



# FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

## Education of Children Looked After and Previously Looked-After Children Policy

Recommended by	Heather Whitfield
Approved by	Curriculum and Standards Committee
Approval date	Spring 2024
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Farnworth Church of England Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

### **Our Ethos**

'At Farnworth, we all grow together and we all have a voice. As a faith community, we are inspired by God to be our best - to be good people who see and celebrate the goodness in others too. Our gifts and talents are nurtured and we are valued and cared for in a community filled with love and the hope that as followers of Jesus, we can bring his light to the world. Here we learn, laugh and love as our lives are shaped by our values, our faith and our experiences together - ready for the journey ahead.'

Farnworth Church of England Primary School is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment.



## SCHOOL DETAILS

Head teacher:	Mr Andrew Redman
Designated Teacher for Children Looked-After and Children Previously Looked-After:	Mrs Heather Whitfield
Deputy Designated Teacher for Children Looked-After and Children Previously Looked-After:	Mrs Jo Wilson, Miss Kathy O’Grady
Designated Governor for CLA and CPLA:	Mrs Sarah Edwards
Chair of Governors:	Mrs Jo Reynolds
Policy Date:	January 2024
Policy Review Cycle:	Bi-annual
Next Review Date:	January 2026

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## 1. Related Policies and Statutory Information

Policies		Statutory Information
<ul style="list-style-type: none"><li>• Allegations Against Adults</li><li>• Attendance and Pupil Leave of Absence</li><li>• Children Missing Education</li><li>• Confidentiality</li><li>• Equalities</li><li>• eSafety</li><li>• Good Behaviour and Anti-bullying</li><li>• Intimate Care</li><li>• Children missing education</li><li>• Safeguarding</li><li>• Safer Recruitment</li></ul>	<ul style="list-style-type: none"><li>• Relationships Education</li><li>• Social Media</li><li>• Special Educational Needs and Disabilities</li><li>• Staff Behaviour / Code of Conduct</li><li>• Supporting Children with Medical Conditions in School</li><li>• Positive handling</li><li>• Whistleblowing</li></ul>	<a href="#">GDPR</a> <a href="#">Data Protection Bill</a>

## 2. GDPR Statement of Intent

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#).

### 3: 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](#)  
(DfE February 2018)

The Governing Body of Farnworth CE Primary School 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, for children looked after (CLA) and children previously looked after (CPLA) and is committed to improving outcomes for them.

The Governing Body is committed to ensuring that CLA and CPLA are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CLA and CPLA: Mrs Sarah Edwards
2. A Designated Teacher for CLA and CPLA: Mrs Heather Whitfield – Deputy headteacher, SENDCo and safeguarding lead
3. Personal Education Plans (PEPs) for all CLA
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CLA and CPLA.
5. All staff in school will have a clear understanding of the issues that affect CLA and CPLA; their learning needs; how to support them in school and issues relating to confidentiality.
6. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

### 4: THE ROLE OF THE DESIGNATED TEACHER FOR CHILDREN LOOKED-AFTER AND CHILDREN PREVIOUSLY LOOKED-AFTER

1. The designated teacher is the central point of initial contact within Farnworth CE Primary School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a leadership role in promoting the educational achievement of every CLA and CPLA on the school's roll.

This involves, working with the Virtual School Head to promote the education of CLA and CPLA and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CLA and CPLA learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher promotes the educational achievement of CLA and CPLA by contributing to the development and review of whole school policies.
5. The designated teacher promotes a culture in which CLA and CPLA:
  - 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 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.
6. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CLA or CPLA; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of CLA and CPLA, 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.
7. The designated teacher works directly with CLA and CPLA and their carers, parents or guardians to: promote good 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.

8. The designated teacher has lead responsibility for the development and implementation of PEPs for CLA within school in partnership with others as necessary;
9. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Head as outlined in the PEP guidance.
10. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CLA and CPLA are quickly and effectively responded to.
11. The designated teacher is aware that the Virtual School Head provides information and advice to parents and designated teachers on meeting the needs of CPLA. 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.

## **5: ROLES AND RESPONSIBILITIES OF ALL STAFF**

All staff in Farnworth CE Primary School will:

1. have high expectations of CLA and CPLA's learning and set targets to accelerate educational progress;
2. be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) 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;
3. understand how important it is to see CLA and CPLA 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;
4. appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;

5. have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
6. for CPLA, 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.

## **6: ROLE AND RESPONSIBILITY OF THE GOVERNING BODY**

The Governing Body of Farnworth CE Primary School will:

1. ensure all governors are fully aware of the legal requirements and guidance for CLA and CPLA;
2. ensure that there is a named designated teacher for CLA and CPLA;
3. through the designated teacher, hold the school to account on how it supports its CLA and CPLA (including how the Pupil Premium Plus is used) and their level of progress;
4. be aware of whether the school has CLA and CPLA and how many (no names);
5. liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CLA and CPLA;
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 a year for training opportunities specific to factors that impact on the attainment of CLA and CPLA;
7. support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CLA and CPLA are met;
8. review the effective implementation of this policy, preferably annually and at least every three years.

This policy was approved for implementation by the Curriculum and Standards Committee.