



## **Tuition, Medical and Behaviour Support Service**

# **Policy in Supporting the Educational Outcomes for Children Looked After and Children who were Previously Looked After**

<b>Adopted:</b>	November 2023
<b>Next Review:</b>	September 2024
<b>Governing Committee:</b>	23 November 2023
<b>Responsibility:</b>	Nicola Pearson

<b>Contents</b>	<b>Page</b>
<b>Statement of Intent</b>	<b>3</b>
<b>Legal Framework</b>	<b>3</b>
<b>Definitions</b>	<b>4</b>
<b>Roles and Responsibilities</b>	<b>4</b>
<b>Personal Education Plans (PEPs)</b>	<b>7</b>
<b>Working with Agencies and the VSH</b>	<b>7</b>
<b>Training</b>	<b>8</b>
<b>Student Mental Health</b>	<b>8</b>
<b>Exclusions</b>	<b>9</b>
<b>Students with SEND</b>	<b>9</b>
<b>Information Sharing</b>	<b>9</b>
<b>Monitoring and Review</b>	<b>10</b>

## **Statement of Intent**

Educational achievement and subsequent life chances for children looked after and previously CLA are of real concern. Students who are looked after and previously looked after require special treatment and additional attention in order to improve their situation.

TMBSS endeavours to provide positive experiences and offer stability, safety, and individual care and attention, for all our students. With this in mind, we aim to:

- Encourage students to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that students enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for looked after and previously looked after children realistically and using the school's resources efficiently in order to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help students develop their cultural, moral and social understanding.

## **Legal framework**

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the Education of Looked-after Children and Previously Looked-after Children'
- DfE (2018) 'Designated Teacher for Looked-after and Previously Looked-after Children'
- DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2022) 'Keeping Children Safe in Education; Statutory Guidance for Schools and Colleges'

This policy operates in conjunction with the following service policies and documents:

- Admissions Policy
- Behavioural Policy
- Child on Child Abuse Policy
- Equalities Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Remote Learning Policy

## **Definitions**

Looked after Children are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, as the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents (Section 20)

Previously looked after children are defined as:

- Children no longer looked after by an LA in England and Wales because they are the subject of an adoption, Special Guardianship or Child Arrangements Order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

## **Roles and responsibilities**

The governing body is responsible for:

- Ensuring the school has a coherent policy for CLA and previously-CLA.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the Designated Teacher for CLA and previously-CLA has received the appropriate training.
- Ensuring CLA and previously CLA have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the annual report produced by the Designated Teacher to evaluate the progress of CLA in the school.
- Ensuring they receive feedback from the Executive Head regarding the effectiveness of the policy on an annual basis.

The Virtual School Head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's CLA, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the Designated Teachers understand the support available to CLA and previously-CLA children.
- The VSH will work with the Designated Teacher to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- The Designated Teacher should also work with the Virtual School Head to promote the educational achievement of Previously Looked After Children.

- Working with the school to ensure all CLA in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for CLA.
- Acting as a source of advice and information to help parents of previously-CLA as effectively as possible.
- Virtual School Heads manage pupil premium plus for CLA; they receive this funding based on the latest published number of CLA by the local authority
- Virtual School Heads have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant parties.
- In addition to their statutory duties, the role of Virtual School Heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the CLA who are in school settings, and gather information about their educational placement, attendance and progress.
  - Inform the Executive Head, the Designated Safeguarding Lead Teacher and Designated Teacher if they have a student on roll who is looked after by the LA.
  - Ensure Social Workers, schools, Designated Teachers, carers and IROs understand their role and responsibilities regarding a student's PEP.
  - Ensure that up-to-date and effective PEPs focus on educational outcomes and are maintained for all CLA.
  - Avoid delays in providing suitable educational provision.
  - Ensure the education achievement of CLA and previously CLA is seen as a priority by everyone who has responsibilities for promoting their welfare.
  - Report regularly on the attainment, progress and school attendance of CLA through the authority's corporate parenting structures.

The Executive Head is responsible for:

- Appointing the Designated Teacher for CLA and previously CLA.
- Allowing the Designated Teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing body annually on the following:
  - The number of CLA and previously CLA in the school
  - An analysis of assessment scores as a cohort, compared to other student groups
  - The attendance of CLA and previously CLA, compared to other student groups
  - The level of fixed term and permanent exclusions, compared to other student groups
- Ensuring all members of staff are aware that supporting CLA and previous CLA is a key priority.
- Actively challenging negative stereotypes of CLA.

The Designated Teacher for CLA and previously CLA is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to CLA and previously CLA.
- Promoting the educational achievement of CLA and previously CLA at the school.
- Acting, along with the Designated Safeguarding Lead, as a contact for social services and the education department.
- Promoting a culture of high expectations and aspirations.
- Ensuring CLA are involved in setting their own targets.
- Advising staff on teaching strategies for CLA and previously CLA.
- Ensuring that CLA and previously CLA are prioritised for one-to-one tuition and support where needed.
- Leading on how the student's Personal Education Plan (PEP) is developed and used in school to ensure the student's progress towards targets is monitored.
- Liaising with the SENCO to ensure all student needs are met.
- Working with the student's VSH and Social Worker to develop and implement their PEP.
- Working with the Executive Head to submit an annual report to the governing board, which details the progress of all CLA and previously CLA.

The SENCO and Designated Safeguarding Lead are responsible for:

- Ensuring they are involved in reviewing PEP and care plans for CLA if the student has Special Educational Needs.
- Liaising with subject teachers, Designated Teacher, specialists and parents when considering interventions to support the progress of previously CLA.
- Holding and using knowledge that a student has a Social Worker (as disclosed by the local authority) so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.
- Holding details of the student's Social Worker and the name of the VSH in the authority that CLA originates from.

All staff are responsible for:

- Being aware of CLA and previously CLA in their classes and providing them with support and encouragement.
- Having the skills, knowledge and understanding to keep CLA and previous CLA safe. Prompt action needs to be taken to safeguard these children, who are a particularly vulnerable group.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards CLA and previously CLA.
- Promoting the self-esteem of CLA and previously CLA.
- Improving the use of data for interventions to support progress for individuals and groups

## **Personal Education Plans (PEPs)**

- All CLA must have a care plan; PEPs are an integral part of this care plan. At TMBSS completion of PEPs is by Centre Managers with consultation with class teachers, subject specialist teachers and key workers.
- The PEP is an evolving record of what needs to happen for a student to enable them to make the expected progress and fulfil their potential.
- The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the student.
- The school will work with other professionals and the student's carers to use the PEP to support the student's educational needs, raise the student's aspirations and improve their life chances.
- All relevant bodies, such as the LA, the Designated Teacher and carers, will involve the student in the PEP process at all stages.
- The PEP will address the student's full range of education and development needs, including:
  - On-going catch-up support, which will be made available for students who have fallen behind with work.
  - Suitable education provided by the LA, where the student is not in school because of suspension or exclusion.
  - Transitional support where needed, such as if a student is moving to a new school.
  - School attendance and behaviour support, where appropriate.
  - Support to help the student meet their aspirations, which includes:
    - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
    - Careers advice, guidance and financial information about FE, training and employment, which focuses on the student's strengths, capabilities and the outcomes they want to achieve via an in-house IAG advisor.
    - Study support, leisure interests and provision of above-core offer vocational courses funded by Pupil Premium Grant in agreement with VS.
    - Targeted intervention and prevention programmes developed for students leading to improved mental health and wellbeing.

## **Working with agencies and the VSH**

- The school will ensure that copies of all relevant reports are forwarded to the Social Workers, in addition to parents/carers or residential Social Workers.
- The school will coordinate their review meetings; for example, and attempt to hold their annual EHCP review at the same time as the PEP review.
- The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.
- Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual student.
- The Designated Teacher for CLA and previously CLA will communicate with the VSH and student's Social Worker to facilitate the completion of the PEP.

- TMBSS will work with the VSH, Social Worker and other relevant agencies to monitor any arrangements in the PEP so that actions and activities recorded in the student's PEP are implemented without delay.
- All staff will copy in the Designated Teacher to any correspondence relevant to CLA or previously CLA students
- The Executive Head, Designated Teacher and Centre Managers will communicate with the VSH and agree on how pupil premium plus (PP+) can be used effectively to accommodate the student's educational attainment and progress.
- PP+ for previously CLA will be allocated directly to, and managed by, the named school.
- The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of CLA, or previously CLA, and according to their needs.
- If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.
- The Designated Teacher will ensure consistent and strong communication with the VSH regarding CLA who are absent without authorisation.
- Virtual School will share their expertise on what works in supporting the education of CLA and previously-CLA.

### **Training**

The Designated Teacher and other relevant staff involved in the education of CLA and previously CLA have received the appropriate training, this includes information about the following:

- School admissions arrangements
- SEND
- Attachment and the impact of trauma
- Mental health and well-being of students
- Attendance / Exclusion
- GCSE options
- Managing challenging behaviour
- Promoting positive educational and recreational activities
- Supporting students to be aspirational for their future education, training and employment

### **Student Mental Health**

- CLA and previously CLA are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated Teachers will have awareness, training and skills regarding a student's needs and how to support them in relation to behaviour management and mental health.
- The Designated Teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on CLA and previously CLA, and knows how to access further assessment and support, where necessary.



- To measure, if necessary, the emotional and behavioural difficulties experienced by CLA. A Social and Emotional Tracker will be used to help social workers and other relevant professionals to form a view about CLA's emotional wellbeing. Teachers will regularly complete their element of the questionnaire to assist social workers in their assessment.

### **Exclusions**

- Past experiences of CLA and previously CLA will be considered when designing and implementing the school's Behavioural Policy.
- The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any CLA and previously CLA
- Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity.
- Exclusion will only be considered as a last resort; where exclusion is considered, the school will work with the VSH, and others, to consider what additional support can be provided to prevent exclusion, and any additional arrangements that can be made to support the student's education in the event of exclusion.
- The school will inform carers that they can seek the advice of the VSH on strategies to support their child to avoid exclusion for previously CLA children.
- When a child leaves care, their past experiences may continue to impact on their behaviour. As with CLA, the school should look to support the child to improve their behaviour to avoid exclusion becoming necessary. Where a previously CLA is at risk of exclusion, the Designated Teacher or Centre Manager should talk to the student's carers and seek the advice of the VSH on avoiding exclusion.

### **Pupils with SEND**

- CLA and previously CLA are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans) It is vital that Designated Teachers are aware of the SEN needs of CLA and previously CLA.
- Support for CLA with SEND, who do not need an EHC plan, will be covered as part of the student's PEP and care plan reviews.
- The SENCO, Class Teacher, Designated Teacher and specialists will involve parents or carers when considering interventions to support the student's progress.
- If appropriate, the VSH will be invited to comment on proposed SEND provision for previously CLA.

### **Information sharing**

- Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of CLA and previously CLA are understood and met.
- The arrangements set out:

- Who has access to what information and how the security of data will be ensured.
- How students and carers are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual students is passed between authorities, departments and the school when students move.

### **Monitoring and review**

- This policy will be reviewed on an annual basis by the Designated Teacher and the Executive Head.
- The next scheduled review date for this policy is September 2024.