Eccleston Mere Primary School

Children Looked After Policy



Approved by:	Headteacher / Chair of Governors (signed electronically)	**Approved:** February 2026
Next review due by:	February 2027	

Definition

'Looked After' or 'Children in Care' are terms that refer to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of children under section 52 of the Children Act 2004" and associated guidance on the education of 'Looked After Children'.

Throughout this policy, when referring to 'Looked After Children', we acknowledge that 'Children in Care' is useful terminology that can also be used. We strongly discourage the use of acronyms when discussing Looked After Children, recognising the negative connotations of referring to children as 'LAC'.

Governor Responsible: Mrs. Jen Burrows
Designation Lead: Mrs. Amanda Noblett

Eccleston Mere Primary School recognises that all pupils are entitled to a balanced, broad-based curriculum and aims to promote the educational achievement and welfare of pupils in pupil care.

Rationale
'Looked After Children may have some or all the following issues:

- Low self esteem
- Poor education standards due to time out of school
- Delayed social / emotional / cognitive development
- Be bullied or bully others
- Be prone to mental health issues
- Be isolated with few friends
- Have behaviour issues
- Have poor attachments to others
- Have a need to be very private

This makes them an extremely vulnerable group in terms of education and future life-chances. The governing body of Eccleston Mere School, is committed to ensuring that these children are supported as fully as

possible and will ensure that the following are in place, and working effectively:

- A designated teacher for 'Looked After Children'
- Personal Education Plans for all 'Looked After Children'
- All staff have a clear understanding of confidentiality and issues that affect 'Looked After Children'.
- Effective strategies that supports the education of this vulnerable group

Responsibility of the Head Teacher

- Identify a Designated Teacher for 'Looked After Children', whose role is set out below.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of 'Looked After Children' and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of 'Looked After Children' to all parties involved.
- Ensure that staff in school receives relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of 'Looked After Children':
- The Education (Admission of 'Looked After Children' England) Regulations 2006.Relevant DfE guidance to Governing Bodies (supporting Looked After Learners: A Practical Guide for School Governors).
- Ensure that the school has an overview of the needs and progress of 'Looked After Children'.
- Allocate resources to meet the needs of 'Looked After Children'.
- Ensure that school's other policies and procedures support their needs.
- Support the Head Teacher, the designated teacher, and other staff in ensuring that the needs of 'Looked After Children' are recognised and met.

Receive a termly report setting out:

1. The number of looked-after pupils on the school's roll.
2. Their attendance, as a discrete group, compared to other pupils.

3. Their progress and attainment compared to other pupils.
4. The number of fixed term and permanent exclusions.
5. The destinations of pupils who leave the school.
6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

The role of the Designated Teacher

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker. Arrangements to be put into place to ensure their needs are identified and met.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Maintain an up-to-date register of the 'Looked After Children' in school, including those in the care of other authorities and ensuring all necessary information is passed to staff as required
- Ensure that each 'Looked After Child' has an identified member of staff that they can talk to. This will be usually be the child's class teacher or SENCO.
- Track academic progress and target support appropriately
- Co-ordinate any support for 'Looked After Children' that is necessary within school. Liaise with teaching and non-teaching staff, including the person responsible for Child Protection as well as pastoral and subject staff to ensure an awareness of the difficulties and education disadvantage 'Looked After Children' may face.
- Establish and maintain regular contact with home, statutory and voluntary agencies.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Promote inclusion in all areas of school life and encourage 'Looked After Children' to join in extra-curricular activities and out of school learning.
- Act as an advisor to staff and Governors, raising their awareness of the needs of 'Looked After Children'.
- Set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the rapid transfer of information between individuals, agencies and if the pupil changes school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.

- Ensure that attendance is monitored.
- Attend training as required to keep fully informed of latest developments and policies regarding 'Looked After Children'.

The responsibility of all staff

- Have high aspirations for the educational and personal achievement of 'Looked After Children'.
- Maintain 'Looked After Children' confidentiality and ensure they are supported sensitively.
- Respond promptly to the designated teacher's requests for information.
- Work to enable 'Looked After Children' achieve stability and success within school.
- Promote the self-esteem of all 'Looked After Children'.
- Have an understanding of the key uses that affect the learning of 'Looked After Children'.

Confidentiality

Information on 'Looked After Children' will be shared with school staff on a "need to know" basis to ensure and maintain confidentiality.

Record keeping and information sharing

The designated teacher will keep an up-to-date record of 'Looked After Children' and Young People in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated within 20 school days of the Looked After Child or Young Person starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the Looked After Child or young person. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.

Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child, as well as any receiving school at point of transition.

It is vital that the 'Looked After Child' is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

Exclusions

Eccleston Mere Primary School recognises that 'Looked After Children' are particularly vulnerable to exclusions.

Where a 'Looked After Child' is at risk of exclusion, the school will try every practicable means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the child to discuss strategies to minimise the risk of exclusion.

The child's Personal Education Plan will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening.

Staff development and training

Arrangements will be made to ensure that the designated teacher is kept up to date, with developments relating to the education and attainment of 'Looked After Children'.

Other staff will receive relevant training and support to enable them to work sympathetically and productively with 'Looked After Children', including those who are underachieving or at risk of underachieving or who have additional needs. These may include EAL (children for whom English is an additional language), being Gifted and Talented or having learning or physical needs.

Teachers with responsibility for Special Educational Needs provision and for children who are Gifted and Talented will be informed of those 'Looked After Children' who have particular gifts, talents or learning needs and will work with them appropriately.

Support and resources

The Governing Body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for 'Looked After Children', meeting the objectives set out in this policy.

Home-school liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents / carers and care workers to enable 'Looked After Children' to achieve their potential.
Open evenings as well as PEP and Care Plan review meetings provide opportunities to continue to develop this working partnership.

Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the 'Looked After Child' including Social Care teams; Educational Psychologist; Health Services; CAMHS; Young Offending Teams.

Racial Equality and Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Eccleston Mere Primary is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.