



Best practice guidance to support children and young people who are Looked After to have the best possible start and experience in schools and settings

Children Looked After Champion's Programme



Best practice guidance developed by the Cluster Manager in partnership with the virtual school, schools, social care, educational psychologists, foster carers, and children, and young people

The Cluster Team and Partnership is committed to supporting all children and families in our schools and settings. The following best practice guidance procedures have been developed to ensure the best possible support is provided to our most vulnerable and disadvantaged children and young people who are Looked After. All suggested best practice has been developed in consultation with children and young people, carers, the virtual school, designated staff in schools, social workers, and educational psychologists in previous years of the CLA Champions Programme in Leeds.

Whole school best practice procedures and the overall school environment

- Designated Looked After Teacher/ Key Worker established in settings
- School Governor with lead responsibility for Children who are Looked After established in settings
- Needs of and support available to Children who are Looked After and other vulnerable groups identified, and awareness raised at point of staff induction
- Training and CPD provided to all relevant staff including e.g. lunch time supervisors to raise awareness of the needs of Children who are Looked After and the impact on behaviour to ensure reasonable adjustments are made to whole school policies and procedures
- Starter packs established and available in settings for Children who are Looked After and their carers
- Key resources and contacts packs collated and available for Children who are Looked After and their carers
- Best practice guidance document established and available in all settings (some schools in Leeds have developed their own CLA policy. I'm sure they wouldn't mind sharing if requested)
- Engagement with SEMH support in schools/ Cluster and adoption of SDQ's to monitor, assess and improve SEMH
- Regular and consistent monitoring and evaluation of emotional and academic support needs
- Support and guidance offered at all transitions, with a focus on major transitions (Reception, Year 6, and post 16)
- Ensure effective transition arrangements are in place between classes and between schools and further education
- Excellent partnership work and regular communication encouraged with all key partners including social workers and foster carers
- Regular voice and influence opportunities offered to Children who are Looked After and their carers

- Regular and formal opportunity to communicate progress, concerns, issues between class teacher, SENDCo, DT, learning mentor, leadership team, social worker, and foster carer
- Whole school data communication system in place to monitor concerns e.g. CPOMS
- Home/ school agreement to be in place
- Early identification of possible special educational needs should be prioritised and EHCP considered
- Reviews of PEPs and EHCP's should take place regularly and at least termly
- Key attainment levels collected and communicated to all new settings for all major transitions

Before arriving at new school - transition arrangements

- Pre-visit arranged with the child/ young person and their carer to meet relevant setting's head teacher, class teacher and/ or pastoral team: To invite Social Worker if felt appropriate
- Walk around school to see class, hall, playground, and experience general environment
- Consideration of whether a home visit would be beneficial in addition to/ instead of pre-visit to school
- Provide the opportunity to ask questions
- Identify support, learning and behavior needs alongside carer: Academic and emotional literacy data shared including SDQ
- Pre-meeting with relevant partners: Foster carer, social worker, school link staff, SENDCo and young person if felt age appropriate, to discuss and ensure needs are considered and can be met from day one
- Details to be shared of any other agencies involved with the child and family
- Details to be shared of most recent PEP review and dates of next meeting: Review meetings to take place within 20 days of starting at a new setting and then termly following that. EHCP reviews to be considered alongside PEP reviews in a timely manner
- Key worker/ link worker/ clear point of access identified with the following responsibility: To ensure consistency of support/ help build relationships/ communication/ constant advocate/ responsibility for making reasonable adjustments to school policies and procedures in the best interests of the child/ young person
- Provide copies of starter packs and key resources and contacts packs to children, young people, and their carers
- Transfer of relevant files, records and background to support needs as relevant e.g. pupil passports containing key information

- Consider when is best for a school move to allow for the most successful transitions/ to have time with old friends and teachers to be able to say goodbye before moving on to new school and to make necessary arrangements: Phased induction considered
- Pre-school setting and Reception DTs to attend PEPs together
- Year 6 and Year 7 DT's to attend PEPs together to ensure support during major transitions
- Post 16 transitions considered and supported. Year 11 and post 16 DTs to attend PEPs together to ensure support during major transitions

First day/ week at new school

- Check in/ check out opportunities offered and children and young person aware of how to access support whenever needed
- Allocated buddy in the classroom and during play and dinner times
- DT/ class teacher to encourage sign up for after school clubs and/ or holiday activities as relevant
- Arrangements for foster carer and child/ young person to meet new class teacher/ DT at the end of first day and first week to review how well settled
- Regular access to pastoral teams/ DT as relevant to share worries, concerns, support needs
- Regular communication maintained between DT, pastoral teams, carers, social worker as required during transition period
- All arrangements to be discreet to ensure smooth transition

Whilst at school/ support needs

- 1:1 support and academic support needs met following proactive early identification at pre-meetings and use of pupil premium funding available
- PEP review meeting within 20 days: Relevant paperwork and plans to be available at the meeting: All key contacts to be present at the meeting: Subsequent PEP meetings to take place termly as per new February 2018 guidance from DfE
- Individual action plans: Written record with follow up actions in place and available to all partners following PEP meetings
- Access to after school clubs and holiday activities
- Access to regular progress and support meetings
- Regular access to pastoral teams/ DT as relevant to share worries, concerns, support needs

When leaving school – transition arrangements to new setting

- Support provided to children, young people, and their carers around awareness of local alternative educational settings and post 16 options
- Children and young people to have a say in transition options and process
- Carers to have a say in transition options and process
- Attendance at PEP meetings by old and new setting links
- Transfer of relevant files, records, and background to support needs in new setting asap and in advance of the child or young person starting at their new setting
- Pre-school setting and Reception DTs to attend PEPs together
- Year 6 PEPs to be attended by High School link DT
- Year 11 and post 16 DTs to attend PEPs together
- Pre-visits to be made to new setting
- Allowance made for adequate time to say goodbye to old friends and teachers and all relevant parties informed about leaving dates
- Memory box/ bag
- Staggered/ phased transitions considered dependent on individual needs
- Reception, year 7 and post 16 considered as major transitions

Voice and influence

- Child voice and influence to be paramount when coordinating support as detailed above
- Support services should be coordinated in response to individual needs and child voice