

# Rickleton Primary School



## Looked After Children (Cared for Children)

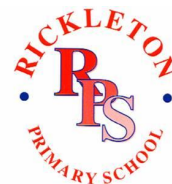
**Dates of previous revisions:** September 2023  
September 2024

**Latest revision:** September 2025

**Approved by Governors:** September 2025

**To be reviewed:** September 2026

<b>Review Date</b>	<b>Changes made</b>	<b>Ratification Date by Governing Body</b>
March 2019	New Policy complete re-write with new model guidance	March 2019
September 2019	CFC Lead changed to J Price and contact details including address and telephone numbers updated	September 2019
September 2020	Information unchanged however format edited so each section is clearer and more detailed.	November 2020
November 2021	LAC now referred to as Children from Care (CFC)	November 2021
February 2022	CfC and Post CfC named governor added (Darren Heathcote)	October 2022
October 2022	Named governor changed to Michelle Thompson  KCSIE – changed to 2022	October 2022
September 2023	KCSIE – changed to 2023	September 2023
September 2024	KCSIE – changed to 2024  Working together to Safeguard Children – changed to 2023	September 2024
September 2025	KCSIE – changed to 2025	September 2025



**LAC (Looked after Pupils ) will be referred to as CFC (Cared for Children) throughout this policy.**

### **Statement of intent**

Rickleton Primary School endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for CFC realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

Our school vision is that every child at Rickleton Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are.

We believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential

### **Rickleton Primary School Policy for Children in Care**

Our school has a duty to support all children who are in care and attend our school, regardless of which Local Authority care proceedings originated from.

We aim to liaise with the virtual school for each local authority who place children in our school, their foster carers and all agencies who support the child. We will ensure that all duties and expectations for care meetings, Personal Educational Plans are carried out to time.

We shall use all additional resources to ensure that children in care receive additional support where appropriate and affordable by the school.

We will hold the Local Authorities to account of the proper discharging of their statutory duties in relation to Children in care.

### **Rationale**

Children Looked After (CFC) are one of the most vulnerable groups in society. The majority of CFC have suffered a disrupted childhood and have experienced adverse events. It is nationally recognised that there is considerable educational under-achievement, with CFC, when compared to their peers. CFC often achieve poor exam success rates in comparison

with the general population. Fewer CFC progress to Higher Education or follow progression pathways that will lead to future economic success and well-being.

## **Legal framework**

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2017) 'Exclusions from maintained schools, academies and pupil referral units in England'
- DfE (2025) 'Keeping children safe in education'
- DfE (2023) 'Working Together to Safeguard Children'

1.2. This policy operates in conjunction with the following school policies and documents:

- **Admissions Policy**
- **Behavioural Policy**
- **Anti-Bullying Policy**
- **Child Protection and Safeguarding Policy**
- **SEND Policy**

## **2. Definitions**

2.1. "Child Looked After (CFC)" 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.

2.2. **“Previously-LAC”** 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).

**The Name of the Designated Teacher for the Children from Care and Previous Children from Care is Jan Price - Head Teacher**

**The Name of the Children from Care and Previous Children from Care Governor is Michelle Thompson.**

### **3. Roles and responsibilities**

3.1. The governing body is responsible for:

- Ensuring the school has a coherent policy for CFC and previously-LAC.
- Reviewing the school’s policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for CFC and previously-LAC has received the appropriate training.
- Ensuring that appropriate staff have the information they need in relation to each looked after child’s:
  - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
  - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep CFC and previously-LAC safe.
- Ensuring CFC and previously-LAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Ensuring they receive feedback from the headteacher regarding the effectiveness of the policy

3.2. The virtual school head (VSH) is responsible for:

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales.
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's CFC, including those placed out-of-authority.
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to CFC and previously-LAC.
- Working with the school to ensure all CFC in attendance are fully supported in reaching their full potential.
- Acting as the educational advocate for CFC.
- Acting as a source of advice and information to help parents of previously-LAC as effectively as possible.
- Managing the school's allocation of pupil premium plus (PP+) for CFC.
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the CFC who are in school settings, and gather information about their educational placement, attendance and progress.
  - Inform the headteacher and designated teacher if they have a pupil on roll who is looked after by the LA.
  - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's PEP.
  - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all CFC.
  - Avoid delays in providing suitable educational provision.
  - Ensure the education achievement of CFC is seen as a priority by everyone who has responsibilities for promoting their welfare.
  - Report regularly on the attainment, progress and school attendance of CFC through the authority's corporate parenting structures.

3.3. The headteacher is responsible for:

- Appointing the designated teacher for CFC and previously-LAC.
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the governing board annually on the following:

- The number of CFC and previously-LAC in the school
- An analysis of assessment scores as a cohort, compared to other pupil groups
- The attendance of CFC and previously-LAC, compared to other pupil groups
- The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting CFC is a key priority.
- Ensuring PP+ for previously-LAC is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of CFC.

3.4. The designated teacher for CFC and previously-LAC is responsible for:

- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to CFC and previously-LAC.
- Promoting the educational achievement of LAC and previously-LAC at the school; this includes those that left care through adoption, special guardianship or child arrangement orders or were adopted from state care outside England and Wales.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring CFC are involved in setting their own targets.
- Advising staff on teaching strategies for LAC.
- Ensuring that CFC are prioritised for one-to-one tuition and support.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENCO to ensure all pupil needs are met.
- Working with the child's VSH and social worker to develop and implement their PEP.
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP.

3.5. The DSL is responsible for:

- Keeping up-to-date records of LAC's respective social worker and VSH.
- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their LA personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

- 3.6. The SENCO is responsible for:
- Ensuring they are involved in reviewing PEP and care plans for CFC and previously-LAC.
  - Liaising with the CFCss teacher, designated teacher, specialists and parents when considering interventions to support the progress of previously-LAC.
- 3.7. Staff are responsible for:
- Being aware of CFC and previously-LAC and providing them with support and encouragement.
  - Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
  - Being vigilant for any signs of bullying towards CFC and previously-LAC.
  - Promoting the self-esteem of CFC and previously-LAC.

#### **4. Personal education plan (PEP)**

- 4.1. All CFC must have a care plan; PEPs are an integral part of this care plan.
- 4.2. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential.
- 4.3. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.
- 4.4. The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.
- 4.5. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages.
- 4.6. The PEP will address the pupil's full range of education and development needs, including:
- Access to nursery provision that is appropriate to the child's age.
  - On-going catch-up support, which will be made available for children who have fallen behind with work.
  - Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
  - Transitional support where needed, such as if a child is moving to a new school.
  - School attendance and behaviour support, where appropriate.

- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
  - Out-of-school hours learning activities, study support and leisure interests.

## **5. Working with agencies and the VSH**

- 5.1. The school will ensure that copies of all relevant reports are forwarded to the CFC social workers, in addition to carers or residential social workers.
- 5.2. The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard CFC and previously-LAC.
- 5.3. Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.
- 5.4. The designated teacher for CFC and previously-LAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP.
- 5.5. Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.
- 5.6. The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress.
- 5.7. PP+ for previously-LAC will be allocated directly to, and managed by, the school.
- 5.8. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of CFC, or previously-LAC, and according to their needs.
- 5.9. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.
- 5.10. The designated teacher will ensure consistent and strong communication with the VSH regarding CFC who are absent without authorisation.
- 5.11. The school will share their expertise on what works in supporting the education of CFC and previously-LAC

## **Training**

To develop a knowledge of Vulnerable Children/Education inclusion procedures by attending training events organised by the Local Authority and other providers;

To attend training for Designated Teachers as appropriate;

To cascade training to school staff as appropriate.

## **Admission Arrangements**

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed for a new Personal Education Plan within 20 school days of a new Children Looked After being admitted. An appropriate school admissions meeting will take place. In some cases it may be helpful to provide a mentor from within or external to the school community.

## **Involving the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. It is good practice to consult and share with a young person appropriate records that are held by school and the local authority. The explanation should emphasise that the school, the social worker, and their carer(s) are working together to help them achieve in school.

## **Assessment, Monitoring and Review Procedures**

Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify success, specific areas of concern and include achievable targets. The PEP developed by Sunderland is age group specific. Areas for consideration will include:

- Attendance;
- Pupil Premium breakdown; expenditure, areas to be targeted and impact;
- Achievement Record (academic or otherwise);
- Behaviour;
- Homework;
- Involvement in Extra Curricular Activities;
- Special needs (if any);
- Development needs (short and long-term development of skills, knowledge or subject areas and experiences); and
- Long-term plans and aspirations (targets including progress, career plans and aspirations).

The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by Children's Social Care. The PEPs will be stored by the Virtual School of each Local Authority and circulated to all key parties who attended the PEP meeting. Termly tracking will need to be relayed to the Virtual School as part of monitoring arrangements.

## **Exclusions**

- Past experiences of CFC and previously-LAC will be considered when designing and implementing the school's Behavioural Policy.
- The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any CFC.
- Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity.
- Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion.
- The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

## **Pupils with SEND**

- Support for CFC with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.
- The SENCO, CFCss teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress.
- If appropriate, the VSH will be invited to comment on proposed SEND provision for previously-LAC.

## **Information sharing**

- Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of CFC and previously-LAC are understood and met.
- The arrangements set out include:
  - Who has access to information on CFC and previously LAC and how data will remain secure.
  - How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
  - How carers contribute to and receive information.
  - Mechanisms for sharing information between the school and relevant LA departments.
  - How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.