

Nutgrove Methodist Primary School

Children Looked After (CLA)
and Children Previously
Looked After (PCLA)



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Chairs Signature	S. Picton

INTRODUCTION

This policy is informed by the following documents:

- The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf (DfE February 2018)
- Using Pupil Premium: guidance for school leaders (DfE Dec 2023)
- [Section 52 of the Children Act 2004](#)

The governing body of Nutgrove Methodist Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance for Children Looked After (CLA) and children previously children looked after (PCLA) and is committed to improving outcomes for them.

Children who are “looked after” may be “Accommodated” “In Care” or “remanded/ detained” as follows:

Accommodated (Section 20)

This is a voluntary arrangement, because parents are ill, missing, unable to cope, or as part of a child protection plan negotiated with the family. The parents retain parental responsibility.

In Care

A child is in care only if a court has granted a Care Order which it will issue if it believes a child to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority, or shares this with the parents.

Remanded/Detained

A child can be remanded or detained as in the following:

- an emergency protection order
- removed by police using their powers of protection
- remanded by a court following criminal charges
- a court directing a social services department to accommodate a child (already on a supervision order for criminal behaviour) for up to six months.

Looked After Children may (or may not) have some or all the following barriers:

- 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.
- 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 is committed to ensuring that CLA and PCLA are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CLA and PCLA
2. A Designated Teacher for CLA and PCLA
3. Personal Education Plans (PEPs) for all CLA
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CLA and PCLA.
5. All staff in school will have a clear understanding of the issues that affect CLA and PCLA; their learning needs; how to support them in school and issues relating to confidentiality.
6. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

1. The designated teacher is the central point of initial contact within Nutgrove Methodist Primary School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a leadership role in promoting the educational achievement of every CLA and PCLA on the school's roll. This involves, working with the Virtual School Team to promote the education of CLA and PCLA and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CLA and PCLA learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher is an advocate for Looked After Children;
5. When new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements.
6. The designated teacher promotes the educational achievement of CLA and CPLA by contributing to the development and review of whole school policies.
7. The designated teacher promotes a culture in which CLA and PCLA:
 - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
 - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support.
 - Are encouraged to participate in school activities and in decision making within the school and the care system.
 - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
8. The designated teacher is a source of advice for teachers about: adapting learning if required with a focus on the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of CLA and PCLA, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
9. The designated teacher works directly with CLA and PCLA and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and

numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.

10. The designated teacher has lead responsibility for the development and implementation of PEPs for CLA within school in partnership with others as necessary;
11. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance.
12. The designated teacher should ensure that the school spends the allocated Pupil Premium Plus Grant for the benefit of the CLA and PCLA cohort and can account for the impact of this Grant on the outcomes of the cohort.
13. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CLA and PCLA are quickly and effectively responded to.
14. The designated teacher is aware that the Virtual School Team can provide information and advice to parents and designated teachers on meeting the needs of CLA. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs.
15. The designated teacher encourages Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible
16. The designated teacher ensures speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. Ensure that any child in public care is supported sensitively and that confidentiality is maintained.
2. Have high expectations of CLA and PCLA's learning and set targets to accelerate educational progress;
3. Be 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, and how this might affect the child's behaviour;
4. Understand how important it is to see CLA and PCLA as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
5. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported and contribute to these;
6. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
7. For CPLA, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

1. Ensure all governors are fully aware of the legal requirements and guidance for CLA and PCLA;
2. Ensure that there is a named designated teacher for CLA and PCLA; which will be the Pupil Premium Governor.
3. Ensure that the school has a policy outlining how they plan to spend the Pupil Premium Plus Grant for CLA and PCLA and that this follows the DfE templates and makes reference to research of evidence based interventions using the education endowment foundation, including plans for any pooling of the funding;
4. Through the designated teacher, hold the school to account on how it supports its CLA and PCLA (including how the Pupil Premium Plus is used) and their level of progress;
5. Be aware of whether the school has CLA and PCLA and how many (no names);
6. Liaise with the Head of School to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CLA and PCLA;
7. Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CLA and PCLA;
8. Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CLA and PCLA are met;
9. Review the effective implementation of this policy, preferably annually and at least every three years.

CONFIDENTIALITY

- Information on looked after children will be shared with school staff on a “need to know basis”
- The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

TRAINING

The Head of School or the Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

PERSONAL EDUCATION PLAN (PEP) COMPLETION

- Social worker informs school of a child becoming looked after (or a looked after children entering the school)
- Date is set for the completion of a Personal Education Plan (PEP).
- A copy of the form is sent to the school to enable completion of educational data. PEP meeting takes place within 20 days, involving the social worker designated teacher (or other appropriate staff), carer and young person if appropriate.
- A date is set for the next pep meeting. Personal Education Plan is taken to the child’s statutory review and discussed within the wider context of the child’s life.
- PEP sent by Social Worker to the CLA team

Please note, PEPs may be through a variety of LAs. The designated teacher should follow the process for the relevant local authority.

St Helens Virtual School has a statutory duty to ensure that Children We Look After, Children Previously Looked After and Children with a Social Worker make good academic progress, achieve positive outcomes and proceed into their chosen destinations at every stage. The wishes, feelings and lived experiences of all of our children and young people sit at the heart of everything we do. The Virtual School works to promote a child centred approach and champions the needs and best interests of all of our pupils.

St Helens Virtual School brings together information about all the children we look after in St Helens - as if they were in a single school. We work closely with schools, education settings, social workers, parents and carers to share high aspirations and achieve strong outcomes for all the children in our care.

ROLE AND RESPONSIBILITY OF ST HELENS VIRTUAL SCHOOL:

- monitoring the attendance, achievement and attainment of all of our pupils.
- ensuring all Children We Look After have a high quality and bespoke Personal Education Plan (PEP) with aspirational educational targets.
- managing the allocation and spend of Pupil Premium Plus funding.

- supporting the identification and access of school placements for Children We Look After (CWLA).
- ensuring robust oversight of every one of our pupils.
- promoting the education of children and young people who are Previously Looked After (PLAC) and Children with a Social Worker (CWSW).
- offering advice and guidance to schools, education settings, social workers, parents and carers.

More information can be found here: [Virtual School - VirtualSchool](#)