

Bishop Perrin Church of England Primary School

Looked After and Previously Looked After Children Policy

Non-statutory policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and St Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

Author	Designated Teacher
Date Ratified	July 2026
Ratification Level	FGB
Frequency of Renewal	Annual
Policy Renewal Date	July 2027

CONTENTS

1	POLICY STATEMENT	4
2	DEFINITIONS	4
3	AIMS.....	5
4	ROLES AND RESPONSIBILITIES	6
5	PREVIOUSLY LOOKED AFTER CHILDREN	10
6	ADMISSIONS.....	10
7	INCLUSION.....	10
8	ALLOCATION OF RESOURCES	11
9	RECORD KEEPING.....	12
10	STAFF DEVELOPMENT	12
11	SUPPORT FOR CARE-EXPERIENCED AND FAMILIES.....	12
12	REVIEW AND EVALUATION OF THIS POLICY	12

1 POLICY STATEMENT

At Bishop Perrin CE Primary School we are committed to promoting the education of Looked After Children (LAC) and Previously Looked After Children (PLAC). We understand that vulnerable children are best supported with high quality teaching and whole school awareness of trauma informed practice. In this policy, and in practise, where possible, children who are Looked After or have been Previously Looked After will be referred to a 'care-experienced'.

We will ensure that these children do not face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled. We will work closely with the local authority and those who have day to day responsibility for the young person.

In 2024-25 Bishop Perrin School was awarded the AfC Virtual Schools Attachment Awareness Bronze Award.

2 DEFINITIONS

Looked After Children (LAC) 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, where 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 or respite care

Previously Looked After Children (PLAC) are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or 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).

Children with a social worker are defined as:

- Children who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding or welfare reasons under section 17 of the Children Act 1989.

Children in kinship care are defined as:

- Children living in informal arrangements made by their birth parents with a close relative, or by default, for example because their birth parent has died or abandoned them.
- Children looked after by the local authority and placed with kinship foster carers.
- Children living in arrangements which are due to lead to adoption by a relative or friend.
- Children living with testamentary guardians when a parent has died. They may be on a Child Arrangement Order or Special Guardianship Order granted by the court.

LAC reviews, involving the school, will take place up until an adoption order has been granted. However, Pupil Premium Plus funding will continue for LAC until they are 16 years old.

As stated in Keeping Children Safe in Education 2025, Virtual School Heads have a statutory responsibility for Looked After Children and Previously Looked After Children, and a non-statutory responsibility for promoting the educational outcomes of children with a social worker and children in kinship care. The school works with the Virtual School Head in supporting these children.

Both LAC and PLAC are care-experienced.

Care-experienced children may be looked after by Richmond local authority or may be in the care of another authority but living in this local authority.

While a child is being looked after by the LA, Parental Responsibility (PR) for the young person normally lies with the LA and/or the parents, the responsibility for day-to-day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what, if any, authority has been delegated to carers as soon as possible. Each case will be different as to who will have responsibility and who will need to be kept informed.

At Bishop Perrin School, we seek information about PR about all children on admission and review this information with parents at the spring term parent consultations to make sure we hold the most up-to-date information for all children.

3 AIMS

Nationally, care-experienced children significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that this group of children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being. Many care-experienced children will have had

disrupted schooling and therefore will have gaps in their learning. In addition, a significant proportion of care-experienced children have some form of Special Educational need and / or have been excluded from school which leads to under-achievement in relation to their peers.

For care-experienced children it is nationally recognised that there can be considerable educational underachievement when compared with their peers. The governing board of Bishop Perrin CE Primary School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes.

As such, the Governing Board is committed to implementing the following principles and practices:

- To ensure that school policies and procedures are followed for care-experienced children as for all children
- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children
- To support our care-experienced children and give them access to every opportunity to achieve to their potential, enjoy learning and to participate in all school activities
- To work with the Virtual School to ensure that carers and social workers of care-experienced children are kept fully informed of their child's progress and attainment
- To ensure that care-experienced children are involved, where appropriate, in decisions affecting their future provision
- To fulfil our schools' role as corporate parents to promote and support the education of our care-experienced children by asking the question, 'Would this be good enough for my child?'

4 ROLES AND RESPONSIBILITIES

What is a Designated Teacher (DT)?-

The Designated Teacher is responsible for and committed to championing the needs and attainment of care-experienced children (up to the age of 18), in an effort to bridge the gap and raise their attainment so that it is in-line with their peers.

The DT is a qualified teacher and "someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them."

Alternatively, the DT can be the Headteacher or Assistant Headteacher, as stipulated by Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009.

At Bishop Perrin School the Designated Teacher, is also the school's Designated Safeguarding Lead, and is responsible for meeting the needs of this group of pupils. The post holder is a qualified teacher and is empowered to have whole school influence.

DT Responsibilities:

- Knowing who all the LAC are in school and ensuring availability of all relevant details from school record-keeping systems as required.
- Attending relevant training about LAC and acting as the key liaison professional for other agencies and carers in relation to LAC.
- Promoting a culture of high expectations and aspirations for how LAC should learn.
- Helping school staff understand the issues that affect the learning of LAC, including advising on adapted learning.
- Making sure that LAC are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Removing the barriers to learning for LAC.
- Ensuring any LAC new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Developing personalised learning packages for LAC in conjunction with the relevant teaching staff. • Ensuring that the LAC in their school have a voice in setting learning targets for themselves.
- Championing for LAC.
- Leading on developing and implementing the PEP within the school. The social worker is responsible for initiating the PEP process completing the relevant pages of the ePEP form.
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved. • Ensuring the child makes a smooth transition to the new school and that the child's records are transferred without delay.
- Liaising with the Virtual School in all aspects of the LAC progress and support. • Communicate with the Virtual School to manage allocation of PP+ for the benefit of LAC.
- Manage PP+ for Previously Looked After Children to support educational attainment and personal development.
- Convening urgent multi-agency meetings if a LAC is experiencing difficulties or is at risk of exclusion.
- Arranging for a mentor or key worker to whom the young person can talk to. • Arranging for the LAC to be supported by their peers.
- Producing at least one annual report to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in place are effective in addressing the learning needs of LAC, how the DT works in partnership with the LA, training undertaken for carrying out the role effectively. The report must not mention the children's names for confidentiality reasons.

- Promoting good home-school links and the importance of education as a way of improving life chances for LAC.
- Ensuring that, where the school has concerns about a child's behaviour, the Virtual School is informed at the earliest opportunity and additional support is provided to prevent exclusion, which would only be used as an absolute last resort.
- Considering the needs of LAC and PLAC when designing and implementing the school's Behaviour Policy.

The Governing Board will:

- Support the local authority in its statutory duty to promote the educational achievement of looked after children.
- Ensure that the DT is given the appropriate level of support in order to fulfil their role.
- In partnership with the headteacher, ensure that, through their training and development, the DT has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of LAC.
- Governing bodies and the SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting LAC to achieve.
- The governing body, in partnership with the head teacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

This policy links with a number of other school policies/procedures and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

- Admissions Policy
- Behaviour Policy
- Anti-bullying Policy
- Home-school agreement
- Equality Policy
- Child Protection Policy and Safeguarding Statement
- Special Educational Needs and Disability Policy

The school will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

The Headteacher

Is responsible for ensuring that:

- The role of the Designated Teacher (DT) is filled by an appropriate member of staff at all times (including arrangements to allow for staff

absences and resignation). The DT should have the seniority to work with Senior Leadership, Governors and all staff to provide information, advice and champion the achievement and needs of care-experienced children.

- The DT is provided with the time to fulfil their role and completes LA Statutory Designated Teacher Training as appropriate as well as any other training to assist with the fulfilment of their duties.
- Policies and procedures to monitor and address the needs of, and support for care-experienced children are in place and adhered to, with reference to academic progress, admissions, attendance, safeguarding and exclusions, and that swift action is taken when concerns arise.
- The curriculum delivered reflects the needs of children with attachment and trauma needs.
- All school staff receive relevant training and are aware of their responsibilities in regards to care-experienced children as detailed within this policy and related guidance.
- All staff are aware of 'Keeping Children Safe in Education' guidance, particularly in relation to vulnerable groups and their propensity towards being both the victims and perpetrator of Criminal and Child Sexual Exploitation and abuse.
- The exclusion of care-experienced children is avoided, alternatives to exclusion are considered and additional support is put in place to support those children at risk of exclusion.
- An Anti-bullying Policy is in place and stringently followed which recognises that a significant proportion of care-experienced children have experienced bullying at some point.

All Staff

- Have high expectations in regard to the achievement of care-experienced children.
- Ensure that the individual needs of care-experienced children are met through quality first teaching.
- Are aware that care-experienced children have high rates of SEND and flag concerns regarding learning with the SENCO and DT.
- Are aware of the specific needs of care-experienced children in relation to Attachment and Trauma and make appropriate adjustments to teaching and classroom management to meet these needs.
- Are aware of the prevalence of care-experienced children mental health needs, and flag concerns to the DT.
- Work proactively with the DT to ensure that care-experienced children meet their targets and achieve. Ensuring that any barriers to learning, and inclusion are highlighted at the earliest opportunity.
- Work to ensure the Inclusion of care-experienced children within the School community, maintaining their confidentiality while also providing support with raising their self-esteem, and supporting their relationships with peers in line with the Anti-Bullying policy.

5 PREVIOUSLY LOOKED AFTER CHILDREN

The experiences and outcomes of PLAC can be very similar to those of LAC. PLAC educational needs are unlikely to have changed just because their care status has. To address this, the needs of LAC and PLAC are prioritised and addressed in a similar way. The progress of PLAC is reviewed termly and we work proactively with parents and carers and other professionals to address any areas of concern and put in place support as appropriate.

Parents and carers of care-experienced children are encouraged to identify their child's previously looked after status on entry to the school and are required to produce documentation to support this. All parents and carers are asked about parental responsibility and care status annually. All information is treated confidentially. LAC and PLAC receive a similar level of support from the school. The attainment of PLAC is monitored on a termly basis by the Designated Teacher.

Concerns regarding the progress of all care-experienced children (including PLAC) are highlighted to parents and carers in a timely fashion so that support can be put in place swiftly. Parents and carers are directed to the Adoption Fund via LA Social Work assessment where necessary.

6 ADMISSIONS

As a Voluntary Aided School, Bishop Perrin School sets its own admissions criteria. LAC and PLAC are given equal and first priority in our Admissions Policy. The school acknowledges that LAC and PLAC may enter the school as an in-year admission and will work alongside carers and social workers to ensure that they receive a positive welcome and settle well into the school. Additional support and pre-entry visits may also be required.

We work collaboratively with the Virtual School regarding any concerns that we might have in relation to the admission of care-experienced children. The Designated Teacher attends LAC and PLAC admissions meetings and works closely alongside the Virtual School, social workers, carers and any other professionals to ensure that children feel supported, and have a successful smooth transition into school life.

7 INCLUSION

Care-experienced children are encouraged to take part in all aspects of school life. Through effective communication with carers, professionals and staff, as well as the appropriate use of pupil premium and the PPG, we work to remove the barriers to LAC and PLAC having a robust, enjoyable and valuable school experience.

The experiences of care-experienced children have resulted in disproportionate levels of Special Educational Needs within these groups. In acknowledgement of this, individual attainment is monitored closely by the

Designated Teacher via the PEP process and concerns highlighted to the SENCO and Virtual School. Concerns raised by parents, carers, social workers and the Virtual School are welcomed and swiftly acted upon. Where it is felt that further assessment may be needed, Care-experienced children have access to the SEND assessment process and interventions are prioritised.

A significant proportion of care-experienced children have undiagnosed speech and language needs which impacts on educational outcomes. Appropriate observation and monitoring take place in line with the SEND policy to ensure early intervention can be made and that significant or continuing concerns are referred to specialist support.

8 ALLOCATION OF RESOURCES

The governing board will ensure that the school allocates resources to support appropriate provision for care-experienced children, meeting the objectives set out in this policy.

The Designated Teacher will be responsible for the care and provision of care-experienced children within the school.

Care-experienced children attract Pupil Premium funding for the school. Spending of this funding is tracked and monitored in the same way as Pupil Premium funding for other children.

Pupil Premium Grant (PPG)

The Pupil Premium Grant for LAC is provided by the Local Authority to assist the school with ensuring that children meet the targets outlined within their PEP. It can be used to support:

- Academic achievement and progress
- Wider achievement
- Attendance
- Inclusion [by reducing internal and external exclusion]
- Social skills
- Transition into the next key stage and/or a new learning provider.

Where further funding is needed for support, advice from the Virtual School will be sought.

Pupil Premium Plus (PP+)

While the PP+ for PLAC is not a 'personal budget,' should a PLAC require support over and above that which is provided for any other child, the PP+ will be used to fund this.

PP+ for PLAC is also 'pooled' and used to provide additional support and services to raise the attainment of PLAC within school as outlined by our 3-year Pupil Premium Strategy, for instance:

- Attachment Awareness training for all staff

- Access to ELSA provision
- One to one tuition
- Mentoring programmes

9 RECORD KEEPING

The Designated Teacher will know who the care-experienced children in school are and will have access to their relevant contact details including parents, carers and social worker. The Designated Teacher will also know about any care-experienced children from other authorities. It is important that the school flags LAC and PLAC status appropriately in the school's information systems so that information is readily available as required.

10 STAFF DEVELOPMENT

Part of the DT's role is to develop awareness of issues associated with care-experienced children and attend courses when appropriate and disseminate to other members of staff.

11 SUPPORT FOR CARE-EXPERIENCED AND FAMILIES

Bishop Perrin School will look to help and support care-experienced and their families at every stage of their education. In doing so, and where appropriate, discussions and forward planning will be held with parents and carers to make effective use of any Pupil Premium Plus funding accompanying the care-experienced. Guidance and advice from the Virtual School will also be sought in making best use of Pupil Premium Plus funding.

Interventions and strategies (although not exhaustive and not limited to the list below) that can be considered to help and support care-experienced include;

- Emotional Learning Support Assistant
- Mental Health Support Team support
- Play therapy or Dance Movement Psychotherapy
- Priority access to at least one extra-curricular club per academic year
- Financial support to access wider curricular opportunities including educational visits.

12 REVIEW AND EVALUATION OF THIS POLICY

This policy will be reviewed regularly and updated accordingly unless there is a change in legislation or guidance, in which case it will be updated immediately.