



CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL  
MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

# GREENFIELD SCHOOL

"Opening doors to the future"

## CHILDREN LOOKED AFTER (CLA) POLICY



**‘ Opening Doors To The Future ’  
‘ Agor drysau i’r dyfodol’**

Date: January 2024

Author Carol Conway

## **MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date:  
.....

Head teacher

Signed: ..... Date:  
.....

Chair of Governors

**Review Date**

**Author**

*- School arrangements for the admission of looked after children (detail transitional support offered)*

## Our Vision

**'To open the doors to the future'**

## Our Mission Statement

In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





## Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

## We Value

- Communication
- Creativity
- Kindness
- Respect
- Effort
- Well-being

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

<b>Ambitious Capable Learners</b> 	<b>Healthy Confident Individuals</b> 	<b>Enterprising Creative Contributors</b> 	<b>Ethical Informed Citizens</b> 
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## **Children Looked After**

Greenfield School is an investor in children, and particularly those who are defined as Children Looked After.

### **Definition of a Child Looked After (CLA)**

The term 'looked after' in schools encompasses two distinct categories of children: those provided with accommodation and those who are 'in care'.

### **Children who are Accommodated**

Accommodation is one of the services that local authorities have a duty to provide for children in need under Part III section 76 of the Children Act. This may be arranged with friends or relatives, in foster care or somewhere else suitable. Parents retain full parental responsibility and can take their children home at any time.

### **Children who are under a care order**

One route into the care of the local authority is by a court order, made to safeguard children who are, or likely to be, at risk of significant harm. Where harm can be attributed to a failure in parental care or the child being beyond parental control, the local authority may go to court for a care order. A Care Order provides a local authority with shared parental responsibility for a child. Social Services have a duty to the children that they look after to make sure that they have somewhere suitable to live, the care and the material support that they need to keep them safe, and to promote their welfare. The Children Act 1989 and Children Act 2004 place a duty on local authorities to ensure that all the identified needs of the children are met when they are accommodated by the local authority and placed away from their birth family. The local authority must ensure CLA are not only properly care for, but also receive appropriate health care and appropriate education so that they achieve their potential. Once a local authority has taken the profound decision to remove a child short term or long term, from his or her family, it is the duty of the whole authority to 'safeguard and promote his welfare' (Children Act 1989 S22 (3a)). The whole authority includes local education authorities and schools. This is called Corporate Parenting.

### **The Role of the School**

Children Looked after – the Headteacher, who has overall responsibility for liaison with Social Services and the CLA Education Team Manager.

## **THE IMPORTANCE OF EDUCATION**

**“Valuing and supporting the education of looked after children is the single most important contribution a corporate parent can make to their lives, because it is about investing in and caring about the future, and recognizing that education is their passport to better life chances.” (WAG)**

The Welsh Assembly Government (WAG) is committed to raising standards for all

children. Higher expectations of children who are looked after is essential . WAG has provided funding to help authorities to raise educational achievement of CLA.

The principles of corporate parenting in which the school is involved are:

- Prioritising education
- Having high expectations
- Listening to children
- Early intervention and prioritising action
- Inclusion – challenging and changing attitudes to keep children at school.

The school must make every effort to provide each looked after child with the educational opportunities to fulfil his/her potential. As a result of their pre-care experiences, many CLA will experience increased social, emotional challenges that has potential to disrupt their education, but with appropriate support and staff working together to help this vulnerable group, their life chances can be improved. As corporate parents we must invest in these children and ensure their life chances are maximised. The school is responsible for providing for the educational needs of the child. In order to do this, information needs to be shared by all appropriate agencies. Knowledge about the child's educational background in terms of names of schools, dates and changes of schools, educational attainment and scores, transitional planning and special educational needs will need to be gathered and will form the basis of the Personal Education Plan (PEP) for that child.

The designated teacher's responsibility is to:

- Keep a list of looked after children (CLA) in the school.
- Ensure speedy transfer of education information between the agencies and individuals.
- Act as a resource and advocate.
- Ensure pupils' views are sought and opportunities are provided for pupils to discuss their views.
- Attend training on CLA guidance.
- Ensure that staff, have relevant information/training, and positively promote the education of CLA.
- Catch up support available to target gaps in learning, along with details of wellbeing support available.
- Support to access after school activities where appropriate.
- Monitor pupil attendance and progress.
- Ensure every CLA has a Personal Education Plan (PEP) which is up to date and presented at each CLA review (usually every 6 months).
- Work with supporting agencies to ensure that appropriate arrangements are made for when a child leaves the school as a result of a placement move or at a natural leaving point.

## **Personal Education Plans (PEP)**

It is a STATUTORY requirement for all CLA to have a PEP.

In an emergency placement, the PEP should be initiated within 10 working days.

In the case of a planned accommodation, a completed PEP must be available for the first statutory review meeting of part 6 of the care and support plan (28 days after entry to care)

The PEP is initiated by the LACES team, not the social worker in Merthyr Tydfil.

PEPs ensure access to services and support. They improve communication between agencies and contribute to stability. They detail the respective roles and responsibilities of those involved with the child. PEPs minimize the disruption caused through having to move schools. They indicate particular needs and establish clear goals and act as a record of progress. They note academic scores and track progress. Targets are set for the school, child and carer that will assist the child's progress. PEPs are measure by WAG and ESTYN.

The PEP used in Merthyr Tydfil follows the All-Wales model. It can include the child's latest school report for parents and the child's IEP or Statement of Special Needs if appropriate.

The PEP is reviewed regularly in preparation for the statutory review and includes the class teacher and the child's views. The designated CLA teacher will be invited to attend the statutory CLA review and report on the child's educational progress and targets for future study.

***“Children in public care are our children. We hold their future in our hands and education is the key to that future.”***

***DfES 2000***