

Children Looked After			
Version	3	Approved by	Great Oaks Governors
Date last amended	February 2025	Approval date	14.03.23
Lead officer	Assistant Head for Safeguarding	Review date	February 2026
Contact	Grace Kent	Effective date	15.03.23

1. Rationale

At Great Oaks School, we are committed to supporting the educational, emotional, and social needs of Children Looked After (CLA) in line with statutory guidance, including the Children Act 1989, Children and Families Act 2014, and Children and Social Work Act 2017.

A Child Looked After (CLA) is a child for whom the Local Authority shares parental responsibility. They may live with foster carers, in a residential unit, or with family members. We recognise that CLA may need tailored support at different times to help them thrive academically and personally.

We work closely with pupils, carers, social services, and other agencies to ensure every CLA receives the support they need to achieve their best.

2. Our Objectives

To provide the best possible support for CLA, we will:

✓ Designate key staff members responsible for CLA coordination and support:

- Designated Teacher: Ilda Ourique

Government Guidance says that the Designated Teacher should be “someone with sufficient authority to make things happen...[who] should be an advocate for Children Looked After, assessing services and support, and ensuring that the school shares and supports high expectations for them.”

- Head of School: Geraldine Lindsay
- Assistant Headteacher for Safeguarding: Grace Kent
- Governor responsible for CLA: Sue Williams

✓ Monitor and report on CLA progress:

- Attendance, attainment, and exclusions will be reported annually to governors.
- Weekly attendance reports and termly attainment updates will be sent to the Virtual School and Local Authority.

✓ Raise staff awareness and sensitivity to the unique challenges faced by CLA.

- ✓ Maintain confidentiality while ensuring appropriate support.
- ✓ Ensure equal access to a balanced and inclusive education.
- ✓ Maximise attendance and minimise exclusions by providing early intervention and support.
- ✓ Encourage strong communication between all involved in a child's life (e.g., school, carers, social workers, and external agencies).
- ✓ Work closely with the Virtual School and social services to provide personalised support.

3. How We Support CLA

3.1 Personal Education Plan (PEP)

- Every CLA will have a Personal Education Plan (PEP), created with the child, school staff, and their social worker.
- PEPs are reviewed three times a year to ensure the child's needs are being met.

3.2 Monitoring Progress

- CLA attendance, achievement, and exclusions are reviewed annually.
- We track progress closely and intervene early if a child is struggling.

3.3 Reducing Barriers to Learning

- Staff are trained to understand the additional challenges CLA may face.
- Emotional, behavioural, and academic support is provided when needed.
- We work to prevent exclusions and support full participation in school life.

4. Roles and Responsibilities

4.1 The Headteacher Will:

- ✓ Appoint a Designated Teacher to oversee CLA support.
- ✓ Ensure monitoring systems are in place for admissions, progress, attendance, and exclusions.
- ✓ Ensure all staff receive relevant training on supporting CLA.
- ✓ Report CLA progress to the Governing Body and ensure compliance with OFSTED requirements.

4.2 The Governing Body Will:

- ✓ Appoint a Governor for CLA to oversee CLA provision.
- ✓ Ensure all governors understand legal requirements regarding CLA education.
- ✓ Governors should be aware that all schools are required to have a designated teacher for CLA
- ✓ Oversee the school's approach to supporting CLA and allocate resources as needed.

Governing Body Responsibilities: Supporting Children Looked After (CLA)

The Governing Body plays a crucial role in ensuring that Children Looked After (CLA) receive the support they need to succeed at Great Oaks School. Their responsibilities include:

1. Monitoring Academic Progress

- Review the progress of CLA through an annual report to track their academic achievements and well-being.
- Ensure that CLA receive equal opportunities to succeed and any necessary support is in place.

2. Preventing Exclusions & Reducing Time Away from School

- Work proactively to minimise exclusions and ensure CLA remain engaged in their education.
- Recognise the additional challenges that exclusions may cause for CLA and only use exclusion as a last resort.
- Support school staff in implementing policies that help CLA feel safe, supported, and included.

3. Appointing and Supporting the Designated Teacher

- Ensure the school has a Designated Teacher who is fully equipped to support CLA.
- Make sure the Designated Teacher has the time and resources needed to carry out their responsibilities effectively.

4. Supporting School Leadership & Staff

- Work alongside the Headteacher, Designated Teacher, and other staff to ensure CLA receive the best possible education and care.
- Promote a school culture that is understanding, inclusive, and supportive of CLA.

5. Reviewing Key Data Annually

Once a year, the Governing Body will receive a confidential report that includes:

1. Number of CLA enrolled at the school.
2. Attendance rates of CLA compared to other students.
3. Academic performance (KS3, KS4, and any other qualifications).
4. Exclusions, including fixed-term and permanent exclusions.
5. Destinations of CLA who leave the school (e.g., further education, employment, or training).

All information will be collected and shared in a way that protects each child's privacy and maintains confidentiality.

By fulfilling these responsibilities, the Governing Body ensures that Children Looked After feeling valued, supported, and have the best possible chance to succeed at Great Oaks School.

4.3 The Designated Teacher Will:

- ✓ Ensure a smooth transition for CLA when they join the school.
- ✓ Develop and review each child's Personal Education Plan (PEP).
- ✓ Ensure each CLA has a trusted adult they can speak to in school.
- ✓ Track academic progress and provide targeted support.
- ✓ Work with carers, social workers, and other agencies to meet each child's needs.

- ✓ Encourage participation in extracurricular activities.
- ✓ Ensure staff understand the needs of CLA and maintain confidentiality.
- ✓ Actively prevent bullying, as 60% of CLA report being bullied.

4.4 Responsibilities of All Staff:

- ✓ Have high expectations for CLA, just like all other students.
- ✓ Maintain confidentiality and sensitivity in interactions with CLA.
- ✓ Be a supportive and trusted adult for CLA when needed.
- ✓ Respond promptly to requests for information about CLA progress.
- ✓ Promote self-esteem and inclusion for CLA in all school activities.
- ✓ Understand key challenges that affect CLA learning and well-being.

5. Monitoring and Evaluation

- This policy will be reviewed annually and updated in line with local or national changes in CLA guidance.
- The effectiveness of CLA support will be monitored through school data and feedback from pupils, carers, and external agencies.

6. Legal Framework & Key Guidance

This policy follows statutory guidance, including:

- 📄 Children Act 1989
- 📄 Children and Families Act 2014
- 📄 Children and Social Work Act 2017
- 📄 DFE - Promoting the Education of Looked After and Previously Looked After Children (2018)

At Great Oaks School, we are committed to helping every Child Looked After succeed. Through strong communication, individualised support, and a commitment to inclusion, we ensure every CLA has the opportunity to reach their full potential.