

Beecroft Primary School
Policy For Looked-After And Previously Looked-After Children - June 2026

This updated June 2026 Policy for Looked-After and Previously Looked-After Children for Beecroft Primary School integrates statutory DfE updates, KCSIE safeguarding guidance, and the Leeds Virtual School 'Three As' Framework.

Beecroft Primary School believes that it has a special duty to safeguard and promote the education of looked-after and previously looked-after children.

In this respect, our aims are:

- To provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- To ensure that the educational achievement of each looked-after or previously looked-after child on roll is monitored, tracked, and promoted and wherever possible, accelerated.
- To identify our schools' role as a Corporate Parent to promote and support the education of our children in public care, by asking the question: Would this be good enough for my child?

In pursuit of these aims:

- Miss Brown is nominated as a Designated Teacher for looked-after or previously looked-after children who will act as their advocate and co-ordinate support for them.

The Designated Teacher will:

- ◆ Maintain a register of all children who are looked-after or previously looked-after in line with policy.
- ◆ Ensure that on admission or transfer all relevant information is obtained at the outset.
- ◆ Along with the social worker, ensure there is an up-to-date Personal Education Plan with SMART targets that will promote progress. The Personal Education Plan (PEP) must be initiated within 20 working days of a child joining our school or entering care. and formally reviewed at least termly, ensuring compliance with DfE statutory timelines. This review process monitors targets and Pupil Premium Plus (PP+) funding to ensure it accelerates academic and emotional progress.

- ◆ Ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them.
- ◆ Advise on most effective use of the core Pupil Premium Plus during the Personal Education Planning meeting.
- ◆ Ensure that the Pupil Premium Plus funding and any additional funding (where relevant) is used to support the learning objectives for the pupil and be accountable for how the funding is spent and able to produce evidence of good progress and outcomes.
- ◆ Actively inform members of staff of the general educational needs of children who are looked-after or previously-looked-after, and to promote the involvement of these children in our school homework clubs, extra-curricular activities, home reading schemes and school council.
- ◆ Ensure that members of staff who teach the children on roll provide accurate progress data to inform the target setting at the Personal Educational Planning meeting.
- ◆ Act as an advocate for the children.
- ◆ Will act as a core link between the safeguarding team and mental health leads to identify where trauma or attachment manifests as a mental health or safeguarding concern, ensuring immediate escalation when necessary.
- ◆ Develop and monitor systems for liaising with carers and colleagues in Children's Services and birth parents where appropriate.
- ◆ Hold a supervisory brief for all children who are looked-after or previously-looked-after on roll, e.g., to ensure all relevant education and care information is available to school staff where relevant and carer(s), and that this information is kept up to date and used on a need-to-know basis to help the pupils overcome obstacles to learning and to make good progress.
- ◆ Track and support the educational progress of all children who are looked after or previously-looked-after to inform the school's improvement plan.
- ◆ Intervene if there is evidence of absence from school or truancy following our rigorous school policy.
- ◆ Report to the Governing Body, at least on an annual basis, on the outcomes for children who are looked after or previously-looked-after.

- ◆ The Designated Teacher will work with the originating Local Authority's Virtual School, as looked-after children often attend schools outside their home borough.
- ◆ Complete the Virtual School training specifically for Designated Teachers and attend other training as appropriate; (see school training record)
- ◆ Ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantages faced by children who are looked after or previously-looked-after including a basic knowledge of attachment and trauma on behaviour and learning and understanding of the need for positive systems of support within the school, to overcome them.
- ◆ Ensure that someone from Beecroft attends the Statutory Care Review for each child wherever possible, and / or always prepares a written report which promotes the continuity and stability of their education.
- ◆ Be the named contact for colleagues in Children's Services.
- ◆ Ensure the speedy transfer of information between schools, agencies and individuals, and report on the progress and attendance of all children who are looked after or previously-looked-after on the school roll to the Virtual School as requested – progress and attainment data submitted each term.

All governors will:

- ◆ Work in partnership with parents, carers, and other agencies especially Social Services and the Health Department to co-ordinate support for looked-after or previously looked-after children.
- ◆ Ensure that the school's other policies and procedures give looked-after or previously looked-after children equal access in respect of admission, the National Curriculum, additional educational support where needed and extra-curricular activities.
- ◆ Create an ethos of support and acceptance in the school and an environment where children who do not live with their birth families are equally accepted and valued.
- ◆ Maintain high expectations for looked-after or previously looked-after children.
- ◆ The named governor with special responsibility for looked-after or previously looked-after children in the school is Mrs. Pat Gradys.

The named governor will:

- ◆ Report to the Governing Body on an annual basis using the report from the Designated Teacher (Miss Brown) as a source of information:
- The number of looked-after or previously looked-after children in the school.
- A comparison of progress as a discrete group, compared with those of other pupils in school and nationally.
- A comparison of attainment measures as a discrete group, compared with those of other pupils in school and nationally.
- The attendance of pupils as a discrete group, compared to other pupils.
- The number of suspensions and permanent exclusions; and
- Pupil destinations after leaving the school.

Admission Arrangements

On admission, records will be requested from the pupil's previous school and a meeting will be held with a carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility. This will provide information to inform the new Personal Education Plan.

Appropriate school induction will take place to ensure that the pupil feels welcome and settled in their new class. The pupil will be assigned a 'buddy' and will work with the learning mentor to ensure a smooth transition.

School Responsibility And Information Sharing

- ◆ The responsibility for the transfer of this information about the child should be that of the Head Teacher and/or the Designated Teacher for looked-after or previously looked-after children.
- ◆ It is appropriate for a member of the support staff team to have knowledge that the pupil is in care only when directly involved in the teaching of the child.
- ◆ The Designated Teacher will work with the SENDCo to ensure early identification of needs (if any), aligning Personal Education Plans (PEPs) with Education, Health and Care Plans (EHCPs) or SEND Support frameworks.

Work With Individual Children

At Beecroft we work closely with individual pupils to:

- ◆ discuss with them, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils.

- ◆ enable the child to contribute to the educational aspects of their PEP.
- ◆ ensure that the Pupil Voice section of the PEP is completed for each child and is the result of a one-to-one meeting so that the views of the pupil are faithfully represented in the PEP.
- ◆ to supervise the smooth induction of a new looked-after or previously looked-after child into the school.
- ◆ to fully support additional learning opportunities that may be available from the Virtual School, partner agencies, and local Family Help (formerly Early Help) teams.

Communication With Other Agencies

We ensure that a copy of all reports (e.g., end of year reports) are securely transmitted to the child's Social Worker and the Virtual School using encrypted, GDPR-compliant electronic data transfer systems in line with school data security policies.

Where appropriate they are communicated with the birth parents. A copy is also attached to the child's PEP.

Assessment, Monitoring and Review Procedures

Each looked-after pupil has a Care Plan that includes a Personal Education Plan (PEP), developed jointly by the Social Worker and Designated Teacher. The PEP must be initiated within 20 working days of the child starting at the school or entering care, and it must be formally reviewed at least termly (three times a year) as a living document.

The review process will identify specific areas of focus and include SMART targets and associated actions aligned with the Leeds Virtual School 'Three As' Framework:

- Attend: Targets focused on maximizing school attendance, reducing truancy, supporting emotional wellbeing, and improving overall engagement in school life.
- Attain: Data-driven targets aimed at measurable academic progression, allowing educational data to be easily tracked between key stages to meet or exceed expected national levels.
- Achieve: Targets designed around personal growth, long-term aspirations, participation in extended learning/out-of-school hours activities, or achieving emotional and behavioural milestones.
- Effective use of Pupil Premium Plus (PP+) funding: Clear evidence of how spent funds directly impact and support the Attend, Attain, and Achieve targets outlined above.

- Special Educational Needs and Disabilities (SEND) alignment: Close tracking of any standard school SEND Support or Education, Health and Care Plans (EHCPs) to ensure they complement the PEP targets.

Review Date: September 2027