

# *Ysgol Hendrefelin*



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## Policy for Promoting and Supporting Education of Children who are Looked After (CLA)

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### MONITORING AND EVALUATION OF POLICY

<b>Policy Type:</b>	<i>Corporate</i>
<b>Review Cycle:</b>	<i>Annually</i>
<b>Last Review Date:</b>	<i>July 2025</i>

**Statement from the Governing Body of  
Ysgol Hendrefelin:**



This policy is a corporate policy and as such has been provided by the Local Authority / Welsh Government.

All relevant departments/personnel, including legal and employee union representatives have been involved in the production and consultation of this document. The content, therefore, has been accepted in its entirety and not altered (apart from personalisation to the school name/detail where appropriate), by the governing body of Ysgol Hendrefelin.

Ysgol Hendrefelin and its Governing body will regularly review this policy in accordance with its agreed review cycle and will accept the latest available version of this policy from NPTCBC's intranet or as advised. The Governing Body of Ysgol Hendrefelin have no control over the review date / version of this policy and have therefore agreed to retain the HR / LA cover when displaying or making available this policy any stakeholder of Ysgol Hendrefelin, to ensure full transparency.

This policy has been accepted in the format it was received with regards to font, text size etc so may look slightly different to Ysgol Hendrefelin's school-based policies.

Unless otherwise stated this policy applies to Ysgol Hendrefelin's residential unit as well as the main school.

Senior Management of Ysgol Hendrefelin will ensure that any necessary training will be provided to staff and refreshed as and when required.

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# POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN WHO ARE LOOKED AFTER (CLA)

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## Rationale

*It is a statutory requirement for all looked-after children to have a personal education plan. The personal education plan should establish clear educational goals and targets, and provide a record of progress and achievement. The social worker allocated to the looked-after child has responsibility for initiating the process of providing the plan. The social worker contacts the school where the looked-after child is to be placed, and the teacher with designated responsibility for looked-after children convenes a meeting. It is the school's responsibility to draw up the personal education plan in consultation with parents, carers and appropriate agencies.*

*All looked-after children and young people should have:*

- a personal education plan in place within 20 school days of entering care or joining a new school; and*
- a personal educational plan that includes specific, realistic and measurable individual educational objectives, which are monitored reviewed and evaluated at statutory reviews.*

**The Effectiveness of**  
Arrangements for Implementing  
Personal Education Plans for Looked-after Children  
ESTYN, 2003

## Definition

*'Looked after' is the term used in the Children Act 1989 to describe all children who are the subject of a care order, or who are provided with accommodation on a voluntary basis for more than 24 hours. In Wales, at 31 March 2002, 3855 children were looked after. Of these, 2831, or 73%, were in foster care placements.*

The Effectiveness of Arrangements for Implementing  
Personal Education Plans for Looked-after Children  
ESTYN, 2003

## Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires schools to have effective policies for supporting and promoting the education of looked after children. Schools must:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and trancies for all

## POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN WHO ARE LOOKED AFTER (CLA)

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looked after children

- Ensure there is a designated teacher to advocate for the rights of looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children

### Objectives

At Ysgol Hendrefelin, we will:

- Work alongside the school's education social worker (ESW) **Rhian Williams** and external social workers to ensure that each looked after child has a current Personal Education Plan in place.
- Provide a climate of acceptance and challenge negative stereotypes.
- Ensure all children who are looked after have the same opportunities to participate fully in the National Curriculum, careers guidance, extra curricular activities, work experience, and enjoy the school experience fully in line with corporate parenting principles.
- Ensure discretion when addressing a child's care status and ensure there is sensitivity to the background of children who are looked after, especially surrounding work on family.
- Ensure the designated teacher is provided with regular training, and that they cascade this training to school staff as appropriate.
- Seek to review all school policies regularly in the light of the LEA's Social Inclusion guidance, Special Educational Needs Legislation, and joint Department for Education and Skills / Department of Health guidance on The Education of Children in Public Care.
- Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
- Endeavor to support all looked after children educated in this school to achieve to their fullest possible academic potential.

### Roles and Responsibilities

Many looked after children do not want school staff to be aware of their care status because it makes them feel "different". Therefore, we will negotiate with the child to identify who should be aware of their care status. However we do acknowledge that in some cases, such as if the child has a severe learning difficulty, this may not be possible.

The Governing Body's Pupil Welfare Committee will work in co-operation with the Head Teacher **Lyndon Lewis** and Designated Teacher **Ryan Duford** as the named staff responsible for ensuring that all looked after children have equal access to all learning opportunities in line with their peers. The Head Teacher and Designated Teacher also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children.

(Although it is not a statutory requirement for schools, we have adopted this practice to ensure that looked after children receive the best possible support in school.)

## POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN WHO ARE LOOKED AFTER (CLA)

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The **Pupil Welfare Committee** should be satisfied that :

- the school has a coherent policy for looked after children
- the school's policies and procedures are reviewed in the light of social inclusion guidance and joint DH/DfES/WAG guidelines
- the designated teacher has received appropriate training
- looked after children have equal access to all areas of the curriculum
- the Governing body receives an annual report

The **Head Teacher** will:

- appoint the **designated teacher**
- ensure that the **designated teacher** has received appropriate training
- oversee the development of the policy on looked after children
- be responsible for all systems to support looked after children.
- report to the Governing Body on an annual basis on the following:
  - the number of looked after pupils in the school
  - an analysis of test scores as a discrete group, compared to other Pupils taking into consideration the pupil's level of difficulty
  - the attendance of pupils, compared to other pupils
  - the level of fixed term and permanent exclusions, compared to other pupils
  - the number of complaints

The **designated teacher and ESW** will serve as the contact for social services and the education department and will maintain responsibility for several key areas to support looked after children within the school. This includes serving as an advocate for all looked after children in the school.

**The designated teacher** and ESW will help establish and maintain the ethos regarding looked after children of the school by:

- maintaining and respecting confidentiality of all looked after children and ensuring information is shared on a strictly 'need to know' basis
- ensuring that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements
- acting as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances.

The **designated teacher** and ESW will set up systems to monitor and record the

## POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN WHO ARE LOOKED AFTER (CLA)

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progress of all looked after children.

They will:

- have an overview and co-ordinating role for gathering and holding all information regarding children who are looked after
- maintain records regarding all looked after children, including legal status and information regarding who should be contacted regarding matters concerning the child
- establish a system for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer
- monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern

The **designated teacher and ESW** will facilitate effective communication by:

- building positive home-school relationships between parents / carers with regular opportunities for dialogue
- being proactive and participating in setting goals for the child's PEP
- playing an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children
- helping co-ordinate education and PEP meetings
- serving as the named contact for colleagues in social services and education
- ensuring effective communication between all relevant parties
- inviting the responsible social worker to all meetings, and liaising with this social worker regarding the development of Personal Education Plans (PEP).

The **designated teacher** will monitor each child's achievement and ensure that they have the support they require within school:

- by meeting with the looked after child to discuss who needs to know they are looked after and to ensure that the young person is informed of their role
- by ensuring each child has a named member of staff who can provide advice and/or practical help on academic or pastoral issues (this maybe the class teacher in a primary school)
- by ensuring each child has a Personal Education Plan
- by requesting support from the ALNCo and/or outside agencies, including the Education of children Looked After Service, if a looked after child requires additional academic or behavioural support
- by working closely with the ALNCo to ensure all looked after children with special educational needs are being assessed and are getting appropriate resources to support their learning
- by having a strategy for key stage or new school transitions
- by ensuring the involvement of the Careers Wales West service with children in key stage four

## POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN WHO ARE LOOKED AFTER (CLA)

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- by encouraging all children to continue on to further or higher education
- by ensuring all looked after children are made to feel a part of the school environment

**The name of the designated teacher is: Mr Ryan Duford**

### **Personal Education Plans**

Each child will have a Personal Education Plan (PEP), which their social worker will take the lead in developing. However, the school's role in this plan is crucial and at least one member of staff who knows the child well will attend the meeting to establish and subsequently review this. Other staff will contribute in writing as appropriate.

The PEP will consider:

- the child's strength's and weaknesses
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the child
- It will also identify targets that will be reviewed during the next PEP meeting.

### **Admission/Induction Arrangements**

Looked after children are a priority for admission and, as such, we will follow the LEA's published admission criteria.

On admission, the child will meet with the designated teacher and their named member of staff. They will discuss any relevant issues, academic or pastoral, and ensure the child is made to feel comfortable in our school. Records will be requested from the child's previous school and as soon as practicable after they are received a meeting will be held with the carer / parent, social worker, and other relevant professionals, and child as appropriate. This will provide information to inform the child's new Personal Education Plan, and ensure that communication systems are established early.

In the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances.)

### **School Trips and Special Activities**

Given the delays that looked after children experience in getting parental consent for school trips and activities, we will aim to ensure that looked after children enjoy the

## POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN WHO ARE LOOKED AFTER (CLA)

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same extra curricular opportunities as other children by reserving placements for them on trips or on activities.

### **Complaints**

If a young person, parent or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the designated teacher, who will try to resolve the situation.

If the issue cannot be resolved within 10 days, the young person, carer or social worker can submit a formal complaint in writing to the Head teacher. The Head teacher will investigate the complaint and respond within 10 working days.

Any issue that remain unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named Governor and any other outside agency that both parties deem necessary to attend. This meeting should normally be held within 10 working days of the Head teacher's response.

### **Implementation and Monitoring**

- The Governing Body will nominate individual governors to take specific responsibility for the Policy for Promoting and Supporting Education for Looked After Children through the Pupils' Welfare Committee.
- A member of the SMT will chair the Pupils' Welfare Committee and be responsible to the Governing Body for the coordination and management of the policy.
- SMT will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Policy for Promoting and Supporting Education for Looked After Children.
- Progress will be monitored and reviewed at regular intervals by SMT and Governors.
- Pupils will be involved in the review process through the School Council.

### **Location and Dissemination**

**A copy of this policy can always reliably be found:**

**On the staff section of HWB - Hendrefelin- Admin- School Policies  
Via the School Main Administration Office.**

**This document has been disseminated to:**

**Staff & Governors and notification of availability has been disseminated to:**

Parents/Carers and Pupils.

POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN  
WHO ARE LOOKED AFTER (CLA)

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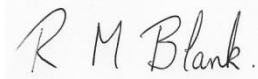
**Approval & Adoption**

15/07/2025  
**DATE OF POLICY APPROVAL**



**Signature of Headteacher**

15/07/2026  
**DATE OF POLICY REVIEW**



**Signature of School Governor**

POLICY FOR PROMOTING AND SUPPORTING THE EDUCATION OF CHILDREN WHO ARE LOOKED AFTER (CLA)

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Policy Review Record:

Policy Adoption and Review Dates		Signature	Signature
Date approved by Governors	22/03/2023	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)
Reviewed	16/07/2024	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)
Reviewed	15/07/2025	Mr R. Blank (Chair of Governors)	Mr L. Lewis (Headteacher)

