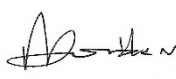





THE BISHOP'S STORTFORD HIGH SCHOOL
CHILDREN LOOKED AFTER (CLA) & PREVIOUSLY LOOKED AFTER (PLA)
POLICY

Date of last review:	September 2023	Review period:	Yearly
Date of next review:	September 2024	Owner:	Full Governing Body
		Approval:	 Alan Fordham (Chair of Governors)  Dale Reeve (Headteacher)



TBSHS: A truly all-round education



Policy Objective:

To promote the educational achievement and welfare of Children Looked After (CLA) and Children Previously Looked After (PLA) on the roll of this school.

Name of the Designated Teacher for CLA and PLA

Mrs Natalie Miles

Name of the Designated School Governor for CLA and PLA

Mrs. Katie Beagles

At The Bishop's Stortford High School we will create an environment where children looked after (CLA) and children previously looked after (PLA) (referred to collectively within this document as care-experienced students) have access to excellent educational provision and are prioritised for additional support through school-based interventions, in accordance with the '*DfE Designated teacher for looked-after and previously looked-after children Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children. 26th February 2018. [Designated Teacher For Students Looked After.](#)*

We recognise that our school plays a vital role in providing a stable base for care-experienced students in promoting their academic, social and emotional development. We promote staff training in their specific needs, so that all adults are sensitive to the barriers to learning that care-experienced students experience and feel able to support the children discretely and confidentially, as needs arise.

Our school community aims to champion the needs of care-experienced students to ensure they make rapid progress.

NB. *This policy is designed to be read in conjunction with the school 'Guidance for Children Looked After and Previously Looked After' which provides the detail of school provision for care-experienced students. This can be found at; [Improving the Education of Looked After Young People in Secondary Schools.](#)*

Our Aims for care-experienced students:

- to provide a safe and secure environment where education is central to the planning and all adults understand the specific needs of care-experienced students
- to narrow the gap between the attainment of care-experienced students and their peers, ensuring **accelerated** and **rapid** progress that they benefit from school-based interventions and to use the allocated Pupil Premium Plus funding (PP+) to ensure effective impact
- for all adults to provide discreet, sensitive, child-led support, with one key adult identified who will form a strong relationship and take a special interest in daily life at school

- that school systems facilitate discrete support, as appropriate
- care-experienced students will be advantaged within school policies and procedures, with their needs explicitly considered and provided for
- care-experienced students and their carers will feel part of the school community; they will be actively welcomed into the community in recognition of the particular needs of this group.

Educational Planning for Children Looked After

Personal Education Plans (ePEP) and CLA Self Evaluation Forms (CLASEF):

The school will ensure that every CLA on roll has a Personal Education Planning (ePEP) meeting that is reviewed termly, within the statutory care planning framework, and in collaboration with the social worker, carer and other relevant professionals. The school will complete the Children Looked After Self Evaluation Form (CLASEF) to inform the Hertfordshire Virtual School of the school's policy and practice, to account for the efficient and effective spend of the PP+ funding and to inform the school Governing Body as the annual report.

Roles and Responsibilities:

The Headteacher and Governing Body are committed to promoting improved educational life chances for care-experienced students. They will ensure that the Designated Teacher for Children Looked After has qualified teacher status, appropriate seniority in the leadership team and time and experience to fulfil this statutory role. They will monitor the role of the Designated Teacher to ensure that all care-experienced students make accelerated and rapid progress and that the whole school staff receives appropriate training.

The Designated Teacher for Children Looked After and Children Previously Looked After is Mrs Natalie Miles. She is a qualified teacher, Assistant Headteacher and Deputy Designated Senior Person and will promote improved educational life chances for care-experienced students by:

- ensuring that the care-experienced students have access to quality first teaching
- tracking the progress of care-experienced students across the curriculum using data, teacher reports and book looks
- ensuring that the PP+ funding is used effectively and efficiently
- performing a coordinating role with school staff and outside agencies
- ensuring effective communication with the school's assigned Education Adviser from the Virtual School
- developing expertise in the field of care-experienced students
- providing and attending training and offering advice to the whole school staff
- promoting a school culture which is supportive and has high expectations for care-experienced students
- regularly reporting to the Head and Governing Body on the attainment and progress of care-experienced students and school resource and staff training needs for working with this group
- prioritising care-experienced students for school-based additional support, even when the young person does not meet the criteria

- ensuring that care-experienced students are not overlooked for positions of student responsibility within the school because of their care status
- completing the annual Strength and Difficulties Questionnaire (SDQ) of each CLA as requested, to inform their annual CLA health review.

All staff will promote improved educational life chances for care-experienced students:

- reading the 'school policy' and 'school policy guidance document' for care-experienced students
- attending training, as appropriate
- providing accurate information and data when asked by the Designated Teacher
- referring to the Designated Teacher for advice
- playing their part in creating an attachment and trauma informed-culture and securing rapid progress for care-experienced students-by ensuring that they benefit from any additional school-based support available

Attendance:

School attendance procedures reflect the specific needs of care-experienced students ensure good school attendance. Where there is a concern about attendance or punctuality the school contacts the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in the attendance policy.

Admissions/ Transitions:

School procedures to support care-experienced students during admission and transition include:

- prioritising care-experienced students at the point of admission
- the swift transfer of information between schools that may include school visits and at times of transition, teaching at the previous school
- early identification of staff mentor and peer buddy
- additional support and planning for care-experienced students at times of transition
- structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

Additional Educational Needs:

All staff endeavour to secure accelerated and rapid progress for care-experienced students with additional educational needs by:

- having high expectations
- ensuring that they are prioritised for additional school-based support, even if they do not meet the criteria
- ensuring that planning is coordinated, appropriate interventions identified and teaching to the plan is systematic; ensuring that any work undertaken by non-teaching staff has teacher over-sight

- ensuring that progress is regularly monitored and reviewed, against the expectation of progress each academic year, as agreed in the termly Virtual School visit, ePEP and CLASEF

Special Educational Needs:

All staff endeavour to secure accelerated and rapid progress for care-experienced students who have special educational needs by:

- having high expectation of minimum levels of progress each academic year (*in line with the expectation set out in the ePEP and CLA-SEF*)
- ensuring that they are accessing school-based targeted support which is 'additional to and different from' the universal and additional needs provision (*in line with the SEN Code of Practice*)
- ensuring that all plans are coordinated, appropriate interventions identified, and teaching to the plan is systematic
- ensuring that progress is regularly monitored and reviewed, in line with the SEND Code of Practice
- ensuring that any work undertaken by non-teaching staff has teacher over-sight

Safeguarding:

School staff will be vigilant for any safeguarding issues which can impact particularly on care experienced students by: familiarising themselves with the 'School Policy Guidance for Children in Care' and following the school's child protection policy and [the 'DfE: Keeping Children Safe in Education'](#) if there are any safeguarding concerns.

Alternative Provision:

We will make every effort to ensure that any arrangements for provision alternative to daily attendance at school will:

- retain the care-experienced students on the roll of the school or clarify in writing which educational establishment will be responsible for essential reporting and accountable for the PP+
- be an agreed part of the overall ePEP for the student
- be full time (25 hours) or contribute to full time attendance and be of high quality
- meet the educational needs of the care-experienced students
- provide the opportunity to make rapid progress in the course of study provided by the setting
- be monitored regularly and that ePEPs will include the school and the alternative provider

Exclusion:

We have reviewed the school behaviour policy in line with the statutory guidance published in February 2018. We will make every effort to avoid excluding care-experienced students, in

recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. Before acting, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion. School procedures are in place to reduce the risk of exclusion of care-experienced students. Care-experienced students with special educational needs should have exclusion as a behaviour management action as a last possible resort (*Regulation 4(1)(c) of the [Equalities Act 2010](#) which means that a head teacher could only lawfully exclude a child for a reason relating to their disability, even a disability that results in the child having a tendency to physical abuse, if reasonable adjustments have been made*).

Multi-Agency Working:

School staff will make every effort to engage with colleagues from other agencies and facilitate their work. This will enable colleagues to successfully perform their roles and positively impact on the education and wider needs of care-experienced students.

The Hertfordshire Virtual School for Children Looked After

- Website: www.hertfordshire.gov.uk/virtualschool
- Twitter: @VS_HCC
- Email: virtualschool@hertfordshire.gov.uk
- Phone: 01992 556915