LOOKED-AFTER CHILDREN POLICY

Promoting stability. Raising aspirations.
Strengthening futures.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework
and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to supporting Looked-After Children (LAC) and Previously Looked-After Children (PLAC). It explains the principles, expectations, responsibilities and arrangements through which we promote their educational achievement, safeguarding, wellbeing, inclusion and long-term outcomes, recognising both the impact of care experience and the individual strengths, needs, communication, aspirations and circumstances of every pupil.

At Riverside Bridge School, we believe that every Looked-After and Previously Looked-After Child has the right to an ambitious, meaningful and personalised education in which they feel safe, valued, understood and able to achieve. Care experience must never reduce expectations, limit opportunity or define what a pupil can achieve.

We recognise that children who are, or have previously been, in care may have experienced loss, trauma, disrupted relationships, changes of placement or interruptions to their education. These experiences can affect emotional wellbeing, relationships, communication, engagement and learning. However, we do not assume that every care-experienced pupil will have the same experiences, needs or presentation. Support must be based upon the individual child rather than their care status alone.

As a specialist school for pupils with complex SEND, we also recognise that care experience may intersect with significant communication, learning, sensory, physical, health and emotional needs. Our approach therefore brings together high-quality specialist education, Total Communication, positive and relational support, therapeutic practice, safeguarding and Preparation for Adulthood within a personalised programme appropriate to each pupil.

Relationships and emotional safety are fundamental. Trusted adults, predictable approaches and environments in which pupils feel understood can provide an important foundation for participation and learning. Staff should understand the potential impact of trauma and disrupted relationships while remaining professionally curious and avoiding assumptions about a pupil's experiences or circumstances.

Communication is equally central. Every pupil must be supported to express their views, wishes, feelings and aspirations using communication approaches appropriate to them. Pupil voice must inform Personal Education Plans, Education, Health and Care Plan reviews, transition planning and wider decisions wherever this can be meaningfully facilitated.

We recognise that promoting positive outcomes requires effective partnership. Riverside Bridge School will work collaboratively with carers, parents where appropriate, social workers, Virtual Schools, Local Authorities, health professionals and other agencies, ensuring that responsibilities are understood, information is shared appropriately and support remains coordinated around the individual pupil.

Preparation for Adulthood begins well before a pupil reaches post-16 education. Our curriculum and wider provision seek progressively to develop communication, independence, relationships, community participation, health and future opportunities so that care-experienced pupils are supported to achieve meaningful and aspirational outcomes throughout school and beyond.

Our responsibility to pupils, families, carers and the school community

Riverside Bridge School has a responsibility to promote the educational achievement, safety, wellbeing, inclusion and future outcomes of Looked-After and Previously Looked-After Children and to ensure that care experience does not become a barrier to opportunity or aspiration.

In delivering this responsibility, we will:

- maintain high aspirations for every Looked-After and Previously Looked-After Child;
- provide education and support that are personalised to each pupil's strengths, needs, communication and aspirations;
- recognise the potential impact of trauma, loss and disrupted relationships without making assumptions about individual pupils;
- provide safe, predictable and relationship-based learning environments;
- ensure pupils can communicate their views, wishes and feelings in ways that are accessible to them;
- promote meaningful pupil participation in decisions affecting their education and future;
- ensure Personal Education Plans are purposeful, outcome-focused and integrated with wider educational planning;
- work collaboratively with carers, parents where appropriate, social workers, Virtual Schools and partner professionals;
- monitor educational progress, attendance, participation, wellbeing and wider outcomes;
- use Pupil Premium Plus strategically and evaluate its impact;
- identify and respond promptly to safeguarding concerns;
- provide equitable access to the curriculum, enrichment and wider school life;
- plan carefully for admissions, transitions and changes in placement or provision;
- embed Preparation for Adulthood progressively within curriculum and planning;
- challenge or escalate where agreed provision or external support is not being delivered in the pupil's best interests;
- continually evaluate and strengthen provision for care-experienced pupils.

Through these commitments, we aim to ensure that every Looked-After and Previously Looked-After Child is supported to feel safe and understood, communicate effectively, participate fully, develop independence and achieve ambitious outcomes throughout their education and into adulthood.

RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

PURPOSE, SCOPE AND DEFINITIONS

Defining responsibility. Clarifying entitlement. Recognising individual need.

This policy sets out Riverside Bridge School's arrangements for promoting the educational achievement, wellbeing, safeguarding, inclusion and long-term outcomes of Looked-After Children (LAC) and Previously Looked-After Children (PLAC). It establishes the responsibilities of the Governing Board, Headteacher, Designated Teacher and school staff and provides the framework through which the school works with pupils, carers, families, Virtual Schools, Local Authorities and partner professionals.

Scope

This policy applies to all Looked-After and Previously Looked-After Children attending Riverside Bridge School and to all staff, governors and professionals working on behalf of the school. It should be applied alongside each pupil's individual statutory and educational planning, including their Education, Health and Care Plan (EHCP), Personal Education Plan (PEP) where applicable, Care Plan and any relevant safeguarding, health, communication, positive support or risk-management arrangements.

Definitions

For the purposes of this policy:

- **Looked-After Child (LAC)** refers to a child who is in the care of a Local Authority or provided with accommodation by a Local Authority for a continuous period of more than 24 hours under Section 22 of the Children Act 1989.
- **Previously Looked-After Child (PLAC)** refers to a child who has ceased to be Looked-After because they were adopted, became subject to a Special Guardianship Order (SGO) or Child Arrangements Order (CAO), or were adopted from state care outside England and Wales in accordance with statutory guidance.

This policy has regard to relevant **legislation and statutory guidance**, including:

- Children Act 1989;
- Children and Families Act 2014;
- Children and Social Work Act 2017;
- SEND Code of Practice (2015);
- Working Together to Safeguard Children (2026);
- Keeping Children Safe in Education (2026);
- Promoting the Education of Looked-After Children and Previously Looked-After Children (DfE).

Section 02

OUR APPROACH

Understanding experience. Personalising support. Maintaining aspiration.

Riverside Bridge School believes that every Looked-After Child (LAC) and Previously Looked-After Child (PLAC) deserves stability, security and the opportunity to achieve their full potential. Care experience should never become a barrier to educational achievement, personal development, communication, independence or future aspirations. We are committed to providing a safe, inclusive and ambitious environment in which every pupil is valued, understood and supported to thrive.

As a specialist school for pupils with complex SEND, we recognise that care experience may intersect with significant communication, learning, sensory, physical, health and emotional needs. We also recognise that some care-experienced pupils may have experienced trauma, loss, disrupted relationships or instability. We do not assume that these experiences apply to every pupil or affect every pupil in the same way. Our approach is therefore person-centred, trauma-informed where appropriate and responsive to the individual strengths, needs, communication, aspirations and circumstances of each pupil.

Our approach brings together high-quality specialist teaching, Total Communication, Positive Support, therapeutic practice, safeguarding and Preparation for Adulthood. Support is personalised around the individual pupil rather than determined by care status alone.

Relationships, communication and emotional safety are central to this approach. Pupils are supported through trusted relationships, predictable environments, accessible communication and consistent approaches that enable them to participate meaningfully in their education and wider school life.

In fulfilling our responsibilities as part of the wider corporate parenting network, Riverside Bridge School is committed to:

- promoting high aspirations and positive outcomes for every Looked-After and Previously Looked-After Child;
- working collaboratively with pupils, carers, families where appropriate, social workers, the Virtual School, Local Authorities and other professionals;
- ensuring pupils receive timely, personalised and evidence-informed support in response to their educational, emotional, communication and developmental needs;
- providing safe, stable and predictable learning environments in which positive relationships are built upon trust, respect and consistency;
- enabling every pupil to communicate their views, wishes, feelings and aspirations using approaches appropriate to their individual communication needs;
- removing barriers to communication, participation, learning, inclusion and Preparation for Adulthood wherever possible;

- enabling pupils to progressively develop communication, independence, confidence and the skills and experiences they need for their future lives.

Every member of the Riverside Bridge School community shares responsibility for promoting the welfare, inclusion and educational achievement of Looked-After and Previously Looked-After Children. Through effective partnership working, high expectations and consistent specialist practice, we seek to ensure that every care-experienced pupil is supported to communicate, participate, achieve and prepare successfully for adulthood.

Section 03

PRINCIPLES

Putting pupils first. Maintaining ambition. Promoting belonging.

The education, care and support of Looked-After and Previously Looked-After Children at Riverside Bridge School is underpinned by the following principles. These reflect the school's commitment to safeguarding, inclusion, communication, partnership and high aspirations for every care-experienced pupil.

The child is at the centre of all decision-making. Every pupil is recognised as an individual with unique strengths, needs, experiences and aspirations. Decisions will always be made in the best interests of the child, taking account of their voice, preferred methods of communication, lived experiences and individual circumstances.

High aspirations for every pupil. Riverside Bridge School maintains consistently high expectations for every Looked-After and Previously Looked-After Child. Care experience will never diminish ambition or limit opportunity. Every pupil will be supported to achieve the best possible educational, social, emotional and Preparation for Adulthood outcomes.

Trauma-informed (where appropriate), relationship-based practice. We recognise that many care-experienced children have experienced trauma, loss, disrupted attachment or instability. Staff recognise that a pupil's presentation and responses may reflect communication, emotional regulation, previous experiences and unmet need, and respond through positive relationships, consistency, emotional safety and therapeutic practice that promotes trust, resilience and belonging.

Communication and participation. Every pupil has the right to communicate, to be understood and to participate in decisions affecting their lives. Riverside Bridge School is committed to providing communication approaches and environments that enable pupils to express their views, wishes and feelings using methods appropriate to their individual needs.

Inclusion, equality and belonging. Looked-After and Previously Looked-After Children will be fully included in every aspect of school life. The school is committed to removing barriers to learning, participation and achievement whilst ensuring that every pupil is treated with dignity, respect and without discrimination.

Partnership working. Positive outcomes depend upon effective collaboration between the school, carers, families, social workers, the Virtual School, health professionals and other agencies. Riverside Bridge

School is committed to working openly, professionally and constructively with everyone involved in supporting the child.

Safeguarding and wellbeing. The safety and welfare of every pupil is paramount. Through a coordinated approach that places safeguarding at the centre of all decision-making, the school promotes communication, emotional wellbeing, independence, positive relationships and successful Preparation for Adulthood.

Continuous improvement. Riverside Bridge School is committed to continually reviewing and strengthening the support provided to Looked-After and Previously Looked-After Children through reflection, partnership working, evidence-informed practice and ongoing evaluation of outcomes

Section 04

ROLES AND RESPONSIBILITIES

Clarifying leadership. Sharing responsibility. Securing outcomes.

Promoting the educational achievement, wellbeing and long-term outcomes of Looked-After and Previously Looked-After Children is a shared responsibility across Riverside Bridge School. Whilst the Designated Teacher has specific statutory responsibilities, every member of staff contributes to creating a safe, stable, inclusive and aspirational environment in which care-experienced pupils can thrive.
Through effective leadership, collaborative working and a consistent therapeutic approach, Riverside Bridge School is committed to ensuring that the educational, safeguarding, communication, emotional and

Preparing for Adulthood needs of every Looked-After and Previously Looked-After Child are recognised, planned for and appropriately supported.

Governing Board

The Governing Board is responsible for ensuring that Riverside Bridge School fulfils its statutory responsibilities towards Looked-After and Previously Looked-After Children. Governors provide strategic oversight, challenge and assurance that appropriate systems, resources and policies are in place to promote positive educational, safeguarding and wellbeing outcomes.
The Governing Board will:

- ensure a suitably qualified Designated Teacher is appointed and appropriately supported;
- receive assurance regarding the educational progress, attendance, safeguarding and wellbeing of Looked-After and Previously Looked-After Children;
- monitor the effective use and impact of Pupil Premium Plus (PP+) funding;
- ensure appropriate policies, procedures and resources are in place to support care-experienced pupils;
- promote a culture of inclusion, high aspirations, safeguarding and continuous improvement.

Headteacher

The Headteacher is responsible for ensuring that the school's commitment to Looked-After and Previously Looked-After Children is reflected throughout the school's culture, strategic leadership and daily practice.
The Headteacher will:

- ensure sufficient time, resources and professional support are available for the Designated Teacher to fulfil their statutory responsibilities;

- promote a whole-school culture of inclusion, high aspirations, trauma-informed practice where appropriate and positive relationships;
- ensure staff receive appropriate training and professional development;
- support effective partnership working with the Virtual School, Local Authorities and other agencies;
- ensure effective systems are in place to monitor educational achievement, attendance, safeguarding, communication and wellbeing;
- ensure care-experienced pupils receive equitable access to the full curriculum, enrichment opportunities and Preparation for Adulthood provision.

Designated Teacher

The Designated Teacher has lead responsibility for promoting the educational achievement and wellbeing of Looked-After and Previously Looked-After Children.

At Riverside Bridge School, this role is undertaken by the Designated Safeguarding Lead (DSL), ensuring that educational, safeguarding and wellbeing needs are considered through a joined-up and holistic approach.

The Designated Teacher will:

- maintain oversight of all Looked-After and Previously Looked-After Children on roll;
- coordinate, quality assure and monitor Personal Education Plans (PEPs);
- work collaboratively with the Virtual School, social workers, carers, families and other professionals;
- monitor educational progress, attendance, communication, wellbeing and wider outcomes;
- oversee the effective use and evaluation of Pupil Premium Plus (PP+) funding;
- advocate for pupils where additional assessment, provision or intervention is required;
- ensure staff receive appropriate information to support pupils safely and effectively whilst maintaining confidentiality;
- provide advice and guidance to staff regarding trauma-informed practice (where appropriate), attachment, educational needs and statutory responsibilities;
- contribute to strategic monitoring and continuous improvement of provision for care-experienced pupils.

All Staff

Every member of staff plays an important role in supporting the educational achievement, wellbeing and inclusion of Looked-After and Previously Looked-After Children. Staff are expected to understand the potential impact that trauma, disrupted relationships and adverse childhood experiences may have on learning, communication, emotional regulation and relationships, whilst avoiding assumptions about the experiences of individual pupils.

All staff will:

- maintain high aspirations for every pupil;
- build positive, trusting and consistent relationships;
- promote communication, participation, independence and inclusion;
- follow the principles set out within the school's Positive Support Policy;
- report safeguarding concerns immediately in accordance with the Safeguarding and Child Protection Policy, recording concerns on Sleuth where appropriate;
- contribute to the implementation of Personal Education Plans (PEPs), Education, Health and Care Plans (EHCPs) and other agreed support plans relevant to their role;
- work collaboratively with colleagues, carers and external professionals to meet each pupil's individual needs;
- contribute to a culture of reflection, professional curiosity and continuous improvement that promotes the best possible outcomes for care-experienced pupils.

Section 05

ADMISSIONS, INDUCTION AND TRANSITION

Planning carefully. Building security. Supporting change.

Riverside Bridge School recognises that admission to a new educational setting can represent a significant period of change for Looked-After and Previously Looked-After Children. Many pupils may have experienced multiple placements, disrupted education, changes in care arrangements or inconsistent educational provision. The school is committed to ensuring that every admission and transition is carefully planned, personalised and centred upon the individual needs of the pupil, promoting stability, emotional security, continuity of learning and positive relationships from the outset.

Wherever possible, the school will work collaboratively with the placing Local Authority, Virtual School, social workers, carers, parents (where appropriate) and previous educational settings to gather relevant information before admission. This collaborative planning enables Riverside Bridge School to identify strengths, understand individual needs, minimise anxiety and ensure that appropriate educational, therapeutic and pastoral support is in place from the pupil's first day.

Admission and Induction

Where appropriate, the school's admission and induction process may include:

- transition meetings involving relevant professionals;
- review of the pupil's Education, Health and Care Plan (EHCP), Personal Education Plan (PEP), individual risk assessments completed in accordance with the school's Risk Assessment Policy, Individual Healthcare Plan (IHP), Emergency Healthcare Plan (EHP) and other relevant information;
- visits to the school and opportunities for the pupil and carers to become familiar with the environment;
- personalised transition resources, including visual supports, social stories, communication profiles, communication aids and environmental adaptations where appropriate;
- identification of a key adult to provide consistency, reassurance and support throughout the induction process;
- sharing relevant information with staff to promote consistent practice whilst maintaining appropriate confidentiality.

The pace, structure and duration of each induction will be determined by the individual needs of the pupil. Where appropriate, pupils may follow a personalised transition programme that enables them to develop confidence, establish trusting relationships and become familiar with routines, expectations, communication approaches and the school environment before attending full-time.

Transitions throughout school

Riverside Bridge School recognises that transition is a continuous process rather than a single event. Pupils may require additional planning and support during key transition points, including changes of class, key stage, curriculum pathway, educational placement and Preparation for Adulthood.

Transition planning will be personalised and may include:

- enhanced communication with families, carers and partner agencies;
- familiarisation visits and planned transition activities;
- updated communication, sensory, therapeutic and regulation strategies;
- collaborative planning with receiving settings and external professionals;
- review of risk assessments, Individual Healthcare Plans, Emergency Healthcare Plans and Positive Support and Regulation Plans where appropriate; and
- Preparation for Adulthood planning for pupils approaching post-16 and post-19 pathways.

Throughout every transition, the school will seek to promote appropriate continuity in communication approaches, therapeutic support and key relationships wherever possible. Transition planning will focus not only on educational continuity, but also on promoting emotional wellbeing, reducing anxiety, strengthening resilience and enabling every pupil to participate confidently within their new environment.

Section 06

PERSONAL EDUCATION PLANS (PEPS)

Planning personally. Coordinating support. Reviewing impact.

A Personal Education Plan (PEP) is a statutory document that forms part of the wider Care Plan for every Looked-After Child. It is the principal educational planning document through which educational achievement, attendance, wellbeing and wider outcomes are planned, monitored and reviewed. Riverside Bridge School is committed to ensuring that every Personal Education Plan is meaningful, outcome-focused and centred upon the individual strengths, needs, aspirations and lived experiences of the pupil. The Designated Teacher is responsible for coordinating the completion, quality assurance and review of Personal Education Plans in partnership with the Virtual School, social worker, carers, parents (where appropriate) and other professionals involved in supporting the pupil. Wherever possible, pupils will be supported to contribute to their Personal Education Plan using communication methods appropriate to their individual needs, ensuring that their views, wishes and aspirations remain central to planning and decision-making.

Personal Education Plans will:

- identify the pupil's strengths, achievements and aspirations;
- identify barriers to learning, attendance, participation and emotional wellbeing;
- establish clear, measurable and achievable outcomes that promote educational, personal and social development;
- identify the provision, interventions and resources required to achieve agreed outcomes;
- record the intended use and anticipated impact of Pupil Premium Plus (PP+) funding;
- monitor progress, evaluate impact and review the effectiveness of agreed provision.

Where a pupil has an Education, Health and Care Plan (EHCP), the Personal Education Plan should complement, rather than duplicate, the provision and outcomes contained within the EHCP, ensuring that educational priorities remain aligned across both statutory plans.

At Riverside Bridge School, Personal Education Plan discussions extend beyond academic attainment to reflect the school's specialist curriculum and holistic approach to development. Reviews may therefore include consideration of:

- communication and interaction;
- emotional regulation and wellbeing;
- therapeutic provision and intervention;
- attendance, engagement and participation;

- independence and Preparation for Adulthood;
- social and emotional development;
- participation in the wider life of the school.

The Designated Teacher will ensure that actions identified through the Personal Education Plan are implemented, monitored and reviewed in partnership with all relevant professionals. Where concerns arise regarding the provision of external services, or where agreed actions are not being progressed, these will be raised promptly with the relevant professionals and, where necessary, escalated through the appropriate Local Authority or Virtual School procedures.

The Personal Education Plan also provides the framework for planning, monitoring and reviewing the effective use of Pupil Premium Plus (PP+) funding. Funding decisions will be based upon identified individual needs, agreed outcomes and evidence of impact, ensuring that resources are used strategically to improve educational achievement, communication, wellbeing, independence and long-term outcomes for each individual pupil.

Section 07

EDUCATIONAL ACHIEVEMENT, ATTENDANCE AND WELLBEING

Removing barriers. Supporting participation. Promoting progress.

Riverside Bridge School is committed to ensuring that Looked-After and Previously Looked-After Children receive the support, they need to achieve positive educational, social and emotional outcomes. We recognise that many pupils have experienced disruption to their education, relationships and care arrangements and may require additional support to develop confidence, build trusting relationships and engage successfully in learning. Our approach is therefore holistic, recognising that educational achievement is closely linked to communication, emotional wellbeing, attendance, participation and independence.

Educational Achievement

The school maintains high aspirations for every Looked-After and Previously Looked-After Child and is committed to removing barriers that may affect progress, participation and long-term outcomes. Support will be personalised to the individual needs of each pupil and may include curriculum adaptations, communication support, therapeutic intervention, sensory support, personalised learning approaches and opportunities to develop independence and Preparation for Adulthood skills.

Educational progress will be monitored through the school's assessment systems, Personal Education Plans (PEPs), Education, Health and Care Plan (EHCP) Annual Reviews and wider multi-agency planning to ensure that provision remains appropriate, effective and responsive to the pupil's changing needs.

Attendance

Regular attendance is fundamental to educational achievement, emotional security and positive outcomes. Attendance for Looked-After and Previously Looked-After Children will be monitored closely, with concerns identified and addressed promptly in partnership with carers, social workers, the Virtual School and other relevant professionals.

Attendance will be managed in accordance with Riverside Bridge School's Attendance Policy, recognising that barriers to attendance often require a supportive, graduated and multi-agency response.

Wherever possible, interventions will focus upon understanding and addressing the underlying causes of absence, promoting engagement, emotional wellbeing and sustained participation in education.

Wellbeing and Positive Support

Riverside Bridge School recognises that experiences of trauma, loss, disrupted relationships or instability may influence a pupil's emotional regulation, communication, relationships, presentation and engagement in learning. Staff recognise that a pupil's presentation and responses may reflect communication, emotional regulation, previous experiences and unmet need. Support is therefore personalised to the individual pupil and grounded in positive relationships, emotional safety, co-regulation, consistency and the principles set out within the school's Positive Support Policy.

Where appropriate, pupils may also be supported through:

- Positive Support and Regulation Plans;
- therapeutic interventions;
- personalised communication approaches;
- sensory-informed approaches;
- pastoral support;
- targeted interventions tailored to their individual strengths and needs.

Health needs, including physical health, mental health and emotional wellbeing, will be supported in partnership with carers, families and relevant professionals. Medical care, medication management and emergency healthcare arrangements will be delivered in accordance with the school's Medical Needs, Medication and Allergy Safety Policy, with Individual Healthcare Plans (IHPs) and Emergency Healthcare Plans (EHPs) implemented where appropriate.

Where appropriate, first aid will be administered in accordance with the school's First Aid Policy.

Where a Looked-After or Previously Looked-After Child cannot be located whilst under the supervision of the school, staff will respond immediately in accordance with the school's Missing Child on Site Policy.

Where intimate care is required, it will be provided in accordance with the school's Intimate Care Policy, ensuring dignity, privacy, safety and safeguarding are maintained at all times.

Section 08

MULTI-AGENCY WORKING

Sharing expertise. Coordinating support. Acting together.

Supporting Looked-After and Previously Looked-After Children requires effective partnership working between education, social care, health services and other agencies.

Riverside Bridge School is committed to developing strong, respectful and collaborative relationships with all professionals involved in supporting each pupil, recognising that shared planning, effective communication and timely intervention are essential to achieving positive educational, social and emotional outcomes.

The Designated Teacher acts as the school's principal point of contact for matters relating to Looked-After and Previously Looked-After Children and works closely with the Virtual School, social workers, carers, parents (where appropriate), health professionals and partner agencies to ensure that support is well coordinated, responsive and centred upon the individual strengths, needs and aspirations of the pupil.

The school will:

- participate fully in Personal Education Plan (PEP) meetings, statutory reviews, Education, Health and Care Plan (EHCP) Annual Reviews and other multi-agency meetings where appropriate;
- share relevant information in a timely and proportionate manner, in accordance with safeguarding responsibilities, information-sharing protocols and data protection legislation;
- contribute professional advice, assessment and recommendations to inform decision-making and future planning;
- work collaboratively to identify and remove barriers to learning, communication, attendance, participation, wellbeing and Preparation for Adulthood;
- advocate for pupils where additional support, assessment or intervention is required;
- challenge and escalate concerns appropriately where agreed actions, provision or services are not being delivered in the best interests of the pupil;
- promote joined-up planning that enables consistent support across education, home and partner agencies.

Where Riverside Bridge School believes that agreed actions are not being progressed, or where delays in external support place a pupil's education, wellbeing or safety at risk, concerns will be raised promptly with the relevant professionals and, where necessary, escalated through the appropriate Local Authority, Virtual School or statutory procedures. The school recognises that effective partnership working extends beyond statutory meetings. Regular communication with carers, families and professionals is encouraged to ensure that support remains co-ordinated, responsive and focused on achieving the best possible outcomes for every care-experienced pupil.

Section 09

PUPIL PREMIUM PLUS (PP+)

Targeting support. Demonstrating impact. Improving outcomes.

Pupil Premium Plus (PP+) provides additional funding to support the educational achievement, wellbeing and wider development of eligible Looked-After and Previously Looked-After Children.

Riverside Bridge School is committed to ensuring that this funding is used strategically, transparently and in response to identified individual need, enabling pupils to overcome barriers to learning, participation and long-term success.

The Designated Teacher will work collaboratively with the Headteacher, the Virtual School and other relevant professionals to ensure that decisions regarding the use of PP+ funding are informed by the pupil's Personal Education Plan (PEP), Education, Health and Care Plan (EHCP), assessment information, professional advice and identified outcomes.

Any use of PP+ will be determined in accordance with current statutory and Virtual School requirements and agreed through the appropriate PEP process.

PP+ may be used to support:

- communication and language development;
- therapeutic provision and emotional wellbeing;
- personalised teaching, learning and curriculum access;
- Preparation for Adulthood, independence and life skills;
- specialist resources, equipment and assistive technology;
- enrichment opportunities that promote confidence, participation and inclusion;
- enhanced transition planning and additional support during periods of educational change.

The use of PP+ funding will be reviewed regularly through the Personal Education Plan (PEP) process to ensure that it is having a positive and measurable impact on the pupil's educational progress, communication, wellbeing, participation and wider development. Funding decisions will always be based upon identified individual needs, agreed outcomes and evidence of impact rather than adopting a standardised approach for all pupils.

Pupil Premium Plus funding will complement, and not replace, the school's statutory responsibilities to meet pupils' educational needs through its delegated budget, SEND funding or other commissioned provision. Riverside Bridge School is committed to ensuring that every funding decision contributes meaningfully towards improving outcomes and enabling care-experienced pupils to achieve their full potential.

Section 10

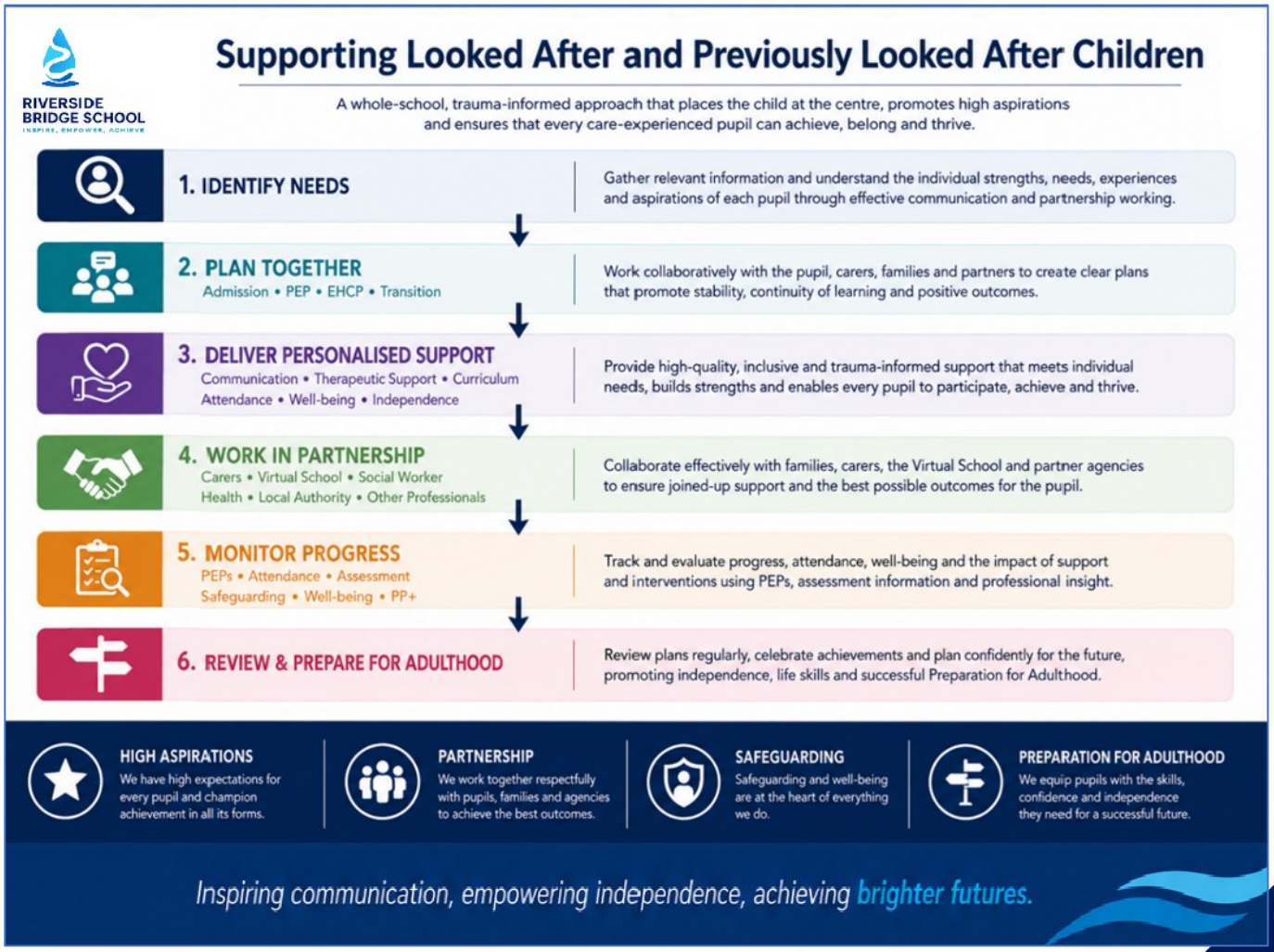
OPERATIONAL ARRANGEMENTS

Connecting planning. Coordinating action. Maintaining oversight.

Riverside Bridge School maintains clear operational arrangements for identifying, planning for and reviewing the needs of Looked-After and Previously Looked-After Children. These arrangements support timely information sharing, PEP coordination, multi-agency working, PP+ planning, safeguarding oversight and transition planning. The Designated Teacher maintains oversight of these arrangements and ensures that responsibilities, actions and review processes are clearly identified for each pupil.

Operational arrangements support implementation of this policy but do not replace individual planning through the PEP, EHCP, safeguarding processes, statutory care planning or professional judgement.

The accompanying pathway provides a high-level overview of Riverside Bridge School's whole-school approach, from identifying need and collaborative planning through to personalised support, monitoring and Preparation for Adulthood. It supports understanding of the policy but does not replace PEPs, EHCPs, safeguarding procedures, statutory care planning or professional judgement.



Section 11

MONITORING AND REVIEW

Evaluating outcomes. Maintaining oversight. Strengthening provision.

Riverside Bridge School is committed to continually improving outcomes for Looked-After and Previously Looked-After Children through effective leadership, robust monitoring, reflective practice and collaborative partnership working. The educational achievement, attendance, wellbeing and wider outcomes of care-experienced pupils will be monitored throughout the year to ensure that provision remains responsive, effective and centred upon individual need.

The Designated Teacher will maintain strategic oversight of the educational progress and wellbeing of all Looked-After and Previously Looked-After Children, ensuring that Personal Education Plans (PEPs), attendance, safeguarding information, assessment outcomes and wider professional involvement are regularly reviewed. Where concerns are identified, timely action will be taken in partnership with carers, the Virtual School, social workers and other relevant professionals to ensure that appropriate support is implemented without delay. The school will monitor the effectiveness of its provision through:

- progress and assessment information;
- Personal Education Plan (PEP) reviews;
- attendance, engagement and participation;
- safeguarding and wellbeing information;
- the use and impact of Pupil Premium Plus (PP+) funding;
- feedback from pupils, carers and partner agencies where appropriate;
- outcomes from multi-agency planning, statutory reviews and professional meetings.

Information gathered through monitoring will be used to evaluate the effectiveness of provision, identify emerging needs, inform staff training, strengthen policy and practice, support strategic planning and contribute to the school's ongoing programme of continuous improvement.

As pupils approach adulthood, transition planning will be fully integrated within the school's Preparation for Adulthood (PfA) curriculum, Education, Health and Care Plan (EHCP) Annual Reviews, Personal Education Plans (PEPs) and multi-agency planning processes to promote successful transitions into further education, employment, adult services, independent living and community participation, where appropriate. This policy will be reviewed annually by the Governing Board, or sooner where changes in legislation, statutory guidance or local procedures require amendments.

The review process will take account of legislative changes, national guidance, local procedures, feedback from stakeholders and the school's own evaluation of practice to ensure that the policy continues to reflect best practice and meets the needs of Riverside Bridge School's pupils.

Section 12

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy forms part of Riverside Bridge School's integrated safeguarding, inclusion and governance framework. It should not be read in isolation but alongside the policies and procedures listed below, which collectively ensure a consistent, safe and effective approach to promoting the educational achievement, wellbeing, safeguarding and inclusion of Looked-After and Previously Looked-After Children.

This policy should be read alongside the following Riverside Bridge School policies and procedures:

- Attendance Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Equality, Diversity, Equity and Inclusion Policy
- First Aid Policy
- Intimate Care Policy
- Medical Needs, Medication and Allergy Safety Policy
- Missing Child on Site Policy
- Positive Support Policy
- Risk Assessment Policy;
- SEND Policy
- Bridge for Families - Home Support Programme Policy
- Parent Partnership Policy.

Where appropriate, this policy should also be read alongside the school's Careers Education, Information, Advice and Guidance (CEIAG) Policy and other curriculum policies that support Preparation for Adulthood (PfA).

The school will also have regard to relevant statutory guidance and legislation relating to the education, safeguarding and welfare of Looked-After and Previously Looked-After Children, including guidance issued by the Department for Education and associated statutory agencies.

Through high aspirations, collaborative working and a commitment to continuous improvement, Riverside Bridge School seeks to ensure that every Looked-After and Previously Looked-After Child feels safe, valued, included and supported to communicate, participate, achieve and prepare successfully for adulthood.