

Education of Cared for Children (CfC) and Previously Looked After Children (PLAC)



Formby High School
Determined to Achieve

Policy for the Education of Cared for Children and Previously Looked After Children (PLAC)

Formby High School recognises that we have a special duty to safeguard and promote the education of Cared for Children (CfC) and Previously Looked After Children (PLAC). Cared for Children are children who are looked after by Sefton and /or other local authorities while Previously Looked After Children are those who are subject of an adoption, special guardianship or child arrangements order.

This policy should be read in conjunction with the DfE statutory guidance for local authorities: [Promoting the education of looked after children and previously looked after children \(February 2018\)](#).

CfC receive Pupil Premium+ funding and the allocation for each child is administered through the Virtual Schools of all local authorities.

Aims of this Policy:

- To ensure Formby High School provides a safe and secure environment where the education of all children is valued, and the ability and potential of all children fulfilled.
- To support CfC and PLAC to achieve educational outcomes in line with their non-disadvantaged peers and meet their educational and emotional needs.
- To promote a culture that takes account of the child's views.
- To identify and promote the school's role as corporate parents to support the education of our CfC and PLAC; asking the question 'Would this be good enough for my child?'.
- To ensure Formby High School meets its statutory duties 22(3A) of the Children Act 1989 (amended by the Children and Families Act 2014) and section 7 of the Local Authority Services Act 1970 to promote the educational achievement of LAC.

Roles and Responsibilities

Virtual School Headteacher (VSH)

The Headteacher of the Virtual School has responsibility for promoting the educational achievement of CfC and PLAC by the appropriate local authority. The statutory roles and responsibilities of the VSH are outlined in the DfE publication 'Promoting the education of looked after children and previously looked after children' (February 2018)

The Governing Body will:

- Monitor the implementation of this policy and the experience of the CfC and PLAC cohort at Formby High School through the analysis of key progress and welfare indicators (for example, data related to achievement, attendance and behaviour).
- Maintain oversight and understanding of the strategies used to support CfC and PLAC and how Pupil Premium+ funding is spent (through the role of the Link Governor assigned to Pupil Premium).
- Review this policy every three years.

The Headteacher will:

- Nominate a Designated Teacher for CfC/PLAC who will act as their advocate and coordinate support for them.
- Provide regular and relevant information to the Governing Body to enable it to monitor the implementation and impact of this policy.

The Designated Teacher for CfC/PLAC will:

- Be a champion for CfC/PLAC within the school and ensure that they are receiving effective provision.
- Ensure that CfC/PLAC students are aware of the identity of the Designated Teacher.

- Ensure that teachers are aware of who are CfC/PLAC and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure the student needs are heard through encouraging student voice.
- Act as the liaison for the school with Children's Services and the Virtual School with regard to CfC/PLAC.
- Provide regular updates to Governors.
- Ensure the school develops the Personal Education Plan (ePEP) to enable each CfC/PLAC child to make at least expected progress and fulfil his/her potential and to monitor progress towards educational targets.

The Designated Teacher must also:

Maintain an up to date record of all CfC/PLAC who are on the school roll, to include:

- status (i.e. care order or Section 20 accommodation)
- type of placement (i.e. foster, respite, residential)
- name of Social Worker, telephone number and email address
- Virtual School key contact details
- daily contact and numbers e.g. name of parent or carer or key worker in children's home
- SEND code where appropriate
- child protection information when appropriate
- baseline information, academic progress and all test results
- attendance figures
- exclusions

The Climate for Learning Leader (CfLL) will:

- Ensure that CfC/PLAC receive a smooth induction into the school, having obtained all relevant past history.
- Ensure that all CfC/PLAC follow an appropriate curriculum and make the best possible post-14 and post-16 options choices.
- Provide support for CfC/PLAC on a day to day basis.
- Ensure that everything possible is being done to raise the achievement levels of CfC/PLAC.
- Ensure the CfC/PLAC know their targets and get feedback at least termly on how they are improving in relation to these targets, and how they can further improve and do better.
- Use the school's data tracking to show on a half-termly basis if a CfC/PLAC is underachieving and if so putting monitored intervention strategies in place.
- Monitor attendance.
- Ensure the CfC/PLAC are entered for public examinations in all cases unless the Climate for Learning Leader feels it is totally inappropriate.
- Ensure the students have access to any booster support that is available in the school.
- Ensure the CfC/PLAC have all possible individual assistance in developing their basic literacy, reading and numeracy skills.
- Ensure CfC/PLAC on the Special Educational Needs register receive all possible support to meet their needs.
- Enable CfC/PLAC to have access to the school's extra-curricular provision.
- Ensure all possible support is given at times of transition.
- Ensure CfC/PLAC are completing homework and coursework on time and of good quality, and that intervention takes place if this is not the case.
- Ensure CfC/PLAC receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.

All staff will:

- Work in partnership with parents, carers and appropriate agencies.

- Ensure the academic progress, personal development and behaviour of CfC/PLAC are monitored closely.
- Raise concerns with the Designated Teacher where and when they may exist.
- Maintain high expectations of excellent conduct, attendance, punctuality, attitude to learning and engagement in the school community for all CfC/PLAC.
- Engage appropriately with parents and carers of CfC/PLAC.
- Recognise and celebrate the achievements of CfC/PLAC.

Personal Education Plan (ePEP)

All CfC must have an ePEP as part of their overall care plan.

- The ePEP should be sent to the Designated Teacher when the child becomes looked after or joins the school.
- The ePEP is a shared document between all involved parties and agencies which includes the information that everyone needs to help their conversations, planning and the delivery of strategies required to make sure the child gets the support and provision needed to succeed.
- The Designated Teacher leads on how the ePEP is used as a tool in school to make sure the child's progress towards education targets is monitored. He/she makes sure that it is updated and available in time for the local authority review of the child's wider care plan.
- For each statutory review of the care plan, the ePEP must include: any new information about progress towards education targets since the last ePEP review and information about what has not been taken forward.

Pupil Premium Plus (PP+) for Cared for Children and Previously Looked After Children

CfC are one of the groups of students that attract PP+ funding. This is additional funding provided to help improve the achievement of CfC and close the attainment gap between them and their disadvantaged peers.

When identifying where the funding should be allocated, interventions will be evidence based and in the best interests of the child; the Designated Teacher will refer to each education authority's Virtual School protocol.

PP+ funding for PLAC is allocated directly to and managed by school. It is not a personal education budget for individual children and allocation of funds is identified in the Pupil Premium Strategy.

Mental Health

CfC/PLAC are more likely to experience the challenge of social, emotional and mental health issues than their non-disadvantaged peers. As a result, staff are supported to adopt a trauma informed approach to managing behavioral challenges. To support the mental health of this cohort, the school is committed to using PP+ funding to provide therapeutic support.

School Suspension and Exclusion

The past experiences of CfC/ PLAC can impact on their behaviour. In line with the statutory guidance 'Suspensions and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement Sept 2023, where a Cared for Child is likely to be subject to a suspension or permanent exclusion the Designated Teacher will contact the Virtual School as soon as possible. The Designated Teacher, working with other professionals should consider what additional assessment and support needs to be put in place to address the factors affecting the child's behaviour.

Links with other Policies

This policy links with a number of other school policies and documentation listed below and it is important that Governors have regard to the needs of CfC/PLAC when reviewing them:

- Oversubscription criteria in the Admissions Policy
- Home School Agreement
- Behaviour and Rewards Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- Special Educational Needs and Disabilities Policy
- Child Protection Policy
- Pupil Premium Strategy
- Attendance Policy

Equal Opportunities

It is the responsibility of all staff to ensure (as far as is reasonably practicable) that the needs of CfC/PLAC are taken seriously and these students are given opportunities within school to excel and contribute positively to the community. In doing so, prejudice and discrimination will be challenged and minimised.