Children Looked After Policy

Author	Natasha Marshall
Agreed by	Governing Body
Date agreed	May 2026
Date to be reviewed	May 2027

Contents

1. Introduction……3
2. Who are Children Looked After?……3
3. The QEGS Promise ……3
4. Role and Responsibility of the Designated Teacher ……3
5. Roles and Responsibilities of all Staff ……4
6. Role and Responsibilities of the Governing Body ……4

1. INTRODUCTION

The governing body of Queen Elizabeth Grammar School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children looked after, when compared with their peers, and is committed to improving outcomes for children looked after.
The governing body is committed to ensuring that children looked after are supported as fully as possible and will ensure that the following are in place, and are working effectively.

- A Designated Governor for Children Looked After – SEND Governor
- A Designated Teacher for Children Looked After – Assistant Headteacher
- Personal Education Plans for all Children Looked After
- Training for staff which ensures that all staff have a clear understanding of the issues that affect Children Looked After, their learning needs, how to support them in school and issues relating to confidentiality
- Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group

2. WHO ARE CHILDREN LOOKED AFTER?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a care order (section 31) or interim care order (section 38)
- Children who are the subjects of emergency orders for their protection (sections 44 and 46)
- Children who are compulsorily accommodated - this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term **'in care'** refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are **'accommodated'** by the local authority under section 20 of the Children Act - they may live in foster care, in a Children's home or in a residential school. All these groups are said to be **'Children Looked After'** - CLA. They may be looked after by our local authority or may be in the care of another authority but living in ours.

3. THE QEGS PROMISE

- The policy should be read in conjunction with The QEGS Promise which outlines support available for all students who are eligible for Pupil Premium, this includes Children Looked After.

4. ROLE AND RESPONSIBILITIES OF THE DESIGNATED TEACHER

THE DESIGNATED TEACHER WILL:

- Be an advocate for Children Looked After
- When new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status
- Ensure that a Personal Education Plan (PEP) is completed, as soon as possible. This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, within 28 days, 3 months and 6 months and, at least, every 6 months
- Keep PEPs and other records up to date, particularly in time to inform review meetings
- Ensure that arrangements are in place to rigorously monitor the progress of children looked after
- Ensure appropriate support and intervention is in place for any child looked after who has fallen behind their peers so that the child can catch up and keep up with their peers
- Provide advice and guidance to staff on the learning needs of CLA and how to differentiate learning to meet those needs

- Ensure that each child looked after (if they wish) has an identified member of staff that they can talk to (this should be based on the child's request, and may not necessarily be the Designated Teacher)
- Ensure that any Special Educational Needs are addressed in conjunction with the SENDCO and in accordance with the Code of Practice for SEND
- Co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- Ensure staff receive relevant information and training and act as an advisor to staff and governors
- Ensure confidentiality for individual children and only share personal information on a need-to-know basis
- Provide written information to assist planning/review meetings and ensure attendance as far as possible
- Ensure that the child and carer(s) receive early notification of meetings, parent's evenings and other events and that communication remains regular and positive
- Encourage Children Looked After to participate in extra-curricular activities and out of hours learning, where feasible
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers
- Seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- Prepare a minimum of an annual report to Governors to include:
    - the number of CLA on roll and the confirmation that they have a PEP
    - their attendance compared to other pupils
    - their attainment compared to other pupils
    - the number, if any, of fixed term and permanent exclusions

5. ROLES AND RESPONSIBILITIES OF ALL STAFF

ALL STAFF IN THIS SCHOOL WILL:

- Provide a supportive climate to enable a child looked after to achieve stability within the school setting
- As with all children, have high aspirations for the educational and personal achievement of Children Looked After
- Positively promote the self-esteem of Children Looked After
- Be familiar with the and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- Respond positively to a child looked after's request to be the named person that they can talk to when they feel it is necessary
- Contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate
- As with all children, ensure that no child looked after is stigmatised in any way
- Ensure that any child in public care is supported sensitively and that confidentiality is maintained

6. ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

THE GOVERNING BODY OF THIS SCHOOL WILL:

- Ensure all governors are fully aware of the legal requirements and Guidance for Children Looked After
- Receive at least an annual report from the designated teacher in line with the statutory requirement
- Be aware of whether the school has Children Looked After and how many (no names)
- Ensure that there is a named Designated Teacher for Children Looked After
- Liaise with the Head Teacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to Children Looked After
- Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher
- Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of Children Looked After are met
- Nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body (These reports should not include any names of individual children for child protection and confidentiality reasons)
- Review the effective implementation of this policy annually.