Farnborough Road Infant School.
Children who are Looked After or Previously Looked After Policy

'Learning, Caring and Achieving Together'

STATEMENT OF INTENT

Farnborough Road Infant School and its Governing Body are committed to safeguarding and promoting the welfare and educational achievement of looked-after and previously looked-after children. In keeping with our ethos, "Learning, Caring and Achieving Together", we provide an inclusive, nurturing and aspirational environment in which children are listened to, respected and enabled to thrive academically, socially and emotionally.

We recognise that experiences before, during and after care may affect relationships, wellbeing, attendance and learning. We will maintain high expectations, anticipate barriers, make reasonable adjustments and work sensitively with children, carers, parents and professionals. The needs and views of the individual child will guide our response.

LEGISLATION AND STATUTORY GUIDANCE

- Children Act 1989, including section 22 duties concerning looked-after children, as amended; Children and Young Persons Act 2008; Children and Social Work Act 2017.
- The Designated Teacher for Looked-after and Previously Looked-after Children (DfE, 2018), statutory guidance for maintained schools.
- Promoting the Education of Looked-after and Previously Looked-after Children (DfE, 2018), statutory guidance for local authorities.
- Keeping Children Safe in Education (current edition), the SEND Code of Practice and the current DfE Pupil Premium conditions of grant.

DEFINITIONS AND SCOPE

A looked-after child is a child in the care of a local authority or provided with accommodation by a local authority under the Children Act 1989. Previously looked-after children, for the designated teacher duty, include those who ceased to be looked after because of adoption, a special guardianship order or a child arrangements order, and children adopted from state care outside England and Wales. The school will establish care status sensitively and accurately, respecting parental responsibility and lawful information-sharing arrangements.

This policy applies across the school, including Nursery, Reception and Key Stage 1. The statutory PEP requirements for looked-after children are distinct from support arrangements for previously looked-after children.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

The Governing Body will appoint a designated teacher who meets statutory qualification and experience requirements and has sufficient seniority, training, time and support to fulfil the role. The designated teacher will:

- champion the educational achievement, inclusion, wellbeing and aspirations of looked-after and previously looked-after children;
- welcome children and carers sensitively, plan successful entry and transition, and ensure an appropriately trusted adult is available to each child;
- work with the child, class teacher, SENCO, carers, social worker and Virtual School Head (VSH) to identify needs, barriers, strengths and effective provision;
- coordinate and contribute to a high-quality Personal Education Plan (PEP) for every looked-after child, with the responsible local authority, and ensure agreed actions are implemented and reviewed;

- ensure that children's views are gathered in developmentally appropriate ways, including observation, play, conversation and supported communication;
- monitor progress, attendance, behaviour, exclusions or suspensions, wellbeing, relationships and access to enrichment; respond promptly to emerging concerns;
- advise colleagues, coordinate relevant training and share confidential information only with staff who need it to support the child;
- support transitions and ensure secure, timely transfer of relevant records to the receiving setting;
- work with parents or guardians of previously looked-after children, where appropriate, and seek advice from the VSH when useful.

PERSONAL EDUCATION PLANS (PEPs) AND PROGRESS

Every looked-after child must have a PEP as part of their care plan, coordinated by the responsible local authority. The school will contribute promptly when a child enters care or joins FRIS and follow the local authority's initial and review arrangements. The designated teacher will ensure that the PEP is a living record, reviewed at least termly in partnership with the VSH and social worker and updated in advance of statutory care reviews. The statutory care review timetable is separate from the school's educational review process.

PEPs will record the child's views, starting points, strengths, attendance, progress, specific measurable targets, planned support, responsible adults and impact. In FRIS this may include communication and language, early literacy and phonics, mathematics, personal, social and emotional development, SEND provision, participation and transition. Targets will be ambitious, proportionate and reviewed for effectiveness. Where a child has an EHCP or SEN Support plan, planning will be coordinated to avoid duplication and gaps.

Previously looked-after children do not automatically require a statutory PEP. The designated teacher will agree appropriate individual support and monitoring with parents or guardians, respecting their wishes and confidentiality.

PUPIL PREMIUM PLUS AND OTHER SUPPORT

For looked-after children, the responsible VSH manages Pupil Premium Plus and agrees evidence-informed support with the school, linked to identified needs in the PEP. The funding is not an individual child's personal budget. For eligible previously looked-after children, the school receives Pupil Premium Plus through its pupil premium allocation and determines evidence-informed use in accordance with the current conditions of grant and published strategy. The designated teacher will contribute to decisions and review impact.

Funding eligibility and arrangements for Nursery-aged children differ from Reception onwards; the school will work with the local authority and relevant early years services to identify appropriate support and entitlements rather than assuming school-age Pupil Premium Plus applies.

INCLUSION, SEND AND EMOTIONAL WELLBEING

All staff will use consistent, nurturing, relational and attachment-aware approaches. Reasonable adjustments, predictable routines, effective communication, appropriate sensory and regulation support and early intervention will be considered as part of the school's universal inclusive offer. Children will participate alongside peers in classroom learning, play, visits, clubs and leadership opportunities wherever possible. The designated teacher and SENCO will coordinate provision where SEND needs are identified, without assuming that care experience itself indicates SEND.

SAFEGUARDING, CONFIDENTIALITY AND INFORMATION SHARING

Looked-after and previously looked-after children may be particularly vulnerable. All concerns will be managed under the school's Child Protection and Safeguarding Policy and current Keeping Children Safe in Education guidance. The Designated Safeguarding Lead (DSL) will hold the information necessary to protect the child, including relevant legal status, care and contact arrangements and social worker details, and will work with the designated teacher. Staff will understand who has parental responsibility and who may give consent for particular decisions; this must not be assumed from the child's placement.

Information will be recorded accurately, stored securely and shared lawfully, proportionately and on a need-to-know basis. Children's circumstances will not be disclosed to other families or pupils. Safeguarding information will be transferred securely when a child changes school.

ATTENDANCE, BEHAVIOUR AND SCHOOL STABILITY

Attendance and punctuality will be monitored sensitively, with early discussion with carers, social workers and the VSH where concerns arise. The school will seek to maintain educational stability and avoid unnecessary disruption. Behaviour will be understood in context while maintaining safety and high expectations. Where suspension or permanent exclusion is being considered, the headteacher will consult relevant professionals at an early stage, follow statutory requirements and consider appropriate support and alternatives. Any part-time timetable must be exceptional, temporary, properly agreed, reviewed and not used to manage behaviour routinely.

TRANSITION AND PARTNERSHIP WITH FAMILIES

The school will plan carefully for entry to Nursery or Reception, changes of class, changes of care placement and transfer to junior school. Staff will communicate positively with carers and, where appropriate, parents and guardians, respecting contact restrictions and parental responsibility. Transition information will include the child's strengths, relationships, provision, progress and safeguarding requirements, and will be transferred securely.

ROLES AND RESPONSIBILITIES OF ALL STAFF

- maintain high aspirations and avoid stigma or assumptions about care experience;
- build trusting relationships, listen to children and respond sensitively to their views and concerns;
- implement agreed PEP targets, reasonable adjustments and individual support;
- provide timely assessment, attendance and wellbeing information to the designated teacher;
- protect confidentiality and promptly report safeguarding concerns to the DSL;
- promote full participation in the curriculum, play, visits and enrichment.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The Governing Body will:

- ensure that a suitably qualified designated teacher is appointed and supported to fulfil the statutory role;
- nominate a governor to maintain oversight of provision for looked-after and previously looked-after children;
- receive appropriately anonymised information on educational progress, attendance, wellbeing, inclusion, enrichment and the impact of support;
- challenge barriers, gaps in achievement and inequitable access, while protecting children's confidentiality;
- ensure that safeguarding, SEND, behaviour and pupil premium policies work coherently with this policy;
- review and approve this policy every 3 years.

TRAINING

The headteacher and designated teacher will ensure that relevant staff and governors understand their responsibilities. Training will include safeguarding, confidentiality, the PEP process, trauma- and attachment-aware practice, early years development and effective educational support, proportionate to role.

POLICY MONITORING AND EVALUATION

The designated teacher will monitor implementation through PEP quality, progress and attendance information, pupil and carer voice, participation and professional feedback. The headteacher will report anonymised findings and improvement actions to the Governing Body. This policy will be reviewed annually and alongside changes in statutory guidance.

Updated October 2026

Signed Date Headteacher.

Signed Date Chair of Governors.