| The Marlborough Science Academy<br>**Children Looked After and Previously looked after Policy** | |
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| **Responsible Governing Body Committee:** | **Personnel Committee** |
| **Policy type:** | **Statutory** |
| **Date of Origin:** | **7th March 2013** |
| **Adopted by:** | **Full GB** |
| **Author:** | **James Griggs** |
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| **Filename:** | |

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| April 2016 | July 2016 | Y |
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| October 2023 | October 2024 | Y |
| October 2025 | October 2025 | Y |
| October 2026 | October 2026 | Y |
| October 2027 | | |

**Other policies/procedures linked to this policy:**

Whole School Behaviour Procedures SP23
Teaching and Learning Policy GP38
Equal Opportunities GP09
Anti Bullying Policy GP15
Special Education Needs Policy GP21
Child Protection Policy and Safeguarding GP11

**POLICY FOR CHILDREN LOOKED AFTER**

1. Introduction

Here at the Marlborough Science Academy we believe that our values create and underpin our ethos. The five core values of Dignity, Kindness, Compassion, Courage and Endeavour form the foundation of all we do as a school and help us to secure a vibrant community in which to flourish. This policy has been created to help promote and ensure that these values remain at the heart of everything we do as a school.

Here at TMSA we believe that it is essential to promote the achievement of all vulnerable groups in the school, and this includes those students who are deemed as children looked after (CLA) and Previously Looked After Children (PLAC). PLAC are those who are no longer looked after because they have been adopted, are subject to a Special Guardianship Order (SGO), or a Child Arrangements Order. It believes that successful schooling can play an important part in helping children escape from this social disadvantage.

At TMSA we understand the term 'looked after' to refer to children who are subject to care orders and to children who are cared for on a voluntary basis by the local authority. These accommodated children also include those children in receipt of respite care. In addition to support for these children the designated teacher for Children Looked After will also monitor the progress and support needs for children with a social worker with support and guidance from the virtual school in line with the new DFE guidance *'Promoting the education of children with a social worker' June 2021.*

Those children with a care order could include those living with:

- Foster carers
- In a children's home
- In a residential school
- With relatives
- Or with parents- under a supervision order

Similarly an accommodated child can be living

- In foster care
- In a children's home
- In a residential home
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In conclusion this policy incorporates requirements set out in the statutory guidance on the duty of local authorities to promote the educational achievement of children looked after under section 52 of the Children's Act 2004.

**The Policy**

The Objective

To promote the educational achievement, attendance, inclusion, wellbeing, stability and aspirations of children looked after and previously looked-after children, removing barriers to learning and ensuring that they receive the support necessary to achieve alongside their peers.

The Name of the Designated Teacher for Children Looked After for the school is James Griggs.

The Role of the Designated Teacher for Children Looked After

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'looked after' and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of children who are looked after, 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 children and young people in care;
- To hold a supervisory brief for all children looked after, e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- To monitor the educational progress of all children who are looked-after in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy;
- To inform the planning for children looked after through support given by Services for young people, the virtual schools educational advisor, and the schools own careers program.
- To ensure that the educational targets within the Personal Education Plan are implemented fully and that all relevant staff are aware of them.
- To ensure best value when spending the additional budget share made available specifically for children looked after to support achievement.
- To be responsible for the appropriate allocation of the Pupil Premium grant for children looked after and to be accountable for how it is spent
- To report to the Governing Body at least on an annual basis (preferably each term) on the outcomes for children looked after.
- To have completed the iLearn on-line learning tool specifically for Designated teachers and to attend other training as appropriate
- To support the Quality Assurance Process for schools on working with children looked after.
- Work with Individual Children Looked After
- To work with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or students;
- To enable the child to make a contribution to the educational aspects of their Care Plan;
- To implement the Hertfordshire ePEP for each child and review it as required in the notes of guidance as this will contribute to the educational component of their care plan;
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker;

- To supervise the smooth induction of a new looked after child into the school.
- To develop in-school strategies to promote and accelerate the achievement of children in care and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies
- Liaison:
- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- To be named contact for colleagues from outside agencies involved in the ePEP;
- To ensure the speedy transfer of information between agencies and individuals, and report on the progress of all children in care on the school role to the Corporate Parenting Officer as requested.
- Training:
- To develop knowledge of procedures by attending training events organised by the Local Authority and in particular the Virtual School;
- To cascade training to school staff as appropriate.
- To attend the annual Designated Teachers conference and participate in area cluster groups for additional training and to share good practice
- To track the progress of and plan interventions for children with a social worker after each grade card as a standing agenda item at DSP meetings.

Governor
The name of a Governor with special responsibility for Children Looked After in the school is James Roach

The role of that governor
The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked-after students in the school;
- A comparison of test scores as a discrete group, compared with those of other students;
- The attendance of students as a discrete group, compared to other students;
- The level of Suspensions/permanent exclusions; and
- Student destinations

The named governor should be satisfied that the school's policies and procedures ensure that looked-after students have equal access to an ambitious, broad and balanced curriculum; qualifications and examinations; evidence-informed targeted support; careers education, information, advice and guidance; educational visits and enrichment; extracurricular activities; work-related learning/work experience; and appropriate post-16 pathways.

The named Governor will be expected to have completed the Educare module "The Governance of Safeguarding".

The Marlborough Science Academy Responsibility

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 and/or the Designated Teacher for Children in Care.

It is appropriate for a classroom support assistant to have knowledge that the young person is in care only when directly involved in the teaching of the young person.

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 or the Designated Teacher for Children Looked After.

**Children with a Social Worker and Children in Kinship Care**

The school recognises that children with a social worker and children living in kinship care may face additional barriers to education, including disrupted learning, attendance difficulties, changes in family circumstances and social, emotional or mental health needs. The school will work with Hertfordshire Virtual School, Children's Social Care and other relevant professionals to identify barriers early, support attendance and engagement, maintain high expectations and ensure appropriate educational and pastoral support is in place.
The Designated Teacher will work alongside the SENCO, Attendance team and relevant pastoral staff to monitor progress and coordinate support where appropriate. Information will be shared on a need-to-know basis, with regard to the child's wishes and privacy. The school recognises that children with a social worker and children in kinship care do not automatically have the same statutory entitlements as Children Looked After or Previously Looked After Children, including entitlement to a PEP or Pupil Premium Plus, unless their individual legal status meets the relevant criteria.

Admission Arrangements
On admission, records will be requested from the student's previous school and a meeting will be held with carer/parent/social worker as appropriate – but always involving someone with parental responsibility. This will provide information to inform the ePEP. An appropriate school induction will take place.

Involve 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. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is supported to complete the Student Voice section of the ePEP by the Designated Teacher to inform the ePEP and Care Plan review meetings
It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other students in the playground.

Communication with Other Agencies
The Marlborough Science Academy will 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 and if appropriate parent/s and the Virtual School.
The Marlborough Science Academy will endeavour to coordinate all meetings with social work colleagues at the childs responsible local authority..

The Marlborough Science Academy believes it is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

Assessment, Monitoring and Review Procedures
Each student in care will have a Care Plan that will include an ePEP that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).

The ePEP will be updated and reviewed termly or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation of the educational targets within the Plan.

The named governor will report annually to the Governing Body on the progress of all Children Looked After against the key indicators outlined above.

Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.

Ref
Section 576 Education Act 1996
Children Act 1989 and 2004
KCSIE 2026
Children's Wellbeing and Schools Act 2026
Promoting the education of children with a social worker and children in kinship care arrangements: Virtual School Head role extension (updated 2025)
'Promoting the education of children with a social worker' updated 2024

**Policy Review**
This policy will be reviewed in full by the Governing Body on an annual basis.
The policy was last adopted and agreed by the Governing Body on 7th March 2013.
It was reviewed in: October 2025
It is due to be reviewed: October 2026

Signature ……. Date ……
Head Teacher

Signature …….…….. Date …..……
Chair of Governors

Signature…… Date……
Governor responsible for Children in Care

Signature…… Date……
Designated Teacher