



CHILD LOOKED AFTER POLICY AND GUIDANCE

This policy has been adopted by the Senior Leadership Team on:

Date adopted: 16th November 2022

Signed:

A handwritten signature in black ink, appearing to be "J. Smith", is written over a horizontal line.

Next review due: November 2024

1. Statement of Principles

At the VLC we work to enable all of our young people to achieve more than they believe is possible. We help them develop the skills needed to make informed choices to lead active, fulfilling lives. We are committed to creating a safe nurturing, holistic learning environment which supports students to thrive personally and academically.

All of the young people attending our setting are vulnerable due to 'exclusion' from school (either due to behaviour or as a consequence of medical need); we recognise that these vulnerabilities increase for children looked after (CLA).

2. Aims

2.1 To work together with the Virtual School for Looked After Children and all other stakeholders in an effective partnership to ensure that students' needs are met.

2.2 To contribute to the provision of a successful and integrated service for students who are looked after by the LA.

2.3 To ensure that children who are looked after have equality of opportunity in school, enabling them to access, experience and benefit from education alongside their peers and respecting their right not to be identified as CLA if this is their wish.

2.4 This policy recognises that all students are entitled to a balanced, broad based curriculum. Our policy reinforces the need for teaching and learning that is fully inclusive. The Management Committee will ensure that the VLC makes appropriate provision for all CLA.

2.5 To comply with the LA guidelines on the education and care of CLA.

2.6 To ensure these aims are achieved the school will:

- Identify a Designated Teacher in each of its separate provisions to co-ordinate the education of CLA, to ensure that staff in the provision are aware of any CLA, know each carer and understand individual circumstances including parental rights and access.
- Liaise effectively with other agencies involved with the child and attend review meetings
- Work in partnership with carers, parents and others with parental responsibility to ensure that CLA receive their full entitlements including provision and access to school news and information
- Ensure that all records are kept and maintained appropriately
- Provide information to the Management Committee and LA about the progress and outcomes of CLA on the campus roll

3. Monitoring the progress of Children Looked After

3.1 The VLC assesses each CLA's attainment on entry to ensure continuity of learning. The VLC initiates a Personal Education Plan – PEP - within 10 working days of the student joining the school, or of entering care, and ensures that the young person is actively involved. The Designated Teacher will liaise with other agencies involved to arrange further PEP review meetings and provide copies of the PEP to the social worker, carer and other relevant agencies.

3.2 Ensure the Designated Teacher attends relevant training and that they are fully aware of statutory responsibilities and procedures for CLA.

4. Staff Development

The school encourages staff to attend courses that help them acquire the skills needed to support a CLA. Part of the Designated teacher's duties will be to raise awareness of issues associated with CLA within the school and disseminate information.

5. Roles and Responsibilities within the School

5.1 The Management Committee

Committee members will fulfil their responsibilities to CLA through:

- Ensuring that this policy is implemented;
- Nominating a committee member to maintain interest in the wellbeing of CLA.
- Ensuring that the Management Committee has the opportunity to take up suitable training opportunities;
- Monitoring appropriate training for school staff.

5.2 Phase Leaders

6.2.1 Have day to day responsibility for the management and organisation of their individual sites and are the first point of contact for any matters relating to CLA

5.3 The Principal

5.3.1 The Principal will fulfil responsibility to CLA through:

- Ensuring that this policy is approved by the Management Committee and
- that it is reviewed on a regular basis;
- Ensuring that any practical guidelines needed to ensure the wellbeing of
- any particular child are identified;

- Nominating a teacher in each setting to take pastoral responsibility and ensure the wellbeing and education of CLA;
- Monitoring and informing of the legal position with regard to parental access, provision of school reports;
- Promoting the role of key workers and carers;
- Ensuring sensitivity relating to the child's past experiences;
- Managing any other relevant information.

5.3.2 The Principal should report periodically to the Management Committee on:

- The admission of any CLA
- Progress and achievement of CLA
- Significant issues, events or incidents involving CLA
- The level of attendance in relation to school averages

5.3.3 The Principal should ensure appropriate training opportunities are taken up and promote and maintain good working relationships with other key personnel on other agencies

5.4 The Designated Teachers (DT)

The DT will fulfil their responsibility to the CLA through:

- Liaising with the Senior Management Team (SMT), foster carers/carers and other agency workers as required to ensure a coherent approach across services;
- Being aware of the care plan for each child;
- Contributing to the development and maintenance of a Personal Education Plan in partnership with other relevant professionals;
- Knowing who has parental responsibility for the child;
- Knowing who are the primary carers;
- Ensuring that information is provided for those who are entitled to receive it;
- Working sensitively with information to ensure that CLA are not exposed to inappropriate or intrusive attention from staff or pupils;

- Establishing good relationships and lines of communication with key workers and foster carers;
- Contributing to or attending meetings as required;
- Maintaining an overview of the experiences and education of the child;
- Participating in appropriate training to develop the skills and knowledge needed to support the CLA.
- To maintain an up to date register of CLA and inform colleagues on a need to know basis. Sensitivity and confidentiality are critical.
- Working with the SLT to jointly coordinate / deliver training to staff and Management Committee members, so they are aware of complex issues and educational disadvantages affecting many CLA.
- To ensure all teachers in the particular provision know when there is a CLA in their class and what the child's specific needs are.
- To be the first point of contact for other professionals working with CLA.
- To ensure that the student has an up to date Personal Education Plan (PEP) and ensure that actions identified in the plan are implemented.
- In the event of the CLA having to work from home the DT will liaise with other agencies involved to ensure contact with the CLA and carer regularly.

5.5 VLC Staff

All school staff will;

- positively promote the raising of a CLA's self-esteem
- have high expectations of the educational and personal achievements of CLA
- keep the Designated Teacher informed about a CLA's progress
- ensure any CLA is supported sensitively and that confidentiality is maintained
- follow school procedures
- be familiar with the VLC's policy and guidance on CLA and respond appropriately to requests for information to support PEPs and review meetings
- liaise with the Designated Teachers where a CLA is experiencing difficulties

- keep appropriate records, confidentially as necessary, and make these available to the Designated Teacher