



**Henry  
Hinde  
School**

# Children Looked After Policy

May 2026



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## 1. Definition of Terms

- **Children Looked After (CLA)** – Children who are in the care of a Local Authority under the Children Act 1989, including those subject to care orders, interim care orders, emergency protection, or accommodated under Section 20.
- **Previously Looked After Children (PLAC)** – Children who are no longer looked after because they have been adopted, are subject to a Special Guardianship Order (SGO), or a Child Arrangements Order (CAO), and were previously in state care.
- **Virtual School Head (VSH)** – The statutory lead within the Local Authority responsible for promoting the educational achievement of CLA and PLAC.
- **Designated Teacher (DT)** – A qualified teacher appointed by the governing body to promote the educational achievement, progress, and wellbeing of CLA and PLAC.
- **Personal Education Plan (ePEP)** – A statutory, termly plan forming part of the care plan for every CLA, outlining educational needs, targets, support, and use of Pupil Premium Plus (PP+).
- **Pupil Premium Plus (PP+)** – Additional funding allocated to support the educational progress of CLA and PLAC, managed by the Virtual School for CLA and by the school for PLAC.

## 2. Rationale and Statutory Requirements

Children Looked After remain one of the most vulnerable groups in education. Many have experienced trauma, disrupted attachments, and instability. National and local guidance emphasises the need for trauma-informed, anti-discriminatory practice and strong multi-agency collaboration.

This policy is informed by:

- Working Together to Safeguard Children 2026
- Working Together Statutory Framework 2026
- Children Act 1989 & 2004
- Children and Social Work Act 2017
- Designated Teacher for Looked-After and Previously Looked-After Children (DfE 2018)
- Promoting the Education of Looked After Children (DfE 2018)
- School Admissions Code 2021
- Keeping Children Safe in Education (KCSiE 2024)
- SEND Code of Practice (2015, updated 2023)
- Suspension and Permanent Exclusion Guidance (DfE 2023)
- Warwickshire Safeguarding Education Model Policies 2025–26
- Warwickshire Virtual School Guidance 2025–26

The school has a statutory duty to:

- Prioritise CLA and PLAC in admissions
- Appoint a Designated Teacher
- Work in partnership with the Virtual School
- Ensure high-quality, termly PEPs
- Promote educational achievement and wellbeing
- Use PP+ effectively and transparently
- Ensure safeguarding practice reflects *Working Together 2026*

### 3. Scope

This policy refers to:

<b>Parents/Carers</b>	✓	<b>Trustees</b>	
<b>Employees</b>	✓	<b>Volunteers</b>	✓
<b>Pupils/Students</b>		<b>Visitors</b>	
<b>Governors</b>	✓	<b>Community</b>	

### 4. Principles

The school will:

- Ensure CLA and PLAC are known, valued, and supported to thrive academically, socially, and emotionally
- Prioritise CLA and PLAC in admissions and ensure a positive, well-planned induction
- Maintain accurate, confidential records and ensure information is shared appropriately with key professionals
- Ensure every CLA has a high-quality termly ePEP completed via Welfare Call
- Ensure PLAC receive appropriate support, with parental consent, recognising their ongoing needs
- Work closely with Warwickshire Virtual School and other placing authorities
- Ensure the Designated Teacher has the time, training, and authority to fulfil their statutory role
- Ensure all staff receive training in trauma-informed and attachment-aware practice
- Promote participation in enrichment, extracurricular activities, and wider opportunities
- Ensure exclusions are used only as a last resort and reported to the Virtual School within 24 hours
- Ensure PP+ is used to meet individual needs and is linked to SMART ePEP targets
- Anti-discriminatory and inclusive practice
- Strong multi-agency collaboration
- Listening to and acting on the voice of the child

## 5. Policy Statement

The school will:

- Prioritise CLA and PLAC in admissions and ensure a positive, well-planned induction
- Maintain accurate, confidential records and share information appropriately
- Ensure every CLA has a termly ePEP completed via Welfare Call
- Ensure PLAC receive appropriate support, with parental consent
- Work closely with Warwickshire Virtual School and other placing authorities
- Ensure the Designated Teacher has the time, training, and authority to fulfil their statutory role
- Ensure all staff receive training in trauma-informed, attachment-aware, and anti-discriminatory practice
- Promote participation in enrichment and extracurricular activities
- Report exclusions, attendance concerns, or safeguarding issues to the Virtual School within 24 hours
- Use PP+ to meet individual needs and link spending to SMART ePEP targets
- Follow Warwickshire Safeguarding Education Model Policies 2025–26

## 6 Procedure

### 6.1 Identification and Induction

- The DT maintains an up-to-date register of CLA and PLAC.
- The Virtual School is notified immediately of any new CLA.
- A pre-entry visit and personalised induction plan are offered.

### 6.2 Personal Education Plans (PEPs)

- ePEPs are completed **every term**.
- SMART academic and wellbeing targets are set.
- Pupil voice is clearly captured.
- Attendance, attainment, and behaviour data are updated.
- PP+ spending is linked to ePEP targets.
- The DT attends all ePEP meetings and ensures actions are implemented.

### **6.3 Curriculum and Support**

- CLA and PLAC have access to a broad, balanced curriculum.
- Differentiation and targeted interventions are provided.
- Trauma-informed teaching strategies are used.
- Additional support may include tutoring, mentoring, counselling, and small-group work.

### **6.4 Attendance and Behaviour**

- Attendance is monitored daily.
- Concerns are shared with the Virtual School within 24 hours.
- Behaviour is managed using relational and restorative approaches.
- Exclusions are avoided wherever possible and reported immediately.

### **6.5 Safeguarding**

- CLA are automatically considered vulnerable under KCSiE.
- The DT works closely with the DSL to ensure safeguarding needs are met.
- Information sharing follows *Working Together 2026*.
- Kinship carers are included in all safeguarding planning.
- Support for unborn children is considered where concerns exist.

### **6.6 Multi-Agency Working**

- The school works with Warwickshire Virtual School, social care, SEND services, CAMHS, health professionals, and carers.
- Urgent multi-agency meetings are convened if a child is at risk of exclusion or placement breakdown.

### **6.7 Transitions**

- Enhanced transition arrangements are provided between classes, key stages, and new schools.
- Records, ePEPs, and relevant information are transferred promptly.

## 7. Monitoring

The school monitors:

- Attendance
- Attainment and progress
- PEP quality and completion
- PP+ spending and impact
- Exclusions and behaviour incidents
- Participation in enrichment activities
- Staff training completion
- Pupil voice and wellbeing indicators
- Anti-discriminatory practice and inclusive culture, as required by *Working Together 2026*

The Designated Teacher provides an annual anonymised report to governors covering:

- Number of CLA and PLAC on roll
- Progress and attainment
- Attendance
- Exclusions
- PP+ allocation and impact
- Training undertaken
- Policy effectiveness and areas for development

Governors ensure compliance with Warwickshire's 2025–26 safeguarding model policies.

## 8. Related Documents

- This policy and procedures should be considered in relation to the guidance listed above and:
  - Working Together to Safeguard Children 2026
  - Working Together Statutory Framework 2026
  - Warwickshire Safeguarding Education Model Policies 2025–26
  - Keeping Children Safe in Education 2024
  - SEND Code of Practice (2015, updated 2023)
  - School Admissions Code 2021

- Suspension and Permanent Exclusion Guidance 2023
- Safeguarding & Child Protection Policy
- Behaviour and Relationships Policy
- Attendance Policy
- SEND Policy
- Data Protection Policy

