SLEDMERE PRIMARY SCHOOL
EDUCATION OF LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

Document Control Table

Title	Education of Looked-After and Previously Looked-After Children
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Document History

Date	Author	Note of Revisions
10/9/2023	ER	Logo change
15/9/24	ER	Change in Chair of Governors Pg.2. – Name of designated teacher added.
September 2025	FD	Updated the Chair of Governors.
July 2026	JS	J. Shingler reviewed the policy. The revised policy continues to meet the requirements of the Department for Education's statutory guidance, The Designated Teacher for Looked-After and Previously Looked-After Children (February 2018), which remains the current statutory guidance in England. The statutory requirements have been retained, while the policy has been significantly strengthened to provide a clearer and more strategic whole-school approach to supporting looked-after and previously looked-after children. Key additions and enhancements include: • Clear definitions of Looked-After Children (LAC) and Previously Looked-After Children (PLAC). • Strengthened monitoring and evaluation, including progress reviews, PEP quality, interventions and termly reporting to leaders and governors. • Improved assessment and progress tracking, covering attainment, attendance, behaviour, exclusions, enrichment, wellbeing and engagement.

		• A clear staff training and development commitment, including professional development around the needs of LAC and PLAC. • Greater Pupil Premium Plus accountability, with clearer identification of barriers, evidence-based interventions, impact monitoring and evaluation through PEPs and whole-school processes. • Introduction of pupil voice section, ensuring children can contribute to PEP reviews, target setting, planning and school improvement and have access to trusted adults. • A stronger commitment to participation and enrichment, including educational visits, clubs, leadership opportunities and wider experiences. • New transition arrangements covering admission, class and key-stage transitions, secondary transfer and changes in care arrangements. • Strengthened expectations around trauma-informed and attachment-aware practice, relationship-based approaches, emotional safety, trust and belonging. • Greater emphasis on aspiration and inclusion, ensuring looked-after and previously looked-after children are supported to achieve positive educational and personal outcomes. Overall, the revised policy retains statutory compliance while providing a more robust framework for accountability, early identification of need, pupil participation, progress, wellbeing and inclusion.

Education of Looked-After and Previously Looked-After Children

Introduction

The policy is informed by the following Department for Education (DfE) document:

- The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf (DfE February 2018)

Definitions

For the purposes of this policy:

- A **looked-after child** is a child who is in the care of a local authority or who is provided with accommodation by a local authority for a continuous period of more than 24 hours.
- A **previously looked-after child** is a child who was previously looked after but ceased to be so because they became subject to an adoption order, child arrangements order or special guardianship order.

School Commitment Statement

Sledmere Primary School is committed to providing high quality education for all of its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance for looked-after and previously looked-after children and is committed to improving outcomes for them.

The governing body is committed to ensuring that looked-after and previously looked-after children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A designated governor for looked-after and previously looked-after children.
2. A designated teacher for looked-after and previously looked-after children. Designated Teacher at Sledmere Primary School is Mrs Shingler.
3. Personal Education Plans (PEPs) for all looked-after children.
4. The designated teacher will have regular training opportunities specific to factors that impact on the attainment of looked-after and previously looked-after children.
5. The designated teacher will have enough time to fulfil the requirements of their role (e.g. attending PEP and looked-after children meetings, completing ePEP).
6. All staff in school will have a clear understanding of the issues that affect looked-after and previously looked-after children; their learning needs; how to support them in school and issues relating to confidentiality.
7. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

Monitoring and Evaluation

The school will monitor and evaluate the effectiveness of its provision for looked-after and previously looked-after children on an ongoing basis.

This will include:

- Regular review of the progress and attainment of looked-after and previously looked-after children as part of whole-school tracking systems.
- Monitoring the quality and timeliness of Personal Education Plans (PEPs) to ensure they are completed within statutory timescales and are impactful.
- Review of interventions and support strategies to ensure they are improving outcomes.
- Termly reporting to senior leaders and the governing body on the progress, attendance, and wellbeing of this group (without identifying individual pupils).
- Evaluation of the impact of Pupil Premium Plus funding to ensure it is used effectively to reduce barriers to learning and improve outcomes.

The governing body will use this information to hold the school to account and to inform ongoing improvement planning.

Assessment and Progress Monitoring

The Designated Teacher will monitor:

- Academic progress.
- Attendance.
- Behaviour.
- Exclusions.
- Participation in enrichment opportunities.
- Pupil wellbeing and engagement.

Information gathered will be used to identify barriers, inform support and evaluate impact.

Training Commitment for Staff

The school is committed to ensuring that all staff have the knowledge and understanding required to support looked-after and previously looked-after children effectively.

This will include:

- Whole-school awareness training on the needs and experiences of looked-after and previously looked-after children, including the impact of trauma, loss, and attachment.
- Specific training for the Designated Teacher to ensure they remain up to date with statutory guidance and best practice.
- Regular updates for staff on strategies to support emotional wellbeing, engagement, and academic progress.
- Sharing of relevant guidance and resources through staff meetings and professional development opportunities.
- Opportunities for staff to reflect on practice and develop inclusive approaches that support all vulnerable learners.

Training needs will be reviewed annually to ensure staff knowledge remains current and relevant.

Pupil Premium Plus Impact Tracking

The school will ensure that Pupil Premium Plus funding for looked-after children is used effectively to support improved outcomes in education, wellbeing, and engagement.

This will include:

- Clear identification of barriers to learning through the PEP process and other assessments.
- Targeted allocation of funding to evidence-based interventions and support strategies.
- Regular review of the impact of interventions on academic progress, attendance, and personal development.
- Collaboration between the Designated Teacher, class teachers, and senior leaders to ensure spending is purposeful and responsive to need.
- Evaluation of impact as part of PEP reviews and whole-school monitoring processes.

The governing body will review the use and impact of Pupil Premium Plus to ensure it provides measurable improvements in outcomes.

Pupil Voice

The school recognises the importance of ensuring that looked-after and previously looked-after children are actively involved in decisions about their education.

The school will:

- Encourage pupils to share their views about their learning, wellbeing, and support needs in a safe and supportive environment.
- Involve pupils in the development and review of their Personal Education Plans (PEPs), where appropriate.
- Support pupils to set their own targets and reflect on their progress.
- Ensure pupils know who they can speak to if they have concerns or wish to discuss any aspect of their education.
- Take pupil voice seriously and use it to inform planning, support strategies, and school improvement.

Pupil voice will be considered alongside professional and carer input to ensure a holistic understanding of each child's needs.

Participation and Enrichment

The school is committed to ensuring that looked-after and previously looked-after children are fully included in all aspects of school life and have equitable access to:

- Educational visits;
- Clubs and extra-curricular activities;
- Leadership opportunities;
- Pupil voice activities;
- Celebrations and wider enrichment experiences.

The school recognises that participation and belonging contribute significantly to wellbeing, confidence and educational outcomes.

Transitions

The school recognises that periods of transition can be particularly challenging for looked-after and previously looked-after children.

The Designated Teacher will work with pupils, families, carers and other professionals to ensure that transitions are carefully planned and supported, including:

- Admission to school;
- Transition between classes;
- Transition between key stages;
- Transfer to secondary education;
- Changes in care arrangements where appropriate.

Additional support will be put in place where required to minimise disruption to learning and promote emotional wellbeing.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

1. The designated teacher is the central point of initial contact within each school. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a leadership role in promoting the educational achievement of every looked-after and previously looked-after children on the school's roll. This involves, working with the Virtual School to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked-after children learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher promotes the educational achievement of looked-after and previously looked-after children by contributing to the development and review of whole school policies.
5. The designated teacher promotes a culture in which looked-after and previously looked-after children:
    - are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning;
    - are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support;
    - are encouraged to participate in school activities and in decision making within the school and the care system;
    - believe they can succeed and aspire to further and higher education or highly skilled jobs and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
6. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are looked-after and previously looked-after children; the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked-after and previously looked-after children and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go and how to get there.
7. The designated teacher works directly with looked-after and previously looked-after children and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and maths and encourages high aspirations and working with the child to plan for their future success and fulfilment. The school is committed to ensuring that looked-after and previously looked-after children have equal access to the full curriculum, extra-curricular activities, educational visits and leadership opportunities and are supported to develop high aspirations for their future.
8. The designated teacher has lead responsibility for the development and implementation of PEPs for looked-after children within the school in partnership with others as necessary.
9. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales, as outlined in the PEP guidance.
10. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to. Our school designated teacher Mrs Shingler is also a Deputy Designated Safeguarding Lead.
11. The designated teacher is aware that the Virtual School provides information and advice to parents and designated teachers on meeting the needs of previously looked-after children. The designated teacher should fully involve parents and guardians in decisions affecting their child's

education, including any requests to the Virtual School for advice on meeting their individual needs.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. Have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences and how this might affect the child's behaviour. The school recognises that experiences of loss, trauma and disrupted attachments can significantly affect children's emotional wellbeing, behaviour and ability to learn. Staff will adopt a nurturing, attachment-aware and trauma-informed approach that promotes safety, trust and positive relationships.
3. Understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers and show sensitivity about who else knows about their looked-after or previously looked-after status.
4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
5. Have the level of understanding they need of the role of social workers, Virtual School Headteachers and carers and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
6. For previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

1. Ensure all governors are fully aware of the legal requirements and guidance for looked-after and previously looked-after children.
2. Ensure that there is a named designated teacher for looked-after and previously looked-after children.
3. Through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the Pupil Premium Plus is used) and their level of progress.
4. Be aware of whether the school has looked-after and previously looked-after children and how many (no names).
5. Liaise with the Headteacher to ensure that the designated teacher is enabled to carry out responsibilities in relation to looked-after and previously looked-after children.
6. Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Virtual School Headteachers agree that, at a minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of looked-after and previously looked-after children.
7. Support the Headteacher, designated teacher and other staff in ensuring the needs of looked-after and previously looked-after children are met.
8. Review the effective implementation of this policy, preferably annually and at least every three years.