

Date: February 2025

Review: February 2026

Primrose Hill School Children Looked After and Previously Looked After Policy



CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER POLICY

Definition

A child 'looked after by a local authority' is one who is looked after within the meaning of Section 22 of the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017.

Children Looked After (CLA) are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living either at home or away from home, where the Local Authority has parental authority shared with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care, or residential homes, where parents retain full parental responsibility.
- Remanded into care.
- A private arrangement where a child lives with friends or relatives is not considered public care, and these children are not designated as Looked After.
- A Previously Looked After Child (PLAC) is one who is no longer looked after in England and Wales because they:
- Are the subject of an adoption, special guardianship, or child arrangements order.
- Have been adopted from 'state care' outside England and Wales, where state care refers to care provided by a public authority, a religious organisation, or another organisation whose sole or main purpose is to benefit society.

Aims

The school is committed to the concept of corporate parenting for Children Looked After and Previously Looked After Children, working tirelessly to:

- Provide stability, safety, continuity, positive experiences, and individual care and attention.
- Develop an attachment-aware school that embeds strategies to support the impact of trauma on emotional and mental health.
- Enable all children to make good progress in learning.

The school will adhere to all relevant statutory guidance, including:

- *Promoting the Education of Looked After and Previously Looked After Children* (DfE, 2018)
- *Revised Guidance on the Role of the Designated Teacher for Looked After and Previously Looked After Children* (DfE, 2018)

Rationale

Nationally, education outcomes for Children Looked After and Previously Looked After Children are of concern, with a significant attainment gap compared to their non-looked-after peers. To address this, additional support and positive discrimination in their favour are required to improve outcomes.

ROLES AND PRIORITIES

Parents will:

- Provide the school with as much information as possible regarding the CLA/PLAC child.
- Keep the school informed of any significant changes that may affect the child.
- Attend relevant meetings, such as Personal Education Plan (PEP) reviews and parents' evenings.

Governing Body will:

- Ensure a qualified teacher is appointed as the Designated Teacher to promote the educational achievement of CLA/PLAC children.
- Ensure the Designated Teacher has the appropriate seniority and experience to provide leadership, training, and advice.
- Support the Designated Teacher in accessing relevant training.
- Ensure CLA/PLAC children are a priority group for school admissions.
- Oversee the appropriate use of the Pupil Premium Grant+ to support CLA/PLAC children's progress, attainment, engagement, and well-being.
- Ensure school policies and approaches reflect the needs of CLA/PLAC

The Headteacher and Leadership team will:

- Provide an annual report to the Governing Body on the provision and progress of CLA/PLAC children.
- Ensure all staff understand that supporting CLA/PLAC children is a key school priority.
- Allocate time and resources for the Designated Teacher to fulfill their role effectively.
- Ensure the voice of CLA/PLAC children is actively heard and considered in decision-making.
- Ensure the appropriate use of Pupil Premium Grant+ funding.
- Challenge any negative stereotypes about CLA/PLAC children.
- Provide Continuing Professional Development (CPD) for staff on attachment, trauma, and related issues.
- Work collaboratively with the Virtual School, Children's Social Care, and other relevant services to share information and promote achievement.

Designated Teacher

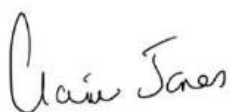
At Primrose Hill, the Designated Teacher is Miss Burns (Upper Key Stage Two Leader).

The Designated Teacher will:

- Act as a champion for CLA/PLAC children within the school, ensuring they receive appropriate support.
- Ensure CLA/PLAC children are aware of their designated support person in school.
- Share relevant information with staff on a need-to-know basis while maintaining confidentiality.
- Monitor academic progress, attendance, and well-being, ensuring interventions are in place as needed.
- Work closely with external agencies, including social workers and Virtual Schools, to advocate for CLA/PLAC children.
- Ensure PEPs are regularly reviewed and effectively implemented.

This policy reflects the school's unwavering commitment to supporting the educational success and well-being of Children Looked After and Previously Looked After Children. Regular reviews will ensure ongoing improvement in provision and outcomes.

Signed:



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