



Looked After and Previously Looked After Children Policy

Definition

Looked After Children are those in public care and are either –

- Subject to a Care Order or Interim Care Order, typically living with foster parents or a residential setting e.g. a children's home. The Local Authority has parental responsibility for the child/ young person
- Receiving accommodation from the local authority for a continuous period of more than 24 hours.
- Subject to a placement order (to put the child up for adoption)

*A private agreement - when a child lives with friends or relatives by private arrangement is **not public care**, these children are not designated as Looked After.*

Previously Looked-After Children are those who are no longer looked after because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live.

Aims

For all our Looked After Children and Previously Looked-After Children to achieve at least or if not better than their peers, to achieve their academic targets and further their personal and social development enabling them to reach their full potential.

Rationale

- The national outcomes for Looked After Children and Previously Looked After Children in terms of educational achievement and subsequent life chances are of real concern.
- It follows that children and young people who are looked after need special treatment and positive discrimination in their favour if this situation is to be improved.
- For Looked After Children and Previously Looked After Children this school aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention.

ROLES AND RESPONSIBILITIES

Governing Body

The Governing Body will appoint a Designated Teacher for Looked After Children. The designated teacher in 2025 -26 is Samantha Grice.

The Governing Body will review this policy annually.

The Governing Body will receive reports on Looked After/ Previously Children via head teacher report.

The Headteacher and Leadership Team

The Headteacher and Leadership Team will ensure the provision / outcomes for Looked After Children are specifically recorded in –



- In pupil tracking data base
- Appropriate School Policies and Procedures
- Specific Reports on issues such as student progress in relation to targets; qualification and accreditation results; attendance; behaviour, sanctions, exclusions.

The Headteacher and Leadership team will also -

- Provide a termly report on the provision for, and progress of, Looked After Children and Previously Looked After Children to the Governing Body.
- Ensure staff are aware that the provision to support Looked After Children is a key school priority.
- Give the Designated Teacher for Looked After Children the time and facilities to carry out their job and support them at all times in their work.
- Show a personal interest and involvement in Looked After children in the school.
- Challenge negative stereotypes of Looked After Children if they exist and to insist on the highest of expectations and especially in terms of Looked After Children achieving their full potential.
- Provide Continuing Professional Development for staff on issues pertaining to Looked After Children and to ensure that Designated Teacher attends regular training.
- Provide information to the LEA's regarding the progress of Looked After Children on the school's roll.

The Designated Teacher

The Designated Teacher will

- Be a champion for Looked After Children and Previously Looked After Children within the school and ensure that they are receiving special provision.
- Ensure that when appropriate to ability Looked After Children and Previously Looked After Children are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of who are Looked After Children/ Previously Looked After Children, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care are treated sensitively by all staff.
- Ensure Looked After Children and Previously Looked After Children receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure that all possible is being done to raise the achievement levels of Looked After Children and Previously Looked After Children –
 - students are following an appropriate curriculum
 - students have personalised targets set five times a year these targets are closely monitored
 - the school's data tracking show annually if this group of student are underachieving.
 - All LAC students are tracked over each key stage towards good or outstanding targets.



- Intervention strategies are put into place if there are any indication of pupils not meeting their targets
 - all possible support is given at times of transition (KS1 – KS2, KS2 – KS3, KS3- KS4 – Sixth Form);
 - Students are encouraged to complete homework following the schools guidance to a good quality.
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- To ensure that Looked After Children and Previously Looked After Children receive a smooth induction into the school, with the obtaining of all relevant past history
 - Ensure communication remains at the heart of all pupils learning; therefore pupils in receipt of pupil premium receive specialist communication interventions.
 - To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school.
 - To ensure PEP/ EPEP Reviews occur on time for Looked After Children and to play the lead educational role at these meetings.
 - To meet with the Looked After Child/ Previously Looked After Child or where relevant the class teacher - because of the needs of our pupils it is more effective for the class teacher to monitor weekly progress and observe/listen to the pupils views about any issues they have. Any concerns will then be reported to the LAC designated teacher.' Who will support the teacher to take action.
 - To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem, eg. behaviour issues, poor effort, concern over well-being etc.
 - To monitor attendance on a weekly basis and to report any concerns to the EWO straightaway.
 - To encourage students to be fully involved in extra curricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg year and school councils.
 - To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff).
 - To make provision for specific mentoring or counselling as needed.
 - To liaise with carers keeping them informed but also urging them to be partners in the student's education and showing them how they can do this.
 - To ensure that students are getting their fair share of praise and rewards from the school's systems
 - To be vigilant for any child protection issues and also to check carefully for any sign of a child being bullied.
 - To ensure that the School Nurse is aware of the child's medical history and is liaising with the Looked After Children Health Support Team.
 - To liaise closely with the Virtual School Team ;
 - Contacting the Virtual School Team if access is needed to a Social Worker or a multi-agency team;
 - Informing the Virtual School Team of any problems out of school that seem to have been identified;
 - Seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Looked After Children;



- Keeping the Virtual School Team informed about the general progress of Looked After Children;
- Informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.

NB: *The Virtual School Team will keep Designated Teachers informed on all issues relating to their Looked After Children on a continuous and regular basis.*

At Red Marsh School Previously Looked After Children are monitored in the same way as Looked After Children to promote the best possible outcomes for these children/ young people. However, their progress and attainment is not reported to the governing body or the Virtual School.

In the schools Sixth Form department ensure that:

- Students undertake work experience and have access to enterprise and work related education, including link activities with further and higher education;
- Students receive all possible guidance and assistance in terms of their post 16 pathways, with the aim of ensuring that they progress to education, employment or training; Eligible students have applied for 16-19 bursaries as applicable.
- Students are given specific help in developing the social and personal skills that will give them better life chances.

Teachers

To be aware of Looked After Children/ Previously Looked After Children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

Reviewed by: S.Grice

Role: Designated Teacher for CLA

Looked After and Previously Looked After Children Policy	
Reviewed	Autumn 2025
To be reviewed	Autumn 2026