



Children Looked After Policy for Laurus Trust Primary Schools

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Date of Review: July 2026

Date of Next Review: July 2027

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Definition

A child is defined as looked-after (CLA) if they are in the care of the local authority, either through a care order (Section 31 of the Children Act 1989) or a voluntary arrangement under Section 20 of that act. Most CLA will be living in foster homes, but a smaller number may be in a children's home, living with a relative or placed at home with their natural parent(s).

A 'Previously Child Looked After (PCLA)' child is one who was looked after by an English or Welsh authority and then ceased to be so as a result of:

- a child arrangement order (under Section 8 of the Children Act 1989)
- a special guardianship order (under Section 14A), or
- an adoption order

It also includes children adopted from 'state care' outside England and Wales, where 'state care' means care provided by a public authority, religious organisation or any other organisation whose main purpose is to benefit society.

CLA must have a Personal Education Plan (PEP), whereas PCLA do not- however, schools must provide ongoing, tailored support informed by the child's needs. ~~have an Individual Education Plan.~~

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 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) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- School Admissions Code (2021)
- Children Act 2004
- KCSIE 2025

Responsibility of the Head of School

The Head of School recognises that, nationally, there is considerable educational underachievement of CLA, when compared with their peers and is committed to all playing an influential role in providing quality education for all pupils, based on equality of opportunity, access and outcomes and ensuring that the Designated Teacher and staff carry out their responsibilities effectively. The Head of School will, therefore:

- Appoint the Designated Teacher. Ensure the Designated Teacher: 'a qualified teacher who has completed appropriate induction period and is working as a teacher at school (regulation 3(2))' or is a Headteacher/ Acting Headteacher of the school (regulation 3(3)).
- Regulations (2009): 'require that the person designated is a qualified teacher who has completed the appropriate induction period (if required) and is working as a teacher at the school' (regulation 3(2)).
- Ensure the Designated Teacher has received appropriate training about school admission arrangements; Special Educational Needs and/or Disabilities; attendance and exclusions.
- Provide an annual report to the Local Governing Body on the number of CLA and PCLA pupils in school; their attendance; attainment levels (and progress) and general well-being (including information of Pupil Premium Plus (PP+) spending.

The Academy Committee of each Laurus Primary will:

- Ensure the school has a comprehensive policy for CLA/PCLA and review the effective implementation of this policy at least every two years.
- Ensure that there is a named Designated Governor for CLA and PCLA.
- Ensure that the Designated Governor links with the Designated Teacher and receives regular progress reports and provides feedback to the LGB. Including supervising the monitoring of progress and attendance and the impact of PP+ funding.
- Ensures that the Designated Teacher has received appropriate training.
- Ensure that admission criteria prioritise CLA and PCLA, according to the Code of Practice on Admissions. Ensure that there are no unintended barriers to admissions of CLA and PCLA.
- To be aware of the resource implications and expertise support the Designated Teacher may need.
- Ensure all governors are fully aware of the legal requirements and Guidance for CLA and PCLA.
- For safeguarding and confidentiality reasons, ensure that information will be collected and reported in ways that preserve anonymity and respect the confidentiality of the pupils

concerned.

- Ensure that the school's other policies and procedures give CLA and PCLA equal access in respect of admission to school and that the needs of CLA and PCLA are considered in all school policies (including identifying CLA and PCLA who are working above Age Related Expectations (ARE), ensuring CLA and PCLA with SEND needs are being met and that additional Safeguarding and SEMH needs are met).

The Designated Teacher will:

- Be an advocate for CLA and PCLA and take on a leadership role in promoting educational achievement for CLA and PCLA.
- Ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status.
- Contribute to development and review of whole school policies with CLA and PCLA in mind.
- Ensure that a Personal Education Plan (PEP) is completed (within 20 days of entering care or joining a new school). This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the PEP should take account of any Initial Support, SEND Focus Plan (SFP), Educational Health Care Plan, career plan or any other relevant plans.
- Ensure termly PEPs are completed and submitted on time with meaningful input from the child and carer/s (and parent/s where possible)..
- Ensure that each CLA and PCLA has an identified member of staff that they can talk to and liaise with staff who work closely with CLA and PCLA.
- Liaise with the relevant Virtual Head/Local Authority representative to secure Pupil Premium Plus funding and support the HoS in ensuring this funding is spent most effectively to support the CLA and PCLA.
- Liaise with the relevant Virtual Head/Local Authority in supporting transitions, including mid-year moves.
- Liaise with the relevant Virtual Head/Local Authority in monitoring attendance, reflecting current virtual school practice.
- Ensure entry to examinations for all CLA and PCLA, to co-ordinate support for the child in the school and liaise with other professionals and carers as necessary.
- Encourage CLA to participate in extra-curricular activities and out of hours learning using CLA funding as needed.
- Ensure staff and governors receive relevant information and training (including information about VSHs and PEPs).

- Ensure they are trained to undertake the role effectively, including being trained about the impact of trauma and attachment disruption on behaviour and learning
- Ensure confidentiality for individual children and only share personal information on a need-to-know basis.
- Provide written information to assist planning/review meetings and ensure attendance as far as possible.
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.
- Work closely with the Safeguarding Lead, Special Educational Needs Coordinator (SENDCO) and the SEMH Specialist.
- Support staff to raise attainment for CLA and PCLA
- Form good lines of communication with parents/ carers of CLA and PCLA.
- Carefully monitor attainment and patterns in areas such as attendance for CLA and PCLA.
- Liaise with professionals who are involved in supporting CLA and PCLA.
- Maintain up-to-date records of CLA and PCLA in school

Responsibility of All Staff/ Individual Class Teachers

- To have high aspirations and celebrate the educational and personal achievement of CLA and PCLA.
- To ensure entry to examinations for CLA and PCLA.
- To be aware CLA and PCLA personal circumstances and individual needs.
- To be familiar with the Guidance on CLA and PCLA.
- To respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings.
- To liaise with the Designated Teacher to meet the needs of CLA and PCLA
- To have good communication with parents/ carers and external agencies.
- To prioritise CLA for 1:1 support and intervention as appropriate

Personal Education Plan

All LAC have a care plan which is led by social services and supported by school. The care plan includes a Personal Education Plan (PEP). The PEP is led by the school's designated teacher and supported by Virtual Schools, social worker and relevant support workers/agencies. The Designated Teacher will lead on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

For further information, please refer to the relevant sections of 'The Designated Teacher for Looked After and Previously Looked After Children – Statutory Guidance on their roles and responsibilities February 2018 Guidance'.

Funding

Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding provided to help improve the attainment of children looked-after and children previously looked-after and close the attainment gap between this group and their peers. It must be used to support the educational progress of these pupils. Schools should track the impact of PP+ spending through PEP targets and academic data and report to governors termly. PP+ for CLA is held by the Virtual School, not delegated automatically to schools.

The Voice of the Child

Laurus Trust Primary Schools are committed to understanding the importance of listening to and taking account of the child's wishes and feelings about their education and social and emotional development. Pupil views will be sought on a termly basis and will help inform Pupil Premium Plus spending through termly PEP reviews and subsequent target setting.

Training

The Head of School, Designated Teacher and Professional Learning Lead will be responsible for ensuring all staff are briefed on the regulations and practice outlined in all statutory guidance.

Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	☒ Race ☒ Disability ☒ Sex ☒ Age ☒ Religious belief ☒ Sexual Orientation ☒ Gender Reassignment
Summary of any issue/proposed changes	Additional information added to 'The Legal Framework', 'The Designated Teacher will' and 'Funding' paragraph.
Date	April 2026
Date of next review	July 2027



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