



Ryelands Primary and Nursery School

Children Looked After & Previously Looked After Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council. The policy will be reviewed by the school governing body in line with the review cycle detailed below.

This policy should be read in conjunction with the following documents:

- Safeguarding and Child Protection Policy
- Pupil Premium Policy
- Equalities Policy

Policy Created:		January 2022	
First Presented to Governors for approval:			
Proposed Review Cycle/Next Date:		Recommended Annual	May 2027
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:	May 2024	Date:	May 2025
Key Changes:	<ul style="list-style-type: none"> • Date only 	Key Changes:	<ul style="list-style-type: none"> • Additional information related to the Virtual School
Presented to Governors:	Staffing, Finance, Buildings and Health & Safety Committee 20/5/24	Presented to Governors:	Staffing, Finance, Buildings and Health & Safety Committee 12.5.25
		Presented to Governors:	Staffing, Finance, Buildings and Health & Safety Committee 11.5.26

RYELANDS PRIMARY AND NURSERY SCHOOL MISSION STATEMENT

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

Definition

Children Looked After (CLA) are those in public care and are either –

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangement order which includes arrangements relating to with whom the child is to live, or has been adopted from 'state care' outside England and Wales.

A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Aims

The school is committed to the concept of the corporate parent for children looked after and previously children looked after, and will work endeavour to support them to:

- Offer stability, safety, continuity, positive experiences and individual care and attention.
- Develop staff knowledge around attachment theory and trauma informed teaching
- Enable all children to make good progress in learning.

The school will take account of all related statutory guidance:

Promoting the education of looked after and previously looked after children: DFE Feb 2018

Revised Guidance on the Role of the Designated Teacher for looked after children and previously looked after children Feb 2018.

Rationale

- The national outcomes for CLA in terms of educational achievement and subsequent life chances are of real concern.
- It follows that children looked after and children previously looked after require extra support, and need school staff to be their advocates if their situation is to improve
- For CLA and children previously looked after, this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

ROLES AND PRIORITIES

The Headteacher and Leadership Team

The Headteacher and Leadership Team will ensure the provision / outcomes for CLA are specifically recorded in –

- School Improvement Plan
- PEP
- SEF
- Appropriate School Policies and Procedures
- Specific Reports on issues such as pupil progress in relation to targets, assessment results; attendance; behaviour, sanctions, exclusions; pupil voice.

The Headteacher and Leadership Team will track the progression of children previously looked after through regular pupil progress meetings and termly assessment tracking. More qualitative data will be captured through pupil premium case studies and presented to Governors.

The Headteacher and Leadership team will also -

- Provide an annual report on the provision for, and progress of, CLA to the Governing Body.
- Ensure staff are aware that the provision to support CLA and children previously looked after is a key school priority.
- Give the Designated Teacher for CLA the time and facilities to carry out his / her job description and to support them at all times in their work.
- Show a personal interest and involvement in CLA and children previously looked after in the school.
- Challenge negative stereotypes of CLA and children previously looked after if they exist and to insist on the highest of expectations and especially in terms of CLA children previously looked after achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to CLA and children previously looked after and to ensure that Designated Teachers attend regular training.
- Provide information to the School Improvement Partner regarding the progress of CLA on the school's roll.
- Ensure the voice of looked-after and previously looked-after children is a vital part of successfully understanding and meeting their needs.
- Ensure Pupil Premium Grant+ allocated is used for the benefit of looked after Children and previously looked after children to support progress, attainment, engagement and well-being.
- Work in partnership with the Virtual School, Children Social Care and other relevant services to share information and promote progress and achievement.

Governing Body

The Governing Body will-

- Appoint a Designated Teacher for CLA and children previously looked after.
- Ensure the designated teacher has appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children.
- Ensure the designated teacher is able to undertake appropriate training to support their role.
- Ensure looked after children and previously looked after children are the priority group for admission to the school.
- Ensure Pupil Premium Grant+ allocated is used for the benefit of looked after Children and previously looked after children to support progress, attainment, engagement and well-being.
- Ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children.

Designated Teacher

The Designated Teacher will

- Be a champion for CLA and children previously looked after within the school and ensure that they are receiving special provision.
- Ensure that the CLA and children previously looked after are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of who are CLA and children previously looked after, and ensure that all staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure CLA and children previously looked after receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that all possible is being done to raise the achievement levels of CLA and children previously looked after:
 - the pupils are following an appropriate curriculum
 - the pupils know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
 - the school's data tracking show on at least a termly basis if a pupil is underachieving with monitored intervention strategies then being put into place;
 - the pupils are entered for SATs and public exams in all cases unless it is totally inappropriate;
 - the pupils have access to any booster support that is available in the school;
 - the pupils have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
 - pupils on the Special Educational Needs register receive all possible support to meet their needs;
 - able pupils have access to the school's Gifted and Talented provision;
 - all possible support is given at times of transition (KS1 – KS2, KS2 – KS3);
 - pupils are completing homework on time and of good quality and that intervention takes place if this is not the case.

- To ensure that CLA and children previously looked after receive a smooth induction into the school, with the obtaining of all relevant past history.
- To keep comprehensive and up to date files on each pupil and to ensure that these are passed on should the pupil move school.
- To ensure PEP and PEP Reviews occur on time and to play the lead educational role at these PEP meetings.
- To meet with the CLA weekly to check progress and to listen to his/her views about both in school and out of school issues.
- To check with staff on a continuous basis how the pupils are doing and to intervene quickly at the first sign of a problem, e.g. behaviour issues, poor effort etc.
- To monitor attendance on a weekly basis and to report any concerns to the Pupil Attendance Support Team straightaway.
- To draw up strategies for pupils who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To undertake periodic pupil voice exercises.
- To encourage pupils to be fully involved in extra curricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, e.g. year and school councils.
- To ensure that pupils know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the pupil's education and showing them how they can do this.
- To ensure that pupils are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case.
- To be vigilant for any child protection issues and also to check carefully for any sign of a CLA or child previously looked after being bullied.
- To liaise closely with the Education of Children Looked After (Virtual School) Team
 - Informing the Virtual School Team of any problems out of school that seem to have been identified;
 - seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Children Looked After;
 - keeping the Virtual School Team informed about the general progress of Children Looked After;
 - Informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.

Teachers

To be aware of CLA and children previously looked after in their classes and to give them all possible support and encouragement as pupils who need special provision and support whilst preserving confidentiality and showing sensitivity and understanding.

PEPs

All PEP plans will be completed by the DSP, in conjunction with the carer for the Looked After Child and their social worker. These will be completed on a termly basis in order to receive the Pupil Premium Grant for CLA.