



# **CLA & PLAC Policy**

2024-2025

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Whitehill Community Academy

Policy	<b>CLA &amp; PLAC Policy</b>
Date of review	<b>January 2024</b>
Date of next review	<b>January 2025</b>
Lead professional	<b>Head of Inclusion &amp; Safeguarding</b>
Status	<b>Non-Statutory</b>

## 1. Introduction

The policy is informed by the following Department for Education (DfE) document:

The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf) (DfE February 2018)

The governing body of Whitehill Community Academy is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance and aspiration for children looked-after (CLA) and previously looked-after children (PLAC) and is committed to improving outcomes for them.

The governing body is committed to ensuring that CLA and PLAC are supported as fully as possible and will ensure that the following are in place or contributed to, and are working effectively:

- A Designated Governor for CLA and PLAC (TBC).
- A Designated Teacher for CLA and PLAC (Jacqueline Roche, Head of Inclusion & Safeguarding).
- Annual Personal Education Plans (PEPs), and completed PEP Termly Reviews for all CLA.
- The Designated Teacher, as a minimum, will have two days each year for training opportunities specific to factors that impact on the attainment of CLA and PLAC.

- All staff in school will have a clear understanding of the issues that affect CLA and PLAC; their learning needs, how to support them in school and issues relating to confidentiality. This will include a basic understanding of the impact of developmental trauma, early adversity and poor attachments.
- Policies, procedures and strategies to promote the achievement and wellbeing of this vulnerable group.

## 2. The role of the Designated Teacher for Looked-After and Previously Looked-After Children

- 2.1. The Designated Teacher is the central point of initial contact within Whitehill Community Academy. They ensure that the school is integral to multi-agency working around any child looked-after and will minimise any disruption to a child's learning.
- 2.2. The Designated Teacher has a leadership role in promoting the educational achievement of every CLA and PLAC on the school's roll. This involves working with the Virtual School Head to promote the education of CLA and PLAC and promoting a whole school culture where the personalised learning needs of these children matter, and their personal, emotional and academic needs are prioritised.
- 2.3. The Designated Teacher takes lead responsibility for ensuring school staff understand the things which can affect how CLA and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
- 2.4. The Designated Teacher promotes the educational achievement of CLA and PLAC by contributing to the development and review of whole school policies.
- 2.5. The Designated Teacher promotes a culture in which CLA and PLAC:
  - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
  - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support.
  - Are prioritised for extracurricular activities such as school trips or learning experiences that will enhance their learning experiences.
  - Are encouraged to participate in school activities and in decision making within the school and the care system.
  - Believe they can succeed and aspire to further and higher education or highly skilled jobs, and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.

- 2.6. The Designated Teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CLA or PLAC; and the use of Assessment for Learning (AfL) approaches to improve the short- and medium-term progress of CLA and PLAC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
- 2.7. The Designated Teacher works directly with CLA and PLAC and their carers, parents or guardians to: promote positive home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
- 2.8. The Designated Teacher has lead responsibility for completing PEP information prior to the PEP meeting, ensuring the most relevant person attends the PEP meeting and providing any follow up information required.
- 2.9. The Designated Teacher is responsible for ensuring that the Pupil Premium Plus funding is used appropriately to support and enhance the learning opportunities available for each child looked-after; this can be considered for individual children or interventions that could benefit the entire cohort. The impact of this should be shared with the Virtual School on the PEP Termly Review form.
- 2.10. The Designated Teacher is responsible for sharing attainment and progress data each term with the Virtual School to ensure that the Virtual School Head can fulfil their duties around monitoring and tracking every child looked-after.
- 2.11. The Designated Teacher is responsible for ensuring that the Pupil Premium Plus that the school receives directly for Previously Looked-After Children is used appropriately to support and enhance the learning opportunities available for each PLAC; this can be considered for individual children or interventions that could benefit the entire cohort being mindful that this is not a personal allowance.
- 2.12. The Designated Teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CLA and PLAC are quickly and effectively responded to and shared with the Social Worker and Virtual School for CLA, and any relevant services in the case of PLAC.
- 2.13. The Designated Teacher is aware that the Virtual School provides information and advice to parents and Designated Teachers on meeting the needs of PLAC. The Designated Teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School Head for advice on meeting their individual needs.

- 2.14. The Designated Teacher should be integral to considering how the school provides a Secure Base for the CLA and PLAC:



*Calderdale's Secure Base Model (2019)*

### 3. Roles and Responsibilities for all staff

All staff in this school will:

- 3.1. Have high expectations of CLA and PLAC's learning and set targets to accelerate educational progress.
- 3.2. Be aware of the emotional, psychological and social effects of loss and separation from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour; this will include understanding around early adversity, developmental trauma and poor attachments.
- 3.3. Understand how important it is to see CLA and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status.
- 3.4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers, the Virtual School and, most importantly, the child's own understanding of how they are being supported.

- 3.5. Have the level of understanding they need of the role of social workers, Virtual School and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
- 3.6. For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

## 4. Role and Responsibility of the Governing Body

The governing body of this school will:

- 4.1. Ensure all Governors are fully aware of the legal requirements and guidance for CLA and PLAC.
- 4.2. Ensure that there is a named Designated Teacher for CLA and PLAC.
- 4.3. Through the Designated Teacher, hold the school to account on how it supports its CLA and PLAC (including how the Pupil Premium Plus is used) and their level of progress.
- 4.4. Be aware of whether the school has CLA and PLAC and how many are using anonymised information.
- 4.5. Liaise with the Headteacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to CLA and PLAC.
- 4.6. Ensure the Designated Teacher is able to access training needed to fulfil the role of Designated Teacher. Most Virtual School Heads agree that, as minimum, Designated Teachers should have two days each year for training opportunities specific to factors that impact on the attainment of CLA and PLAC.
- 4.7. Support the Headteacher, Designated Teacher and other staff in ensuring the needs of CLA and PLAC are met.
- 4.8. Review the effective implementation of this policy, preferably annually, and at least every three years.