

Inclusion Strategy Appendix 1

Wellbeing Definitions

The WHO (World Health Organisation) define mental health as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2012).

In the Social Services and Wellbeing (Wales) Act (National Assembly for Wales, 2014, p.115), “wellbeing means wellbeing in relation to any of the following—

- physical and mental health and emotional wellbeing
- protection from abuse and neglect
- education, training and recreation
- domestic, family and personal relationships
- contribution made to society
- securing rights and entitlements
- social and economic wellbeing
- suitability of living accommodation
- physical, intellectual, emotional, social and behavioural development
- “welfare” as that word is interpreted for the purposes of the Children Act 1989”.

The NEF (2009; National Accounts of Wellbeing) advocate that wellbeing is made up of emotional, physical, and social components; these include -

- Feeling positive (more often than negative)
- Feeling satisfied with life, enjoying life
- Vitality: having energy, feeling well rested, feeling healthy, being physically active
- Self-esteem – feeling good about yourself
- Feeling optimistic about the future
- Resilience – being able to deal with life’s difficulties
- Having control over your day to day life
- Feeling free to do what you want and having the time to do it
- Feeling a sense of achievement in things that you do
- Being able to make use of your abilities
- Enjoying what you do in life
- Having opportunities to learn
- Feeling that what you do in life is valuable and worthwhile
- Feeling valued by others
- Having supportive relationships with family and friends
- Trusting other people in your social circle and neighbourhood

- Being treated fairly and respectfully by others
- Feeling that you belong

Additional Learning Needs (ALN) Policy

2020 - 2022

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1. Executive Summary

The ALN Policy defines Caerphilly Local Authority's approach, objectives and plans (within the context of current legislative changes) to support schools to meet the needs of children and young people with additional learning needs (ALN) to overcome barriers and challenges to enable them to reach their full potential.

The policy sets out the National context for meeting the needs of all learners, as outlined by the Education in Wales: Our National Mission Action Plan 2017-21 and the Additional Learning Needs and Education Tribunal (Wales) Act. Both the plan and the Act advocate the need to work in partnership to ensure that all learners are inspired, motivated and supported to reach their potential and that every learner has access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning. The duties placed on Local Authorities by the Act and the new Additional Learning Needs Code, (due in 2021) are highlighted.

The local context demonstrates how Caerphilly's ALN policy is supported by the aims and objectives identified in wider local authority strategies. The holistic view that Caerphilly Local Authority (LA) has taken to understand how key issues in children's early years, such as poverty and exposure to ACES, can affect attainment is outlined. Within this context, the LA focus is on: improving the provision and outcomes for vulnerable groups of learners; early intervention; reducing the rates of exclusions (as these impact upon pupil attainment and outcomes); securing excellence in learner well-being; and ensuring that the LA is fully compliant with the Additional Learning Needs and Tribunal Act 2018 (implementation date September 2021).

Definitions of ALN and Disability are provided. The principles underpinning the ALN system are discussed and the importance of including children and young people in decisions which affect them are highlighted, as this can contribute to better outcomes for them.

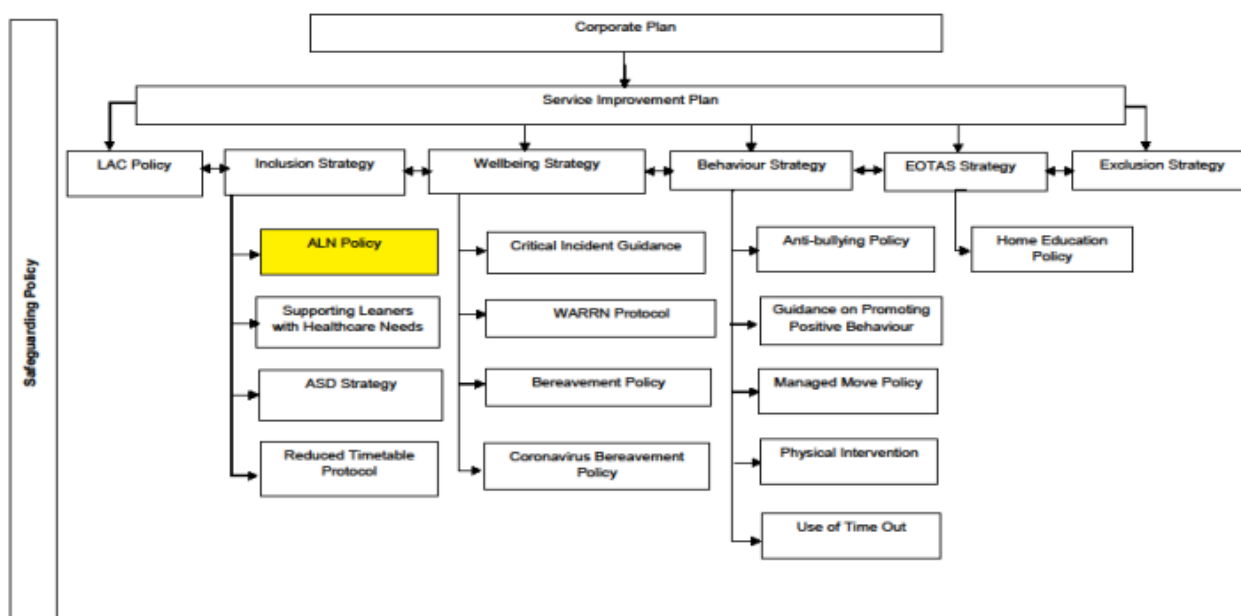
The key partnerships with the Education Achievement Service (EAS), local and regional services, schools and other educational settings are set out to emphasise the importance in facilitating high quality support and provision and developing the knowledge and skills of school staff to effectively support children with additional learning needs.

The roles and responsibilities of schools and early years settings (including the governing body, senior leadership team, additional learning needs coordinator and teachers) and the local authority with respect to the duty outlined in the Additional Learning Needs Act and Code to: identify whether a child or young person has

additional learning needs, prepare, maintain and transfer an IDP, Partnership/Dispute resolution, Safeguarding and Monitoring, Evaluation and Review are highlighted.

Finally, the range of training to support pupils with additional learning needs that the local authority and its key partners can provide to schools is outlined and a full set of supporting appendices is provided.

2. Local Authority Strategy and Policy Links



3. Context

National Context

All learners must be supported to be emotionally and physically ready to learn in a safe and supportive environment. Equity requires that we ensure that the system, at settings, local and national level takes account of and responds to the unique challenges that present themselves to individuals or groups of learners. We will strengthen partnership working to improve the early childhood experiences of children and ensure a widespread understanding of the importance of the first thousand days in a child’s life. Our twenty-first century curriculum will help schools focus effectively

on learner well-being, equity and excellence. Each learner must be respected and challenged to achieve the best that they are capable of, including our most able learners, while being supported to overcome barriers that inhibit their learning. Children and young people who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future.

Working in partnership, we are determined that no challenge should prevent any learner from reaching their potential, including those learners who experience several Adverse Childhood Experiences (ACEs).

(Education in Wales: Our National Mission Action Plan 2017 – 21)

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent.

There is a clear duty on local authorities to favour education at mainstream maintained schools

- The power of local authorities to secure additional learning provision (ALP) at independent schools will be limited.

The Welsh Government is committed to ensure that all learners are inspired, motivated and supported to reach their potential. Every learner should have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The Act places a range of duties on the local authorities in relation to additional learning needs (ALN) which can be grouped as follows;

- Specific duties in relation to individual learners (usually those in their area) such as duties to maintain individual development plans (IDPs) for some learners (including learners who are dual registered and those with more complex needs).
- General duties – to support the functioning and effectiveness of the additional learning needs system – including the duty to provide information and advice and the duty to keep additional learning provision under review.
- Local authorities will be directly responsible for meeting the needs of children and young people with the most complex and/or severe needs, those who do

not attend a maintained school or further education providers in Wales (including those below school age).

- To have due regard to the United National Convention on the Rights of the Child (UNCRC) and United Nations Convention on the Rights of Persons with a child or young person. (It provides guidance on actions local authorities and NHS bodies might consider taking when discharging these duties).

The new additional learning needs Code will be in place from 2021. This will impose a duty on local authorities, early years setting, schools, providers and further education providers to determine whether children and young people aged 0-25 have additional learning needs (ALN), which calls for additional learning provision (ALP). Once a school or setting has decided that a child has additional learning needs (ALN), it must prepare an Individual Development Plan (IDP) for that child. Where emerging needs are identified particularly in very young children this does not necessarily require an identification of an additional learning need but may require early intervention.

The Code will set out the general principles underpinning the additional learning needs system which are reflected in the 2018 Act.

- A rights-based approach where the views, wishes and feelings of the child or the child's parent(s) / carers are central to the planning and provision of support; and the child, child's parent are enabled to participate as fully as possible in the decision making process.
- Early identification intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity, and transitions are planned in advance.
- Collaboration where all those involved in planning and providing support to children and young people with additional learning needs (ALN) should work in the best interests of the child or young person.
- Inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meeting the needs of learners with additional learning needs (ALN).
- A bilingual system where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of additional learning provision (ALP) in Welsh over time

In following the additional learning needs legislation and guidance the Local Authority will also be mindful of other relevant legislation and guidance such as the United

Nations Convention on the Rights of the Child, The Social Services and Wellbeing Act and The Equalities Act.

Local Context

This policy is supported by the aims and objectives identified in wider local authority strategies including the CCBC Service Improvement Plan (2020), Corporate Plan (2018-2023) Education Achievement Service (EAS) Business Plan (2017 – 2020), Caerphilly Council Well-being Objectives 2018-2023, Shared Ambitions Strategy (2019 – 2022), Inclusion Strategy, Wellbeing Strategy, Education Other than at School (EOTAS) strategy and Not in education, employment or training (NEETS) strategy.

Objectives that relate to this includes to:

- Raise the standards of attainment.
- Support those who are not able to follow a traditional attainment path.
- Improve the learning environment.
- Improve skills for a digital age.
- Support learning that enables young and adult employment opportunities.
- Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

Caerphilly Local Authority (LA) takes a holistic view of education such as understanding issues in children's early years and aspects like poverty and how they can affect attainment. Much has been done to develop a multi-agency approach and learn from relevant research, such as work on 'Adverse Childhood Experiences (ACES).

The Local Authority will be looking at how it can help those who are more vulnerable and unable to access a traditional pathway, as well as provide learning for young people and support for adults, whether that is to provide more skills or opportunities into employment. This objective is about preventing longer term problems for future generations that are associated with low skills and lack of learning opportunities.

(Caerphilly County Borough Council – Corporate Plan 2018 – 2023)

The Local Authority is committed to the delivery of statutory education for children and young people, alongside providing support and guidance to families to provide opportunities for those children and young people to achieve within their schools and communities. It provides opportunities for adults and young people to improve their life chances by gaining qualifications and supports them into sustainable employment.

The education directorate will focus on:

- Improving the provision and outcomes for vulnerable groups of learners
- Early intervention
- Reducing the rates of exclusions, therefore impacting upon pupil attainment and outcomes
- Securing excellence in learner well-being
- Ensuring that the Local Authority is fully compliant with the Additional Learning Needs and Tribunal Act 2018 (implementation date September 2021).

Exceptionally it is recognised that for a small minority of children and young people with severe and complex needs, alternative provision arrangements will need to be identified. Within the Local Authority (LA) there is a continuum of specialist provision that includes Trinity Fields School and Resource Centre (main school and satellite provision), which is an additional learning needs centre of excellence, and specialist resource bases attached to mainstream schools. These facilities are appropriately resourced to meet the needs of children and young people with more significant additional learning needs including those that are educated through the medium of Welsh.

Caerphilly County Borough Council believes that for the majority of children and young people the best place to undertake their education is in their local mainstream school. It is recognised that schools have to respond to a diverse range of pupil need and they may require help and support from other agencies, including the Local Authority. There will be a small but significant group of children and young people who may be unable to be educated in school at a given point in their life. Where a child is not electively home educated, a key priority for the Local Authority is returning these children to school as soon as they are able to do so; therefore Education Otherwise Than At School (EOTAS) provision is not to be considered as a long term solution. The Local Authority education other than at school strategy and associated policies and guidance provide further detail regarding the approach taken by the Local Authority in this area.

(A full list of specialist provision within the Caerphilly Borough is attached – Appendix 1)

4. Definitions

Additional learning needs

A child/young person is said to have 'additional support needs' if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Children might need extra help to be able to take part in school or get the most from their education.

Key questions:

- Does the child have significantly greater difficulty in learning than the majority of others of the same age?
- Does the child have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained school or mainstream further education providers?

In the early years providers will focus on early intervention to support emerging needs thus supporting children where possible to have their needs met in mainstream alongside their peers. In some instances it may be appropriate for a child in the early years to have an individual education plan. In nearly all case the maintained school will be responsible for deciding whether a child has additional learning needs (ALN) and for preparing and maintaining an Individual Development Plan (IDP).

Identifying whether a child may have additional learning needs (ALN) and the subsequent decision as to whether the child has additional learning needs and if so, what those additional learning needs are, needs to be based on evidence; this evidence might come from staff within the early years setting, school or further education provider, other services which have been involved with the child or young person, it might also come from the child, their parents or the young person themselves.

Disability

According to legislation, children and young people are considered to be disabled if they are

“blind, deaf or dumb or suffer[s] from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11), Children Act 1989.

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Section 1(1), Disability Discrimination Act 1995.”³

5. Principles and Aims

The principles underpinning the additional learning needs system are to support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enable them to participate in, benefit from, and enjoy learning.

Caerphilly LA will include the participation of children and young people in decisions which affect them, which ultimately may contribute to better outcomes for them.

This will ensure that:

- Families are supported with their child's development
- Practitioners supporting children and young people with additional learning needs having a better understanding of the child or young person, including who they are and what are important to them.
- Increased expectations of children and young people based on an understanding of the child or young person's strengths and potential.
- The development of personalised learning based on the identification of targets that build on the strengths of children and young people with additional learning needs.
- More effective planning and delivery of ALP which supports children and young people to work towards achieving positive outcomes based on their ambitions and aspirations.
- The empowerment of children and young people through celebrating their achievements and abilities and focusing upon the possibilities, rather than the problems they face.

The LA objective is to achieve high quality support and provision by working in partnership with the Education Achievement Service (EAS), local and regional services and school and other educational settings. The LA is committed to supporting schools and other educational settings to raise attainments and achievements, celebrating progress towards realistic goals which are motivating and jointly developed with children and young people.

The Local Authority in collaboration with the Education Achievement Service (EAS) will provide a range of training and professional development programmes and information sharing forums for schools and other agencies in order to maintain and develop knowledge and skills to effectively support children and young people with additional learning needs (ALN). Further details can be found in section 10.

The aim is to ensure that the Local Authority:

- Incorporates processes and practice that adheres to the stipulations set out in the additional learning needs code of practice and the additional learning needs Act.
- Works together to deliver the best outcomes for children with additional learning needs.
- Support schools and settings to develop an inclusive and highly skilled universal provision.

- Support schools and settings to improve educational and inclusion opportunities.
- Attempts to raise achievement and attainment by removing barriers to learning.
- Ensures early identification and intervention for children and young people who have additional learning needs and establish coordinated approaches across services and settings that work.
- Increases physical and curricular access for all children and young people with additional learning needs.
- Promotes inclusive education in all educational and early years settings and colleges.
- Develop a fair and equitable system for providing resources and support to schools and settings to meet an array of additional learning needs.
- Builds on existing expertise and enhance the professional development of all staff working with children and young people with additional learning needs.

6. Roles and Responsibilities

Person Centred Practice

Person centred practice puts the child, child's parents or young person at the centre of decisions. The Local Authority, schools and settings will use a range of resources to gather relevant information and to inform actions to support learners with an additional learning need.

The Local Authority has developed person centred templates in readiness for the move to Individual Development Plans.

Identifying additional learning needs and additional learning provision

Additional learning needs processes will be based on the premise that:

- the views, wishes and feelings of the child and the child's parent or the young person are central to the process
- the child and the child's parent or the young person should be enabled to participate as fully as possible in decisions
- appropriate information and support is provided to enable participation in decision making

Local Authority and school / settings paperwork will reflect person centred approaches and information collated through person centred reviews forms the focus of decisions about additional learning needs.

Schools and early years settings

Schools and early years settings are responsible for operating in accordance with legislation and adhering to the additional learning needs Code, recognising and respond to the diverse needs of their learners, while also offering a continuum of support and services to match those needs.

When it is brought to the attention of, or appears to, a maintained early years setting or school that one of its pupils (who does not have an Individual Development Plan (IDP) or Education Health Care (EHC) Plan) may have additional learning needs, these settings must follow the process outlined below: (different arrangements apply if pupils are dual registered, looked after, detained, an English resident without an EHC plan):

- Obtain child (or parents) consent to discuss / make a decision about whether the child has additional learning needs
- Prepare an Individual Development Plan when the school considers the child has additional learning needs

Where the setting has determined that the child has additional learning needs which calls for Additional Learning Provision (ALP) and it would not be reasonable for the setting to secure, they can refer the matter to the Local Authority responsible for the child or young person for consideration.

The Governing Body

The governing body must have regard to relevant guidance in the additional learning needs Code when exercising functions under Part 2 of the additional learning needs Act. The governing body with the Senior Leadership Team (SLT) will maintain Individual Development Plans and ensure appropriate Additional Learning Provision for learners with Additional Learning Needs.

Senior Leadership Team

The SLT will advise, support and challenge the systems and processes to identify and meet the needs of the learners. The SLT and Governors will work strategically to ensure the education setting is meeting its responsibilities under the additional learning needs Act, the additional learning needs Code and Equality Act 2010.

Additional Learning Needs Coordinator (ALNCo)

The additional learning needs coordinator, at a strategic level, ensures the needs of all learners with additional learning needs are met within the education setting. The additional learning needs coordinator will either form part of the Senior Leadership Team or have a clear line of communication to the SLT in accordance with the additional learning needs Code. The additional learning needs coordinator has responsibility for deploying and supporting staff and will be involved in decisions

around budgets and resources to plan appropriate provision. The additional learning needs coordinator will ensure IDPs and other associated records are maintained and kept up to date and will have regard to the views, wishes and feelings of the child, the child's parent or the young person.

The additional learning needs coordinator will secure relevant services that will support the learner's ALP as required and this may involve liaising with specialist external services.

The additional learning needs coordinator must prepare and review information required to be published by the governing body pursuant to the additional learning needs Code.

Teachers

Teachers are responsible for the day-to-day process of supporting every learner with additional learning needs. The class teacher will work closely with the additional learning needs coordinator to assess the child and to track child's progress in order to provide a differentiated learning programme. The class teacher will also make effective use of teaching assistants deployed to support learners.

Local Authority

Where it appears to the LA that a child or young person may have additional learning needs the LA **will** decide whether the child or young person has additional learning needs unless:

- an IDP is already being maintained for the
- the LA has previously decided the issue and is satisfied that the child's needs have not changed materially since that decision and there is no new information which materially affects that decision
- the LA is satisfied that the question of whether or not the child has additional learning needs is being decided by a governing body
- the child is a young person who does not consent to the decision being made

If the LA decides that a child or young person has additional learning needs the LA **will**:

- prepare and maintain an IDP
- or
- prepare an IDP and direct a governing body to maintain it
- or
- direct the governing body to prepare and maintain the plan.

Following such a direction the governing body **must** prepare and/or maintain the plan unless the young person does not give consent.

The circumstances in which the LA duty to maintain an IDP ceases;

In the case of an IDP maintained by the LA for a child or young person, the local authority's duty to maintain the IDP ceases to apply in the following circumstances:

- the LA decides that the child or young person no longer has additional learning needs and that decision has not been successfully challenged
- in the case of a young person, the young person no longer consents to the IDP being maintained or, in the case of a child becoming a young person, does not consent to the IDP being maintained
- the LA ceases to be responsible for the child (provided the child is not looked after) or young person - that is, if the child or young person ceases to be in the area of the Caerphilly Borough.
- in the case of a child who is looked after by Caerphilly LA, the person ceases to be a looked after child (for whatever reason, including because the child has become a young person) and the LA is not responsible for the person (i.e. the child is not in its area). Where another LA is responsible for the child or young person, the duty to maintain the IDP transfers to that LA.
- in the case of a child or young person who is a registered pupil at a maintained school in Wales, the LA will direct the school to maintain the plan;
- in the case of a young person who is enrolled as a student at an FEI in Wales, the FEI agrees to a request from the LA to become responsible for maintaining the IDP or the Welsh Ministers have determined that the FEI should maintain the plan;
- the child or young person becomes subject to a detention
- in the case of a young person, the young person attains the age of 25, in which case the duty to maintain the IDP will cease at the end of the academic year in which the person attains that age;
- in the case of a young person who is neither a registered pupil at a maintained school in Wales nor enrolled as a student at an FEI in Wales, the LA decides that it is no longer necessary to maintain the IDP to meet the young person's reasonable needs for education or training.

Transferring an IDP:

Where a child or young person with an IDP maintained by a school transfers to another maintained school in Wales or to an FEI in Wales, responsibility for maintaining their IDP will usually transfer at the same time. Similarly, where a child or young person with an IDP maintained by Caerphilly LA moves to another local authority's area, responsibility for maintaining the IDP will normally transfer between the local authorities.

Where a child or young person with additional learning needs becomes the responsibility of Caerphilly LA, that the LA will maintain the IDP if immediately before the child or young person became its responsibility, an IDP was being maintained for the child or young person by another local authority.

The LA will provide children, young people and others with information and advice about additional learning needs and the new system, and ensure that it is accessible for all who need it.

Decision making process:

Currently the LA use multi-agency panels to moderate decisions in a consistent and robust manner.

Evidence based decisions include;

- Whether to proceed with the full statutory assessment of additional learning needs.
- Whether to issue / amend Statements of Special Educational Needs.
- Whether to provide additional resources / provisions at School Action Plus.
- Whether a child requires access to a specialist placement (both in/out of the Caerphilly Borough).
- To allocate Additional Learning Needs Specialist Transport. Edibility criteria can be found in Caerphilly County Borough Council transport Policy.

The decisions are based on the written information received according to the criteria for Statutory Assessment / School Action Plus.

In the context of the reform Caerphilly LA are revising processes and practices. This includes developing a fair and consistent approach in the form of an additional learning needs Assessment Matrix which would support the,

- Effective identification of additional learning needs need
- Effective identification of interventions / provision appropriate to meet the identified need
- The identification of who has the duty to maintain the IDP
- Compliance of the additional learning needs and Tribunal Act 2018

This proposal will apply to all children and young people aged 3-19 on roll at Local Authority and grant maintained schools and pupil referral units. The system will be

flexible and support learners' needs at all significant transition points. The matrix would link robust identification of need to targeted provision/interventions which would support for children and young people and demonstrate a more efficient and effective use of resources.

The purpose of the matrix is not to categorise or diagnose, but to identify the barriers to learning a child may be experiencing.

The LA is working with colleagues across the South East Wales Consortia (SEWC) region to develop this is a regional approach allowing for consistency and coherence.

7. Partnership / Dispute Resolution

The LA is committed to working in partnership with parents /carers and values the contribution they can make to enable children and young people with additional learning needs achieve their potential. A parent independent partnership service is currently provided by SNAP Cymru.

SNAP Cymru aim is to ensure families have access to information, advice and guidance in relation to the Additional Learning Needs of their children and young people so they can make appropriate, informed decisions. SNAP Cymru make sure that the views and wishes of children and young people are listened to and taken into consideration and that, along with parent's views, can inform and influence the development of local additional learning needs policy and practice. This service also has in place processes for avoiding and resolving disagreements (Dispute Resolution).

The LA also provides information and advice about additional learning needs and the additional learning needs system. The information and advice is provided in an impartial manner.

In addition to working with parents / carers and SNAP, effective collaboration will be secured through active involvement with;

- LA teams
 - The Educational Psychology Service
 - Advisory teacher team
 - Outreach Teacher – Special School
 - Early years manager and associated services
 - CLA coordinator
 - Safeguarding coordinator
 - Head of provision for vulnerable learners
 - Youth service
- Education Achievement Service
- Gwent-wide Sensory and Communication Support Service (SenCom).

- Careers Wales
- Local Health Board
- Social Services

8. Safeguarding children

Children and young people with ALN may be more vulnerable to issues such as bullying, emotional, sexual and physical abuse and neglect. All those working with children must be alert to these issues and their responsibilities in accordance with the Wales Safeguarding Procedures and Safeguarding in Education guidance.

9. Monitoring, Evaluation and Review

The LA has a statutory duty to ensure the quality of educational provision, and as part of this to ensure that the needs of individual children / young people are met.

In carrying out its responsibilities towards children with additional learning needs the LA will monitor how effectively schools and governing bodies fulfil their duties via:

- the Monitor, Challenge, Intervention and Support process undertaken by the Education Achievement Service (EAS) including scrutiny of school development plans in relation to ALN
- schools causing concern meetings
- progress against Estyn recommendations
- regular review of individual service areas, provision and the effective use of its resources through the evaluation of Service Improvement Plans and against service standards and national and local performance indicators and curriculum planning.
- Impact evaluation of specialist staff visits
- Self evaluation
- use of relevant data

Through regular analysis of data the LA will:

- track vulnerable learners;
- monitor and evaluate the impact of interventions for an individual child, groups of children and at school level;
- monitor and evaluate the impact of additional funding, both delegated and centrally held, on outcomes for children with ALN;
- target additional funding appropriately, and identify future funding needs;
- monitor trends and identify emerging areas of need.

The LA will collate and share information in line with General Data Protection Regulation (GDPR) (2018).

The LA will keep Additional Learning Needs provision under review and will link their activity to action linked wider strategic duties including:

- The Schools Standards and Organisation (Wales) Act 2013
- The Social Services and Well-being (Wales) Act 2014
- The Well-being of Future Generations (Wales) Act 2015

10. Training

Support / Training for Schools:

The LA has developed a range of training / resources which have been designed to support schools including;

- Regional (South East Wales Consortia - SEWC) and local ALN transformation and reform events
- Additional learning needs training
- NQT training
- Assessment Matrix Tool
- Caerphilly Autistic Spectrum Service (CASS) training
- Training and intervention is provided by the Teams within Learning, Education and Inclusion (e.g., EPS, Advisory and Specialist Teaching Teams).
- EAS (Education Achievement Service) professional learning offer focuses on the 'universal provision' for vulnerable groups of learners in the eight area
- awareness of other training opportunities through signposting schools to relevant training opportunities. These include Communication and Intervention Service (ComIT), Gwent Education Minority Ethnic Service (GEMS), Child and Adolescent Mental Health Service

Appendices

Appendix 1 – List of Specialist Provision within the Caerphilly Borough

Appendix 2 – List of Additional Learning Needs Service within Caerphilly LA /
Directory of contacts

1. Appendix 1 – List of Specialist Provision within the Caerphilly Borough

Primary Education

School	Address	Specialist Resource Base
Cefn Fforest Primary School	Cefn Fforest Avenue Blackwood NP12 3JX	Complex Learning Difficulties (KS 1 & 2)
Coed y Brain Primary School	School Street Llanbradach CF83 3LD	Speech, Language and Communication Difficulties (KS 1 & 2)
Cwmcarn Primary School	Newport Road Cwmcarn NP11 7HL	Complex Learning Difficulties (KS2)
Greenhill Primary School	Penywrldod Gelligaer CF82 8EU	Social and Communication Difficulties (KS 1 & 2)
Pantside Primary School	Old Pant Road Newbridge NP11 5DE	Social and Communication Difficulties (KS 1 & 2)
Pontllanfraith Primary School	Penmaen Road Pontllanfraith NP12 2DN	Autistic Spectrum Disorder (KS 1 & 2)
St James Primary School	Pen-Y-Cae Caerphilly CF83 3GT	Complex Learning Difficulties (KS 1 & 2)
Tir-y-berth Primary School	New Road Tir-y-berth CF82 8AU	Speech, Language and Communication Difficulties (KS 1 & 2)
Ty Sign Primary School	Elm Drive Risca NP11 6HJ	Emotional, Behavioural and Social Difficulties (KS 1 & 2)
Tyn-y-Wern Primary School	Heol yr Ysgol Trethomas CF83 8FL	Nurture Class (Rec/Y1) Social Inclusion (Y3/4)

Ynysddu Primary School	High Street Ynysddu Street Ynysddu NP11 7JH	Nurture Class (Rec/Y1) Social Inclusion (Y3/4)
Ysgol Gymraeg Cwm Derwen	Beech Grove Oakdale NP12 0JL	Complex Learning Difficulties (KS 1 & 2)

Secondary Education

School	Address	Specialist Resource Base
Islwyn High School	Waterloo Oakdale NP12 0NU	Complex Learning Needs (KS 3 & 4)
Risca Comprehensive Community School	Pontymason Lane Risca NP11 6YY	Autistic Spectrum Disorder (KS 3 & 4)
St Cenydd Community Comprehensive School	St Cenydd Road Trecenydd CF83 2RP	Speech, Language and Communication Difficulties / Sensory and Physical Difficulties (KS 3 & 4)

Pupil Referral Unit & Special Schools

School	Address	Specialist Resource Base
Glan Y Nant Learning Centre	Hanbury Street Pengam NP12 3XP	PRU – Emotional, Behavioural and Social Difficulties (KS 2, 3 & 4)
Trinity Fields School & Resource Centre (Main Site)	Caerphilly Road Ystrad Mynach CF82 7XW	Severe, Profound and Complex Learning Difficulties and Outreach Centre
St Cenydd Community Comprehensive School (Satellite Class)	St Cenydd Road Trecenydd CF83 2RP	Severe, Profound and Complex Learning Difficulties and Outreach Centre
Cwm Ifor Primary School (Satellite Class)	Heol Aneurin Caerphilly CF83 2PG	Severe, Profound and Complex Learning Difficulties and Outreach Centre
Deri Primary School (Satellite Class)	Glynmarch Street Deri CF81 9HZ	Severe, Profound and Complex Learning Difficulties and Outreach Centre

**2. Appendix 2 – List of Additional Learning Needs Services within
Caerphilly LA**

Service	Email	Contact number
Additional Support Service		01443 866612
Advisory / Specialist Teacher Service	leiadmin@caerphilly.gov.uk	01443 866603
Behaviour Support Service	leiadmin@caerphilly.gov.uk	01443 866603
Education other than at School	learner.referral@caerphilly.gov.uk	01443 866709
Educational Psychology Service	leiadmin@caerphilly.gov.uk	01443 866603
Education Safeguarding	educationchildrenfirst@caerphilly.gov.uk	01443 866686
Education Welfare Service	educationwelfare@caerphilly.gov.uk	
School Admissions		
Statutory Assessment Team	leistatutoryteam@caerphilly.gov.uk	01443 866610 / 866683 / 866639
Information Service		

3. Appendix 3 – Advisory Teacher Team Quality Assurance Meetings

Schools to forward the following prior to the meeting:

- ALN / SEN Policy
- SEN register
- Provision Map
- School Readiness Survey Action Plan
- Sample IEPs/IDPs and One Page Profiles

ATT to look at recent ESTYN inspection reports prior to cluster meeting where available.

ATT to take PLASC data to school cluster meeting.

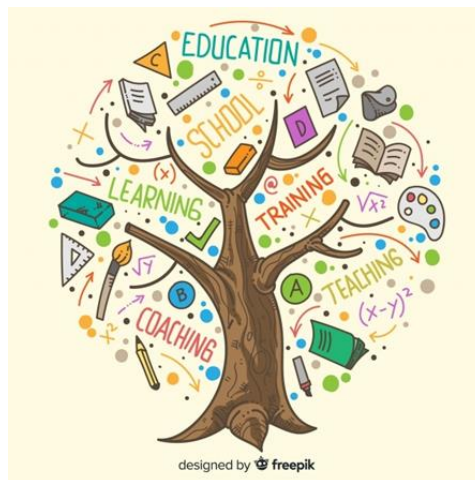
Questions	Comments	Date/Evidence	Actions (School/LA)
<p>Are there effective systems including whole school screening and identification procedures for identifying pupils with ALN at the earliest possible opportunities?</p> <ul style="list-style-type: none"> • Methods used • At which ages? • How is the information disseminated to key members of staff? 			
<ul style="list-style-type: none"> • How do you categorise ALN for PLASC? • Who completes PLASC data? (If different people how do you coordinate?) • How frequently do you review and amend PLASC categories? 			
<ul style="list-style-type: none"> • Please list assessments used including in school/external? 			

<ul style="list-style-type: none"> • How frequently are pupils assessed / screened? • What criteria are used for provision? (Entry / exit criteria) 			
<p>How do assessments inform planning for provision? Does school adapt programmes of study for all pupils with ALN? If so, how?</p> <ul style="list-style-type: none"> • Materials / resources • Frequency / duration • Review and evaluation <p>Is there an audit of resources (human and physical)? If so, how frequently does this occur?</p>			
<p>Pupil voice Are pupils actively involved via the PCP process?</p> <ul style="list-style-type: none"> • One Page Profile • Frequency of review • Are pupils actively involved in developing targets to meet outcomes? 			
<p>Tracking Does the school effectively track provision for pupils from all ALN groups and monitor/review the outcome of the tracking?</p> <ul style="list-style-type: none"> • Method/resources used to track • Frequency of monitoring / review • How does the progress the pupils make influence and inform future curricula planning? 			
<p>Training</p> <ul style="list-style-type: none"> • List training received this academic year • Evaluate impact of training received • Identify further training needs 			
<p>Risks</p>			

<p>Please identify barriers to meeting the needs of learners with ALN</p> <ul style="list-style-type: none">• Training• Resources• Time• Curriculum demands• ALN Act Reform			
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Policy for Children Looked After

August 2020



*Shared ambitions
Opening doors, removing
barriers.*

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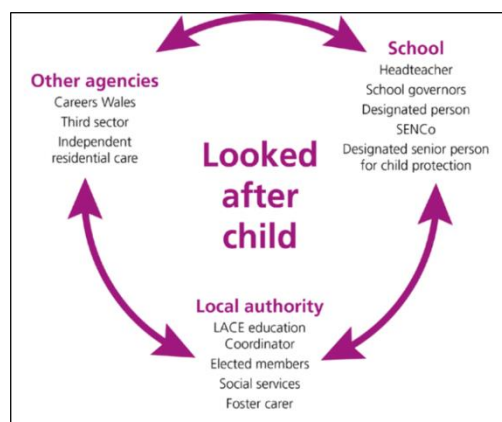
Background Information

National Drivers

This policy has been written with reference to statutory guidance from Welsh Assembly Government. It has been written to closely reflect the guidance of the roles and responsibilities in the document ‘Making a difference - A guide for the designated person for looked after children in schools’ Welsh Gov 2017.

“The Welsh Government has a national mission to ensure that all our children and young people have an equal opportunity to reach the highest standards. Underpinning this is a belief that someone’s ability to benefit from education should not be determined by their personal circumstances and a drive to reduce inequalities and remove barriers to education.”

‘Making a difference - A guide for the designated person for looked after children in schools’ Welsh Gov 2017.



This policy also reflects the practice and guidance on the exercise of social services functions and partnership arrangements in relation to Part 6 (looked after and accommodated children) of the Social Services and Well-being (Wales) Act 2014.

Local Drivers

Children who are looked after are those with whom the local authority has involvement in terms of their care, whether they remain living with parents or in a care setting.

Welsh Government issued guidance to all Local Authorities to reduce the number of children looked after, only when it is safe to do so. Caerphilly Children Services have specified strategic principles in order to support children and young people and to prevent the need for them to become looked after, if it is safe to do so. Those principles, are as follows-

- Children thrive best within their families
- Children's Services support families to stay together
- Social Workers manage risk with confidence
- 'Private family arrangements' should be explored first
- If a child must be Looked After, then consideration will be given to:
 - In-house foster carers
 - In county IFA's
 - Out of county IFA's
 - Residential

Caerphilly will no longer use the terms "LAC" in reference to a child for whom Caerphilly is the corporate parent. The Local Authority will use the acronym CLA, to refer to a child who is looked after or make reference to 'Our Children' when discussing or referring to children of who we are the corporate parents.

Aims:

Caerphilly Directorate of Education and Lifelong Learning believes that all our children and young people are entitled to an equal opportunity to reach their academic and personal potential. We believe that someone's ability to benefit from education should not be determined by their personal circumstances. We are committed to reduce inequalities and remove barriers to education. Inclusivity and equality is at the heart of our agenda.

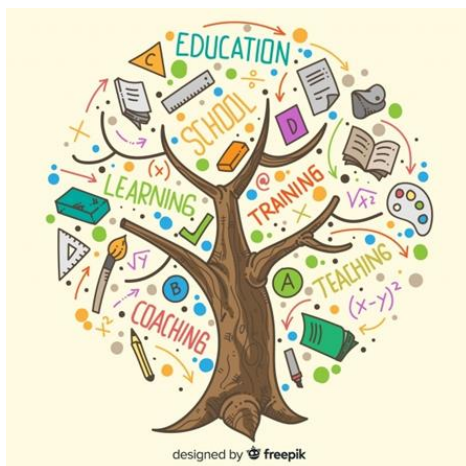
CLA Education Team aims:

- To support our children who are looked after and give them equal access to opportunities in order to allow them to achieve their potential and to enjoy learning.
- To support schools to fulfil their role as corporate parent.
- To promote and support the education of all children who are looked after in Caerphilly schools.
- To ensure that all school policies and procedures are inclusive of and followed for children who are looked after.
- To ensure that all work with children who are looked after is person centred and establishes what matters to the child when considering their needs at school.

Document aims:

This document aims to ensure consistent practice across Caerphilly by setting out the minimum expectations of each role of those who have the greatest responsibility for the education of Children who are Looked After. These roles include;

- The Governing Body.
- The Head Teacher.
- The Designated Person for children who looked after.
- The Child in Care Education Coordinator.



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Opening doors, removing
barriers.*

Roles and Responsibilities

The Governing Body

1. The Governing Body **must** delegate a member of staff who takes lead responsibility to promote the education and achievement of all CLA. The Designated Person for CLA should stay in role for at least 12 months to ensure there is consistency in support provided.
2. The Governing Body **must** ensure that local authority is notified of the name of the Designated Person for CLA.
3. The Governing Body **must** ensure that Designated Person for CLA attends relevant training for their role. (Annual Training for Designated Person for CLA is currently provided by EAS.)
4. The Governing Body **must** ensure that training is undertaken by a newly appointed Designated Person for CLA as soon as reasonably practical.
5. The Governing Body **should** work alongside the head teacher to establish a school Child who is looked after policy.
6. The Governing Body **should** ensure that the school policy for children who are looked after is regularly monitored and updated.

Head Teachers

- Head teachers should be instrumental in allowing the Governing Body to fulfil its duties regarding the appointment and training of newly appointed Designated Person for CLA.
- Head teachers should work with the local authority to ensure that the Designated Person for CLA is allowed sufficient time to attend training and statutory child looked after reviews. Head teachers are responsible for ensuring that this is reflected in the School Policy for Children who are looked after.

Designated Person for Children who are Looked After

The Designated Person for CLA should take a lead role and be a champion for CLA in their school. They must work with governing body to develop the School Policy for CLA and be instrumental in its implementation.

The Designated Person for CLA will

- ensure that they have up to date knowledge of the care system and the impact being a looked after can have on a pupils educational outcomes.

- promote high aspirations for children who are looked after.
- ensure that the wider school team shares their high expectations of all children who are looked after
- monitor and track learning outcomes for all children who are looked after.
- ensure that there is a high quality Personal Education Plan (PEP) for each pupil who is looked after.
- look for opportunities and projects which will increase the aspirations of children who are looked after, including promoting CLA engagement in after-school clubs, school council or additional revision session where appropriate.
- empower school staff to contribute to the teaching and wider school experiences of children who are looked after.
- play a key role in conversations and discussions with children who are looked after, ensuring regular opportunities for dialogue.
- monitor and address the well-being needs of 'children who are looked after'.
- ensure the register of CLA in their school is kept up to date.
- ensure relevant information is current, accurate and accessible. For example;
 1. Details of Social worker,
 2. Details of foster carer
 3. Permissions
 4. Guidance for the child who is looked allowed contact with other adults.
 5. Transport contact details (if relevant)
- ensure a culture of positive professional collaboration is fostered. Where communication difficulties arise with social workers or foster carers, contact is made with the CLA Education Coordinator.
- share information promptly between Social Workers, Local Authority, Independent Reviewing Officer and foster carers.
- manage and coordinate transitions with effective planning.
- ensure that there are positive links between carer and the school through implementation of a Home School Agreement, where appropriate.
- report on educational progress of all children who are looked after to the Governing Body on a termly basis.
- refer a child who is looked after for school based counselling if required or provide the pupil with a safe place, if appropriate
- ensure that Looked After Children, along with all children are listened to and have equal opportunity for pastoral support in school
- ensure the child's educational needs are identified in consultation with his/her teacher(s) in order to address them by setting realistic challenges and academic targets.
- ensure the school is represented at the Looked After Children's Reviews and/or the schools consultation document is completed and returned to the Independent Reviewing Officer
- ensure any issues arising that might threaten the school placement are addressed without delay. All steps should be taken to prevent exclusion, including referral to appropriate agencies.

Children who are Looked After Education Coordinator

The CLA Education Coordinator is supported by Education and Well-being Link Workers who work directly with identified CLA pupils in schools.

The CLA Education Coordinator, with support from the Education and Well-being Link Workers, is responsible for;

- Promoting the education of all CLA children educated within the local authority.
- Notifying counterparts in other authorities when a CLA placement crosses into another county. This will ensure the needs of the CLA are effectively met.
- Monitoring the attendance, exclusion, progress, attainment and well-being of CLA pupils across the authority.
- Collating and analysing performance information for CLA on an individual and collective basis.
- Maintaining an up to date and accurate list of CLA pupils who are placed in education provision by other authorities.
- Maintaining an up to date an accurate list of designated person for children who are looked after in all schools in all authorities.
- Liaising with Social Workers, Designated Person for CLA in Schools, CLA Education Coordinators in other Local Authorities with regards to CLA educational provision.
- Developing and promote ways of engaging CLA pupils and obtaining their views on their education.
- Promoting the individual needs, requirements and opinions of CLA and ensures that they are considered and prioritised when places are made available for them on interventions and programmes.
- Working as an intermediary between social services, schools and other educational professionals.
- Liaising with agencies and services to ensure timely support and access to services.
- Providing support and challenge to local authorities relating to admissions processes.
- Providing support and challenge to local authorities relating to exclusions.
- Working with schools to minimise impact of a disruptive home life by arranging 'catch up' sessions, one-to-one support or other targeted support.
- Sharing good practice with designated person for CLA, Governors and Corporate Parent panels.
- Ensuring high quality PEPs and IDPs are in place for all children who are looked after.

- Providing support and guidance for schools to ensure High quality PEPs and IDPS.
- Working closely with EAS with regards to PDG allocation for CLA.
- Attending CLA, PEP and IDP reviews as appropriate.

Natalie Christoffersen

Child Looked After (CLA) Education Coordinator

chrisnl@caerphilly.gov.uk

01443 866643

Implementation

School policy Guidance for Children who are Looked After

Governing bodies should, with the head teacher, establish the policy for looked after children for the school and regularly monitor the policy and its implementation in the school.

The policy must comply with the requirement:

- to designate a member of staff with responsibility for promoting the achievement of Children who are looked after.
- to ensure that the designated person for children who are looked after undertakes appropriate training.

Further minimum expectations of the policy is that it should;-

- Give clear guidance on admissions arrangements for CLA
- State the schools arrangements for the collection and monitoring of attendance, assessment and achievement data for all CLA on role. (Individual or collective basis) – and state how this is shared with the Local Authority.
- Reflect a commitment to closing the gaps in subject's knowledge and education of CLA.
- Promote CLA engagement in the wider school life, such as extra curricular activities, after school clubs, school council, and eco council for example.
- Identify opportunities to improve the well-being of children who are looked after through strategies such as school based counselling or identifying safe spaces if required.
- State the arrangements for monitoring Personal Education Plans (PEPS).
- Allocate sufficient time for the school to be represented at children who is looked after reviews.
- Demonstrate a shared understanding that exclusions are a last resort and identify the schools commitment to explore and exhaust alternative practices to excluding children who are looked after.
- Identify arrangements for transferring of existing plans (PEPs, IDP) and supporting a child who is looked after when a school move is the result of a either a placement move or natural leaving point.

The school Prospectus should make reference to the School CLA Policy and the name of the designated Lead teacher.

A model policy for schools is provided in *Appendix 1*

Working together to Prevent Exclusion.

The past experiences of children who are looked after and children who were previously looked after can impact on their behaviour. It is important to remember this when considering how best to support the child or young person with their learning and the design and application of school's behaviour policies.

Pupils who are separate from their families (for what ever reason) will have emotional and behavioural responses to that separation. Schools should be especially sensitive to exclusion issues where looked after children are concerned.

All steps should be taken to prevent exclusion, including the implementation of pastoral support, referral for behaviour support, involvement of EWO.

The designated person for children who are looked after should make referrals to support services as appropriate.

The designated person for children who are looked after should notify the local authority immediately of any issues arising that might threaten the school placement.

Education Transitions For Children who are Looked After

Transition can cause high levels of anxiety and fear. Schools should make every reasonable effort to address this by ensuring carefully planned and timely transition programmes for CLA.

The designated person for children who are looked after must play a key role in preparing children for transitions.

The designated person is fundamental to helping looked-after children make a smooth transition to their next school or college. This includes arrangements to: achieve speedy transfer of the looked-after child's school records to a new school; ensure the child's PEP is up to date; and that the local authority responsible for looking after the child has the most recent version of the PEP.

Transition from Primary School to Secondary School

The designated person for children who are looked after should;

- ensure CLA are given opportunities to visit their secondary school
- arrange for the CLA to meet key support staff in their new placement.
- ensure the CLA views and activities are recorded on the PEP.

It may be beneficial to consider all or some of the following points during transition work with CLA pupils.

- Create a primary school memories book
- Provide pupils with an information pack about their secondary school
- Create a list of questions about your secondary school
- How to organise yourself.
- What equipment you need at school.
- Timetabling and the School day
- Lunch arrangements

- Getting to school independently
- Homework help
- Making new friends and how to be a good friend
- Who to ask for help?
- Teasing and sarcasm
- Bullying

In addition, an Intervention Pack called 'Moving Up' developed by Neath Port Talbot Council may be a useful tool to facilitate further intervention work.

Transition From Secondary School to Post 16 Provision

- The designated person for children who are looked after should be instrumental in transition preparation from Year 9 when pupils make their GCSE options.
- Destination wishes should be recorded on PEP.
- The designated person for children who are looked after ensure carers advice is available to help them make informed options about their futures.
- Progression Routes explained to them and the required qualifications.
- The designated person for children who are looked after help the YP identify realistic and appropriate Post learning opportunities – through careers wales.
- Ensure access to opportunities to like jobs fairs, educational providers
- The designated person for children who are looked after Arrange a PEP meeting with the POST 16 learning provider to introduce the LAC and their carer to Key point of contact for at post 16 provider and discuss any transition arrangements that are required.
- Post 16 provider should provide visits prior to placement commencing.

Transition to a new school place as a result of a move of carer/placement

If a child who is looked after moves school as a result of a placement change. The designated person for Children who are looked after should ensure that the child's PEP is up to date and it should be transferred to the new school, along with of the child's school records promptly.

Monitoring and Evaluation

Personal Education Plans (PEPs)

Personal Education Plans (PEPs) form an integral part of the child's overall Part 6 care and support plan. The PEP is a record of the child's education and training. It should describe what needs to happen to help them to fulfil their full potential.

The designated person for CLA **must** monitor and complete high quality PEPs.

The minimum requirement is for schools to complete the relevant section of attainment and work with the child who is looked after to help them complete the sections which reflect pupil voice.

Where additional documents are available (one page profile, Individual Development Plan (IDP), Individual Behaviour Plan (IBP)) these should be available with the PEP.

The designated person for children who are looked after;

- **Must** ensure PEPs are complete and available prior to CLA reviews and other relevant meetings.

Blank PEPs and Further Guidance is available from Child who is Looked After Education team.

Additional PEP Guidance is available in the [PEP Completion Guidance document](#).

Pupil Deprivation Grant (PDG)

The purpose of the Pupil Development Grant funding is to make a lasting impact on outcomes for looked after children or formally looked after children. Overall administration and coordination of the grant resides with EAS, the Education Consortia for South East Wales.

EAS Vision & Objectives:

The main priority for EAS is to support Local Authorities & Schools to raise the **educational attainments, achievements and engagement** of children who are looked after/formerly looked after across the region by delivering a joined up partnership approach programme that will be:

- Reaching and Accessible to learners
- Engaging & Motivating
- Child/Young Person centred
- Flexible & tailored in terms of support and provision
- Focused on transition and progression
- Driven by joined up regional partnership and collaboration whilst addressing local needs.

PDG Guidance:

In 2019/20 the grant will continue to be held centrally via the regional education consortia with the support of the regional LACE coordinator. Most of the funding will be implemented via the cluster model to build capacity and to provide bespoke interventions, both of which need to be based on evidence and impact.

PDG must be used to support:

- Cluster projects must address: raising attainment , improve attendance , reduce exclusions , enhanced curriculum opportunities , support social and emotional development;
- additional interventions/projects to the cluster that are not already available through other funding sources;
- Professional Learning opportunities to develop partnerships across the region with EAS, schools, Social Care and other agencies;

Cannot be used:

- where there is evidence of it being used to sustain permanent and/or statutory roles in respect of a school's core activity e.g. Designated LAC teacher;
- used to replace existing services or entitlement for pupils e.g. ALN delegated funding;

Rationale for process of approving grant plans:

- To quality assure that all grant plans sampled demonstrate a positive impact on learner progress and / or outcomes and /or wellbeing will be evidenced.
- To ensure that grant plans are making effective use of evidence-based research when planning and making choices for interventions and activities e.g. Sutton Trust, Education Endowment Foundation Reports and/or international research.
- To ensure LA and regional services align appropriately to provide individual support and guidance to schools and settings.

Expectations:

- All schools and settings will have draft plans uploaded to the Hwb by Wednesday 1st April.
- All schools on the schools causing concern register and a selection of primary and special school plans will be signed-off by a Professional Panel consisting of EAS representatives, LA representatives and Headteacher representatives.
- All schools to share their grant plan feedback with Governing Bodies/Management Committees.

Eligibility of Learners:

Eligible learners aged 3-15 who are:

1. **Currently Looked After**
2. **Formerly Looked after that includes - Adoption Order / Special Guardianship Order/Child Arrangement Order/Residence Order**

The grant is applicable for those learners whose originating home authority is within the EAS region. However if educated in maintained settings outside of Wales the individual bursary could be applied for based on evidence and assessment via the LACE coordinator of the home authority. **Guidance form Welsh Government states** - it will be possible for the regional consortia to develop and implement interventions which have a beneficial impact on **all** children, but the expectation is that they will have a greater potential benefit on children who are or were looked after.

Evaluation & Measuring Impact

There is an expectation that clusters and schools will monitor and evaluate the impact of the grant on the educational attainment / wellbeing of the pupils it is supporting. The needs of the cluster / school / individual pupil must be at the centre of any bid and consideration needs to be given as to how the impact can be measured, shared and presented.

MODEL SCHOOL POLICY

(INSET SCHOOL NAME) School believes that in partnership with Caerphilly County Borough Council, as Corporate Parents we have a duty to safeguard and promote the education of Looked After Children.

This Policy sets out how school will support the education of Looked After Children at (Inset School Name) School

AIM:

To provide a safe and secure environment, where there is belief in the abilities and potential of all children.

To support our children who are looked after and give them equal access to every opportunity to achieve their potential and to enjoy learning.

To fulfil our schools' role as corporate parent, to promote and support the education of children who are looked after (pupils looked after by Caerphilly County Borough Council and/or other authorities).

To ensure that all school policies and procedures are inclusive of and followed for children who are looked after.

To ensure that all work with looked after children is person centred and establishes what matters to the child when considering their needs at school.

The Governing Body will:

- delegate a member of staff who takes lead responsibility to promote the education and achievement of all CLA. The Designated Person for CLA should stay in role for at least 12 months to ensure there is consistency in support provided.
- ensure that local authority is notified of the name of the Designated Person for CLA.
- ensure that Designated Person for CLA attends relevant training for their role. (Annual Training for designated Person for CLA is currently provided by EAS.)
- ensure that training is undertaken by a newly appointed Designated Person for CLA as soon as reasonably practical.

- work alongside the head teacher to establish a school Child who is looked after policy.
- ensure that the school policy for Children Looked After is regularly monitored and updated.

The Headteacher will:

- be instrumental in allowing the Governing Body to fulfil its duties regarding the appointment and training of newly appointed Designated Person for CLA.
- work with the local authority to ensure that the Designated Person for CLA is allowed sufficient time to attend training and statutory reviews for all Children who are looked after.

The Designated Teacher will:

- ensure that they have up to date knowledge of the care system and the impact being a looked after can have on a pupils educational outcomes.
- promote high aspirations for children who are looked after.
- ensure that the wider school team shares their high expectations of all children who are looked after
- monitor and track learning outcomes for all children who are looked after.
- ensure that there is a high quality Personal Education Plan (PEP) for each pupil who is looked after.
- look for opportunities and projects which will increase the aspirations of children who are looked after, including promoting CLA engagement in after-school clubs, school council or additional revision session where appropriate.
- empower school staff to contribute to the teaching and wider school experiences of children who are looked after.
- play a key role in conversations and discussions with children who are looked after, ensuring regular opportunities for dialogue.
- monitor and address the well-being needs of children who are looked after.
- ensure the register of CLA in their school is kept up to date.
- ensure relevant information is current, accurate and accessible. For example;
 1. Details of Social worker,
 2. Details of foster carer
 3. Permissions
 4. Guidance for the child who is looked allowed contact with other adults.
 5. Transport contact details (if relevant)
- ensure a culture of positive professional collaboration is fostered. Where communication difficulties arise with social workers or foster carers, contact is made with the CLA Education Coordinator.
- share information promptly between Social Workers, Local Authority, Independent Reviewing Officer and foster carers.
- manage and coordinate transitions with effective planning.
- ensure that there are positive links between carer and the school through implementation of a Home School Agreement, where appropriate.
- report on educational progress of all children who are looked after to the Governing Body on a termly basis.
- refer a child who is looked after for school based counselling if required or provide the pupil with a safe place, if appropriate

- ensure that Looked After Children, along with all children are listened to and have equal opportunity for pastoral support in school
- ensure the child’s educational needs are identified in consultation with his/her teacher(s) in order to address them by setting realistic challenges and academic targets.
- ensure the school is represented at the Looked After Children’s Reviews and/or the schools consultation document is completed and returned to the Independent Reviewing Officer
- ensure any issues arising that might threaten the school placement are addressed without delay. All steps should be taken to prevent exclusion, including referral to appropriate agencies.

School staff will:

- aim to ensure that the planning, delivery and assessment of lessons impacts on the academic attainment and progress of children who are looked after.
- develop a classroom curriculum that both engages and motivates pupils to learn.
- support the wellbeing of children who are looked after through the PSE curriculum and through high quality pastoral support.
- ensure that targets in Personal Education Plans are both aspirational and realistic targets and progress against these targets is tracked appropriately.
- provide appropriate evidence to demonstrate progress against the targets stated in Personal Education Plans.

In respect of admissions for children who are looked after, this is in line with Caerphilly’s Schools Admissions Policy. For further Information access the policy via

<https://www.caerphilly.gov.uk/CaerphillyDocs/Schools/StartingSchoolBooklet.aspx>

Current Roles and Responsibilities:

Designated Person for CLA is.....

Designated School Governor is.....

Date.....

Date for review (Annually).....

Inclusion Strategy Appendix 4 – hyperlinks to cited documents

[United Nations Convention on the Rights of the Child \(1989\)](#)

[Estyn Thematic Review \(2020\). Community Schools: Families and Communities at the Heart of School Life](#)

[Estyn \(2019\) Thematic Report: Healthy and Happy: School Impact on Pupils' Health and Wellbeing](#)

[Welsh Government \(2021\). Framework on Embedding a Whole School Approach to Emotional and Mental Wellbeing](#)

[Estyn Thematic Report \(2020\). Knowing Your Children - Supporting Pupils with Adverse Childhood Experiences](#)

[Welsh Government \(2020\). Education in Wales: Our National Mission](#)

[Estyn Thematic Report \(2020\). 'Effective School Support for Disadvantaged and Vulnerable Pupils' – Case Studies of Good Practice](#)

[Welsh Government \(2018\). Additional Learning Needs and Education Tribunal \(Wales\) Act](#)

[DfE \(2010\). The Equality Act](#)

[Welsh Government \(2015\). Inclusion and Pupil Support](#)

[Welsh Government \(2020\). Practical Approaches to Behaviour Management in the Classroom. A Handbook for Classroom Teachers in Primary Schools](#)

[Welsh Government \(2015\). Exclusion from schools and Pupil Referral Units](#)

[DfE \(1989\). The Children Act](#)

[The Social Services and Wellbeing act \(2014\)](#)

[Successful Futures \(Donaldson 2015\)](#)

[Rights, Respect, Equality Statutory Guidance for Governing Bodies of Maintained Schools \(2019\).](#)

[New Curriculum for Wales 2022](#)

[Welsh Government \(2019\). Challenging Bullying: Rights, Respect Equality: Statutory Guidance for Governing Bodies of Maintained Schools](#)

[House of Commons Education Committee report \(2018\). 'Forgotten Children: Alternative Provision and Scandal of Ever Increasing Exclusions'](#)

[Dfe \(2019\). Timpson Review of School Exclusion](#)

[National Assembly for Wales \(2018\). Mind Over Matter. A Report on the Step Change Needed in Emotional and Mental Health Support for Children and Young People in Wales](#)

[National Quality Award for Promoting Health and Wellbeing Through the Welsh Network of Healthy School Schemes](#)

[Together for Children and Young People \(T4CYP\) Early Help and Enhanced Support work stream](#)