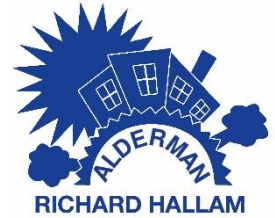


ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Children Looked After (CLA) Policy



Children Looked After Policy

This policy is part of our mission to ensure the safety and wellbeing of all children who attend our school is a priority.

Definition

‘Looked After’ is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

Alderman Richard Hallam Primary School recognises that Children Looked After (CLA) may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Alderman Richard Hallam’s commitment to Children Looked After:

Nationally, CLA significantly under-achieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences and compounded by instability in their personal circumstances. Helping CLA succeed and providing a better future for them is a key priority in our school.

Alderman Richard Hallam Primary School recognises that Children Looked After can experience specific and significant disadvantage within a school setting and is committed to ensuring they reach their potential in all areas. We are aware that CLA may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Alderman Richard Hallam Primary School is committed to enhancing the achievement and welfare of Children Looked After in the following ways:

- Having high expectations for the child and ensuring equal access to our curriculum.
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child’s life and listening to the child.
- Maintaining and respecting the child’s confidentiality wherever possible.
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of CLA.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Children Looked After.
- All CLA will have a Personal Education Plan (PEP) drawn up between the school, the child, the child’s social worker, Virtual School, and carers, which will identify the child’s individual needs and the support they require.

Responsibilities of the Senior Leadership Team

- Ensure that the school has a Designated Teacher for Children Looked After, Krupa Nanda, whose role is set out below. Should the Designated Teacher leave the school or take sick leave, a deputy, Carla Lawes, has been appointed.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CLA to all parties involved.
- Ensure that staff in school receives relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibilities of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children Looked After.
 - *The Education (Admission of Looked After Children) (England) Regulations 2006. Relevant DfES guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).*
- Ensure the school has an overview of the needs and progress of CLA.
- Allocate resources to meet the needs of CLA.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of CLA are recognised and met.
- Receive a brief report (appendix 1) once a year setting out:
 1. The number of looked-after pupils on the school's roll (if any).
 2. Their attendance, as a discreet group, compared to other pupils.
 3. Their attainment and progress levels, as a discreet group, compared to other pupils.
 4. The number of fixed term and permanent exclusions (if any).
 5. The destinations of pupils who leave the school.
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

Responsibilities of the Designated Teacher

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen should be an advocate for Children Looked After, assessing services and support, and ensuring that the school shares and supports high expectations for them."

Our Designated Teacher, Krupa Nanda, 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 foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure that each CLA has an identified member of staff that they can talk to. This may not be the Designated Teacher but should be based on the child's own wishes.
- Ensure that the progress and attainment of any CLA is tracked by the class teacher and year leader and that they receive appropriately targeted support.
- Liaise with the year leader and class teacher to co-ordinate any support for the CLA that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need-to-know basis.

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- Encourage CLA 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.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition when moving to a new phase in education.
- Promote inclusion in all areas of school life.
- Be aware that 60% of Children Looked After say they are bullied so will actively liaise with the Assistant Headteacher responsible for behaviour to monitor and prevent bullying (in line with the school's anti-bullying policy).
- Ensure that attendance is monitored.
- With the support of the class teacher, they will be responsible for completing PEP using EPEP, leading the PEP meeting and attending any relevant CLA review meetings.

Responsibilities of Staff

All our staff will:

- Have high aspirations for the educational and personal achievement of CLA, as for all pupils.
- Maintain Children Looked After's confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable CLA to achieve stability and success within school.
- Promote the self-esteem of all CLA.
- Have an understanding of the key issues that affect the learning of CLA.
- Be aware that 60% of CLA say they are bullied so work to prevent bullying in line with the school's policy.

To be reviewed September 2025

Appendix 1: Children Looked After – Report to the Head and Governors

No. of CLA on roll:

CLA attendance (%):

Other pupils' average attendance (%):

Teacher assessment:

	Autumn	Spring	Summer
Reading			
Writing			
Maths			

No. of fixed term or permanent exclusions:

Destination of child at the end of the academic year: