

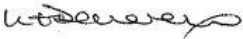


NERROLS

# Nerrols Primary School and Nursery

## Children Looked After (CLA) Policy

---

|                                        |                                                                                     |
|----------------------------------------|-------------------------------------------------------------------------------------|
| <b>Lead reviewer</b>                   | Headteacher                                                                         |
| <b>Approving board/<br/>committee</b>  | The Local Governing Board                                                           |
| <b>Date approved</b>                   | 29 <sup>th</sup> September 2025                                                     |
| <b>Date implemented</b>                | 30 <sup>th</sup> September 2025                                                     |
| <b>Review period</b>                   | 1 Year                                                                              |
| <b>Next review due</b>                 | September 2026                                                                      |
| <b>Signed (Headteacher)</b>            |  |
| <b>Signed (Chair of<br/>Governors)</b> |  |

# Contents:

## Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Personal Education Plan (PEP)
5. Working with agencies and the Virtual School Head (VSH)
6. Training
7. Safeguarding
8. Mental health
9. Suspension and exclusion
10. Pupils with SEND
11. Monitoring and review

## **Statement of intent**

At Nerrols Primary School and Nursery, we recognise that the educational achievements and subsequent life chances of 'Children Looked-After' (CLA) and 'Previously Children Looked-After' (PCLA) are of real concern because such children often require additional support to improve their situation.

We endeavour to provide positive experiences and offer stability, safety and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their academic, personal, social and emotional development.
- Ensure that pupils enjoy high-quality teaching and a curriculum that meets their needs and the requirements of legislation.
- Plan support for CLA and PCLA realistically and use our resources efficiently to ensure we meet their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral, spiritual and social understanding

## 1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Academies Act 2010
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2018) 'The designated teacher for looked-after and previously looked-after children'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2023) 'Working together to safeguard children 2023'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Behaviour Support Policy
- Relationships Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Special Education Needs and Disabilities (SEND) Policy

## 2. Definitions

**“Children Looked-After (CLA)”** are defined as children who:

- Are provided with accommodation for a continuous period of more than 24 hours under the Children Act 1989, Sections 20 and 21
- Are the subject of a Care Order or Interim Care Order under the Children Act 1989, part 4.
- Are subject to a Placement Order.

**“Previously CLA (PCLA)”** are defined under the Children and Social Work Act 2017 as children who:

- Are no longer looked after by a local authority because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from 'state care' outside England and Wales.
- 'State Care' is care that is provided by a public authority, a religious organisation or any other organisation whose main purpose is to benefit society.

### 3. Roles and responsibilities

The Huish Board of Directors and the Local Governing Board of Nerrols Primary School are responsible for:

- Complying with their duties under legislation, having regard to KCSIE guidance and ensuring that policies, procedure and training at our school are effective and comply with the law at all times.
- Adopting a whole-school approach to safeguarding arrangements and child protection, ensuring it is central to our school's processes.
- Holding our school to account for how we support CLA and PCLA, including how the Pupil Premium+ is used.
- Working with the local authority to promote the educational achievement of CLA and PCLA.
- Reviewing our school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring that there are no unintended barriers to the admission of CLA and PCLA at any point of the school year.
- Appointing a Designated Teacher (DT), who is appropriately qualified to support the educational achievement of CLA and PCLA.
- Ensuring that the Designated Teacher for CLA and PCLA has access to the appropriate training, resources and support.
- Ensuring that the appropriate staff have the information they need in relation to CLA and PCLA's:
  - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order).
  - Contact arrangements with birth parents or those with parental responsibility.
  - Care arrangements and the levels of authority delegated to the carer by the local authority.
- Ensuring that staff have the skills, knowledge and understanding to keep CLA and PCLA safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst CLA and PCLA.
- Ensuring CLA and PCLA have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.
- Reviewing progress of CLA and PCLA at our school.

The Headteacher is responsible for:

- Appointing the Designated Teacher for CLA and PCLA.
- Allowing the Designated Teacher the time and facilities to succeed in carrying out their duties.
- Overseeing this policy and monitoring its implementation, feeding back to the Local Governing Board on the following:
  - The number of CLA and PCLA at our school
  - An analysis of assessment outcomes as a cohort, compared to other groups
  - The attendance of CLA and PCLA, compared to other groups

- The number of suspensions and exclusions of CLA and PCLA, compared to other groups
- Ensuring all members of staff are aware that supporting CLA and PCLA is a key priority.
- Ensuring PP+ for CLA and PCLA is managed effectively.
- Promoting the advantages of actively challenging negative stereotypes of CLA and PCLA.
- Understanding the role of the VSH and working with them to promote the educational achievement of CLA and PCLA.

The Designated Teacher for CLA and PCLA is responsible for:

- Working with the VSH and Social Worker to:
  - Promote the educational achievement of CLA and PCLA.
  - Develop and implement a Personal Educational Plan (PEP)
  - Discuss how funding can be used to support progress and meet the needs identified in the PEP
- Contributing to the development and review of whole school policies affecting CLA and PCLA to ensure they meet their needs.
- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available for CLA and PCLA.
- Taking lead responsibility for ensuring staff understand what can affect how CLA and PCLA learn and achieve and how they whole school supports the educational achievement of these children.
- Acting as the main contact for social services and the DfE.
- Promoting a culture of high expectations and aspirations.
- Ensuring CLA and PCLA are involved in setting their own targets.
- Advising staff on teaching strategies when working with CLA and PCLA.
- Ensuring that CLA and PCLA are prioritised for one-to-one tuition and support where available.
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored.
- Liaising with the SENDCo to ensure all pupil needs are met.
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding CLA and PCLA due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise.
- Playing a key part in decisions on how Pupil Premium+ funding is used

The Designated Safeguarding Lead (DSL) is responsible for:

- Keeping up-to-date records of CLA and PCLA's respective Social Worker and VSH.
- Highlighting the importance of recognising and reporting safeguarding concerns surrounding CLA and PCLA as soon as possible due to their increased vulnerability to harm.

- Where a child ceases to be looked after and becomes a care leaver, keeping up-to-date contact details of their local authority personal advisor and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver.

The SENDCo is responsible for:

- Ensuring they are involved in reviewing PEP and care plans for CLA and PCLA.
- Liaising with the class teacher, Designated Teacher, specialists and parents and carers when considering interventions to support the progress of CLA and PCLA.

Staff are responsible for:

- Being aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Developing an understanding of the role of Social Workers, VSHs and carers, and how the PEP fits into the wider care planning duties of the local authority looking after the pupil.
- Understanding the importance of involving the pupil's parents, carers or guardians in decisions affecting their child's education.
- Being a contact for parents, guardians or carers who want advice or have concerns about their pupil's progress at school.
- Being vigilant for any signs of bullying towards CLA and PCLA.
- Being vigilant for any signs of safeguarding concerns surrounding CLA and PCLA due to their increased vulnerability to harm and reporting any concerns to the DSL as soon as possible.
- Promoting the self-esteem of CLA and PCLA.

The Virtual School Head (VSH) is responsible for:

- Ensuring that arrangements are in place to improve the educational experiences and outcomes of CLA and PCLA placed within and outside the authority.
- Monitoring and evaluating the educational achievements of CLA and PCLA.
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the CLA and PCLA who are attending the school.
  - Gather information about their educational placement, attendance and progress of CLA and PCLA.
  - Ensure Social Workers, the Designated Teacher, our school, careers and Independent Reviewing Officers understand their role and responsibilities in initiating, developing, reviewing and updating the pupil's PEP and how they help meet the needs identified in that PEP.
  - Ensure all CLA and PCLA at our school have up-to-date, effective and high-quality PEPs that focus on educational outcomes.
  - Avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation.

- Ensure the educational achievement of CLA and PCLA is seen as a priority by everyone who has responsibilities for promoting their welfare.
- Report regularly on the attainment, progress and school attendance of CLA and PCLA through the local authority's corporate parenting structures.

#### **4. Personal Education Plan (PEP)**

We are aware that all CLA and PCLA must have a care plan or a detention placement plan where the child is remanded to youth detention, and that PEPs are an integral part of this care plan.

We understand that the PEP is intended to serve as an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. We are aware that, wherever a pupil is placed, it is the responsibility of their Social Worker, supported by the local authority's VSH, to initiate a PEP and arrange to meet with us and the pupil's parents and carers.

We will ensure that the PEP reflect the importance of a personalised approach to learning which meets the identified educational needs of the pupil and will be reviewed termly.

The DT will liaise with the VSH and Social Workers to share information and act as the in-school lead on how the PEP is developed and used to make sure the pupil's progress towards educational targets is monitored.

In collaboration with the pupil, parents and carers and other professionals, we will ensure completion of the PEP and that it is used as a working document intended to support the pupil's educational needs, raise their aspirations and improve their life chances.

We will work with the VSH, Social Worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the PEP are implemented without delay.

We are aware that PP+ for CLA and PCLA will be allocated directly to, and managed by, our school, and will work with the VSH to manage allocation of PP+ for the benefit of the cohort of CLA and PCLA, and according to their needs. If deemed necessary, we will allocate an amount of funding to an individual to support their needs.

The Designated Teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the pupil's educational achievement.

#### **PEP content**

The PEP will address the pupil's full range of education and development needs, including:

- Access to nursery provision that is appropriate to the pupil's age and meets their identified developmental needs.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the local authority, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.



- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve.
  - Out-of-school hours learning activities, study support and leisure interests.

The VSH and the Designated Teacher will ensure that information is included within a CLA or PLAC's PEP surrounding how they are benefitting from any use of PP+ funding to improve their achievement. Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

## **5. Working with agencies and the Virtual School Head (VSH)**

We are aware that strong multi-agency and multi-disciplinary working is vital to identifying and responding to the needs of CLA and PCLA.

We will work proactively and collaboratively with other professional in other agencies and organisations in line with the framework of expectations outlined in the government's [Working Together to Safeguard Children](#) statutory guidance document by:

- Collaborating with services to achieve shared goals and share information.
- Learning from evidence and sharing perspective to evaluate provision.
- Prioritising and sharing resources depending on pupils' needs.
- Celebrating inclusivity and diversity and challenging discrimination.
- Mutually and constructively challenging others' assumptions in a respectful manner.

### **Information sharing**

We recognise the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupil's needs.

Staff will be made aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes, as data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

If staff members are in doubt about sharing information and data protection legislation, they will be encouraged to speak to the DSL.

Appropriate and specific arrangements for sharing reliable data will be put in place to ensure that the education needs of CLA and PCLA are understood and met. The arrangements set out will include:

- Who has access to information on LAC and PLAC and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.

- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

Our staff will be proactive in sharing information in accordance with data protection principles as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

We will aim to be as transparent as possible by telling families what information they are sharing and with whom, provided that it is safe to do so.

We will ensure that copies of all relevant reports are forwarded to the social workers of CLA and PCLA, in addition to carers or residential social workers.

The Designated Teacher will ensure consistent and strong communication with the VSH regarding CLA and PCLA who are absent without authorisation.

We will share our expertise on what works in supporting the education of CLA and PCLA.

## **6. Training**

The Designated Teacher and other school staff involved in the education of CLA and PCLA will receive the appropriate training, including information about the following:

- School admission arrangements
- SEND
- Attendance
- Suspensions and exclusions
- Homework
- Supporting more challenging behaviour
- Promoting positive educational (and recreational) opportunities
- Supporting pupils to be aspirational for their future education, training and employment
- Safeguarding

The Local Governing Board of our school will ensure that staff are equipped with the skills, knowledge and understanding necessary to keep CLA and PCLA safe through training.

## **7. Safeguarding**

We are aware that CLA and PCLA most commonly become looked after because of abuse and/or neglect and because of this, they can be at potentially greater risk in relation to safeguarding.

We recognise that many CLA and PCLA have experienced trauma, abuse or complex family circumstances that have led to them being placed in care and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst CLA and PCLA as soon as possible.

Where a CLA or PCLA has a Social Worker, this will inform decisions about safeguarding (for example, by responding to absence from education where being absent from education may increase known safeguarding risks within the family or in the community).

The Headteacher will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of CLA and PCLA can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to the DSL any concerns they have over CLA and PCLA in line with the processes outlined in our Safeguarding and Child Protection Policy.

When there is reasonable cause to suspect that a CLA or PCLA is suffering or is likely to suffer significant harm, we will collaborate in the multi-agency strategy discussion where appropriate to determine the pupil's welfare and plan rapid further action as necessary. Our representative at any strategy discussion meetings will be sufficiently senior, skilled and experienced, and authorised to make decisions on the school's behalf. Information and analysis about the pupil and their family will be provided as required.

Staff will be regularly encouraged to look for signs of bullying and report to the Designated Teacher if they believe a CLA or PCLA is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

## **8. Mental health**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

We are aware that CLA and PCLA are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. We will support our Designated Teacher in developing their knowledge, awareness, training and skills to support children with behaviour management and mental health.

The Designated Teacher will work with the VSH to ensure school staff are able to identify signs of potential mental health issues, understand the impact issues can have on CLA and PCLA, and know how to access further assessment and support, where necessary.

We understand that the increased frequency of mental health problems amongst CLA and PCLA may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the Designated Teacher will ensure that they, and all staff who maintain regular contact with CLA or PCLC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

## 9. Suspension and exclusion

Past experiences of CLA and PCLA will be considered when designing and implementing our Behaviour Support Policy and Suspension and Exclusion Policy.

We recognise that suspending or excluding CLA or PCLA can make them more vulnerable to harm due to not having the protection and opportunities school provides. When responding to incidents involving CLA and PCLA, we will show full regard to the DfE's statutory guidance '[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)'. The Headteacher will balance this recognition alongside the need to ensure calm and safe environments for all staff and pupils, devising strategies that take both into consideration.

Where we have concerns about a CLA or PCLA's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, we will engage proactively with the Social Worker or parent or carer of a CLA or PCLA to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour.

Where we have concerns about the behaviour of a CLA or PCLA which could result in them being excluded, the child's parents or Designated Teacher may seek the advice of the VSH on strategies to support the child to avoid exclusion.

As part of the termly review of a pupil's PEP, any concerns about their behaviour will be recorded, alongside information on how they are being supported to improve this and reduce the likelihood of exclusion.

Suspension or permanent exclusion will only be used as a last resort. Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Support Policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

Where a CLA or PCLA is excluded, we will document the provision of immediate suitable education in the pupil's PEP.

## 10. Pupils with SEND

In cases where pupils have an EHCP, the Designated Teacher will work with the VSH to ensure that their EHCP works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the pupil's needs are being met.

Support for CLA with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.

For PCLA, the SENDCo, class teacher, Designated Teacher and specialists will involve parents and carers when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for PCLA.

The Designated Teacher and the SENDCo will ensure that CLA and PCLA with SEND are supported in line with the SEND Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for CLA, (for

examples, where CLA are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident).

## **11. Monitoring and review**

This policy will be reviewed on an annual basis by the Designated Teacher and the Headteacher. The next scheduled review date for this policy is September 2026.

All changes to this policy will be communicated to all relevant stakeholders.