

Policy for Children who are Looked After and Previously Looked After

Mary Webb School and Science College



Mary Webb School &
Science College



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The Governing Body

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1. Statement of Intent

The educational achievement for looked after and previously looked after children needs particular focus so that their outcomes and life chances can be improved.

Mary Webb School & Science College endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our students. With this in mind, we aim to:

- Promote high aspirations and seeking to secure the best outcomes for our children and young people
- Act in the best interests of our children and young people, promoting their physical and mental health/wellbeing
- Encourage our children and young people to express their views, wishes and feelings and take these into account
- Help our children and young people gain access to and make best use of services.
- Support our children and young people to be safe and have stability in their home lives and relationships
- Prepare our children and young people for adulthood and independent living.

Additionally, to

- ensure that students experience high quality teaching and a curriculum which meets their needs and the requirements of legislation
- plan support for looked after and previously looked after children realistically and using our school's resources efficiently in order to ensure the school meets their needs
- promote a positive culture in all aspects of school life
- help students develop their cultural, moral and social understanding.

We recognise that by embedding a school culture that supports Children who are Looked After (CLA) and those children who are Previously Looked After (PCLA), we create an environment that better supports all of our children and young people.

2. Legal Framework

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

- Children Act 1989 & 2004
- 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 (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Keeping children safe in education 2024'

It is also based on guidance provided by our Virtual School: [Shropshire Virtual School | Shropshire Council](#)

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

- Admissions Policy
- Behaviour Policy

- Equality Information and Objectives Statement
- Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy and Information Report
- Student Premium Strategy Statement

Please find school policies here: [Statutory Documents & Policies - Mary Webb School & Science College](#)

3. Definitions

Local terminology

Taking into account the views of children in care within Shropshire, the terms 'Child Looked After' or CLA is the preferred reference rather than Looked After Children or CLA.

Looked after children (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, as 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 (Section 20).

Previously looked after children (PCLA) are defined as:

- Children no longer looked after by an LA in England and Wales because they 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).

4. Roles and Responsibilities

The Local Governing Body is responsible for:

- Ensuring the school has a coherent policy for CLA and previously-CLA
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance
- Ensuring the Designated Teacher for CLA and previously-CLA has received the appropriate training
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
- Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and 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 previously-CLA safe

- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst CLA and previously-CLA
- Ensuring CLA and previously-CLA have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary
- Reviewing the annual report produced by the Designated Teacher to evaluate the progress of CLA 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 authorities 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 previously-CLA
- 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 previously-CLA as effectively as possible
- Managing the school's allocation of student 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 student 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 student's 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 authorities corporate parenting structures

The Headteacher is responsible for:

- Appointing the Designated Teacher for CLA and previously-CLA
- 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 local Governing Body annually on the following:
 - The number of CLA and previously-CLA in the school
 - An analysis of assessment scores as a cohort, compared to other student groups

- The attendance of CLA and previously-CLA, compared to other student groups
- The level of suspensions and permanent exclusions, compared to other student groups
- Ensuring all members of staff are aware that supporting CLA and previous CLA is a key priority
- Ensuring PP+ for previously-CLA is managed effectively
- Actively challenging negative stereotypes of CLA.

The Designated Teacher for CLA and previously-CLA is responsible for:

- 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 previously-CLA
- Promoting the educational achievement of CLA and previously-CLA at the school
- Acting as the main contact for social services and the education department
- Promoting a culture of high expectations and aspirations
- Ensuring CLA are involved in setting their own targets
- Advising staff on teaching strategies for CLA and previously-CLA
- Ensuring that CLA and previous-CLA are prioritised for intervention and support
- Leading on how a looked after child's Personal Education Plan (PEP) is developed and used in school to ensure the child's progress towards targets is monitored
- Liaising with the SENCo to ensure all student needs are met
- Working with the child's VSH and social worker to develop and implement their PEP
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding CLA and previously-CLA due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP
- Working with the Headteacher to submit an annual report to the Governing Body, which details the progress of all CLA and previously-CLA.

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 previously-CLA 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 if the child has Special Educational Needs
- Liaising with the class teacher, Designated Teacher, specialists and parents when considering interventions to support the progress of previously-CLA.

Staff are responsible for:

- Being aware of CLA and previously-CLA in their classes and providing them with support and encouragement
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding; 8
- Being vigilant for any signs of bullying towards CLA and previously-CLA
- Being vigilant for any signs of safeguarding concerns surrounding CLA and previously-CLA 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 previously-CLA.

5. Personal Education Plans (PEPs)

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 student 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 school will work with other professionals and the child's carers to 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 student's full range of education and development needs, including:

- 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 previously-CLA'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 student.

6. Working with agencies and the VSH

Mary Webb School and Science College will ensure that copies of all relevant reports are forwarded to the social workers, in addition to parents/carers or residential social workers.

The school will coordinate their review meetings; for example, hold their EHCP Annual Review at the same time at the PEP review.

The school will work with other agencies to exchange information such as changes in circumstances, suspensions or attendance issues, taking prompt action, where necessary, to safeguard CLA and previously-CLA.

Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.

The Designated Teacher for CLA and previously-CLA will communicate with the VSH and child's social worker to facilitate the completion of the PEP.

Through the Designated Teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.

The Designated Teacher will communicate with the VSH and agree on how student premium plus (PP+) can be used effectively to accommodate the child's educational attainment and progress.

PP+ for previously-CLA will be allocated directly to, and managed by, the school. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of CLA, or previously-CLA, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

The Designated Teacher will ensure consistent and strong communication with the VSH regarding CLA who are absent without authorisation.

The school will share their expertise on what works in supporting the education of CLA and previously-CLA.

7. Training

The Designated Teacher and other school staff involved in the education of CLA and previously-CLA have received the appropriate training, this includes information about the following:

- School admissions arrangements
- SEND
- Attachment and the impact of trauma; relational approaches and managing, understanding and responding to behaviours which challenge.
- Supporting SEMH
- Attendance / Suspensions / Exclusions
- Homework - raising educational outcomes, supporting carers
- Promoting high aspirations for achievement, future education, training and employment
- Promoting positive extra-curricular and recreational activities

- Supporting transitions
- Promoting positive educational and recreational activities, including Cultural Capital
- Safeguarding

8. Safeguarding

The school recognises that many CLA and previously-CLA 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 students 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 previously-CLA as soon as possible.

Where a CLA or previously-CLA has a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence or missing education where there are known safeguarding risks. The Headteacher will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of CLA and previously-CLA 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 previously-CLA in line with the processes outlined in the Safeguarding Policy.

Staff will be regularly encouraged to look for signs of bullying and report to the Designated Teacher if they believe a CLA or previously-CLA is being bullied, as this can have a particularly negative impact on students who have early experiences of rejection or abandonment.

9. Student Mental Health

CLA and previously-CLA are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated Teachers 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 previously-CLA, 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 previously-CLA 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 previously-CLA are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these students.

To measure, if necessary, the emotional and behavioural difficulties experienced by CLA, a Strengths and Difficulties Questionnaire will be used to help social workers and other relevant professionals to form a view about CLA's emotional wellbeing. The school's mental health lead will work alongside the Designated Teacher

to promote the wellbeing and mental health of CLA and previously-CLA, 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.

10. Suspensions and Permanent Exclusions

Past experiences of CLA and previously-CLA will be considered when implementing the behaviour policy.

The school will have regard to the DfE's statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' (August 2024) and, as far as possible, avoid suspending or excluding any CLA and previously-CLA.

Where the school has concerns about a child'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 CLA to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour. Suspension will only be considered as a last resort; where suspension is considered, the school will work with the VSH, and others, to consider what additional support can be provided to prevent suspension, and any additional arrangements that can be made to support the student's education in the event of suspension.

Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Policy or where allowing the student to remain in school would seriously harm the education or welfare of others. The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid suspension or permanent exclusion for previously-CLA children.

11. Students with SEND

Support for CLA with SEND who do not need an EHCP, 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/carers when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for previously-CLA.

The Designated Teacher and the SENCo will ensure that CLA and previously-CLA with SEND are supported in line with the Special Educational Needs and Disabilities (SEND) Policy, with extra consideration given to the fact that some of the usual procedures for supporting students with SEND may lack applicability for CLA, e.g. where CLA are in residential care and, thus, will have their EHCPs taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.

12. Information sharing

Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of CLA and previously-CLA are understood and met.

The arrangements set out:

- Who has access to what information and how the security of data will be ensured
- How students 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 students is passed between authorities, departments and the school when students move.

13. 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 September 2026.

For more information, please see:

[Promoting the education of looked-after children and previously looked-after children](#)

[Shropshire Virtual School | Shropshire Council](#)

[Shropshire-virtual-school-pupil-premium-plus-policy-2024-25.pdf](#)

[Together 4 Children](#)