
 HOLYPORT COLLEGE	Looked after Children and Post Looked after Children Policy	
	Effective Date: 6 June 2024	Version No: v1.5

Title	Looked after Children and Post Looked after Children Policy
Person responsible for policy formulation, implementation, maintenance and evaluation	Designated Teacher for Looked after Children
Persons consulted	Assistant Head Teacher – Curriculum Support GWC
Status	Reviewed Policy
Date of this review	November 2025
Date of future review	November 2028

REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved/Noted	
			By	Date	By	Date
v1.0	12March 2020	New Policy	GWC	270220	FGB	120320
V1.1	4 th March 2021	Annual revision	GWC	04032021	FGB	180321
V1.2	9 th June 2022	Annual revision	GWC	09.06.22	FGB	30.06.22
V1.3	29 June 2023	Annual review	GWC	15 06 23	FGB	20 06 23
V1.4	6 June 2024	Annual review	GWC	6 June 2024	GWC	6 June 24

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V1.5	20th November 2025	Annual Review	GWC	20 th November 25	FGB	1 st December 25
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POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to a periodic review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

INTRODUCTION

Holyport College understands that Looked After Children and Previously Looked After Children are more likely to experience the challenges of social, emotional and mental health issues than their peers and that this can impact on their learning and behaviour. They may also have experienced disruptions to their education. We recognise that Looked After Children and Previously Looked After Children will have specific, individual needs and will require varying amounts of support throughout their school careers. We will:


- seek to understand these needs and put in place strategies to promote their educational achievement, wellbeing and success;
- provide a safe and secure environment; and
- promote a whole school culture in which the personal, emotional and academic needs of Looked After Children and Previously Looked After Children are prioritised.

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- DfE (February 2018) 'The designated teacher for looked after children and previously looked after children'
- DfE (June 2023) Promoting the Education of Looked-After Children and Previously Looked-After Children
- DfE (September 2023), Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- DfE (July 2022) Behaviour in Schools
- DfE (Sept 2021), School Admissions Code

DEFINITIONS

Looked After Children (CLA) - a child or young person is looked after by a local authority if:

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- they are in the care of the local authority (including children or young people who are the subject of a Care Order, Interim Care Order, or emergency Orders for their protection); or
- they are provided with accommodation by the local authority for more than 24 hours (often under a voluntary agreement with their parents or guardians).

Previously Looked After Children (PCLA) means:

- children no longer looked after by a local authority in England and Wales because they are:
 - the subject of an adoption order,
 - special guardianship order, or
 - child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person (but not which governs only where a child is to spend time and/or contact); or
- children who were adopted outside England and Wales from ‘state care’ (care that is provided by a public authority, religious or other organisation, the sole or main purpose of which is to benefit society).

ROLES AND RESPONSIBILITIES


The Governing Board has appointed Dr Lorraine Wales to lead on the oversight of the effectiveness of the provision for Looked After and Previously Looked After Children.

The Board will also ensure that:

- an appropriately qualified and experienced member of staff, the Designated Teacher, undertakes the responsibilities within the school to promote and lead on the educational achievement of Looked After and Previously Looked After Children.
- the Designated Teacher undertakes appropriate training.
- all governors are aware of the legal requirements to promote the achievement of Looked After Children and Previously Looked After Children.
- it has regard to the statutory guidance ‘The designated teacher for looked after children and previously looked after children’ (February 2018) and any other relevant guidance issued by the Secretary of State.

The Headteacher is responsible for:


- appointing the Designated Teacher for Looked After and Previously Looked After Children;
- allowing the Designated Teacher the time and facilities to succeed in carrying out their duties
- ensuring all members of staff are aware that supporting Looked After and Previously Looked After Children is a priority.

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The Designated Teacher for Looked After and Previously Looked After Children is responsible for championing Looked After and Previously Looked After Children within the school and promoting and leading on their educational achievement, having regard to the statutory guidance ‘The designated teacher for looked after children and previously looked after children’ (February 2018) and any other relevant guidance issued by the Secretary of State.

In particular: For Looked After and Previously Looked After Children

- maintaining an up-to-date record of the Looked After Children and Previously Looked After Children in school, which will include:
 - Their status (for CLA care order or accommodated, for PCLA adoption order, special guardianship order, child arrangements order or adopted from state care outside England and Wales).
 - For CLA: the type of placement e.g. foster, respite, residential.
 - For CLA: Name of Social Worker, Virtual School Head and (for CLA and PCLA) other key professionals and their contact details.
 - For CLA: details of who holds parental responsibility and daily contact names and numbers
 - Whether they have an EHCP or receive SEN support.
 - Child protection information when appropriate.
 - Baseline information and all assessment results.
 - Attendance figures.
 - Suspensions
- supporting transition (whether mid-year or as part of the normal admission round) and ensuring the school has all relevant information, including for CLA the Personal Education Plan (and when the pupil leaves ensuring that the Designated Teacher at the new school is provided with all the information they need to help the transition process).
- promoting good home-school links
- taking time to get to know and building a positive relationship with Looked After and Previously Looked After Children and seeking their views regarding the interventions and strategies that will best help them to achieve their goals and ensuring they are involved in target setting.
- seeking to understand and identify the child’s specific needs, including liaising with the SENCo and Designated Safeguarding Lead as required and ensuring that appropriate support and interventions are put in place.
- liaising with other members of staff, including the Senior Leadership Team to ensure that progress is rigorously monitored and evaluated.
- ensuring that systems are in place to identify when Looked After Children and Previously Looked After Children are underachieving and to put in place early interventions to improve this.
- ensuring that CLA and PCLA are prioritised for interventions, one-to-one tuition and support.
- promoting a culture in which staff and pupils have high expectations regarding learning and high aspirations for future success
- ensuring there are no barriers to accessing the activities and experiences the school offers to all of its pupils (for example anticipating possible delays in obtaining permissions for trips).
- being proactive in building strong links with the Virtual School Head to access training and forum events and to keep up to date with good practice.

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- keeping the school up to date with any changes to legislation and statutory guidance and its implication for the school in respect of Looked After Children and Previously Looked After Children.
- ensuring that they and other key staff have the skills to understand the emotional needs of children and the impact trauma, attachment disorder and other mental health issues can have on their ability to engage in learning and on their behaviour.
- providing training to staff members, when applicable, on issues that Looked After Children face and how to best support their achievement, including advising staff on teaching strategies.
- reporting the number of CLA and PCLA in the school to the Governing Board annually and ensuring that the following are tracked in the relevant data produced by the school (and made available to the Board):
 - assessment scores as a cohort and individuals, compared to other pupil groups
 - the attendance of CLA and PCLA, compared to other pupil groups
 - the level of fixed term and permanent suspensions, compared to other pupil groups
 - reporting to the Board annually on the performance and progress of the Looked After Children and Previously Looked After Children, how they have been supported and how the Pupil Premium Plus is used.

For Looked After Children

- Acting as the main point of contact in school for the social worker and Virtual School Head and encouraging strong working links and cooperation with these and others involved in providing support.
- Seeking clarification from the social worker as to who has parental responsibility, who day to day contact should be with, who requires copies of school reports, how the school should engage with birth parents, who may give permissions for trips and other matters (this may be delegated to carers or may be the social worker), who should sign the Home School Agreement and be invited to parents evenings and other school events and what information can be shared with whom. Ensuring this information is recorded on College systems such as SIMS, Edulink and Admicity and kept up to date and that form tutors and House Masters are made aware.
- Contacting the Virtual Headteacher if the PEP does not arrive with the Looked After Child and taking lead responsibility for the development and implementation of the PEP within school in partnership with others (such as the SENCo where appropriate). Ensuring that the PEP is updated and shared with the social worker and Virtual School Head ahead of each statutory review of the care plan.
- Ensuring attendance at care plan reviews and/or preparing a written report which promotes the continuity and stability of the child's education.
- Liaising with the Virtual School Head on a regular basis with regard to the performance, attendance and attainment of Looked After Children.
- Ensuring mechanisms are in place to identify and inform Virtual School Heads where Looked After Children are absent without authorization and to work with the responsible authority to take appropriate action to safeguard the child.

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- Liaising with the Virtual School Head to discuss and contribute to decisions about how Pupil Premium Plus will support improving the child's educational outcomes.

For Previously Looked After Children

- Ensuring continuity in meeting educational needs is provided following a change to a child's care status and maintaining links with the Virtual School Head.
- Helping raise parents' and guardians' awareness of the Pupil Premium Plus and other support for previously looked-after children (including encouraging parents to tell the school if their child is eligible to attract Pupil Premium Plus funding).
- Playing a key role in decisions on how the Pupil Premium Plus is used to support Previously Looked After Children and encouraging parents and guardians' involvement.

STAFF

Staff are responsible for:


- being aware of the Looked After Children and Previously Looked After Children in their classes, providing them with support and encouragement and promoting self-esteem.
- preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- being vigilant for any signs of bullying.

ADMISSIONS

Looked After Children and 'previously looked after children' are a priority for admission in accordance with the DfE statutory guidance (September 2021) 'Schools Admissions Code' and will be admitted in line with the school's admissions policy and oversubscription criteria, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

PERSONAL EDUCATION PLANS (LOOKED AFTER CHILDREN ONLY)

All CLA must have a care plan drawn up by the local authority to provide a framework to work with the child and their carers in relation to their emotional and behavioural development, identity, relationships and self-care skills. It must include a health plan and a PEP. The PEP will be initiated by the social worker as part of the care plan, but then developed by the Designated Teacher to ensure it is effective in supporting the child to make good educational progress. The PEP forms part of the child's official school record (and transfers with them when they move school). It is an evolving record of the child's education (both academic achievements and participation in the wider activities of the school), describing what needs to happen to enable them to make the expected progress and fulfil their potential. It will record the child's views on the support they consider most to be most effective. It should work in harmony with any EHCP and will also set out steps taken to identify and support any mental health needs relevant to the child's education. The Designated Teacher will ensure that PEPs are completed at least once per term, include SMART academic

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and pastoral targets, evidence student voice and are submitted in line with Virtual School deadlines. PEPs are completed once a term.

BEHAVIOUR AND EXCLUSION


For Looked After Children, where the school has concerns about a child's behaviour, the Virtual School Head, the social worker and carers will be informed at the earliest opportunity and we will work with them to put in place behaviour management strategies to ensure challenging behaviour is managed in the most effective way for that individual child. Where a child is at risk of permanent exclusion this will include consideration whether an alternative placement may be required and assessing suitability of provision for SEN. Regard is given to the DfE's statutory Suspension and Permanent Exclusion Guidance (Sept 2023) and, as far as possible, the College will work proactively with carers, social workers and the Virtual School and parents to prevent suspension or permanent exclusion wherever possible. When a child leaves care we recognise that their past experience may continue to impact on their behaviour. The Designated Teacher will ensure support is provided to improve behaviour and with the child's parents or guardian's consent may seek advice from the Virtual School Head. The school will take into account the past experience of Looked After Children and Previously Looked After Children Policy when applying the school's Promoting Positive Behaviour Policy (copy available on the policy page of the school website and for staff in the policy folder in the Whole School T Drive).

REVIEW AND MONITORING

This policy will be reviewed annually by the Designated Teacher, the designated governor for CLA and PCLA, a member of the Senior Leadership Team and the Governing Board.

The impact of the provision for CLA and PCLA will be monitored and evaluated by an annual report by the Designated Teacher to the Trust Board which will cover:

- Any workload issues arising as a result of the number of CLA and PCLA on roll at the school and the number of local authorities (LAs) which are involved
- Progress made by CLA and PCLA who are currently on roll, or have been on roll within the past 12 months, in relation to all children at the school (for example educational, social and emotional progress)
- Whether the pattern of attendance and suspensions for CLA and PCLA is different to that for all pupils
- Any process or planning issues arising from personal education plans (PEPs)
- How the needs of HPA CLA and PCLA are being met
- Whether any have special educational needs (SEN) and whether those needs are being met through SEN provision
- How the teaching and learning needs of CLA and PCLA are reflected in school improvement plans and are being met in relation to interventions and resources
- Training provided for the designated teacher to impart knowledge and understanding about the education and wellbeing of CLA and PCLA to staff

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- Work with virtual school heads or their equivalents in LAs
- The impact on CLA and PCLA of any of the school's policies