



Worthing High School Education of Children Looked after Policy	
Last reviewed - Summer 2018	Date of next review - Summer 2020
Full Governing Body	Author - AHT Inclusion

Education of Children Looked After Policy

Worthing High School believes that as Corporate Parents we have a special duty to safeguard and promote the education of Children Looked After (CLA).

This policy has been produced to take account of the West Sussex Corporate Parent board, West Sussex Virtual School for CLA and National Government strategies for CLA.

Aims

- To provide a safe and secure environment, which values education and believes in and promotes the abilities and potential of all children.
- To ensure the educational attainment of our Children Looked After mirror that of their peers.
- To identify our school's role as corporate parents to promote and support the education of our CLA, asking the question, 'Would this be good enough for my child?'

Responsibilities

The School will:

- Actively support and promote the education of CLA.
- Work in partnership with carers and agencies.
- Support foster carers to value educational achievement and improve attendance.
- Celebrate the achievements of CLA.
- Maintain register/database of all CLA in the School.

This will include a record of:

- The name of the social worker, area office and contact details.
- Status i.e. care order or accommodated.
- Who holds parental responsibility, together with a note of any limitations on the ability or right to exercise this parental responsibility.
- Type of placement e.g. foster, respite, residential.
- Name of the contact person in the Virtual School (VS) and contact details.
- Daily contact and telephone numbers where appropriate e.g. name of young person, name of parent, carer, keyworker in children's home.
- Share Child safeguarding/disability information if appropriate.
- Baseline attainment information and all test results.

This school will respect the confidentiality of CLA and ensure that any information is shared on a need to know basis.

The Governing Body will:

- Ensure all governors are fully aware of the legal requirements and guidance for CLA.
- Be aware of whether the school has CLA and how many.
- Support the Headteacher, Designated Teacher and other staff in ensuring the needs of CLA are met.
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body.
- Review the effective implementation of this policy at least every three years.
- Nominate a Senior Leader as Designated Teacher for CLA.

The Designated teacher will:

- Act as an advocate and co-ordinate support for the school's CLA.
- Provide termly information for the CLA Link Governor.
- Maintain Database of all CLA in the school.
- Liaise with West Sussex Virtual School (and other "host/home" Local Authorities / Virtual Schools) to ensure every child is receiving 25 hours of education per week, and to ensure additional support is available if required.
- Liaise with relevant Social Services team to ensure that there is a current PEP for each child to include appropriate targets. This must be compatible with the child's Social Services Care Plan and form part of any other school plan; e.g. a full Statement of Special Education Needs, Transition Plan, Pastoral Support Programme.
- Liaise with relevant Social Services team so that reviews on each child are attended, if necessary, or are supported by a written report that promotes the continuity and stability of their education.

- Ensure that should a CLA be identified as at risk of exclusion, contact is made with the LA Inclusion Officer and Head of the Virtual School.
- Participate in appropriate training as provided by West Sussex Virtual School or other providers.
- Ensure that on admission or transfer all relevant information is requested or sent to the new school.
- Have high expectations for the educational and personal achievement of CLA
- Positively promote the self-esteem of CLA.
- Ensure that systems are in place to identify underachievement and early intervention strategies are put in place.
- Refer any attendance concerns to the Locality Education Welfare Officer, and supply attendance data as required.
- Ensure that systems are in place to keep staff up to date and informed about CLA.
- Ensure that CLA are listened to and have access to support and counselling in school.
- Maintain an overview of the needs and progress of CLA.
- Ensure the co-ordination of any extra pastoral or academic help required and, where possible, prioritise access to extra curricular activities and the full range of additional support available to all students in the school.
- Ensure speedy transfer of information between individuals and other relevant agencies.
- Ensure that there is sensitivity to the background of CLA in the teaching materials available, especially around work on families and family trees.
- Contribute to the statutory CLA reviews in person or in report form – written or verbal.

MONITORING AND EVALUATION

The designated teacher will provide a termly information for the Link Governor on the achievements and current status of the school's CLA.

This will include:

- Levels of progress made by CLA in relation to all children.
- Any progress or planning issues arising from the PEPs
- Whether CLA have Special Educational Needs and whether they are at, School Support or have full Statements or Education, Health & Care Plans (EHCPs).
- Attendance figures.
- Exclusion issues.
- Changes in home placements.
- Interventions to raise achievement, such as study support, learning mentor support, home school contracts, Pastoral Support Plans, counselling support.
- Information about non-academic progress in extra curricular activities.

The Governing body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in their peer group.

Review: October 2018