

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Springwood Federation Children Looked After (CLA) Policy (Including Previously Looked After Children (PLAC))

Statutory Policy

Approved By: **Governing Body**

Effective Date: **September 2026**

Review By: **September 2027**

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

This policy has been developed by the Governing Body and Designated Teacher (DT) with due regard to the DCSF Statutory guidance for school governing bodies entitled, 'The role and responsibilities of the designated teacher for looked after and previously looked after children' (2018).

The guidance can be found:

[The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The overarching aim of this policy is to ensure that the Children Looked After (CLA) on roll at Springwood Federation have their individual needs met and receive equal opportunity in education despite any disadvantage they have encountered or continue to encounter in their lives.

This also includes Previously Looked After Children (PLAC) who may be subject to a Special Guardianship Order (SGO), Residency Order (RO), Child Arrangement Order (CAO) or those children who are Adopted. Non- Statutory guidance suggests that the school should meet with these families termly to complete Education Plans (EP) for children who have a Special Guardianship Order (SGO), Residency Order (RO), Child Arrangement Order (CAO) or Education Plans for Adopted Children (EPAC).

To ensure that this aim is met the following roles and responsibilities have been agreed within the school.

The Designated Teacher (DT)

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen...[who] should be an advocate for CLA, assessing services and support, and ensuring that the school shares and supports high expectations for them." Governors should be aware that all schools are already required to have a designated teacher for CLA. It is strongly recommended that this person should be a member of the Senior Leadership Team.

Members of staff who take on this role may need to be supported by someone from the school's pastoral staff. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Lead for Safeguarding.

Governors should also be aware that OFSTED will focus on CLA, monitoring how the school has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

The Role of the Designated Teacher (DT):

- To ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan (PEP, EPAC or EP) to plan for that transition in consultation with the child's social worker
- To ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people.

- To ensure confidentiality for individual pupils, sharing personal information on a need-to-know basis.
- To act as an advisor to staff and Governors, raising their awareness of the needs of CLA. Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- To ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- To maintain up to date records of CLA on roll at the school
- To promote a culture of high expectations and aspirations
- To keep an overview of the academic progress and needs of each CLA pupil and to challenge adults where necessary
- To ensure the young person has a voice in setting learning targets and making decisions about their education
- To advocate on behalf of CLA
- To assist foster carers in supporting learning at home
- To keep abreast of National and local policies and initiatives aimed at supporting the education of CLA
- To attend DT training organised by the Virtual School
- To be the point of contact for all agencies requesting information about the child
- To promote the differentiation of the curriculum and teaching strategies for Children Looked After
- To run training for staff regarding CLA issues as necessary
- To ensure that the school does everything possible to maximise the educational stability for the child
- To enshrine as normal school practice an integration programme for CLA who are new to the school

The Designated Teacher is: Declan Curry (Deputy Headteacher)

The Role of the Headteacher:

- Identify a Designated Teacher for CLA, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CLA. (OFSTED now select a number of CLA, tracking their results and the support they have received)
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

The Designated Headteacher is: Jo Livingstone (Executive Headteacher)

The role of the Governing Body:

- To ensure the designated teacher undertakes appropriate training
- To review an annual report from the Designated Teacher.
- To receive and act on matters raised in the report in order to support the increased effectiveness of the Designated Teacher role.

- To identify a named governor who will liaise with the DT to ensure the implementation of this policy
- To consider the needs of CLA when reviewing all school policies and procedures
- To review this policy annually

The Safeguarding Governor is: Steven Free (Chair of Governors)

The role of the Personal Education Plan (PEP) Non-Statutory – (EPAC, EP):

- The PEP/EPAC/EP forms part of the care plan and will be completed within 20 days when a new CLA is on the school roll.
- Thereafter the PEP/EPAC/EP should be done once at the start of each term and once at the end of the year (with current teacher and new class teacher) as a transition to the next year.
- The PEP/EPAC/EP will be shared with key staff who plan and deliver the support needed by the child
- The school recognises that it has a responsibility for making the PEP/EPAC/EP a living and useful document.
- The PEP/EPAC/EP will be updated with educational progress, current assessment levels, target levels and other key data
- Effective arrangements will be made for the speedy transfer of information such as the PEP/EPAC/EP on the transfer of a child to a new teacher or school.

The responsibilities of others within the school:

- The class teacher and other relevant teaching staff will regularly liaise with the DT regarding issues for CLA and provide targets and assessment information for the PEP/EPAC/EP
- The Head Teacher, SENCO and SLT meet regularly with the DT regarding the education of CLA at the school
- Subject/class teachers will seek advice and support from the DT as necessary
- All staff will attend appropriate training regarding CLA issues as required

The responsibilities of the Designated Teacher to others beyond the school:

- To ensure there is a central point of contact in school for CLA related enquiries
- To promote joined up working with other agencies
- To work with social care to minimise disruption to the child's education.
- To ensure that key school documents and reports are communicated to social workers, the Virtual School, birth parents and carers as appropriate
- To ensure that information is shared through the PEP and other professional meetings (virtually or in person)

This policy links with a number of other school policies:

Admissions Policy
 Equal Opportunities Policy
 Child Protection and Safeguarding Policy
 Code of conduct
 Behaviour Policy
 Anti-bullying Policy
 SEND policy

Publications:

Promoting the education of looked after children and previously looked after children (February 2018). [Promoting the education of looked-after children and previously looked-after children.pdf](#)

Improving the attainment of looked after young people in primary schools –Guidance for School. (DCSF 2009)

Improving the attainment of looked after young people in secondary schools –Guidance for School. (DCSF 2009)

Promoting the education of Children Looked After –Statutory guidance for local authorities (DFE 2014)

Best Provision Protocol (Hampshire). [BestProvisionProtocol2018.pdf \(hants.gov.uk\)](#)

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