# BEREWOOD PRIMARY SCHOOL

# Child Looked After Policy

# Autumn 2026

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| **Revised by School** | September 2026 |
| **Responsible Person** | Headteacher |
| **Responsible Committee** | Full governing body |
| **Ratified by GB** | |
| **Next Review** | Autumn 2028 |

**BEREWOOD PRIMARY SCHOOL**

**POLICY FOR THE EDUCATION OF CHILDREN LOOKED AFTER**

Berewood Primary School believes that as Corporate Parents we have a special duty to safeguard and promote the education of Children Looked After (CLA). This policy has been produced to take account of the Hampshire County Council Corporate Parent Board, HCC Virtual School for CLA and National Government strategies for CLA.

**Aims of this Policy**

- To provide a safe and secure environment, which values education and believes in and promotes the abilities and potential of all children.
- To bring the educational attainment of our Children Looked After nearer to those of their peers.
- To identify our school's role as corporate parents to promote and support the education of our Children Looked After, asking the question, 'Would this be good enough for my child?'

This policy should be read alongside Keeping Children Safe in Education (2026) and the DfE statutory guidance Promoting the Education of Looked-After and Previously Looked-After Children (Feb 2018, as amended). The school will follow local Virtual School procedures for Personal Education Plans (PEPs), Pupil Premium Plus (PP+) allocation and information-sharing.

**Responsibilities**

*The School will*:

- Actively support and promote the education of Children Looked After.
- Work in partnership with carers and agencies.
- Support foster carers to value educational achievement and improve attendance.
- Celebrate the achievements of Children Looked After.
- Maintain a register of all Children Looked After in the School.

*This will include a record of*:

- The name of the social worker, area office and contact details.
- Status i.e. care order or accommodated.
- Who holds Parental Responsibility, together with a note of any limitations on the ability or right to exercise this Parental Responsibility.
- Type of placement e.g. foster, respite, residential.
- Name of the contact person in the Virtual School and contact details.

- Daily contact and telephone numbers where appropriate e.g. name of young person, name of parent, carer, key worker in children's home.
- Share Child safeguarding / disability information if appropriate.
- Baseline attainment information and all test results.
- Named persons who should receive copies of reports.

This school will respect the confidentiality of Children Looked After and ensure that any information is shared on a need to know basis.

- Information about a child's looked-after status will be treated as sensitive and shared only with staff who need to know. However, information necessary for safeguarding, care planning, PEP completion and PP+ allocation will be shared with the Virtual School and statutory partners in line with Keeping Children Safe in Education (2026).

**The Governing Body will:**

- Ensure all governors are fully aware of the legal requirements and guidance for Children Looked After.
- Be aware of whether the school has Children Looked After and how many.
- Support the Head teacher, Designated Teacher and other staff in ensuring the needs of Children Looked After are met.
- Link with the Designated Teacher by receiving regular progress reports and providing feedback to the governing body.
- Review the effective implementation of this policy at least every two years.
- Review the effective implementation of this policy at least every two years and sooner if statutory guidance or local arrangements change.
- Support the Head teacher to nominate a Senior Leader as Designated Teacher for Children Looked After.

**The Designated teacher will:**

- Act as an advocate and co-ordinate support for the school's Children Looked After.
- Provide an annual report to Governors
- Provide termly summary reports to governors and a detailed annual report that includes progress, attendance, exclusions, PEP quality and PP+ spend.
- Liaise with the Virtual School within the responsible Local Authority for the child to ensure every child is receiving at least 25 hours of education per week, and to ensure additional support is available if required.
- Ensure that there is a current PEP for each child to include appropriate targets. This must be compatible with the child's Social Services Care Plan and form part of any other school plan. e.g. a full statement of special educational needs, Transition Plan, Pastoral Support Programme.

**PEP timing and frequency:**

- A PEP will be initiated for any child on becoming looked after and the school will aim to have the first PEP in place within 10 school days of admission or becoming looked after. PEPs will be reviewed and updated at least termly, or more frequently where the child's circumstances require it. The DT will use the local

authority e-PEP system where provided and will ensure PEP targets are specific, measurable and aligned with the child's care plan.

- Organise and chair a six monthly PEP meeting.
- Liaise with Social Services so that reviews on each child are attended, if necessary or are supported by a written report that promotes the continuity and stability of their education.
- Ensure that should a Looked after Child be identified as at risk of exclusion, contact is made with the LA Inclusion Officer and the Head of the Virtual School.
- Participate in appropriate training as provided by HCC Virtual School or those of other Local Authorities responsible for pupils at the school.
- The governing body will ensure the Designated Teacher has appropriate seniority, time and access to relevant training (Virtual School or LA provided) to perform the role effectively.
- Ensure that on admission or transfer all relevant information is requested or sent to the new school.
- Have high expectations for the educational and personal achievement of Children Looked After.
- Positively promote the self-esteem of Children Looked After.
- Ensure that systems are in place to identify priorities which address any underachievement through early intervention.
- Refer any attendance concerns to the Education Welfare Officer, and supply attendance data as required.
- Ensure that systems are in place to keep staff up to date and informed about Children Looked After.
- Ensure that Children Looked After are listened to and have access to support and counselling in school.
- Maintain an overview of the needs and progress of Children Looked After.
- Ensure the co-ordination of any extra pastoral or academic help required and, where possible, prioritise access to extra-curricular activities and the full range of additional support available to all students in the school.
- Ensure speedy transfer of information between individuals and other relevant agencies.
- Ensure that there is sensitivity to the background of CLA in the teaching materials available, especially around work on families and family trees.
- Contribute to the statutory CLA reviews in person or in report form – written or verbal.

**Previously looked-after children**

The Designated Teacher will also maintain a record and oversight of previously looked-after children (those who are subject to adoption, special guardianship or child arrangements orders) to ensure continuity of support and access to services where appropriate.

**Monitoring and Evaluation**

The designated teacher will prepare a termly governors and a full annual report for Governors on the achievements and current status of the school's CLA.

This will include:

- Workload issues arising as a result of the number of CLA on roll in the school.
- Levels of progress made by CLA in relation to all children.
- Whether the pattern of attendance and exclusions for CLA is different to that of all children.
- Any progress or planning issues arising from the PEPs.

- Whether CLA have Special Educational Needs and whether they are at School Action, School Action Plus or have full Educational Health Care Plans.
- How the teaching and learning of CLA are reflected in the school improvement plan including resources and interventions.
- The impact of any school policies on CLA.
- Where age appropriate: NC test results.
- Attendance figures.
- Exclusion issues.
- Changes in home placements.
- Interventions to raise achievement such as study support, learning mentor support, home school contracts, Pastoral Support Plans, counselling support.
- Information about non-academic progress in extra-curricular activities.
- How the Pupil Premium Plus funding is being used to address identified needs.

The Governing body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in their peer group.

This policy will be reviewed as part of the 2 year review cycle