



# **BEVERLEY SCHOOL FOR PUPILS WITH AUTISM**

## **CHILDREN WHO ARE LOOKED AFTER (CLA) POLICY**

**Updated: June 2023**

**Approved by Governors: October 2024**

**To be reviewed: October 2025**

**BEVERLEY SCHOOL LOOKED AFTER CHILDREN POLICY**

**Purpose**

To promote the educational achievement and welfare of children who are looked after within Beverley School.

## **Rationale**

Children who are Looked After (CLA) are one of the most vulnerable groups in society. The majority of children who are looked after have suffered abuse or neglect and it is nationally recognised that considerable educational underachievement exists when compared to their peers.

Under the Children Act 1989, a child is 'looked after' by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'In Care' refers only to children who are subject to a care order by the Court under Section 31 of the Children Act 1989 - they may live with Foster Carers, in a Children's Home, in a Residential School, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under Section 20 of the Children Act – they may live in foster care, in a children's home or in a residential school.

## **Introduction**

Beverley School aims to promote the educational attainment, achievement and welfare of Children who are Looked After.

### **The Interim Designated Teacher for Looked After Children is Sue Blott**

The governing body is committed to providing a quality education for all its students based on equality of access, opportunity and outcomes.

Our designated teacher ensures...

- The educational achievement of each child who is looked after in school is monitored, tracked and promoted and where relevant, accelerated, promoting a culture of high expectation.
- A PEP is implemented and the use of pupil premium is beneficial to the child. (Working under the guidance of the Virtual school)
- Appropriate advice is given to both teaching and non-teaching staff
- she acts as an advocate for children and young people in care.
- The young person has a voice in setting learning outcomes and these outcomes are in line with EHCP outcomes
- There are systems for liaising with carers and social workers, and birth parents where appropriate.
- The needs of children who are looked after are reflected in the School development Plan as appropriate
- Attendance is monitored and intervene to address this if it becomes a concern
- The transition for looked after children post-16, and also monitor progress of children if they leave care.
- Governors are kept up to date on the progress of CLA

## **Aims**

The aims of the school are to:

- ensure that school policies and procedures are followed for children who are looked after as for all children
- ensure that all children who are Looked After have access to a broad and balanced curriculum
- provide an appropriate curriculum appropriate to the individual's needs and ability
- ensure that children who are Looked After take as full a part as possible in school activities
- ensure that carers and social workers are kept fully informed of their child's progress and attainment
- ensure that children who are Looked After are involved, where possible, in decisions affecting their future provision.

## **Inclusion**

This policy recognises that all students are entitled to a balanced, broadly based curriculum. Our CLA Policy reinforces the need for teaching and learning that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all children who are Looked After.

## **Allocation of Resources**

The Governing Body will ensure that the school allocates resources to support appropriate provision for Looked After Children, meeting the objectives set out in this policy. We will work in partnership with Middlesbrough Virtual School for looked after children and other Virtual Schools for students who are from other Local Authorities, to ensure that looked after children receive the full range of support to which they are entitled to enable them to make progress and achieve.

## **Monitoring the progress of Children who are Looked After**

This school assesses each CLA's attainment on entry to ensure continuity of learning. The social worker for the child initiates a Personal Education Plan – PEP - within 20 days of the student joining the school, or of entering care, and ensures that the young person is actively involved. Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP review meetings and provide copies of the PEP to the social worker, specialist teacher from Middlesbrough Virtual School (or other Virtual School, where the child is from another Local Authority) and other agencies. PEP meetings take place termly, as all of our students have an EHCP outcomes are co-ordinated between the EHCP and PEP.

## **Record Keeping**

The Designated Teacher knows all the Children who are Looked After in school and has access to their relevant contact details including parents, carers, Middlesbrough Virtual School specialist staff, teacher/support worker and social worker. The status of CLA is identified within the school's information systems so that information is readily available to all classroom teachers and relevant associate staff. CLA are identified as a vulnerable group when tracking, monitoring and reporting on attainment and progress.

## **Partnership with Parents/Carers and Care Workers**

We believe in developing strong partnerships with parents/carers and care workers to enable Children who are Looked After achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further this collaboration and partnership working.

## **Links with External Agencies/Organisations**

We recognise the important contribution that external support services make in supporting Children who are Looked After. Colleagues from the following support services may be involved with individual students.

- Social care worker/ Community care worker/ Residential child care worker

- Middlesbrough Virtual School for CLA
- Other Virtual Schools for CLA
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- CAMHS
- Education Welfare Officers
- Youth Offending Service
- External Learning Providers

### **CLA Policy Review and Evaluation**

The Designated Teacher for CLA will undertake a thorough review and evaluation of the impact of the policy and practice each year and report to the Governing Body.

### **The Virtual School, Middlesbrough**

#### **Key Principles**

There are 4 main priorities for the Virtual School, Middlesbrough:

- Raise attainment and accelerate progress for children who are looked after (CLA) and young people across all key stages.
- Improve school attendance and reduce exclusion.
- Improve the quality of Personal Education Plans.
- Support school leadership to enhance a shared objective of improving life opportunities through education.

#### **Contact**

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