Fiveways School
Children Looked After Policy

Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	July 2026	Swavek Nowakiewicz	July 2027

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver		06.07.26
Head Teacher	Swavek Nowakiewicz		06.07.26

Details of Policy Updates

Date	Details
01/09/2021	New policy created in October 2021
21.10.22	Revised title and wording to children looked after.
10.11.23	Policy reviewed No changes
20.09.24	No change
18.07.2025	No change
26.06.26	No change

Purpose

To promote the educational achievement and welfare of children looked after within Fiveways School.

Rationale

Children looked after (CLA) are one of the most vulnerable groups in society. The majority of children looked after have suffered abuse or neglect and it is nationally recognised that considerable educational underachievement exists when compared to their peers. Under the Children Act 1989, a child is '**looked after'** by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term '**In Care'** refers only to children who are subject to a care order by the Court under Section 31 of the Children Act 1989 - they may live with Foster Carers, in a Children's Home, in a Residential School, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under Section 20 of the Children Act – they may live in foster care, in a children's home or in a residential school. All these groups are said to be 'children looked after' (CLA). They may be looked after by the Local Authority or may be in the care of another authority but living in Somerset.

Introduction

Fiveways School aims to promote the educational attainment, achievement and welfare of children looked after.

The Designated Teacher for children looked after is Swavek Nowakiewicz.

The governing body is committed to providing a quality education for all its students based on equality of access, opportunity and outcomes. This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement

of children looked after under Section 52 of the Children Act 2004" (Nov 2005) and associated guidance on the education of children looked after.

Aims

The aims of the school are to:

- ensure that school policies and procedures are followed for children looked after as for all children
- ensure that all children looked after have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure that looked after students take as full a part as possible in school activities
- ensure that carers and social workers of children looked after are kept fully informed of their child's progress and attainment
- ensure that children looked after are involved, where possible, in decisions affecting their future provision.

Admissions

The Governing Body endorses the Somerset Council Policy for the admission of children looked after. Due to changes in care placements, children looked after may enter school at any time in the term. At Fiveways School we believe that it is vital that all new students receive a positive welcome and full support for their inclusion in our learning community.

Inclusion

This policy recognises that all students are entitled to a balanced, broadly based curriculum. Our CLA Policy reinforces the need for teaching and learning that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all children looked after.

Allocation of Resources

The Governing Body will ensure that the school allocates resources to support appropriate provision for children looked after, meeting the objectives set out in this policy. We will work in partnership with Somerset Virtual School for children looked after and other Virtual Schools for students who are from other Local Authorities, to ensure that children looked after receive the full range of support to which they are entitled to enable them to make progress and achieve.

Monitoring the progress of children looked after

This school assesses each child looked after's attainment on entry to ensure continuity of learning. The social worker for the child looked after initiates a Personal Education Plan – PEP - within 20 days of the pupil joining the school, or of entering care, and ensures that the young person is actively involved. Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP review meetings and provide copies of the PEP to the social worker, specialist teacher from Somerset Virtual School (or other Virtual School, where the child is from another Local Authority) and other agencies. The allocation

and purpose of the Pupil Premium Plus (PP+) will be included within the PEP. All PEPs are completed electronically through the online system provided by Welfare Call.

Record Keeping

The Designated Teacher knows all the children looked after in school and has access to their relevant contact details including parents, carers, Somerset Virtual School specialist staff, teacher/support worker and social worker. The status of children looked after is identified within the school's information systems so that information is readily available to all classroom teachers and relevant associate staff. LAC are identified as a vulnerable group when tracking, monitoring and reporting on attainment and progress.

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support a LAC. Part of the Designated Teacher's role is to raise awareness of issues associated with CLA within the school and disseminate information.

Partnership with parents/carers and care workers

We believe in developing strong partnerships with parents/carers and care workers to enable LAC to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further this collaboration and partnership working.

Links with external agencies/organisations

We recognise the important contribution that external support services make in supporting CLA. Colleagues from the following support services may be involved with individual CLA:

- Social care worker/ Community care worker/ Residential child care worker
- Virtual School for children looked after (Looked After Children in Education Team)
- Other Virtual Schools for children looked after from other Local Authorities
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- CAMHS
- Education Welfare Officers
- Youth Offending Service
- External Learning Providers

CLA Policy Review and Evaluation

The Designated Teacher for children looked after will undertake a thorough review and evaluation of the impact of the children looked after policy and practice each year and report to the Governing Body.

Sources of Additional Advice and Information:

Headteacher of the Virtual School for children looked after thevirtualschool@somerset.gov.uk

Promoting the education of looked after children. (DfE Statutory guidance for local authorities July 2014)
Keeping Children Safe in Education