STANLEY ROAD PRIMARY SCHOOL
EDUCATION OF LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

Document Control Table

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Education of Children Looked After and Children Previously Looked After

INTRODUCTION
The policy is informed by the following Department for Education (DfE) document:

- The Designated Teacher for Looked-After and Children Previously Looked-After. Statutory guidance on their roles and responsibilities https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf (DfE February 2018)

Perry Hall Multi Academy Trust is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body in each school recognises the need to champion performance, for children looked after (CLA) and children previously looked after (CPLA) and is committed to improving outcomes for them.

The governing body is committed to ensuring that CLA and CPLA are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CLA and CPLA
2. A Designated Teacher for CLA and CPLA
3. Personal Education Plans (PEPs) for all CLA
4. The Designated Teacher will have regular training opportunities specific to factors that impact on the attainment of CLA and CPLA
5. The Designated Teacher will have enough time to fulfil the requirements of their role (e.g. attending PEP and CLA meetings, completing ePEP)
6. All staff in school will have a clear understanding of the issues that affect CLA and CPLA; their learning needs; how to support them in school and issues relating to confidentiality
7. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

1. The designated teacher is the central point of initial contact within each school. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a leadership role in promoting the educational achievement of every CLA and CPLA on the school's roll. This involves working with the Virtual School to promote the education of CLA and CPLA and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CLA and CPLA learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher promotes the educational achievement of CLA and CPLA by contributing to the development and review of whole school policies.

5. The designated teacher promotes a culture in which CLA and CPLA:
    - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
    - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic-focused study support
    - Are encouraged to participate in school activities and in decision-making within the school and the care system
    - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult
6. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CLA or CPLA; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of CLA and CPLA, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
7. The designated teacher works directly with CLA and CPLA and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand thepotential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
8. The designated teacher has lead responsibility for the development and implementation of PEPs for CLA within school in partnership with others as necessary.
9. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales, as outlined in the PEP guidance.
10. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CLA and CPLA are quickly and effectively responded to.
11. The designated teacher is aware that the Virtual School provides information and advice to parents and designated teachers on meeting the needs of CPLA. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School for advice on meeting their individual needs.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. Have high expectations of CLA and CPLA's learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
3. Understand how important it is to see CLA and CPLA as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show

sensitivity about who else knows about their looked-after or previously looked-after status.

4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
6. For CPLA, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

1. Ensure all governors are fully aware of the legal requirements and guidance for CLA and CPLA.
2. Ensure that there is a named designated teacher for CLA and CPLA.
3. Through the designated teacher, hold the school to account on how it supports its CLA and CPLA (including how the Pupil Premium Plus is used) and their level of progress.
4. Be aware of whether the school has CLA and CPLA and how many (no names).
5. Liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CLA and CPLA.
6. Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CLA and CPLA.
7. Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CLA and CPLA are met.
8. Review the effective implementation of this policy, preferably annually and at least every three years.