)

AIMS

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 children looked after and previously looked after 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 children looked after and children previously looked after, by asking the question, **'Would this be good enough for my child?'**

To ensure that the pupil premium plus is used to diminish the difference in attainment between looked after children and their peers.

To provide a current, high-quality PEP which contains evidence of the additional needs of the child and the appropriate interventions to meet these needs. (ref Virtual school criteria - that the plan reflects the considered contribution of the child, includes current and past data, sets challenging academic targets, reviews previous targets and the impact of interventions to inform plans, set SMART targets and ensures that all additional funding is used well to bring about good progress)

IN PURSUIT OF THIS POLICY WE HAVE

- Nominated a Designated teacher for Children Looked-After and Previously Looked-After (CLA & CPLA) to act as their advocate and co-ordinate support for them - Veronica Leary
- Nominated a school governor (Stuart Greenwood) to ensure that the needs of CLA and Previously CLA in the school are considered, to contribute to the annual report to the Governing body and generally to support the Designated Teacher.

- Supported the Designated teacher in carrying out her role by making time available and ensuring that she attends annual training on CLA and Previously CLA. (2022 - Understanding children in the social care system)

The Designated teacher will:

- Maintain records of all Children Looked After and Children Previously Looked After and consider areas such as: -
 - Leadership and Management** - being the central point of initial contact within Priors Field and promoting awareness across the school, informing and involving Governors, promoting good relationships with carers and ensuring that ePEPs are in place, reviewed each term and inform practice.
 - Teaching and Learning** - to ensure that CLA and Previously CLA are encouraged and supported at every opportunity and that they have access to a high-quality education. That the PP+ funding is used appropriately (recommendations of WVS - for example, staff training, counselling, therapeutic support, wellbeing support, Ed Psy assessment and additional learning opportunities as necessary)
 - Pupil Outcomes** - evaluate progress/evaluate the impact of interventions to track how well the CLA and Previously CLA are learning and progressing and how well they are doing in relation to their peers. To celebrate achievements and encourage children both in school and to access extra-curricular activities and to believe that they can succeed.
 - Personal Development, Behaviour and Welfare** - using the child's view to inform decisions and choices (including counselling) to support their aspirations and transitions. Working with Safeguarding Leads to ensure quick and effective responses to concerns.
- Ensure that there is a Personal Education Plan (ePEP) for each CLA/CPLA/ANP if appropriate for each child to include appropriate SMART targets and information. This must be compatible with the child's Care Plan and where applicable include any other school plan, e.g. Education, Health and Care Plan, and associated plans, Transition Plan, Pastoral Support Programme etc
- Ensure that an appropriate member of staff attends Children's Services Reviews on each child and/or always prepares a written report which promotes the continuity and stability of their education.
- Liaise with the Education Support Service for Children Looked After/Virtual School on a regular basis with regard to the performance, attendance and attainment of CLA and Previously CLA.
- Ensure that if/when the child transfers from our school all relevant information is forwarded to the receiving school as a matter of priority. (Also, that transition plans/arrangements are in place to support the child)
- Ensure that systems are in place to identify and prioritise when CLA and Previously CLA are underachieving and have early interventions to improve this in line with existing school policy.

(These systems will include half termly Pupil Progress meetings, the termly tracking of progress and outcomes/impact of interventions on each individual tracker, parent meetings, ANP termly meetings, a written report annually etc)

- Ensure that systems are in place to keep staff up to date and informed about CLA and Previously CLA where and when appropriate.
- Ensure that CLA and Previously CLA, along with all children, are listened to and have equal opportunity to pastoral support in school. We are committed to providing a high-quality education for all our pupils.
- Ensure that they keep the school up to date with current legislation and its implication for the school in respect of CLA and Previously CLA. (Ref Warwickshire Virtual School, Ofsted, DfE etc)
- Report to the Governing body annually on the outcomes for each child looked after.
- Work directly with CLA and CPLA and their carers, parents or guardians to promote good home-school links, support progress through effective communication, understand how to engage in home learning and encourage high aspirations and planning for future successes and fulfilment.

All governors and staff will:

- Support Warwickshire County Council in its statutory duty to promote the educational achievement of children looked after and previously looked after.
- Understand how important it is to see CLA and CPLA as individuals, not treat them differently to their peers, and show sensitivity about who else knows about their status.
- Receive information about the circumstances of CLA and Previously CLA on a 'need to know' basis.
- Be committed to ensure that CLA and CPLA are supported as fully as possible within our school - all staff having a clear understanding of the issues that affect CLA and CPLA, their learning needs, how to support them and issues relating to confidentiality.
- Have high expectations of CLA and CPLA's learning and set targets to accelerate educational progress when possible.
- Review the effective implementation of this policy annually.

*Please note - a previously looked-after child is one who is no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangements order.

Reference for updates taken from - The Designated Teacher for looked-after and previously looked-after statutory guidance updated July 2021.