



Rosehill Infant and Nursery **School**

Children Looked After and Previously Looked After Children Policy

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents

Statement of intent

1. [Legal framework](#)
2. [Definitions](#)
3. [Roles and responsibilities](#)
4. [EYFS](#)
5. [Personal education plan \(PEP\)](#)
6. [Attendance](#)
7. [Working with agencies and the virtual school head \(VSH\)](#)
8. [Training](#)
9. [Safeguarding](#)
10. [Pupil Premium \(PP +\)](#)
11. [Pupil mental health](#)
12. [Suspension and exclusion](#)
13. [Pupils with SEND](#)
14. [Information sharing](#)
15. [Monitoring and review](#)

Statement of intent

Educational achievement and subsequent life chances for CLA and PLAC are of real concern. Pupils who are looked after often require additional support and attention in order to improve their situation.

Rosehill Infant and Nursery School endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high-quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for Children Looked After (**CLA**) realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

1. Legal framework

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

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2023) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE Keeping Children Safe in Education (KCSIE) 2025
- DfE (2023) 'Working together to safeguard children 2023'

This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- Child Behaviour Policy
- Home-school Agreement
- Equal opportunities for Pupils Policy
- Child Protection and Safeguarding Policy
- Special Education Needs and Disabilities (SEND) Policy

2. Definitions

"Children Looked After (CLA) are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents.
- Children who are provided with accommodation for a continuous period of more than 24 hours, under the children's act 1989, sections 20 and 21

“Previously CLA (PLAC)” are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from ‘state care’ (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

3. Roles and responsibilities

The governing board is responsible for:

- Complying with their duties under legislation, having regard to [KCSIE](#) guidance and ensuring that policies, procedures and training in the school are effective and comply with the law at all times.
- Adopting a whole-school approach to safeguarding arrangements and child protection, ensuring it is central to the school’s processes.
- Holding the school to account on how it supports CLA and PLAC, including how the Pupil Premium+ (PP+) is used and their level of progress.
- Working with the LA to promote the educational achievement of registered pupils who are CLA or PLAC.
- Ensuring the school has a coherent policy for safeguarding and promoting the welfare of CLA and PLAC.
- Reviewing the school’s policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring that there are no unintended barriers to the admission of CLA and PLAC either at normal transition or any other point of the school year.
- Appointing a designated teacher (DT), who is appropriately qualified to support the educational achievement of CLA and PLAC.
- Ensuring the designated teacher for CLA and PLAC has access to appropriate training, resources and support.
- Ensuring that appropriate staff have the information they need in relation to each CLA OR PLAC
 - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order).
 - Contact arrangements with birth parents or those with parental responsibility.
 - Care arrangements and the levels of authority delegated to the carer by the LA.

- Ensuring that staff have the skills, knowledge and understanding to keep CLA and PLAC safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst CLA and PLAC.
- Ensuring CLA and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing the [annual](#) report produced by the DT to evaluate the progress of CLA and PLAC in the school.
- Ensuring they receive feedback from the headteacher regarding the effectiveness of the policy on an [annual](#) basis.

The virtual school head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's CLA, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to CLA and PLAC.
- Working with the school to ensure all CLA in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for CLA.
- Acting as a source of advice and information to help parents of PLAC as effectively as possible.
- Managing the school's allocation of pupil premium plus (PP+) for CLA.
- Ensuring there are effective systems in place to:
 - Maintain an up-to-date roll of the CLA who are in school settings, and gather information about their educational placement, attendance and progress.
 - Inform the headteacher and designated teacher if they have a pupil on roll who is looked after by the LA.
 - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's personal education plan (PEP).
 - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all CLA.
 - Avoid delays in providing suitable educational provision.
 - Ensure the education achievement of CLA is seen as a priority by everyone who has responsibilities for promoting their welfare.
 - Report regularly on the attainment, progress and school attendance of CLA through the authority's corporate parenting structures.

The headteacher is responsible for:

- Appointing the designated teacher for CLA and PLAC.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing board **annually** on the following:
 - The number of CLA and PLAC in the school
 - An analysis of assessment scores as a cohort, compared to other pupil groups
 - The attendance of CLA and PLAC, compared to other pupil groups
 - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting CLA is a key priority.
- Ensuring PP+ for PLAC is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of CLA.

The designated teacher for CLA and PLAC is responsible for:

- Working with the VSH and social worker to:
 - Promote the educational achievement of CLA and PLAC.
 - Develop and implement their PEP.
 - Discuss how funding can be used to support the pupil's progress and meet the needs identified in their PEP.
- Contributing to the development and review of whole school policies affecting CLA and PLAC to ensure the policies meet the needs of CLA and PLAC.
- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to CLA and PLAC.
- Taking lead responsibility for ensuring school staff understand what can affect how CLA and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring CLA and PLAC are involved in setting their own targets.
- Advising staff on teaching strategies when working with CLA and PLAC.
- Ensuring that CLA and PLAC are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.

- Being vigilant in observing any potential safeguarding concerns that could arise surrounding CLA and PLAC due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise.
- Playing a key part in decisions on how pupil premium plus funding is used.
- Working with the headteacher to submit an [annual](#) report to the governing board, which details the progress of all CLA and PLAC.

The DSL is responsible for:

- Keeping up-to-date records of CLA's respective social worker and VSH.
- Promoting amongst staff the importance of recognising and reporting safeguarding concerns surrounding CLA and PLAC as soon as possible due to their increased vulnerability to harm.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

The SENCO is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for CLA and PLAC.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of PLAC.

Staff are responsible for:

- Being aware of CLA and PLAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Being vigilant for any signs of bullying towards CLA and PLAC.
- Being vigilant for any signs of safeguarding concerns surrounding CLA and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible.
- Promoting the self-esteem of CLA and PLAC.
- Developing an understanding of the role of social workers, VSHs and carers, and how the PEP fits into the wider care planning duties of the LA looking after the pupil.
- Understanding the importance of involving the pupil's parents, guardians or carers in decisions affecting their child's education.
- Being a contact for parents, guardians or carers who want advice or have concerns about their pupil's progress at school.

4. Early Years Foundation Stage (EYFS)

The school recognises that children looked after in the EYFS may have experienced disruption, trauma, attachment difficulties or developmental delays.

Staff will:

- Ensure children have a key person and trusted adults within the school.
- Monitor progress across all seven areas of learning.
- Use observations and assessment information to identify needs early.
- Work closely with parents, carers, social workers and external agencies.
- Ensure children have access to high-quality early language and communication support.
- Promote secure attachments, emotional wellbeing and positive relationships.
- Ensure transitions into Nursery, Reception and Key Stage 1 are carefully planned

Staff will use the EYFS Statutory Framework and Development Matters guidance to support assessment, planning and early identification of additional needs for children looked after and previously looked after.

Particular attention will be given to the safeguarding and welfare requirements of children in the Early Years Foundation Stage, including promoting emotional wellbeing, attachment and communication development.

5. Personal education plan (PEP)

All CLA must have a care plan; PEPs are an integral part of this care plan.

The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. The PEP will be reviewed termly.

The school, with other professionals and the child's carers, will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.

The PEP will address the pupil's full range of education and development needs, including:

- Access to nursery provision that is appropriate to the child's age.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:

- Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
- Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
- Out-of-school hours learning activities, study support and leisure interests.

The VSH and the designated teacher will ensure that information is included within a CLA or PLAC's PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment. Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

6. Attendance

The school recognises that good attendance is essential to achieving positive educational outcomes.

The Designated Teacher will:

- Monitor attendance of CLA and PLAC pupils regularly.
- Identify attendance concerns at the earliest opportunity.
- Work with parents, carers, social workers and the Virtual School to remove barriers to attendance.
- Ensure support plans are implemented where attendance concerns arise.
- Celebrate and promote positive attendance.

7. Working with agencies and the virtual school head (VSH)

The school is aware that strong multi-agency and multi-disciplinary working is vital to identifying and responding to the needs of CLA and PLAC.

The school will work proactively and collaboratively with other professionals in other agencies and organisations in line with the framework of expectations outlined in the government's [Working Together to Safeguard Children](#) statutory guidance document by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.

8. Training

The designated teacher and other school staff involved in the education of CLA and PLAC will receive the appropriate training, including information about the following:

- School admissions arrangements
- SEND
- Attendance
- Exclusions
- Homework
- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Supporting pupils to be aspirational for their future education, training and employment
- Safeguarding

The governing board will ensure that staff are equipped with the skills, knowledge and understanding necessary to keep CLA and PLAC safe through training.

9. Safeguarding

The school recognises that many CLA and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst CLA and PLAC as soon as possible.

Where a looked-after child or previously looked-after child has a social worker, this will inform decisions about safeguarding, e.g. responding to absence from education where being absent from education may increase known safeguarding risks within the family or in the community.

The headteacher will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of CLA and PLAC can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to the DSL any concerns they have over CLA or PLAC in line with the processes outlined in the Child Protection and Safeguarding Policy.

When there is reasonable cause to suspect that a CLA or PLAC is suffering or is likely to suffer significant harm, the school will collaborate in the multi-agency strategy discussion where appropriate to determine the pupil's welfare and plan rapid further action as necessary. The school's representative at any strategy discussion meetings will be sufficiently senior, skilled and experienced, and authorised to make decisions on the school's behalf. Information and analysis about the pupil and their family will be provided as required.

Staff will be regularly encouraged to look for signs of bullying and report to the designated teacher if they believe a looked-after child or previously looked-after child is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

Staff recognise that early intervention is important for children looked after and previously looked after. Concerns will be shared promptly with the DSL to ensure children and families receive appropriate Early Help and support at the earliest opportunity.

The school recognises that many children looked after have experienced trauma, loss, separation and adverse childhood experiences. Staff will adopt a nurturing and trauma-informed approach that promotes emotional security, positive relationships and resilience.

10. Pupil Premium (PP +)

The school will use Pupil Premium Plus funding strategically to address barriers to learning and improve educational outcomes for Children Looked After (CLA) and PLAC pupils.

Funding may be used to support:

- Academic interventions
- Emotional wellbeing
- Speech and language support Educational resources
- Enrichment opportunities
- Transition arrangements
- Attendance and engagement initiatives

The impact of spending will be monitored through the PEP process and school assessment systems.

11. Pupil mental health

CLA and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The designated teacher will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on CLA and PLAC, and knows how to access further assessment and support, where necessary.

The school understands that the increased frequency of mental health problems amongst CLA and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with CLA or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

A strengths and difficulties questionnaire will be used on a termly basis to help social workers and other relevant professionals to form a view about CLA and PLAC's current emotional

wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment.

The school's senior mental health lead will work alongside the designated teacher to promote the wellbeing and mental health of CLA and PLAC, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, SENCO, or DSL.

The school's SEMH Policy will be adhered to when dealing with all potential or explicit mental health issues that CLA or PLAC may face.

12. Suspension and exclusion

Past experiences of CLA and PLAC will be considered when designing and implementing the school's Behaviour Policy and Suspension and Exclusion Policy.

The school will have regard to the DfE's statutory guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)' and recognises that suspending or excluding CLA can make them more vulnerable to harm due to not having the protection and opportunities school provides. The headteacher will balance this recognition alongside the need to ensure calm and safe environments for all staff and pupils, devising strategies that take both into consideration.

Where the school has concerns about a CLA's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of a LAC to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour.

As part of the termly review of a pupil's PEP, any concerns about their behaviour will be recorded, alongside information on how they are being supported to improve this and reduce the likelihood of exclusion.

Suspension or permanent exclusion will only be used as a last resort. Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Where a looked-after child is at risk of being suspended or permanently excluded, the school will engage with the designated teacher and the pupil's parents, or other individuals involved in the pupil's care. The designated teacher will contact the VSH as soon as possible to work together, and with other relevant individuals, to consider what additional assessment and support needs to be put in place to help the school address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion.

The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

Where a looked-after child is excluded, the school will document the provision of immediate suitable education in the pupil's PEP.

13. Pupils with SEND

Support for CLA with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.

The SENCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for PLAC.

The designated teacher and the SENCO will ensure that CLA and PLAC with SEND are supported in line with the SEND Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for CLA, e.g. where CLA are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.

14. Information sharing

Appropriate and specific arrangements for sharing reliable data will be put in place to ensure that the education needs of CLA and PLAC are understood and met. The arrangements set out include:

- Who has access to information on CLA and PLAC and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

School staff will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of CLA and PLAC. If staff members are in doubt about sharing information and data protection legislation, they will speak to the DSL.

The school will aim to be as transparent as possible by telling families what information they share and with whom, provided it is safe to do so.

Rosehill Infant and Nursery School is committed to promoting equality, inclusion and high aspirations for all pupils. Children Looked After and Previously Looked After Children will be supported to participate fully in all aspects of school life and access opportunities that promote achievement, wellbeing and personal development.

15. Monitoring and review

This policy will be reviewed on an annual basis by the designated teacher and the headteacher. The next scheduled review date for this policy is October 2027

All changes to this policy will be communicated to all relevant stakeholders.