

MY OASIS

Therapeutic Alternative Provision

Education of Children Looked After Policy 2026/2027

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Date of Next review: January 2027



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Contents

Contents	1
Aims	1
Definitions	2
Responsibilities	3
All My Oasis Staff	3
The Governing Body	3
The CLA Lead.....	4
Monitoring and Review	6
Links With Other Policies.....	6

Aims

- To provide a safe and secure environment that values education and believes in and promotes the abilities and potential of all children.
- To bring the educational attainment of our Children Looked After (CLA) nearer to that of their peers.
- To promote and support the education of our CLA. Asking the question, ‘Would this be good enough for my child?’

Nationally, looked-after children often face additional challenges that can affect their academic progress and increase the risk of exclusion or becoming NEET (Not in Education, Employment, or Training). At My Oasis, we are committed to nurturing and supporting every student in our care, helping them to stay healthy, feel safe, thrive academically, contribute positively to their communities, and build the skills and confidence needed for a secure and fulfilling future.

Definitions

Children Looked After (CLA)

According to the NSPCC, a child who has been in the care of their local authority for more than 24 hours is referred to as a looked-after child. Many children and young people prefer the term children in care.

Typically, looked-after children may be:

- Living with foster carers.
- Residing in a children's residential home.
- Living in other residential settings, such as boarding schools or secure units.

Children and young people enter care for a variety of reasons, including:

- **Parental agreement** – for example, if parents are temporarily unable to care for their child due to illness, or if the child has a disability and requires respite care.
- **Unaccompanied asylum seekers** – children who arrive without a responsible adult.
- **Intervention by children's services** – if the child is at significant risk of harm, often resulting in a court-issued care order.

A child ceases to be looked after when they are adopted, return home to their family, or reach the age of 18. Local authorities are required to provide support to care leavers up to at least age 21, which may include continuing to live with their foster carers.

Previously Looked After Children (PCLA)

Previously looked-after students (PCLA) are registered students who fall into one of the following categories:

- They were looked after by a local authority but ceased to be due to:
 - A child arrangements order, which sets out where and with whom the child will live.
 - A special guardianship order.
 - An adoption order.
- They were in state care outside of England or Wales because they would not otherwise have received adequate care and ceased to be in that care following adoption.

Responsibilities

All My Oasis Staff

All staff at My Oasis are expected to:

- Actively promote and support the education of CLA and PCLA.
- Collaborate effectively with carers, agencies, and mentors to ensure consistent support.
- Encourage carers to value educational achievement and help improve attendance.
- Recognise and celebrate the accomplishments of CLA.
- Provide guidance and support to CLA, ensuring they receive consistent mentoring and access to support throughout the school.
- Maintain confidentiality, sharing information only when necessary for the student's welfare.

Staff and teachers will provide feedback and data to the CLA Lead to contribute to termly reports on the achievements, engagement, and overall development of CLA. These reports will also include:

- Workload considerations related to the number of CLA on roll.
- Academic progress compared to the progress of their peers and any issues identified.
- Attendance patterns, engagement in lessons and wider school activities.
- Behaviour, therapeutic/pastoral concerns, and any interventions provided.
- Progress in extracurricular activities and social development.

The Governing Body

The Governing Body will:

- Ensure all governors are fully aware of the legal requirements and guidance for CLA and PCLA.
- Be aware of whether My Oasis has CLA/PCLA and the number of such students.
- Nominate a Senior Leadership Team staff member as lead for CLA/PCLA and nominate a governor who links with the designated teacher (CLA Lead), receives regular progress reports and provides feedback to the governing body on an annual basis at least.
- Ensure that all information is collected and reported in ways that preserve anonymity and confidentiality.
- Actively support the headteacher, CLA Lead and other staff in ensuring the needs of CLA are met.
- Actively work to prevent exclusions and reduce time out of school, ensuring that CLA/PCLA achieve and enjoy their time at My Oasis.
- Review the effective implementation of this policy at least every year.

The CLA Lead

The CLA Lead – The CLA Lead acts as the central point of advice, coordination, and support for CLA and PCLA within the school. They advocate for the educational, social and pastoral needs of these students and work closely with local authorities, Virtual School Heads, carers, parents, and relevant professionals to ensure effective implementation of Personal Education Plans (PEPs) and other support measures.

Register and Record-Keeping

The Lead for CLA will:

Maintain a register of all CLA and PCLA in the School, which is regularly reviewed and updated. This register will include:

- The name of the social worker, area office and contact details.
 - Care status, i.e. care order or accommodated.
 - Who holds Parental Responsibility, together with a note of any limitations on the ability or right to exercise this parental responsibility.
 - Type of placement, e.g. foster, respite, residential and address and details of residential home.
 - Daily contact and telephone numbers where appropriate, e.g. name of young person, name of parent, carer, guardian, key worker in children's home.
 - Safeguarding, SEND or EHCP information if appropriate.
 - Baseline attainment information and all test results carried out on CLA.
 - Named persons who should receive copies of reports.
 - Details of the virtual school's headteacher and who is leading their care package, where applicable.
- Facilitate the timely transfer of information for CLA on admission, transfer, or moving between schools.

Liaison and Advocacy

The Lead for CLA will:

- Engage with parents and carers to promote active involvement in education and decision-making.
- Act as an advocate for CLA, coordinating support and promoting continuity and stability of education. Ensure CLA are listened to, have access to support within the school, and are encouraged to access advocacy services where available.
- Liaise with Virtual School Heads, Local Authorities, social workers, and other professionals to ensure all students receive full-time education and additional support where required. This will also be the case for students on a part-time basis.

- Ensure the Head of Virtual School is aware of any CLA admissions, including those moving in from other counties.

Meetings, Reviews, and Planning

The Lead for CLA will:

- Organise, if the CLA is on our roll, and attend termly PEP meetings and any relevant reviews.
- Ensure effective communication with all relevant staff and external agencies. Keeping all relevant individuals up to date regarding CLA, including but not exclusive to changes in home placements.
- Ensure each CLA has a current Personal Learning Plan (PLP) with targets aligned with Social Services Care Plans, EHCPs, Transition/Reintegration Plans, or Therapeutic support plans.

Staff Training and Guidance

The Lead for CLA will:

- Participate in appropriate training and meetings as provided by the virtual schools or local authorities that we work with to better inform our practice.
- Keep staff informed of legislation, guidance, and best practices relating to CLA.
- Provide tailored training and briefings to My Oasis staff to support their work with CLA.
- Ensure that employees within the school are aware of their responsibilities under this policy document.
- Support CLA mentors and offer additional guidance as needed.

Academic and Pastoral Support

The Lead for CLA will:

- Maintain an overview of the academic, social, and emotional needs and progress of CLA.
- Ensure that systems are in place to identify and prioritise underachievement and ensure that early intervention strategies are put in place.
- Coordinate additional academic or pastoral support, prioritising access to extra-curricular opportunities where possible.
- Plan and oversee interventions to raise achievement and/or support mental health and wellbeing, such as academic tutoring, learning mentor support, home-school contracts, Pastoral Support Plans, counselling, or psychotherapy support.
- Ensure teaching materials are sensitive to students' backgrounds, particularly when addressing family and personal history.
- Set high expectations for academic, social, and personal achievement, supporting mental health, well-being, and overall development.

Reporting and Evaluation

The Lead for CLA will:

- Monitor and evaluate progress using the same criteria applied to all students, and provide annual reports to governors, including:
 - The number of CLA/PCLA on the school's roll.
 - Their attendance, compared to other students.
 - Academic outcomes and qualifications, compared to other students.
 - The number of fixed-term and permanent exclusions (if any) and the attendance and exclusion trends compared to all students.
 - Destinations of students who leave the school.
 - How the teaching and learning of CLA are reflected in the School Improvement Plan, e.g. through resources and interventions used at My Oasis.
 - The impact of any My Oasis policies on CLA.
 - Information about non-academic progress in extracurricular activities.

Monitoring and Review

The implementation and effectiveness of this policy will be regularly monitored by the CLA Lead, with termly updates provided to the Senior Leadership Team (SLT) and the Governing Body. An annual review will be conducted to evaluate outcomes for CLA and PCLA, including academic progress, attendance, well-being, and engagement. The Governing Body will use this review to ensure the policy remains current, effective, and compliant with statutory guidance, making any necessary updates or improvements.

Links With Other Policies

This policy links to the following policies and procedures:

- Behaviour Policy.
- Child Protection and Safeguarding Policy.
- Anti-bullying Policy.
- SEND Policy.
- Admission and Induction Policy.