



## **Children Looked After Policy**

**This document was: Generated by SMT/School Staff in March 2020**

**Reviewed/revised at a meeting of the Standards Committee held on 23<sup>rd</sup> September 2020**

**Approved at a meeting of the full Governing Body held on 21st October 2020**

**Reviewed/Revised at a meeting of the full Governing Body held on the 22<sup>nd</sup> November 2023.**

**Review date: October 2026**

**Signed: \_\_\_\_\_ Chairperson schools governing body, on behalf of the governing body**

**Date: \_\_\_\_\_**

**Signed: \_\_\_\_\_ Headteacher**  
**Distribution: Staff, governors, pupils, parents and car**



**ers.**

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely ratified international human rights treaty in history. This policy relates to Articles 18, 19, 20, 25 and 39 of the UNCRC.

Article 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

Article 25 (review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital),

they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

#### Article 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

The designated person for Children Looked After (CLA) at the school is Julia Render and the designated governor is Janice Stuckey.

#### Mission Statement

Ysgol Ty Coch Special School recognises our responsibility, in partnership with Rhondda Cynon Taf County Borough Council, to safeguard and promote the education of Children Looked After.

We aim to:

- Provide a safe and secure environment, where there is belief in the abilities and potential of all pupils.
- Support our Children Looked After (CLA) and give them equal access to every opportunity to achieve their potential and to enjoy learning.
- Fulfil our schools' role as corporate parent, to promote and support the education of CLA pupils looked after by RCT and/or other authorities.
- Ensure that all school policies and procedures are inclusive and followed for CLA.

The Designated Person will:

- ensure a positive welcome on joining the school.
- respect confidentiality and only share information with other staff that is critical to effective teacher/pupil relationships
- be an advocate for all CLA and act as a key liaison professional for school staff, carers and other agencies.
- attend all relevant CLA training.
- maintain (with the support of electronic systems) an up to date record of all CLA on the school roll.

- track and monitor progress of individual CLA pupils.
- ensure educational information is transferred speedily between agencies, new schools and individuals.
- ensure that there is a Personal Education Plan (PEP), for each CLA pupil, that includes appropriate challenges and academic targets,
- ensure the PEP meets the statutory timescales. The PEP should be written within twenty days of starting at the school. In respect of emergency placements, the PEP should be drawn up within 10 working days. The PEP should be reviewed every 6 months and PEP meetings held to ensure that all parties are involved and have their views heard
- ensure the school shares and supports high expectations for CLA.
- foster a culture of positive collaboration and if communication difficulties arise with social workers or carers, contact is made with the CLA Co-ordinator.
- liaise with designated safeguarding leads in school and have regular update meetings
- liaise with governor for CLA to have termly update meetings, write a termly report
- ensure that CLA, along with all pupils are listened to and have equal opportunity to social and emotional support in school.
- ensure the educational needs of CLA are identified in consultation with his/her teacher(s)
- access additional support from CLA Education Services.
- ensure that a team around the child meeting is initiated if in the extraordinary circumstance there are **two fixed term exclusions** in a six-week period. This is reviewed regularly within a twelve-month period.
- ensure the pupil is represented at CLA reviews and/or report document is produced and forwarded to the Independent Reviewing Officer.
- ensure any issues arising that might threaten the school placement are addressed without delay.

- collaborate with Senior Leadership Team to ensure all steps are taken to prevent exclusion
- adhere to Welsh Assembly guidance (2017) for designated persons

<http://learning.gov.wales/docs/learningwales/publications/171123-making-a-difference-looked-after-children-en.pdf>

All staff will:

- have access to CLA Friendly Schools resource.  
<https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/Meetings/CorporateParentingBoard/2017/07/03/Reports/AgendaItem4CLAFriendlySchoolsResource.pdf>
- attend appropriate whole school awareness training relating to CLA. This is annual training in the school.

Named Governor for CLA will:

- report to the Governing Body on an annual basis
- ensure that the school's policies and procedures enable CLA pupils to have equal access to a broad and balanced curriculum with additional social, emotional and/or academic support if needed.

All staff and Governors will:

- support the local authority in its statutory duty to promote the educational achievement of CLA.

The Headteacher will:

- nominate a designated person for Looked After Children (CLA) who will act as an advocate and co-ordinate support.
- ensure that a school governor is nominated to oversee that the needs of Looked After Children (CLA) in the school are taken into account at a school management level and to support the designated person .
- arrange time out for the designated person to attend where appropriate training and statutory review meetings.
- adhere to the local authority school admissions policy.

## **Equal Opportunities**

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture. Pupils identified as Children Looked After (CLA), More Able and Talented (MAT) and those on the child protection register are supported in line with their individual needs to afford them equal access to the curriculum.

All teachers at the school take account of all pupils' learning styles and their learning needs. They must demonstrate an understanding of how our pupils' development and wellbeing are affected by a range of social, religious, ethnic, gender, cultural and linguistic differences. All teachers take account of diversity and promote equality and inclusion in their teaching.

## **Safeguarding**

The safeguarding of pupils is of paramount importance. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well planned lessons are taught in e-safety and Sex and Relationship education to ensure our pupils are given the very best advice on how to keep themselves safe.

## **Staff Development**

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development. In addition, the designated person for CLA will update staff annually. Any new developments regarding CLA will be disseminated throughout the year. Learning will also take place through sharing documents on the staff drive and the G drive.

## **Links to Other Policies**

This policy should be read in conjunction with the following:

- Teaching and Learning Policy
- Curriculum Policy
- Equality and Anti-Discrimination Policy
- Equality and Accessibility
- Equal Opportunities

- Safeguarding
- Relationship Policy
- Taith y Meddwl Policy

Resources:

CLA friendly schools level 1 training powerpoint

Children Looked After Friendly Schools- Rhondda Cynon Taf and Merthyr Local Authority

Attachment and Trauma Issues in Educational Settings- Braveheart Education

Getting it Right for Every Child in School- Adoption UK

CLA Educational Leaflet Professionals - RCT LA

CLA Education Leaflet - Parents and Carers

CLA Leaflet Ysgol Ty Coch

CLA Transition Form

## Appendix 1: PEP Information

Different authorities have different formats of PEPS but they have the same timescales

### **What is a PEP and why is it important?**

A PEP is an individual educational record that is needs led, giving particular focus on the action required for a pupil to reach their full potential. It will inform an integral part of the child/young person's overall care and support plan.

The local authority should work in partnership with the pupil, school (especially the Designated Person (CLA), carers and other professionals to develop and review the PEP to ensure that it fully reflects the needs of the pupil, remains up to date and that it is implemented. The PEP should contribute to an assessment of the pupil's educational needs and should have been developed in preparation for the first statutory review meeting of the care plan (28 days after entry into care or education).

### **Who has a PEP?**

Every child of statutory school age (5-16) and who is looked after should have a PEP. A child will have a PEP once they become looked after or if they have a change to their educational provision.

### **A PEP will include:**

A chronology of the child/young person's educational history, including record of their educational experience and progress including levels of attainment, existing arrangements for their education i.e. any specific special education provision or specialist support in place to promote their educational achievement. It also includes details of support, objectives and targets which relate to educational aspirations (academic and non-academic).