

# LOOKED AFTER CHILDREN POLICY



<b>Written by:</b>	<b>Gamze Sahin - Assistant Head Teacher and SENCo (Designated Teacher)</b> <b>Alex Greig – Assistant Head Teacher (Designated Teacher)</b>	
<b>Approved by:</b>	Ms Tanya Douglas - Head Teacher Mrs Tracey Jenkins - Chair of Governors	<b>Date:</b> Spring 2026
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## **INTRODUCTION**

At Chace Community School we are committed to providing a high-quality education for all students. We recognise that, nationally, looked after children and previously looked after children often achieve less well than their peers, and we are committed to addressing this disparity. We actively promote and monitor the inclusion, wellbeing, attendance, progress, and achievement of looked after and previously looked after students.

Whatever the background or circumstances of children at Chace, we aim to support students to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Governing Body takes its corporate parenting responsibilities seriously and ensures that the needs of looked after and previously looked after children are considered at all levels of planning, implementation, monitoring, and evaluation across the school.

## **The Legal Framework**

This policy and all school systems to support looked after children are mindful of the following:

- Education Act 2002 section 175 (Duties of LEAs and governing bodies in relation to the welfare of children)
- Children Act 1989
- The Children and Families Act 2014
- Children (Leaving Care) 2000
- The designated teacher for looked-after and previously looked-after children - Statutory guidance on their roles and responsibilities (2018)
- Keeping children safe in education 2025 (most recent edition)– Statutory Guidance for schools and colleges
- Working Together to Safeguard Children (2023)
- Promoting the Education of Looked After Children and Previously Looked After Children—statutory guidance for local authorities (2018)

## **Definitions**

A looked after child (or Child in Care) is one who is looked after by a local authority within the meaning of Section 22 of the Children Act 1989.

A previously looked after child is one who is no longer looked after in England and Wales because they are the subject of an adoption order, special guardianship order, or child arrangements order, or who was adopted from state care outside England and Wales.

The school recognises that looked after and previously looked after children may have experienced trauma, attachment disruption, loss, or instability. We therefore adopt a trauma-informed approach to supporting their learning, behaviour, and emotional wellbeing.

## **Supporting Looked After and Previously Looked After Children**

In line with national guidance, the school is committed to:

- Providing high-quality teaching and inclusive classroom practice
- Balancing high levels of support with appropriate challenge
- Building strong, trusted relationships with pupils
- Working in partnership with carers, social workers, and local authorities
- Ensuring consistency alongside flexibility in provision
- Actively supporting transitions between phases of education
- Promoting aspiration, independence, and long-term outcomes

## **Roles and Responsibilities**

### **The Headteacher**

The Headteacher will ensure that:

- A suitably qualified Designated Teacher is appointed and supported
- Robust systems are in place to monitor attendance, progress, behaviour, and exclusions
- Staff are appropriately trained and aware of their responsibilities

### **The Governing Body**

The Governing Body recognises its corporate parenting responsibilities and provides strategic oversight and challenge to ensure that looked after children (LAC) and previously looked after children (PLAC) are supported to achieve positive educational, social, and emotional outcomes.

The Governing Body will:

- Ensure that a suitably qualified Designated Teacher for LAC and PLAC is appointed
- Work with the Headteacher to ensure the Designated Teacher has appropriate status, training, time, and resources
- Contribute to the development and review of whole-school policies to ensure they do not disadvantage LAC or PLAC pupils
- Promote a culture of high expectations, aspiration, and inclusion
- Maintain oversight of attendance, attainment, progress, wellbeing, and exclusions through anonymised data
- Receive an annual report from the Designated Teacher via the Teaching and Learning Committee
- Ensure confidentiality, with personal information shared on a need-to-know basis

The annual report will include:

- Progress and attainment outcomes compared with peers
- Attendance and exclusion patterns
- Issues arising from Personal Education Plans
- SEND and vulnerability considerations
- Training undertaken and partnership working
- The impact of relevant school policies on looked after pupils

The report will not identify individual pupils. The Governing Body will agree actions in response to findings.

## **The Designated Teacher for Looked After and Previously Looked After Children**

### **The Designated Teacher will:**

- Ensure a welcoming and supportive induction for pupils and carers
- Lead on the completion, quality, and review of Personal Education Plans (PEPs)
- Track progress and coordinate targeted support
- Work with senior leaders to ensure Pupil Premium Plus funding is used strategically and evaluated for impact
- Ensure appropriate monitoring and support for previously looked after children
- Promote inclusion, wellbeing, and participation in wider school life
- Liaise with external agencies and attend relevant meetings
- Ensure that relevant staff receive appropriate training and guidance to support looked after and previously looked after children, and that staff who work most closely with the pupil are enabled to contribute to and attend Personal Education Plan (PEP) meetings where appropriate. Where appropriate, the Designated Teacher will delegate aspects of PEP preparation, contribution, or review to suitably informed staff, while retaining overall responsibility and oversight.

The Governing Body makes sure all governors maintain an up-to-date knowledge and understanding of looked after children's needs, through commitment to induction and on-going training as necessary.

### **Nominated Governor for Looked After Children**

The Governing Body will appoint a Nominated Governor for Looked After Children, who will:

- Act as a strategic link between the Governing Body and the Designated Teacher
- Champion the needs of looked after and previously looked after children
- Support oversight of attendance, attainment, exclusions, and wellbeing
- Undertake relevant training to maintain up-to-date knowledge
- *The Nominated Governor will identify the training needs of the governing body in relation to looked after children and encourage attendance on training programmes.*

### **Procedures for Monitoring and Evaluation**

This policy is monitored annually by senior leaders and governors and formally evaluated every two years. It is reviewed in response to:

- Changes in legislation or statutory guidance
- Local authority priorities
- School context or staffing changes

This policy should be read alongside the school's Safeguarding Policy, SEND Policy, Behaviour Policy, and Equality Policy.