



Children Looked After (CLA) and PCLA Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2023-24 has six aims.

1	A powerful curriculum
2	The best teaching and learning
3	Great achievement and progress
4	Excellent personal development
5	Behaviour for a strong community
6	A model for a better world

As part of aim 6 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

Designated Teacher Children Looked After:

Francesca Kamei

Deputy CP Officer with responsibility for Children Looked After:

Jessica Wing

Thomas Tallis School is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes.

With regard to CLA/PCLA the aims of Thomas Tallis School are to:

- Ensure that all CLA/PCLA have access to a broad, balanced and inclusive curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and abilities
- Ensure that carers, social workers/child practitioners of CLA/PCLA are kept fully informed of their child's progress and attainment
- Ensure that CLA/PCLA are involved in decisions affecting their future provision

This policy links to the following legislation and statutory guidance:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Promoting the health and wellbeing of looked-after-children (2015)
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'

1. Who are Children Looked After?

- 1.1. Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1983
- 1.2. Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation
- 1.3. Children subject to a Care or Interim Care Order whilst placed with a parent, as the LA has parental responsibility.
- 1.4. Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents

2. Who are Previously Children Looked After

- 2.1. Children no longer looked after by an LA in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order. Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

3. Admissions

The School believes that the admissions criteria should not discriminate against CLA/PCLA. Due to care placement changes, CLA/PCLA may enter The School mid-term and it is vital that they receive a positive welcome. If necessary additional support and pre-entry visits should be offered to help new pupils settle into their base.

4. Inclusion

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive. The School will ensure that appropriate provision is made for all CLA/PCLA. Where young people need additional one to one support to increase their engagement and help with behavioural issues, this will be done.

5. Exclusions

Past experiences of CLA and previously CLA will be considered when implementing the behaviour policy. The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any CLA/PCLA. Due to the nature of the school it would be expected the Virtual School Headteacher would be involved throughout a young person's education. Exclusion for all children is a last resort at Thomas Tallis School.

6. Allocation of resources

The School ensures that resources are allocated to support appropriate provision for CLA/PCLA, meeting the objectives set out in this policy. The School will monitor the impact of this funding on the outcomes for CLA/PCLA.

In order to monitor the appropriate, the designated teacher will produce a provision map once a term. This would then need to be cross-referenced with the cost of the additional support provided.

7. Personal education plans (PEPs)

All young people who are CLA must have a PEP, this may also be referred to as an ePEP, an ePEP is the electronic version of a PEP. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. The school will work with other professionals and the child's carers to use the PEP to support the child's educational needs, raise the

child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages. The PEP will address the pupil's full range of education and development needs, these can address things that occur both in and out of school. Appendix 2 examines the guidance for PEP's

8. Links with external agencies/organisations

We also recognise the important contribution that external support services make in supporting CLA/PCLA. Colleagues from the following support services may be involved with individual CLA/PCLA:

- LAC team in Local Authorities
- Educational psychologists /wider SEN team
- Additional support services in school including School nurses and counsellors
- LAC nurses
- NHS and other addiction abuse services
- CAMHS, child psychologists
- Social care worker/community care worker/ child practitioner
- residential childcare worker
- Youth offending service
- SENDIASS
- Outside education providers
- Voluntary sector agencies
- Independent Visitor Visits

9. Record Keeping and Information Sharing

The Designated Teacher will keep an updated list of CLA/PCLA in school. This list will also include any CLA /PCLA from other authorities. It is important that CLA/PCLA status is appropriately flagged up in the school's information systems so that the local authority can also access information. A report to governors is prepared at intervals throughout the year to keep them informed of numbers, resources and highlight other issues such as attendance and exclusions.

Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of CLA and previously-CLA are understood and met. These are:

- Who has access to what information and how the security of data will be ensured.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.

- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

10. Staff Development

All staff are encouraged to attend courses or internal training that help them to acquire the skills needed to support CLA/PCLA. Part of the Designated Teacher's role is to develop awareness of issues associated with CLA/PCLA.

11. CLA policy review and evaluation

Thomas Tallis School considers the CLA/PCLA policy to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice in line with the school monitoring and reviewing process. The outcomes of this review are used to inform the School Development Plan.

Appendix 1 - Roles and Responsibilities

1. Rationale for roles and responsibilities:

Children Looked After (CLA) and PCLA are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. For example, they may experience:

- A high level of disruption and change in school placements
- Lack of involvement in extra curricular activities
- Inconsistent or no attention paid to homework.

This may result in:

- Poor exam success rates in comparison with the general population
- Underachievement in further and higher education.

These issues may also affect adopted young people.

Thomas Tallis School aims to improve life chances and outcomes for all children. Nationally outcomes achieved by CLA/PCLA have been unacceptably poor and the school is committed to addressing this disparity. As educators and key stakeholders in upholding the principles of corporate parenting on behalf of the local authority we understand the importance and value of vigorously applying the principles of good parenting by:

- Giving priority to education.
- Listening to children
- Encourage children and young people to express their views, wishes and feelings
- Providing stability and continuity
- Promoting inclusion
- Intervening early
- Help children gain access and make use of external services
- Promote high aspirations and secure the best possible outcomes
- Celebrating success

2. The School Governing Body will:

- Ensure that the admission criteria and practice prioritises CLA/PCLA
- Ensure all committee members are fully aware of the legal requirements and guidance for CLA/PCLA
- Ensure there is a designated teacher for CLA/PCLA
- Liaise with the head teacher, designated teacher and all other staff to ensure the needs of CLA/PCLA are met
- The standards committee will consider progress, attendance and other issues relating to CLA/PCLA as a standard agenda item.

- The Designated Teacher will present an annual summary on progress
- Annually review the effective implementation of the school policy for CLA/PCLA
- Ensure that the school's policies and procedures give CLA/PCLA equal access in respect of:
 - admission to school
 - National Curriculum and examinations, both academic and vocational
 - out of school learning and extra curricular activities
 - Work experience and careers guidance

3. The Head Teacher will:

- Appointing the designated teacher for CLA and previously-CLA.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing board annually on the following:
 - The number of CLA and previously-CLA in the school
 - An analysis of assessment scores as a cohort, compared to other pupil groups
 - The attendance of CLA and previously-CLA, compared to other pupil groups
 - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting CLA/PCLA is a key priority.
- Where appropriate, taking opportunities to support CLA/PCLA students i.e. attendance rewards
- Promoting actively challenging negative stereotypes of CLA/PCLA.

4. The Designated Teacher will:

- Be an advocate for CLA/PCLA who are on roll at or linked to Thomas Tallis School
- Keep an updated list of CLA/PCLA with relevant contact details including the named person with parental responsibility
- Attend relevant training for CLA/PCLA
- Act as the key liaison professional for other agencies and carers in relation to CLA/PCLA, seeking advice from the CLA team when appropriate
- Ensure that CLA/PCLA receive a positive welcome on entering school especially mid year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle
- Ensure that all CLA have an appropriate PEP that is completed within 10 days of joining the school or of entering care (see Greenwich's guidance on PEPs) and ensure that the young person contributes to the plan
- Keep PEPs and other records up to date and review PEP at transfer and at termly intervals
- Convene an urgent multi-agency meeting if a CLA/PCLA is experiencing difficulties which cannot be addressed between the base/group and carers

- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- Act as the key advisor for staff and governors on issues relevant to CLA/PCLA
- Ensure that care and school liaison is effective including invitations to meetings and other school events
- Actively encourage and promote out of hours learning and extra curricular activities for CLA/PCLA
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a CLA/PCLA transfers to another educational placement or another base within school
- Contribute information to CLA/PCLA reviews when required
- Report to the Governing Body regarding provision for CLA/PCLA and inform relevant policy and practice development
- Agree with the Social Worker the appropriate people to invite to parent evenings, etc.
- Prepare reports for the School Governing Body to include:
 - The number of CLA on roll and the confirmation that they have a Personal Education Plan (PEP)
 - Their attendance compared to other pupils
 - Their attainment (SATS/GCSEs) compared to other pupils
 - The number of fixed term exclusions (if any)
 - The destinations of pupils who leave The School
- Ensure that any Special Educational Needs are addressed in conjunction with the SEN Coordinator in accordance with the Code of Practice for SEN.
- Provide a Children Looked After Information folder for each base and distribute updated information for this

5. The SENCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for CLA and previously-CLA.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of previously-CLA.

6. All School Staff will:

- Follow school and local authority procedures
- Keep the Designated Teacher (DT) informed about changes to timetables/programmes.
- Keep the Designated Teacher (DT) informed about a CLA's progress.
- Have high expectations of the educational and personal achievements of CLA/PCLA
- Positively promote the raising of a CLA/PCLA's self esteem
- Ensure any CLA/PCLA is supported sensitively and that confidentiality is maintained
- Be familiar with the Guidance on CLA and respond appropriately to requests for information to support PEPs and review meetings
- Liaise with the DT where a CLA/PCLA is experiencing difficulties

- Give only official exclusions and only use exclusions as a last resort in line with legislation and being mindful to the difficulties this may create in the care placement
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- Keep appropriate records, confidentially as necessary, and make these available to other professionals/parents/carers/pupil as appropriate
- Make extra copies of reports available when required.
- Will produce appropriate documentation to support young people

7. The virtual school head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's CLA/PCLA, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to CLA and previously-CLA children.
- Working with the school to ensure all CLA/PCLA in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for CLA/PCLA.
- Acting as a source of advice and information to help parents of previously-CLA as effectively as possible.
- Ensuring there are effective systems in place to:
 - Maintain an up-to-date roll of the CLA/PCLA who are in school settings, and gather information about their educational placement, attendance and progress.
 - Inform the headteacher and designated teacher if they have a pupil on roll who is looked after by the LA.
- Ensure social workers, schools, designated teachers, careers and IROs understand their role and responsibilities regarding a pupil's PEP.
- Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all CLA.
- Avoid delays in providing suitable educational provision.
- Ensure the education achievement of CLA/PCLA is seen as a priority by everyone who has responsibilities for promoting their welfare.
- Report regularly on the attainment, progress and school attendance of CLA/PCLA through the authority's corporate parenting structures.

8. The Local Authority will:

- Lead the drive to improve educational and social care standards for CLA/PCLA.
- Ensure that the education for this group is as good as that provided for every other Greenwich pupil.
- Ensure that CLA/PCLA receive a full time education in a mainstream setting wherever possible.

- Ensure that every CLA/PCLA has a school within 20 days of coming into care or of coming to Greenwich from another authority.
- Make sure that each CLA has a PEP according to National Guidance.
- Ensure that every school has a Designated Teacher for CLA/PCLA and that these teachers receive appropriate information, support and training.
- Provide alternative educational provision where appropriate.
- Ensure that appropriate support is provided whenever possible.
- Work with others to provide smooth transitions at the end of Key Stages 1, 2 and 4 and at any mid-phase transfer.
- Identify a designated officer who has responsibility for championing the education of CLA/PCLA.
- Be vigilant and proactive in identifying the special educational needs of CLA/PCLA and work collaboratively with other services and agencies to meet those needs.

Appendix 2 PEP Guidance for Royal Borough of Greenwich

1. What do I need to do before the meeting?

- Talk to the child or young person's Social Worker to check the date of the meeting is correct and that parents/carers/supervising social workers/Virtual School have been invited – whilst it is the SW's responsibility to invite parents/carers, it is always worth checking this has happened – Do you know who is coming?
- Print a hard copy of the last PEP and a hard copy of the new PEP as sent by the social worker. If an electronic copy has not been sent by the social worker then please email the Virtual School on: looked-after-children-education@royalgreenwich.gov.uk stating the year group and the Key stage so that a correct form can be emailed to you.
- Check section 2: for progress/attainment data, attendance and exclusions figures. It is important that this section is filled before the meeting takes place. If using school system then please attach explanation and have the copies ready of that so that it is clear to everyone attending the PEP meeting.
- Meet with the child or young person to ensure they are aware of the meeting if appropriate, to gather their views on the relevant pupil views form and find out how they would like to be involved in the meeting (these elements will depend on the age and needs of each individual child or young person and should be led by these).
- The Strengths and Difficulties Questionnaire SDQ is a brief emotional and behavioural screening for children and young people. Please bring the completed and scored SDQ (strengths and difficulties questionnaire) form to the meeting as we aim to have these done on all the children in our care in Autumn term and then to repeat it in one year's time. The Royal Borough of Greenwich Virtual School takes the mental wellbeing of children in our care very seriously and has made services available for children with high SDQ scores through care counselling, music therapy, art therapy etc.
- Ensure a suitable meeting space is available to comfortably accommodate all attending.
- Alert school office staff/reception staff to the meeting and those attending. Make arrangements for the young person to be collected as necessary.

2. What do I need to have ready for the meeting?

- Young person's views form completed by the child independently or with an adult. The main points/actions arising from the pupil views form should be on the PEP form
- Previous PEP form unless it is for a child who is new in our care
- Completed SDQ forms (in every Autumn term meeting and for every new in our care child)
- The final scores of SDQ's need to be on the PEP form
- Attendance print out
- Round robin from staff
- Attainment data including full and interim reports (if the data drop hasn't happened yet then the data from the last report). Please transfer this on the PEP form.
- SIMS (or equivalent) data- positive and negative since last meeting
- EAL action plan if applicable

- IEP/PSP/EHCP where appropriate
- Reports/comments from additional support or TA feedback etc.
- An answer to the question 'Is this pupil making acceptable progress against their own academic targets?' and a list of the sources of the evidence supporting this view.
- Any record of preparatory meetings with the child or young person to gather their views. Completed Child consultation form as these are discussed in the PEP meetings
- Any positive examples of work or achievements
- Copy of the new PEP form to complete during the meeting

3. Instructions to complete the SDQ's:

- 3.1. These are completed by someone who knows the child well e.g. class teacher, mentor, TA etc.
- 3.2. These are done on the computer in Excel.
- 3.3. Once the file is opened it can be saved with the child's initials and date of completion.
- 3.4. Click in the categories column and a drop-down menu will appear.
- 3.5. Make the appropriate choice.
- 3.6. Repeat for all questions.
- 3.7. The relevant scores and categories (close to average / higher than average, etc.) will appear after all the questions are filled in.
- 3.8. Put the final scores into the correct section on the PEP paperwork along with the date of completion of the SDQ.

NB The SDQ is completed for all children new in our care and also when they change school. From 2020, we are aiming to have these done for all the children in our care every Autumn term and then repeated at least on an annual basis so that we can measure the emotional wellbeing of our children in care and whether or not any further support will need to be implemented.

4. What should happen during the meeting?

- Agree who is going to complete the form – will this person be chair? If not who is best placed to fulfil this role?
- Work through section 1 first ensuring any inaccuracies are corrected. Complete the new pro forma as the meeting unfolds don't hope to remember points later.
- Read the headings in each section carefully so as to provide the correct information.
- Leave no box empty – if not applicable put N/A or not discussed. This shows the box has not been overlooked.
- Where issues are raised, include details of how they are being addressed in school, what the impact of the issue and the intervention has been.
- Ensure targets are set out so it is clear what must be achieved by the pupil, what adults are going to do to support achievement and what the intended impact on progress or attainment will be of achievement – this is structured within the targets section of the PEP paperwork.

- Where an academic need has been identified that Pupil Premium funding can address, set this out in the funding section. Any request that exceeds £600.00 will need to be followed up with an email and a call to the Virtual School. It may be agreed but this should not be assumed. Refer to the Pupil Premium Policy for further information.
- Remember to focus discussion around deployment of Pupil premium funding on these points: What is the identified need? Is this need impacting on learning, progress and achievement in school?
- Remember the PEP provides a summary of the pupil's education story at this point. It should make sense to someone who doesn't know the pupil, and is not familiar with the educational setting. Please be mindful that the young person has access to this document. Avoid using initials alone when allocating adult responsibilities but include the role of the person so their part in the plan is clearer.
- Make sure the document is complete and accurate at the end of the meeting. It can be typed up later.
- Has the next meeting date been agreed? If not please put the reason in that box.

5. What do I need to do after the meeting?

- Ensure the completed PEP is returned within 15 working days of the meeting.
- Schools should send copies to the Virtual School on looked-after-children-education@royalgreenwich.gov.uk, the Virtual school education officer and the SW – the SW can forward any copies to parents/carers as has been agreed in the PEP meeting
- Respond promptly to any query relating to the PEP sent by the PEP officer so that the PEP can be filed.

6. WHAT SHOULD I DO BETWEEN MEETINGS?

- Alert the Virtual School if there are issues, concerns, exclusions or reasons to celebrate
- Monitor attendance, progress and achievement, reviewing the PEP and any actions within it to address possible issues or concerns
- Engage with Social Worker and Carer(s) to ensure attendance at consultation/progress evenings and other key events
- Find ways to check in with the pupil to see how things are going
- All the usual things you would do for any pupil at your school that needs a little bit more to get them through.

PEP CHECKLIST	Tick
<i>BEFORE</i>	
Check and confirm dates	
Agree who is coming	
Check Virtual School aware	
Meet YP and gather their views	
Gather all paperwork	
<i>DURING</i>	

PEP CHECKLIST	Tick
Take notes	
Complete the PEP paperwork	
Leave no blanks	
Ensure the targets are clear and aimed to increase rates of progress, increase engagement or improve academic outcomes	
Identify what is needed to achieve targets and deploy Pupil Premium Grant appropriately	
Ensure the views of the YP are heard throughout	
<u>AFTER</u>	
Send documents to Virtual School and Social Worker	
Ensure actions are completed to timescale agreed	
If changes occur and the PEP needs to be revised alert Virtual School and Social Worker – call another PEP if needed	

End of document