



inspiring the journey for
independence together

Looked After (Previously Looked After) Children Policy

Statutory

Reviewed Yearly

Signed:  (Chair of the Trust)

Date September 2025

Review Due: September 2026

1. Introduction

Aims and objectives

The Rivermead Inclusive Trust is committed to supporting all children to reach their full potential. We recognise that we have special duty to safeguard and promote the education of looked after children (LAC).

Our key aims are created in accordance with the DfE Guidance documentation:

Promoting the education of Looked After Children – February 2018

This can be accessed from this link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting the education of lookedafter children and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_lookedafter_children_and_previously_looked-after_children.pdf)

Also relevant is the guidance for Designated Teachers for Looked After and previously Looked After children – February 2018

This can be accessed from this link

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for lookedafter and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_lookedafter_and_previously_looked-after_children.pdf)

Statutory guidance for local authorities, clinical commissioning groups and NHS England - March 2015

This can be accessed from this link:

[Keeping children safe in education from 1 September 2025.pdf](#)

Keeping Children Safe in Education 2025

NB – Within this document where the term Looked After Children is used this also refers to previously Looked after Children (PLAC) where appropriate.

2. Rationale

Looked After Children (LAC) are one of the most vulnerable groups in society. The majority of LAC have suffered a disrupted childhood and experienced adverse events. It is nationally recognised that there is considerable educational underachievement when compared to their peers. LAC often achieve poor exam success rates in comparison with the general population. Fewer Looked After Children progress to Higher Education or follow progression pathways that will lead to future economic success and well-being.

3. Guiding Principles

As the Rivermead Inclusive Trust, we are committed to ensuring social inclusion for all our looked after children and adhere to the principles of corporate parenting as outlined in the guidance for the education of LAC (DfES/DoH 2000) and subsequent guidance given in “Care Matters; Transforming the Lives of Children and Young People in Care”, 2006.

1. Prioritising education
2. Having high expectations
3. Promoting inclusion
4. Achieving continuity and stability
5. Early intervention
6. Listening to and empowering children

4. Our Aims

- To provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- To bring the educational achievements of our LAC nearer to or equal to those of their peers.
- To accept our role as corporate parents in relation to the education of LAC and to ask the question “Would this be good enough for my child?”

5. Who are Looked After Children?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, be under special guardianship, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Looked After Children' - LAC. They may be looked after by our local authority or may be in the care of another authority but living in ours.

6. In pursuit of these principles and aims we will:

- Appoint a designated teacher responsible for LAC (DLACT) who will act as their advocate and co-ordinate support for them. For multiple provisions across sites, we will appoint a member of staff to assist the DLACT (for example at college) who can oversee LAC are supported on a daily basis.
- To appoint a mentor to support LAC on a day to day basis if required. This could be the form tutor or class teacher.
- Ensure that high priority is given to completing all the relevant sections of each looked after child's Personal Education Plan. Appropriate steps should then be taken to enable each looked after child to reach their targets, and ultimately, their educational potential.
- All governors and staff will work in partnership with parents and agencies especially Social Services and Health Department to co-ordinate support for LAC.
- Nominate a specific governor with responsibility for this area of the school's work.

Each of our Trust provisions will have the following named people:

- a) Designated Teacher for Looked After Children

- b) The Designated Safeguarding Lead
- c) Data and assessment Lead
- d) Governor with responsibility for Looked After Children.
- e) An assistant DLACT where there are multiple provisions across different sites.

7. The Role of the Designated Teacher for Looked After Children

- The DLAC will work closely with the DSL to 'help' promote education outcomes by working closely with teachers and sharing information about their welfare, safeguarding and child protection concerns as laid out in Keeping Children Safe in Education 2024.
- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and that staff understand the need for positive systems of support to overcome them.
- To inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils etc.
- To act as an advocate for Looked After Children
- To develop and monitor systems for liaising with carers, social workers, health professionals and the Virtual School
- To hold supervisory brief for all Looked After Children, e.g. To ensure all relevant education and care information is available to school staff and carers, and that this information is kept up to date. It is important to be aware that some children in care do not want all adults or peers to know about their accommodation or care status
- To monitor the educational progress, attainment and attendance of Looked After Children
- To include targets on the performance of LAC within the School Development Plan
- To intervene if there is evidence of individual under-achievement, absence from school or internal truancy
- To celebrate the success of all Looked After Children
- Work with Individual Looked After Children

- To enable the child to contribute to the educational aspects of their care plan
- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker from the Authority responsible for them). The PEP sets out appropriate targets and support available
- Ensure that the Pupil Premium which applies to LAC who have been in care 6 months and over is targeted at improving attainment and achievements. A summary of the impact of the Pupil Premium should be included on the school website
- To consult with the child or young person and ensure they have an appropriate adult who will attend school events e.g. Parents evening, sports, drama events in order to provide support and encouragement
- Liaison with other Partners
- To liaise with the member of staff responsible for monitoring children on the Child Protection Register, ensuring all LAC in school are safeguarded
- To help an Independent Reviewing Office (IRO) co-ordinate education and Looked After Children review meetings, so that the Personal Education Plan can inform the child's Care Plan
- To attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children at care planning meetings and PEP meetings
- To be the named contact for colleagues in the Medway Virtual School and other local authorities as appropriate
- To ensure the speedy transfer of information and school records between agencies and other schools
- To ensure the school admits Looked After Children in line with the Admissions Code of Practice; schools should admit all LAC separate to 'In Year Fair Access Protocols'
- To ensure that the Head Teacher / Head of School considers a range of strategies before exclusion for a LAC, which should be a last resort

Training

- To develop a knowledge of Vulnerable Children / Education inclusion procedures by attending training events organised by the Local Authority and other providers
- To attend training for Designated Teachers as appropriate
- To cascade training to school staff as appropriate

8. The role of the named Governor

- The named Governor will report to the Governing Body on an annual basis (unless it will be easy to identify children whereby work on behalf of all vulnerable groups may be more appropriate):
- Areas that may be reported:
 - A comparison of test scores for LAC as a discrete group, compared with the attainment and progress of other pupils.
 - The attendance of pupils as a discrete group, compared with other pupils.
 - The level of fixed term / permanent exclusions • Pupil destinations
- The named Governor should be satisfied that the school's policies and procedure ensure that Looked After Pupils have equal access to:
 - The National curriculum
 - Public Examinations
 - Careers guidance
 - Additional educational support
 - Extra-curricular activities
 - Work Experience

9. Responsibility for Looked After Children in School

It is important that all teaching staff who are in contact with the child or young person are aware that he / she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Head Teacher / Head of School and / or the Designated Teacher for Looked After Children.

It is appropriate for Teaching Assistants to have knowledge that the young person is being looked after only when they are directly involved in the teaching of the young person or the direct supervision of them during breaks and lunch times.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher / Head of School or the Designated Teacher for Looked After Children.

10. Admission Arrangements

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer / parent / social worker. A date will be agreed for a new Personal Education Plan within 20 school days of a new LAC being admitted. An appropriate school admissions meeting will take place. In some cases it may be helpful to provide a mentor from within or external to the school community.

11. Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. It is good practice to consult and share with a young person appropriate records that are held by school and the local authority. The explanation should emphasise that the school, the social worker, and their carer work together to help them achieve in school.

12. Communication with Other Agencies

Schools should ensure that a copy of all reports e.g. End of year reports should be forwarded to the young person's Social Worker in addition to the Foster Carer or Residential Social Worker. It should be agreed at the PEP meeting what information parents will receive, this needs to be in line with the legal framework. A Social Worker will be able to advice on correspondence with parents and approaches to normalise consent for routine school activities.

13. Assessment, Monitoring and Review of Policies

Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify, success, specific areas of concern and include achievable targets. The PEP used is developed by Medway Council and is age group specific. Areas for consideration will include:

- Attendance

- Achievement Record (academic or otherwise)
- Behaviour
- Homework
- Involvement in Extra Curricular Activities
- Special Needs (if any)
- Development needs (short and long-term development of skills, knowledge or subject areas and experiences)
- Long-term plans and aspirations (targets including progress, career plans and aspirations)

The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by Children's Social Care.

14. Expectations of the Local Authority (Medway/Kent)

- Provide a Virtual Headteacher who has responsibility for championing the education of Looked After Children.
- Provide targeted support for Looked After Children as part of the Virtual School.
- Lead the drive to improve educational and social care standards for Looked After Children.
- Ensure that the education for this group of pupils is as good as that provided for every other pupil.
- Ensure that Looked After Children receive a full-time education in a mainstream setting wherever possible.
- Ensure that every Looked After Child has a school to go to within 20 school days of coming into care or of coming to Medway from another authority.
- Make sure that each Looked After Child has a PEP according to national guidance.
- Ensure that every school has a Designated Teacher for Looked After Children and that these teachers receive appropriate information, support and training.
- Liaise with local Collaborative panels, Enhanced Mainstream Primary Schools and Pupil Referral Service over alternative educational provision.

- Ensure that appropriate support is provided whenever possible.
- Work with others to provide smooth transitions at the end of the Foundation Stage and Key Stages 1, 2, 3 and 4.
- Provide advice and guidance for those LAC and Care Leavers in Further and Higher Education.
- Be vigilant and proactive in identifying additional needs and the special education needs of Looked After Children and work collaboratively with schools, other services and agencies to meet those needs.
- Hold events that celebrate the achievement of LAC.
- Consider the views of all LAC pupils.

Local Authority contact details for the Education of Looked After Children are:

Virtual School Head- Medway: Sarah Hall - 01634 335664

Virtual School Head – Kent: Tony Doran - 03000 412777

Key websites to access further information

Medway – [Medway's Virtual School | Education of looked-after children | Medway Council](#)

Kent - [Welcome to the Virtual School Kent Website | Virtual School Kent](#)

