

## LOOKED AFTER CHILDREN (CLA) POLICY

\* For the purposes of this policy, the term 'school' refers to maintained nursery, primary, secondary and special schools, and pupil referral units (PRUs).

Enw'r Ysgol Name of school	Ysgol Melyd
Cyfeiriad a Chod Post Address and post code	Ffordd Pennant, Meliden, Denbighshire, LL19 8PE
Rhif ffôn Phone number	01745 852782
Cyfeiriad e-bost ar gyfer y polisi hwn Email address for this policy	Ysgol.melyd@denbighshire.gov.uk

**To be completed by the school:**

Enw'r polisi Name of policy	Looked After Children (CLA) Policy
Rhif fersiwn y Polisi Policy version number	V2
Dyddiad a gymeradwywyd y Polisi yn ffurfiol gan y Corff Llywodraethol Date Policy formally approved by Governing Body	19/09/2023
Dyddiad daw'r Polisi yn effeithiol Date Policy becomes effective	01/10/25
Dyddiad Adolygu Review Date	Autumn term 2028
Arwyddwyd (Pennaeth) Signed (headteacher)	Mr. Dafydd Jones
Arwyddwyd (Cadeirydd y Corff Llywodraethol) Signed (chair of governing body)	Mrs C. Evans
Gwybodaeth am y policy hwn ar gael i rieni/gofalwyr Information about this policy is available to parents/carers	School Website School Office

## **1. The Objective**

To promote and support the educational achievement and welfare of Looked After pupils.

## **2. The Role of the Designated teacher for Looked After Children**

- A senior teacher, with links to the Leadership Team of the school. The CLA Designated Teacher needs to have a voice which can influence and guide decision making within the school. The Designated Teacher may be required to attend meetings, sometimes at short notice, during the school day, and some flexibility may be required.
- To work in conjunction with the Education Liaison Officer (ELO), Head teacher and CLA Governor to ensure that all staff are aware of the difficulties and educational disadvantages faced by Children Looked After and understand the complexity of individual cases (where appropriate), and the need for whole school, positive systems of support to help overcome them.
- To promote the involvement of CLA in extracurricular activities and opportunities, promote home reading and homework support.
- To develop systems for effective communication with carers, parents, social services, health, ELO and any other relevant agencies and support networks.
- To monitor the educational progress of all children who are Looked After in order to intervene quickly at an individual or school level, should additional support be required.
- To work in conjunction with the ELO to ensure all CLA pupils have Personal Education Plans (PEPs), which are a statutory requirement for all CLA. PEPs need to be completed within timescale (20 school days of starting a new school or becoming CLA). PEPs need to be meaningful, detailed and accurate.
- To attend, arrange for a representative, or provide educational updates and reports for reviews, PEPs and meetings. Ensure a speedy transfer of information and documents (securely) between agencies.
- To support pupils to share their views and make a contribution to their PEP. Ensure the pupil voice is heard and represented.
- To work closely and liaise with the Governor with responsibility for CLA.
- To be aware of the child's legal status, contact arrangements, those with Parental Responsibility (PR).
- To be aware, where possible of those pupils who are on a Special Guardianship Order (SGO) or have been adopted and have previously been CLA.

### **2.1 Wider School Staff**

- CLA Designated Teacher to allocate a key member of staff the young person can speak with or meet with regularly, with or without prior warning where possible. Ensure the young person is in agreement with the allocated worker.
- To ensure all school staff who are in contact with Looked After Children have the appropriate amount of information regarding the young person's circumstances and are at least aware they are looked after by the Local Authority.
- In the absence of the usual class teacher(s), some information regarding the child's circumstances should be shared with the covering teacher. The extent of this sharing should be determined by the Head teacher or the Designated teacher.

## **2.2 Training**

- To develop own knowledge and understanding of Social Care / Education procedures and keep up to date with relevant training and attend training opportunities provided eg CLA Forum.
- To ensure all school staff have the appropriate training opportunities in order to fully support CLA within the school.
- To cascade information and training to school staff as appropriate.
- To have a firm understanding of the CLA / PDG Funding arrangements at a regional, local, school and individual pupil level. Be aware of the procedures and the impact of the funding on individual CLA pupils. (This will be recorded on the PEP).

## **3. The Role of the CLA Governor**

- To work closely with the CLA Designated teacher and ELO and have a good understanding of the difficulties and educational disadvantages faced by Looked After Children and what the school does to support CLA.
- The CLA Governor will report to the Governing Body on an annual basis, including information (if appropriate) such as;  
Number of CLA in the school.  
Attendance of CLA.  
Comparison of test scores / levels.  
Levels of fixed term / permanent exclusions of CLA.
- The CLA Governor, as a critical friend, should feel comfortable to question and support the school in promoting the educational achievement and welfare of CLA.
- The CLA Governor should be satisfied that the school's policies and procedures ensure CLA pupils have equal access to;  
National Curriculum / additional educational support and extra-curricular activities.
- To share and cascade information regarding CLA to other Governors and report to the Chair of Governors.