



Oldbury Wells School
Children Looked After Policy
March 2025

FREQUENCY OF REVIEW:	Annually
RATIFICATION DATE:	Spring Term 2025
RATIFIED BY:	OWS Local Governing Body
DATE OF NEXT REVIEW:	Spring Term 2026 (unless there is a material change)
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Statement of Intent

At Oldbury Wells School we understand the educational achievement and subsequent life chances for our Children Looked After or our previously Children Looked After (CLA) are of concern. As these young people start with a disadvantage in comparison to their non-CLA peers, it is important that these children are recognised and are given additional support in an attempt to improve their situation. As such, this policy outlines the commitment of our staff and governors to achieve the best educational outcomes for all of our Children Looked After and our previously Children Looked After.

At Oldbury Wells our aims are:

- To offer all our CLA and previously CLA care, support and encouragement to ensure that they find school welcoming and a safe place to be.
- To always be inclusive and promote a positive culture in all aspects of our school life.
- To help students achieve their full potential, making good progress in their academic studies alongside their social and emotional development.
- To ensure that all students access a curriculum that meets their needs and the requirements of legislation.
- To work with, and offer support to, foster carers and local authorities to assist with the young person's achievements.

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- The designated teacher (Looked After Pupils etc) (England) Regulations 2009
- Children and Families Act 2014
- 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'

Roles and Responsibilities

Governors

- The governing body has a responsibility for ensuring that the school has a coherent policy for CLA and previously CLA which is regularly reviewed.
- There will be a monitoring procedure in which CLA and previously CLA are closely looked at in terms of progress being made and identify if there are barriers to their next steps of learning and progress.

- There will be an annual reporting cycle on the progress and performance of CLA students to be presented to governors each academic year.
- As a governing body, we will require the designated teacher to carry out the specific duties below in relation to the CLA students attending Oldbury Wells School

The Designated Teacher

- The designated teacher will be the central point of contact at this school for all professionals and agencies working with and supporting the CLA and previously CLA we have on roll.
- Promote the educational achievement of CLA and previously CLA.
- Promote a culture of high expectations and aspirations.
- Ensuring the CLA are involved in setting their own targets.
- The designated teacher will work closely with the DSL and other key staff to ensure the continued safety of all LAC students.
- The designated teacher and SENCo will work closely for students who are both LAC and SEN, to ensure their needs are met and to help them reach their potential in school.

The Headteacher

- Appointing the designated teacher for CLA and previously CLA with the seniority, training and commitment necessary to support all of the CLA and previously CLA in the school.
- 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.
- Ensuring all members of staff are aware that supporting CLA and previous CLA is a key priority.
- Promoting the active challenging of negative stereotypes of CLA.
- Ensuring that resources targeted for CLA (PP+) and previously CLA (PP) are used directly to benefit them.

All Teaching Staff and Support Staff

- Ensure the appropriate sensitivities and confidentiality of all CLA and previously CLA are maintained.
- To respond to requests for progress and attainment information in order to compile the PEP and other documentation necessary for reviews of CLA.
- If a CLA or previously CLA student requests that they are their named adult in school to talk with, that staff respond positively to this.
- To ensure that no child in care becomes the victim of stigmatisation at any time and that any such attitudes are swiftly reported and addressed.
- To positively promote the self-esteem of CLA.
- To convey high aspirations for their educational and personal achievement.

PEP's (Personal Education Plans)

All CLA must have a care plan; PEPs are an integral part of this care plan. 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 young person in the PEP process at all stages.

The PEP will address the student's full range of education and development needs, including:

- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
 - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
 - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
 - Out-of-school hours learning activities, study support and leisure interests.

Working with Outside Agencies and VSH

The school will ensure that copies of all relevant reports are forwarded to the social workers, in addition to parents/carers or residential social workers. The school will coordinate their review meetings whenever possible, for example, hold their annual EHCP review at the same time at the PEP review.

The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues. Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The designated teacher for CLA and previously CLA will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.

The designated teacher will communicate with the VSH and agree on how pupil premium plus (PP+) can be used effectively to accommodate the child's educational attainment and progress. PP+ for previously CLA will be allocated directly to, and managed by, the school.

Training

The designated teacher will attend training provided by the Virtual School and/or other relevant agencies, annually, to include local network meetings. The CLA governor will attend training provided by the Virtual School at least once every 2 years. The designated teacher will ensure that training is provided to all staff involved in the education of CLA and previously CLA students at least annually, in the form of presentations, emails and briefings. Training will include understanding of attachment and how to support students with attachment issues; advice about the needs and how to support individual students.