

Kirby Muxloe Primary School



LOOKED AFTER & PREVIOUSLY LOOKED AFTER CHILDREN POLICY

Status: Voluntary

Date adopted by Trust Board: March 2026

Date for review: Spring 2027

Aims

At Kirby Muxloe Primary School we aim to ensure that:

- A suitable member of staff is appointed as the Designated Teacher for looked-after and previously looked-after children.
- The Designated Teacher promotes the educational achievement of looked-after and previously looked-after children and supports other staff to do so.
- Staff, parents, carers and guardians are aware of the identity of the Designated Teacher, how to contact them and what their responsibilities are.

Statutory Framework

This policy has due regard to the following legislation and statutory guidance:

- Children Act 1989
- Children and Families Act 2014
- School Admissions Code
- DfE statutory guidance *Promoting the education of looked-after children and previously looked-after children*

Definitions

Looked-After Children (LAC)

Looked-after children are registered pupils who are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions for a continuous period of more than 24 hours.

Previously Looked-After Children (PLAC)

Previously looked-after children are registered pupils who were looked after by a local authority but ceased to be so as a result of:

- An adoption order
- A special guardianship order
- A child arrangements order

This also includes children who appear to the Trust Board to have:

- Been in state care outside of England and Wales because they would not otherwise have been cared for adequately, and
- Ceased to be in that state care as a result of being adopted.

Personal Education Plan (PEP)

A Personal Education Plan (PEP) is part of a looked-after child's care plan and is developed in partnership with the school. It sets out what needs to happen, by whom, and by when, to ensure the child reaches their full educational potential.

Virtual School Head (VSH)

The Virtual School Head is a local authority officer responsible for promoting the educational achievement of looked-after children. The VSH works across schools to monitor and support these pupils and provides advice and information to schools, parents, carers and guardians, including in relation to previously looked-after children.

Designated Teacher

Identity of the Designated Teacher

The Designated Teacher for looked-after and previously looked-after children is: Miss Sharon Jackson. She can be contacted via the school administration team:

- Email: admin@kmprimary.leics.sch.uk (FAO Miss Jackson)

Role of the Designated Teacher

The Designated Teacher has lead responsibility for promoting the educational achievement of all looked-after and previously looked-after children on roll and acts as the initial point of contact for related matters. Where appropriate, information and actions will be shared with the Inclusion and Pastoral Leads.

The Designated Teacher is supported by a wider team which may include:

- Mrs Helene Fisher – Inclusion Lead and Deputy DSL
- Mrs Suzanne Carvell – Pastoral Support Worker

- Class teachers and support assistants
- Other members of the Senior Leadership Team

Responsibilities of the Designated Teacher

The Designated Teacher will:

- Maintain an up-to-date register of all looked-after and previously looked-after children in the school.
- Ensure the child's voice is heard and acted upon.
- Promote a culture of high expectations and aspiration for looked-after and previously looked-after children.
- Maintain up-to-date knowledge and undertake appropriate training relating to the educational, social, emotional and health needs of looked-after children.
- Proactively support, challenge and advise staff and seek guidance from external professionals where required.

Personal Education Plans (PEPs)

The Designated Teacher will:

- Ensure every looked-after child has a high-quality, up-to-date PEP which is reviewed termly.
- Ensure PEPs identify barriers to learning, agreed actions, interventions and impact.
- Make sure the PEP is reviewed before each statutory care plan review.
- Share the updated PEP with the child's social worker and VSH ahead of statutory reviews.
- Transfer PEPs promptly and securely when a child moves school or phase of education.

Funding (Pupil Premium Plus)

The Designated Teacher will:

- Ensure statutory funding (Pupil Premium Plus) is used effectively to improve outcomes for looked-after and previously looked-after children.
- Liaise with VSHs regarding the use of Pupil Premium Plus for looked-after children.
- Work with parents and guardians of previously looked-after children to raise awareness of Pupil Premium Plus and involve them in decisions regarding its use.

Supporting Looked-After and Previously Looked-After Children

The school will:

- Ensure staff understand the specific needs of looked-after and previously looked-after children, including attendance, behaviour, homework, SEND and emotional wellbeing.
- Ensure the SEND Code of Practice is followed where applicable and that PEPs align with any Education, Health and Care (EHC) plans.
- Use Strengths and Difficulties Questionnaires (SDQs) to inform support and PEP planning for looked-after children.
- Ensure staff are able to identify signs of potential mental health or special educational needs and know how to access additional support.

Support involving the Virtual School Head for previously looked-after children will only take place with the **explicit consent of parents or guardians**.

Relationships Beyond the School

The Designated Teacher will:

- Work proactively with social workers, carers and other professionals.
- Clarify parental responsibility and information-sharing arrangements with social workers.
- Be open and accessible to parents and guardians of previously looked-after children.
- Build effective relationships with local authority professionals, including VSHs and SEND teams.

The school will:

- Inform VSHs promptly of any unauthorised absence of looked-after children.
- Contribute up-to-date educational information to statutory care reviews.
- Work with local authorities to minimise educational disruption caused by changes in care placement.
- Ensure effective information transfer when a child changes school.

Admissions

The school will:

- Act in accordance with the School Admissions Code.
- Give **highest priority** to looked-after and previously looked-after children in admissions.
- Work with local authorities to plan and support admissions.
- Hold pre-admission and PEP meetings where appropriate.

- Ensure a PEP is reviewed within 28 days of admission.

Exclusion

Where a looked-after child is at risk of exclusion, the school will:

- Contact the VSH as soon as possible.
- Work with carers and professionals to put additional assessment and support in place to address the underlying causes of behaviour.

Where a previously looked-after child is at risk of exclusion, the school will:

- Work with parents or guardians and where appropriate and with consent, seek advice from the VSH.

Home–School Liaison

The school recognises the importance of strong partnerships with carers, parents and professionals. Parent evenings, PEP meetings and care plan reviews provide opportunities to support shared responsibility for progress and wellbeing.

Transitions

The school will:

- Invite the Designated Teacher from the next education placement to PEP and professionals' meetings.
- Attend transition meetings in the receiving setting where appropriate.
- Ensure timely and effective transfer of information.

Confidentiality

Information about looked-after and previously looked-after children will be shared strictly on a **need-to-know basis**. The Designated Teacher will agree with social workers, carers, parents and the child what information can be shared and with whom. Once agreed, confidentiality will be maintained at all times.

Working with Other Local Authorities

The school expects local authorities responsible for looked-after children on roll to provide appropriate planning, funding and professional support, including:

- Pre-placement planning and admissions meetings
- Ongoing financial support
- Continued professional involvement through the PEP process

Monitoring and Review

This policy will be reviewed **annually**.