Fairfields Primary School

Looked After Children (CLA) Policy

September 2026 – September 2027

Version:		V4
Date relevant from:		September 2026
Date to be reviewed:		September 2027 *This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need tobe read and used to review this Policy.*
Role of reviewers:		Headteacher Deputy Head Assistant Head and SENCO
Statutory (Y/N):		Y
Published on website*:		3B

Policy level:**	3
Relevant to:	All those within the school community
Bodies consulted:	School / department governance bodies
Approved by:	IFtL Board of Governors
Approval date:	11th May 2022

Key:

Publication on website:

IFtL website		**School website**	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

****Policy level:***

1. Trust wide:

– This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.

- *Approved by the IFtL Board of Governors.*

2. Trust core values:

– This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.

- *Approved by the IFtL Board of Governors as a Trust Core Values policy.*
- *Approved by school / department governance bodies as a relevantly contextualised school / departmentpolicy.*

3. School / department policies

– These are defined independently by schools / departments as appropriate

- *Approved by school / department governance bodies*

Key Contacts

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Designated CLA (Child Looked After) Lead	Martin Gallop
Chair of Governing Body	Penelop Beesley-Evans

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Definition

'Looked After' is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

This policy includes requirements set out in "Statutory guidance on the duty on Local Authorities to promote the educational achievement of children under section 52 of the Children Act of 2004" and associated guidance on the education of Looked After Children.

Governor Responsible: Julie Alexander (Inclusion)
Designated Lead for CLA: Martin Gallop (Assistant Head and SENDCo)

Fairfields recognises that all pupils are entitled to a balanced, broad–based curriculum and aims to promote the educational achievement and welfare of pupils in public care. The school and the Governing Body endorses theMilton Keynes Council Policy and welcomes LAC who may be looked after by our Local Authority or those who may be in the care of another authority but living in Milton Keynes.

Fairfields School approach to encouraging and supporting the educational achievement of Looked After Children is based on the following principles:

- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all Looked After Children
- All Looked After Children will have a Personal Educational Plan (PEP) drawn up between the school, the child, and the child's Social Worker, which will identify the child's individual needs and the support they require
- Have high expectations for the child and ensuring equal access to a balanced and broadlybased education
- Recording, monitoring and improving the academic achievement of the child in addition totheir health and wellbeing
- Achieving stability and continuity
- Prioritising reduction in exclusions and promoting attendance
- Promoting inclusion through challenging and changing attitudes
- Recording, monitoring and improving the academic achievement of the child in addition to theirhealth and wellbeing
- Promoting good communication between all those involved in the child's life and listening tothe child
- Maintaining and respecting the child's confidentiality wherever possible
- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages ofLooked After Children

Rationale

Many children and young people who are in care have suffered abuse or neglect. Despite having as broad a range of abilities as their peers, Looked After Children are particularly vulnerable to underachievement.

Nationally, Looked After Children (CLA) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences and compounded by instability in their personal circumstances.

Helping Looked After Children succeed and providing a better future for them is a key priority in our school.

At Fairfields we recognise that Looked After Children can experience specific and significant disadvantages within a school setting and is committed to ensuring that they reach their full potential in all areas. We are aware that Looked After Children may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Fairfields Primary School recognises that Looked AfterChildren may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Fairfields Primary School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every Looked After Child can be successful. We believe that the school has a major part to play in ensuring that Looked After Children can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

Responsibility of the Headteacher

- Identify a Designated Teacher for Looked After Children, whose role is set out below
- It is essential that another appropriate person is identified quickly should the Designated Teacherleave the school or take sick leave
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take action where progress, conduct or attendance is belowexpectations
- Report on the progress, attendance and conduct of Looked After Children to all parties involved
- Ensure that staff in school receive relevant training and are aware of their responsibilities under thispolicy and related guidance

Responsibility of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on theeducation of Looked After Children
- Allocate resources to meet the needs of Looked After Children
- Ensure the school's other policies and procedures support their needs
- Ensure that the school has a Designated Teacher, and that the Designated Teacher isenabled to carry out his or her responsibilities as below
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of Looked After Children are recognised and met.

Receive a termly report setting out:

- The number of looked−after pupils on the school's roll (if any)
- Their attendance, as a discrete group, compared to other pupils
- Their Teacher Assessment, as a discrete group, compared to others
- The number of fixed term and permanent exclusions (if any)
- The destinations of pupils who leave the school
- The information for this report should be collected and reported in ways that preserve theanonymity and respect the confidentiality of the pupils concerned

The role of the Designated Teacher

- Ensure a welcome and smooth induction for the child and their carer, using the Personal EducationPlan to plan for that transition in consultation with the child's social worker and arrangements are put in place to ensure their needs are identified and met.

- This may include providing basic equipment and resources if necessary and providingappropriate support in meeting uniform requirements if needed.
- Ensure that a Personal Education Plan is completed (PEP) with the Child, the Social Worker, theFoster Carer and any other relevant people, at least two weeks before the Care Plan
- Maintaining an up–to–date record of the Looked After Children in school, including those in the careof other authorities and ensuring all necessary information is passed to other staff as required.
- Ensure that each Looked After Child has an identified member of staff that they can talk toThis need not be the Designated Teacher, but should be based on the child's own wishes.
- Track academic progress and target support appropriately.
- Co–ordinate any support for the Looked After Children that is necessary within school, liaising withteaching and non–teaching staff in school, including the person responsible for Child Protection aswell as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage Looked After Children may face.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Promote inclusion in all areas of school life and encourage Looked After Children to join inextracurricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Looked AfterChildren.
- Set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at riskof exclusion.
- Ensure the rapid transfer of information between individuals, agencies and if the pupilchanges school – to a new school
- Be pro–active in supporting transition and planning when moving to a new phase in education
- Monitor and prevent bullying in school by raising awareness through the school's anti–bullyingpolicy.
- Ensure that attendance is monitored.
- Attending training as required to keep fully informed of latest developments and policies regardingLooked After Children.

The responsibility of <u>all</u> staff

- Have high aspirations for the educational and personal achievement of Looked AfterChildren, as for all pupils.
- Maintain Looked After Children's confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable Looked After Children to achieve stability and success within the school.
- Promote the self–esteem of all Looked After Children.
- Have an understanding of the key issues that affect the learning of Looked After Children.

Confidentiality

Information on Looked After Children will be shared with staff on a "need to know" basis.

The Designated Teacher will keep an up–to–date record of Looked After Children and Young People in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated within 20 school days of the Looked After Child or Young Person starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriateto meet the needs of the LAC/YP. the PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.

Copies of reports and appropriate documentation will be sent to authorised carers and agencies involvedwith the child as well as any receiving school at point of transition.

It is vital that the Looked After Child or Young Person is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend of their age andlevel of understanding.

Exclusions

Fairfields Primary School recognises that Looked After Children are particularly vulnerable to exclusions. Wherea Looked After Child is at risk of exclusion, the school will try every practicable means to maintain the child in school. A multi−professional meeting will be arranged, bringing together all those involved with the young per− son to discuss strategies to minimise the risk of exclusion.

The child or young person's Personal Educational Plan will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be consideredto provide support and provide alternative educational packages to prevent an exclusion from happening.

Staff development and training

Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of Looked After Children.

Other staff will receive relevant training and support to enable them to work sympathetically and productively with Looked After Children, including those who are underachieving or at risk of underachieving or who have additional needs.

Teachers with responsibility for Special Educational Needs provision and for children who are Gifted and Talented will be informed of those Looked After Children who have particular gifts, talents or learning needsand will work with them appropriately.

Support and resources

The Governing Body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for Looked After Children, meeting the objectives set out in this policy.

Home-school liaison

At Fairfields Primary School we recognise the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable LookedAfter Children to achieve their potential. Consultation evenings as well as PEP and Care Plan review meetings provide opportunities to continue to develop this partnership working.

Admission arrangements

We recognise that due to care arrangement Looked After Child may enter school mid−term and that it is important that they are given a positive welcome and where appropriate additional support and pre−entryvisits to help them settle.

The school recognises that Looked After Children are an 'excepted group' and prioritises Looked After Children in the school's oversubscription criteria following the DfE Admissions Code (Admissions of Looked After Children(England) Regulations 2006)

Links with other agencies

We recognise the value of working together with other agencies and organisations and will work closely with col–leagues from services involved with the Looked After Child or Young Person, including The Virtual School, Social Care Teams; Educational Psychologist; Health Services, CAMHS; Youth Offending Teams.

Racial Equality and Equal Opportunities Statement.

At Fairfields Primary School the spiritual, social moral and cultural development of all our children is paramount. Webelieve that the most important function of the school is to maintain an environment in which every member of theschool is able to achieve success and self–fulfilment.

There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

Approval: Looked After Children (CLA) Policy This policy was ratified by the Governors Date: September 2026 Signed – *Penelope Beesley-Evans*	Next Review on or before: September 2027 *This policy will be reviewed annually and approved by the Governors at on an annual basis*