

The Federation of Broughton and West Tytherley Primary Schools

POLICY ON THE EDUCATION OF LOOKED AFTER CHILDREN AND YOUNG PEOPLE



Key Contact Personnel

Member of Leadership Staff Responsible for the policy: Hannah Lowey -
Designated Teacher (SEND/CO)

Date agreed and ratified by Governing Body: **21st September 2026**

Date of next review: **September 2027**

Purpose and scope

The federation works with Hampshire County Council and, where relevant, the local authority responsible for a child placed from another area. The local authority is the corporate parent for looked-after children; the schools support it in promoting their education and welfare. We ask, “Would this be good enough for my child?”

A looked-after child is a child in local authority care or provided with accommodation by a local authority in the exercise of its social services functions. For the Designated Teacher role, previously looked-after children include those who left care in England or Wales through adoption, a special guardianship order or a child arrangements order specifying where or with whom they live, and children adopted from state care outside England and Wales.

Our aims

- Provide a safe and secure environment where education is valued and every child’s abilities and potential are recognised.
- Offer every opportunity to achieve, enjoy learning and participate in school life.
- Listen to children and provide equal access to pastoral support, with additional help matched to individual needs.

Leadership and governance

The Governing Body will appoint a Designated Teacher who meets the applicable qualification and experience requirements, ensure appropriate training and provide sufficient time and resources. The Executive Headteacher will ensure effective arrangements in both schools and continuity during staff absence.

The named governor will champion these children’s needs and support and challenge the Designated Teacher. The federation retains its commitment to an annual confidential report on progress, attendance, support and funding impact. Reports will avoid identifying individual children, particularly where numbers are small. Governors will consider how other school policies affect these children.

The Designated Teacher

- Act as the school advocate and central contact, co-ordinating support and keeping staff informed where appropriate.
- Maintain accurate, secure records of relevant care status, placement, social worker contacts, day-to-day carers, parental responsibility and authorised contact arrangements.
- Record SEND support or EHCP status, relevant safeguarding information, baseline assessments, attainment, attendance, suspensions and permanent exclusions. For previously looked-after children, collect information relevant to their education without assuming an active care placement or social worker.
- Identify underachievement promptly, arrange early intervention and review its effectiveness with relevant colleagues.
- Liaise regularly with the responsible Virtual School about looked-after children’s progress, attendance and attainment, and seek advice for previously looked-after children where appropriate.

- Keep school leaders informed about changes to legislation and guidance and contribute to staff training.

Personal Education Plans for looked after children

Every looked-after child must have a Personal Education Plan (PEP) as part of their Care Plan. The Designated Teacher leads the school's contribution in partnership with the social worker, Virtual School, carers and child. The PEP must complement any EHCP, transition plan or pastoral support plan.

The federation will review PEPs at least termly as its working practice, and after significant changes. The social worker arranges meetings; the school will contribute promptly so that the PEP informs statutory care reviews. Initial meetings will follow the responsible authority's timetable. Hampshire specifies a first meeting within 20 days for a school-age child entering care, or 10 working days for emergency care.

The PEP will identify strengths, needs, assessment information, measurable targets, support, responsibilities and review dates. It will record the child's views and how progress and the impact of support will be evaluated. The school will attend Children's Services reviews where appropriate and provide written information to promote educational stability.

Support for previously looked after children

A statutory PEP is not required solely because a child is previously looked after. The Designated Teacher will work with parents or guardians to agree appropriate educational and pastoral support and review arrangements. Parents' knowledge of their child will inform decisions. Advice from the Virtual School can be sought; it does not hold a corporate-parent or routine case-management role for this group.

Pupil premium plus

For looked-after children, the responsible Virtual School Head manages pupil premium plus. The Designated Teacher will agree evidence-informed support linked to the PEP and monitor its impact. For previously looked-after children, funding forms part of the school's pupil premium allocation. The school will invite parents and guardians to disclose eligibility confidentially and provide relevant evidence for census recording.

The Designated Teacher will ensure these children's needs inform the pupil premium strategy and consult parents or guardians about helpful support. Funding is not an individual personal budget; its use must comply with the current grant conditions and permitted approaches. No future funding rate is assumed in this policy.

Learning and wellbeing

Class teachers will maintain high expectations, adapt teaching and work with the SENDCO to identify and address additional needs. Staff will recognise that loss, separation and disrupted relationships can affect learning and behaviour. Support will be sensitive to the individual child and avoid public labelling. Children will have access to trusted adults, pastoral support and suitable specialist help where needed.

Attendance and behaviour

The school will monitor attendance, respond promptly to unexplained absence and address barriers with the child, carers or parents and relevant professionals. For looked-after children, concerns will be shared with the social worker and responsible Virtual School, and support reflected in the PEP. Safeguarding concerns will be acted on through the school's safeguarding procedures.

The federation will seek early support when behaviour places a child at risk of suspension or permanent exclusion, consider unmet needs and make reasonable adjustments where required. The Executive Headteacher will follow the current statutory exclusion procedures, including notifying a child's social worker and, for a looked-after child, the Virtual School Head without delay when a suspension or permanent exclusion is issued. Informal exclusions will not be used.

Admissions and transitions

The schools will work with the relevant admission authority to apply the School Admissions Code, including the required highest oversubscription priority for looked-after and eligible previously looked-after children, including children adopted from state care outside England. Children whose EHCP names the school must be admitted.

Starting school, changing placements and moving to another school will be planned sensitively with relevant adults and the child. The Designated Teacher will forward relevant educational information to the receiving school as a priority using secure arrangements. Support, assessment information and applicable plans will be discussed to minimise disruption; safeguarding records will transfer under safeguarding procedures.

Safeguarding and confidentiality

All staff will follow the federation's safeguarding policy and current Keeping Children Safe in Education. The Designated Teacher will work closely with the Designated Safeguarding Lead (DSL); the two roles have distinct responsibilities. The DSL will hold relevant information about care arrangements and safeguarding needs and ensure concerns receive prompt action.

Information about care history will be handled sensitively and shared with those who need it for education or safeguarding. Records will be accurate, secure and managed under the federation's data protection and retention arrangements. Data protection concerns must not prevent necessary lawful sharing to protect a child. Staff will respect children's wishes about who knows their history while meeting safeguarding obligations.

Responsibilities of all staff and governors

All staff and governors will support the local authority's duties and the federation's commitments under this policy. Staff will listen to children, act on concerns and work with the Designated Teacher to ensure timely support. Leaders will ensure access to relevant training and monitor implementation in both schools.

Hampshire Virtual School vision

Working in partnership to give children in care high-quality education and support so that they are prepared for life.

Legislation and guidance

Guidance checked on 5 October 2026. The policy must be checked again before September 2027 approval and updated earlier where a change affects practice. Read alongside the federation's safeguarding, SEND, attendance, behaviour, admissions and pupil premium arrangements.

The designated teacher for looked-after and previously looked-after children — DfE statutory guidance, February 2018

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Promoting the education of looked-after and previously looked-after children — DfE statutory guidance, February 2018

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Keeping children safe in education — September 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

School Admissions Code — 2021, including subsequent published updates and supporting advice

<https://www.gov.uk/government/publications/school-admissions-code--2>

Working together to improve school attendance — current statutory guidance

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement — July 2026

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

Pupil premium overview and current grant conditions — DfE

<https://www.gov.uk/government/publications/pupil-premium>

Personal Education Plans — Hampshire Virtual School local guidance

<https://virtualschool.hants.gov.uk/course/view.php?id=299>

Previously looked-after children — Hampshire Virtual School local guidance

<https://virtualschool.hants.gov.uk/course/view.php?id=276>

Principal legal framework: Children Act 1989; Children and Young Persons Act 2008, section 20, as amended; Children and Social Work Act 2017; Designated Teacher (Looked-After Pupils etc.) (England) Regulations 2009; Care Planning, Placement and Case Review (England) Regulations 2010; Equality Act 2010; Children and Families Act 2014; applicable UK data protection legislation. Statutory guidance must be considered alongside its current legal framework.