



CLA and Previously-CLA Policy
February 23
(formerly known as LAC)

Date Agreed by Governors: _____

Review Date: _____

Signed: _____ **(Chair of Governors)**

Signed: _____ **(Headteacher)**

CLA and Previously-CLA Provision Policy

Statement of intent:

Sherdley Primary aims to:

- Ensure that a suitable member of staff is in place as the Designated Lead for Children we Look After (CLA) and Previously Children Looked After or in Care (P-CLA). This is Mrs Katie Bennett Deputy Head and Designated Safeguarding Lead
- Ensure that the Designated Lead promotes the educational achievement of CLA and P-CLA children, and supports staff to do this, so that these children do not suffer in terms of their life chances due to the possible disruption to their learning which could potentially result from the care process
- Ensure that staff, parents, carers and guardians and children are aware of the identity of the Designated Lead and are aware of how to contact them

We consider the provision for CLA and Previously-CLA as important as for any child on role at Sherdley, based on our Vision and Core Value statements:

Sherdley Vision:

Growing together, respecting each other

Sherdley Core Values/Aims:

We aim to

- Raise aspirations
- Unlock potential
- Encourage resilience
- Provide a curriculum that is both stimulating, yet challenging

Ensuring children, families and staff are all active members of the Sherdley family.

Legislation and Statutory Guidance

This policy is informed by the Department for Education statutory guidance on the designated teacher for looked-after and previously looked-after children, February 2018.

It also interacts with:

Promoting the education of looked after and previously looked after children, February 2018

Working Together to Safeguard Children, December 2020.

Keeping Children Safe in Education – September 2022

This policy works in conjunction with the following Sherdley policies and documents:

- Admissions Policy
- Positive Behaviour Policy
- Home School Agreement
- School Equality Policy
- Safeguarding Children Policy
- SEND Policy
- Pupil Premium Strategy
- Pupil Premium Policy
- SEND local offer
- Charging and Remissions policy
- Anti-Bullying Policy

This policy directly links to the Convention of Children's Rights:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 28 – Every child has the right to an education. Primary education must be free. Discussions in school must respect children’s dignity. Richer countries must help poorer countries achieve this.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic acts.

Article 12 – Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Definitions:

Children who are Looked After in Care (CLA):

Registered pupils who are:

- the subject of a Care Order or Interim Care Order under the Children Act 1989
- placed in foster care, children’s residential homes, with relatives or friends, in semi-independent or supported independent accommodation
- subject to a Care or Interim Care Order whilst placed with a parent, where the LA had parental responsibility
- not subject to an order, but are accommodated by the LA under an agreement with their parents

Previously- CLA:

Registered pupils who:

- are no longer looked after by a LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order
- 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)

Roles and Responsibilities

The following document outlines the specific roles and responsibilities of the Governing Body, Virtual School Head (VSH), Headteacher and Designated teacher for CLA and previously-CLA:

DfE 2018 The Designated teacher for looked-after and previously looked-after children – statutory guidance on their roles and responsibilities

Sherdley follows the guidance outlined in collaboration with the locally appointed Acting Virtual School Headteacher – Heather Addison who can be contacted via email on heatheraddison@sthelens.gov.uk

Sherdley’s Designated CLA and P-CLA Lead is Mrs Katie Bennett

They can be contacted via the main school office on 01744678683 or via email on katie.bennett@sthelens.org.uk

Role of other Staff and SENDCO:

Specific class teachers, key pastoral staff and the SENDCO linked to a child who is currently looked after, are closely involved in reviewing the provision for CLA and Previously-CLA.

Their input is aimed at considering appropriate strategies to support the academic progress of CLA and Previously-CLA and to try to narrow or fill any ‘gaps’ in learning which may have resulted from the care process.

PEP (Personal Education Plan)

All CLA have a Care Plan, created by and reviewed by the allocated Social Worker, which contains a PEP (Personal Education Plan).

The PEP serves as an evolving record of what needs to happen for a pupil to fulfil their potential.

All relevant bodies, including the LA, designated teacher and carers, and the child themselves, will be involved in the PEP process.

Sherdley uses the LA online E-PEP template provided by Welfare Call for this purpose, or the relevant system used by the Local Authority responsible for the child (currently Warrington support one child at Sherdley and does not use the same system as St Helens for recording PEPs)

The E-PEP system is overseen and co-ordinated by the VSH who communicates with the Designated teacher for CLA when PEPs are due for and have been reviewed and updated to ensure consistency and quality.

It is the responsibility of the allocated Social Worker to establish the E-PEP on the Welfare Call system.

The Designated Teacher for CLA and Previously-CLA will co-ordinate the schedule of PEP reviews and liaise with Social Workers to ensure carers are consulted in arranging the times and dates of meetings to enable them to attend.

Sherdley works closely with other partners, such as Barnardo's, foster caring services, All About You previously Philippi Counselling and Youth Services (for children over the age of 11) to help provide support beyond the school.

Funding

Sherdley is responsible for the funding provision for Previously-CLA (PP+)

Our Pupil Premium Strategy details how this funding is allocated and the specific provision available for Previously-CLA throughout school.

The VSH is responsible for the additional funding provision for CLA (PP+)

Funding for CLA aims to promote academic attainment as well as social and emotional support, as well as ensure that attendance in school is a priority.

Specific additional costed provision on EPEP *could* include:

- HUB provision – morning or afternoon HUB provision to support Social and Emotional aspects of learning
= **£10 per child/hour**
- All About You previously Philippi Trust referral and support for specific counselling – 6 sessions of support provided with our SLA
= **£25 per session**
- Pastoral Intervention 1:1 Mrs Lakey
= **£19 per hour**
- Additional 1 hour per day LSA support specific to child
= **£60 per week** (can be partial if LSA is supporting 4 children in hour, i.e. £15 per week CLA)
- Specific Pastoral support linked to Dr Karen Triesman therapy books, using R Bridge = **£30 per hour**
- 1-1 after school tuition for academic progress
= **£30 per hour**
- BLAST before and after school provision to support behaviour routines and/or attendance
= **£3.50 am/ £5.50 pm/day**

Pupil Voice

Sherdley uses the various My Views and SDQ (Strength and Difficulties Questionnaire) materials suggested by the LA in order to ensure children's views are gathered and form part of the PEP.

CLA and PEP review meetings are frequently arranged to ensure that children can attend should they choose to do so.

Mental Health

Sherdley values and promotes the positive mental health of all pupils and staff in line with general Safeguarding Principles for everyone connected to Sherdley.

Training and regular updates relating to Attachment Awareness and Adverse Childhood Experiences are reflected in annual staff development, and elements of these form part of daily practice. Mrs Bridge is our Senior Mental Health Lead.

Exclusions

Where we have a concern about CLA in relation to behaviour and possible threat of exclusion, we will inform the VSH.

The VSH will consider what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.

In rare cases it may be necessary to exclude a child. This is only considered after all other options have been explored. A child may be withdrawn within school (i.e., removed from their class and peer group to work elsewhere) or excluded to their home, or may be asked to attend an Inclusion Base for a fixed period.

Any child returning to school, following exclusion will be supported to behave appropriately. They and their parents will attend a reintegration interview with the Headteacher or Assistant Headteacher upon their return.

Information sharing

Information relating to CLA and Previously-CLA is stored in line with GDPR Regulations.

The use of the online Welfare Call system for E-PEPs, and our CPOMS system for recording all other concerns, details of meetings and relevant scanned paperwork means that there is a clear mechanism in place for holding and, when appropriate, sharing information.

Monitoring and review

This policy will be reviewed by the Designated Teacher for CLA and Previously-CLA, with the support of the Linked Governor when appropriate (due to changes in legislation or guidance) or at least every year.

APPENDIX 1

CLA AND P-CLA PROVISION AND COVID 19

Current provision

In accordance with the guidance shared by the government, updated regularly, CLA and P -CLA children at Sherdley fall under the category of 'Vulnerable Children' and as such are offered priority on any in school educational provision, based on the current guidelines relating to Key Worker and Vulnerable children provision.

This would mean that if further restrictions or national/regional lockdowns came into practice, we would allocate school places for children in these categories.

Recording and monitoring

Vulnerable pupils are recorded on the DfE spreadsheet as required, and the information is submitted to the Local Authority as well as included in the daily DfE update figures submitted online.

All CLA have their attendance in school monitored by the local authority and return to school after periods of planned school holidays, or COVID restrictions, is also monitored and communicated.

A Red, Amber, Green (RAG) rating is allocated to families to identify where the least and highest levels of concern are centred.

See **attached Flow Chart** for details of the Flow Chart linked to this rating and the actions taken, and by whom based on the information provided and reviewed at least weekly by school – based on previous COVID lockdowns.

This information and relevant procedures will be reviewed and updated in line with any replacement guidance.

School inform SCIE Coordinator Heather Addison. The names, DOBs, ICS number, RAG ratings and relevant lead professional details will be inputted onto the spreadsheet. This should be repeated anytime there is a change to the list, i.e. a child returns to school or a child declines a place.

For those rated **RED**, a named lead professional from the local authority will make contact with the family every 2 weeks. This will either be to encourage the child back into school or ensure their safety and wellbeing at home.

For those rated **AMBER**, school will continue to make contact in line with their safeguarding procedures and via online learning. SCIE Coordinator will check in with schools every few weeks to assess pupils and whether concerns have changed.

For those rated **GREEN**, these pupils will be monitored through schools contact with vulnerable families. Any increase in concerns should be shared with the SCIE Coordinator

LEAD PROFESSIONAL:
SOCIAL CARE: Julie Williams
LAC: Sarah Platt
SEND: Tom Howard
"OTHER" RED: Ann Robinson
OVERSIGHT: Heather Addison

LEAD PROFESSIONAL:
SCIE COORDINATOR AND SCHOOLS

LEAD PROFESSIONAL:
SCHOOLS

Data Collated
Weekly headline data shared with senior leaders to provide oversight.

School inform SCIE Coordinator Heather Addison. The names, DOBs, ICS number, RAG ratings and relevant lead professional details will be inputted onto the spreadsheet. This should be repeated anytime there is a change to the list, i.e. a child returns to school or a child declines a place.

Schools should continue to inform the SCIE Coordinator of any changes to the list.

The spreadsheet will be circulated to all relevant staff with a key.

For those rated **RED**, social workers will have increased contact with the family and vulnerable pupil and will feed this back to school, as well as record as case notes on ICS.

For those rated **AMBER**, social workers will have increased contact with the family and vulnerable pupil and will feed this back to school, as well as record as case notes on ICS.

After isolation period is over, schools should continue to monitor the child's progress.

Child returned to school—