



THE
ADEYFIELD ACADEMY

Longlands, Hemel Hempstead, Hertfordshire HP2 4DE
t: 01442 406020 f: 01442 406025
e: admin@adeyfield.herts.sch.uk
www.adeyfield.herts.sch.uk

Education of Children Looked After Policy

Date:	September 2022
Review Date:	September 2024
Co-ordinator:	Miss I Walbank

Signed by..... Dawn Mason (Principal)

Signed by..... Kim Bristow (Chair of Governors)

School Policy for the Education of Children Looked After and Previously Looked After

1. Policy Objective:

To promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After (PLA), known collectively as (P)CLA, on the roll of this school.

Name of the Designated Teacher for CLA and PLA

Miss Imogen Walbank - Associate Vice Principal

Name of the Designated School Governor for CLA and PLA

Mrs Nicola Winch - School Governor

At The Adeyfield Academy we will create an environment where Children Looked After (CLA) and Previously Looked After (PLA) have access to excellent educational provision and are prioritised for additional support through school-based interventions, in accordance with *Promoting the Education of Looked After Children, 2018*.

We recognise that our school plays a vital role in providing a stable base for (P)CLA and in promoting their academic, social and emotional development. We promote staff training in their specific needs, so that all adults are sensitive to the barriers to learning that (P)CLA experience and feel able to support the children discreetly and confidentially, as needs arise.

Our school community aims to champion the needs of (P)CLA to ensure they make rapid progress.

NB. This policy is designed to be read in conjunction with the school 'Guidance for Children in Care' and 'Promoting the Education of Looked After Children, 2018'.

2. Our Aims for (P)CLA:

- To provide a safe and secure environment where education is always central to the planning and all adults understand the specific needs of (P)CLA
- To narrow the gap between the attainment of (P)CLA and their peers, ensuring accelerated and rapid progress (*Promoting the Education of Looked After Children, 2018*)
- That they benefit from school-based interventions, including 'Making Good Progress 121 Tuition', even if they do not meet the criteria for that intervention (*Promoting the Education of Looked After Children, 2018*) and to use the allocated Pupil Premium Plus (PP+) to ensure effective impact
- For all adults to provide discreet, sensitive, child-led support, with one key adult identified who will form a strong relationship and take a special interest in daily life at school
- That school systems facilitate discrete support, as appropriate
- They will be advantaged within school policies and procedures, with their needs explicitly considered and provided for (*Promoting the Education of Looked After Children, 2018*)
- (P)CLA, their families and wider support network will feel part of the school community; they will be actively welcomed into the community in recognition of their particular needs (*Promoting the Education of Looked After Children, 2018*)

- For all CLA to have a minimum of three Personal Education Planning (ePEP) meetings in an academic year and for the joint planning to actively impact on each child's learning on a daily basis, to ensure accelerated and rapid progress (*DCSF Guidance for Children in Care, '09*)

3. Educational Planning for Children Looked After

Personal Education Plans (ePEP) and CLA Self Evaluation Forms (CLASEF):

The school will ensure that every CLA on roll has a Personal Education Planning (PEP) meeting that is reviewed termly, within the statutory care-planning framework, and in collaboration with the social worker, carer and other relevant professionals. The school will complete the CLASEF to inform the Hertfordshire Virtual School of the school's policy and practice, to account for the efficient and effective spend of the PP+ funding and to inform the school Governing Body in the annual report.

4. Roles and Responsibilities

The Principal and Governing Body are committed to promoting improved educational life chances for (P)CLA. They will ensure that the Designated Teacher for Children Looked After has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role. They will monitor the role of the Designated Teacher to ensure that all (P)CLA make accelerated and rapid progress and that the whole school staff receives appropriate training.

The Designated Teacher for Children Looked After is Imogen Walbank. She is a qualified teacher and will promote improved educational life chances for (P)CLA by:

- Ensuring that they have access to quality first teaching
- Tracking their progress across the curriculum using data, teacher reports and book looks
- Ensuring that the PP+ is used effectively and efficiently
- Performing a coordinating role with school staff and outside agencies
- Ensuring effective communication with the school's assigned Education Adviser from the Virtual School
- Developing expertise in the field of (P)CLA, attachment and trauma.
- Providing and attending training and offering advice to the whole school staff
- Promoting a school culture which is supportive and has high expectations for these students
- Regularly reporting to the Head and Governing Body on their attainment, school resource and staff training needs for working with this group
- Prioritising them for school-based additional support, even when the young person does not meet the criteria (*Promoting the Education of Looked After Children, 2018*)
- Ensuring that they are not overlooked for positions of student responsibility within the school because of their background
- Completing the annual Strength and Difficulties Questionnaire (SDQ) of each CLA as requested, to inform the annual health review
- Ensuring that carers and care staff are engaged with the targets outlined in the CLA's PEP

All staff will promote improved educational life chances for (P)CLA by:

- Reading the 'school policy' and 'school policy guidance document'
- Attending training, as appropriate
- Providing accurate information and data when asked by the Designated Teacher
- Referring to the Designated Teacher for advice

- Playing their part in creating a '(P)CLA-friendly' culture and securing rapid progress by ensuring that they benefit from any additional school-based support available

5. Attendance

School attendance procedures reflect the specific needs of (P)CLA to ensure good school attendance. Where there is a concern about attendance or punctuality, the school contacts the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in the attendance policy.

6. Admissions/ Transitions

School procedures to support (P)CLA during admission and transition include:

- Prioritising them at the point of admission
- The swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- Early identification of staff mentor and peer buddy
- Additional support and planning at times of transition
- Structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

7. Additional Educational Needs: The Graduated Approach

All Staff endeavour to secure accelerated and rapid progress for (P)CLA with additional educational needs by:

- Having high expectations
- Monitoring the social, emotional and mental health needs of the cohort and providing appropriate tailored interventions
- Making sure that staff are aware that this is a vulnerable cohort, that they can identify signs of potential mental health issues and that it is clear how to access further assessment and support both within school and beyond
- Ensuring that they are prioritised for additional school-based support, even if they do not meet the criteria (in line with *Promoting the Education of Looked After Children, 2018*)
- Ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher oversight (in line with the Lamb Report, Dec '09)
- Ensuring that progress is regularly monitored and reviewed, against the expectation of progress each academic year (for CLA as agreed in the termly Virtual School visit and ePEP)

8. Special Educational Needs

All Staff endeavour to secure accelerated and rapid progress for (P)CLA who have special educational needs by:

- Adhering to graduated approach as outlined in the SEN Code of Practice
- Having high expectation of minimum levels of progress each academic year (for CLA, in line with the expectation set out in the ePEP and CLA-SEF)
- Ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic

- Ensuring that progress is regularly monitored and reviewed, in line with the SEN Code of Practice
- Designated Teacher and SENCo monitor delivery of interventions and review outcomes with class teacher
- Where an EHCP is in place, PEPs and EHCP should be aligned to avoid duplication

9. Safeguarding

School staff will be vigilant for any safeguarding issues which can impact particularly on (P)CLA by: familiarising themselves with the '*School Policy Guidance for Children in Care*', which is on the school staff shared drive, and following the school's child protection policy and the '*DfE: Keeping Children Safe in Education*' (All staff) September 2022, if there are any safeguarding concerns.

10. Alternative Provision

We will make every effort to ensure that any arrangements for provision alternative to daily attendance at school will be:

- A plan that will retain them on the role of the school or clarify in writing which educational establishment will be responsible for essential reporting and accountable for PP+
- Full time (25 hours) or contribute to full time attendance and be of high quality
- Will be monitored regularly to ensure it is meeting their educational needs and providing the opportunity to make rapid progress whilst in the alternative setting
- For CLA, will form an agreed part of the overall pep for the student

11. Suspension (or permanent exclusion)

We will make every effort to avoid suspending (P)CLA, in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, we will discuss the rationale for suspension with the assigned Education Adviser from the Virtual School. If there is no option other than suspension, then we will make every attempt to reduce the number of days of the suspension. School procedures are in place to reduce the risk of suspension of (P)CLA including but not limited to interventions, internal and external review of behaviour, outreach, external provision and / or managed moves (in line with *School suspensions and permanent exclusions, 2022*).

12. Multi-Agency Working

School staff will engage with colleagues from other agencies and facilitate their work. This should include Virtual Schools, Social Care, health, carers. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of (P)CLA.

The Principal, Designated Teacher and Governing Body will ensure that all staff are briefed on the regulations and practice outlined in this policy.

Date

Review date

Based on the model policy from the Hertfordshire Virtual School for Children Looked After
www.hertfordshire.gov.uk/virtualschool