

# Burlish Park Primary School



## Burlish Park Primary School Policy for Children Looked After & Previously Children Looked After

DATE: January 2026

REVIEW DATE: January 2027

# Burlish Park Primary School Policy for Looked After Children & Previously Looked After Children

Burlish Park Primary School believes that all Children Looked After (CLA) and Previously Children Looked After (PCLA) should have equitable access to excellent educational provision and be able to achieve at a similar level to all children.

We recognise that nationally there is considerable educational underachievement of CLA in residential and foster care, when compared with their peers.

## Supporting CLA and PCLA

### Inclusion

- Burlish Park Primary, with its professional partners, will promote high aspirations and seek to secure the best outcomes for CLA and PCLA.
- We will strive to ensure all CLA and PCLA attend school full time.
- Burlish Park Primary will work with The Virtual School, social workers, other professionals and carers to improve attendance and minimise or reduce exclusions so that CLA and PCLA have access to all learning opportunities and have the best chance of success.  
**(see Appendix 1)**

### Advocacy

- Burlish Park Primary will promote a culture that takes account of the child's views according to age and understanding, identifying and meeting their educational needs.
- Burlish Park Primary will ensure that there is a named Designated Teacher for CLA and PCLA.
- The Designated Teacher and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Headteacher.
- Staff are aware that being or becoming 'looked after' has a major impact on children's lives and that when considering children's learning and/or behaviour, due consideration will be given.
- School staff and trustees are aware and adhere to of the DfE statutory guidance: Duty on local authorities to promote the educational achievement of Looked After Children (2018) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683556/Promoting\\_the\\_education\\_of\\_looked-after\\_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_looked-after_children_and_previously_looked-after_children.pdf)
- There is a dedicated advocate named as the child's Emotionally Available Adult.

## Admissions

- The trust adheres to the Admissions Code (2021) and Local Authority protocol for the Admission of CLA. CLA will not be expected to be placed via the Local Authority's Fair Access Protocol.
- Due to care placement changes, we understand that a CLA may require a school placement mid-year. We will ensure that they receive the best possible start within our school and will endeavour to offer additional support and pre-entry visits to help them settle in.

**(see Appendices 1, 2 & 3)**

## The Personal Education Plan (PEP)

- The Virtual School will produce a Personal Education Plan (PEP) for all CLA at Burlish Park Primary, within 10 school days of being notified of becoming a CLA, a minimum of once a term and each time there is an educational setting change.
- The PEP will reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and improves life chances.

**(see Appendix 1)**

## Pupil Premium Plus (PP+) and Early Years Pupil Premium (EYPP)

- The PP+ is ring fenced funding and will be used to enhance learning opportunities to improve educational outcomes for CLA.
- PP+ funding for PCLA is allocated directly to and managed by the school. (see Appendix 4)
- Early Years Pupil Premium for all 3 and 4 year old CLA is allocated directly to and managed by the Preschool provider and used to enhance learning opportunities to improve educational outcomes.

## Transitions

- Burlish Park Primary will work closely with The Virtual School to ensure all transitions are as smooth as possible for the CLA and PCLA; Care Placement Moves, In Year educational setting moves and all natural transitions, including Preschool to Reception.
- A PEP will be initiated for all CLA transitioning to a new education setting within 20 school days of the move (after receiving notification of the move).

**(see Appendix 1)**

## Joined up Working

- Burlish Park Primary will work closely with The Virtual School taking a proactive approach and developing strong partnerships with relevant professionals with regard to the education of our CLA, ensuring improved outcomes.
- Burlish Park Primary will support The Virtual School in promoting positive collaboration between all the professionals engaged in supporting the child.
- We will send representatives to any review held for the child where appropriate.
- We will send reports to any review held for the child.
- Burlish Park Primary will forward appropriate documents, in a timely fashion, to any receiving school at the point of transition.

## Training

- Burlish Park Primary will engage in relevant training opportunities through The Virtual School.

## Safeguarding

- Burlish Park Primary will follow KCSIE and their Safeguarding policy and procedures; being vigilant and proactive in identifying and reporting safeguarding concerns to the relevant professionals. [Safeguarding Policy](#)

## Roles and Responsibilities

CLA are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers.

For example, they may experience:

- A high level of disruption and change in school placements
- Lack of involvement in extra-curricular activities
- Inconsistent or no attention paid to homework

This may result in:

1. Poor exam success rates in comparison with the general population.
2. Underachievement in further and higher education.

These issues may also affect adopted young people and children under Special Guardianship Order.

We all have a part to play in this by vigorously applying these principles:

1. Giving priority to education
2. Listening to children
3. Providing stability and continuity
4. Taking responsibility
5. Promoting inclusion
6. Raising standards
7. Intervening early
8. Promoting Early Years experiences
9. Celebrating success

### **The Designated Teacher will:**

- Be an advocate for CLA and PCLA within school
- Ensure that the Pupil Premium Plus is used effectively to ensure CLA and PCLA make progress, especially in Reading, Writing and Maths
- Be familiar with the statutory guidance on the role of the Designated Teacher
- Give regard to the impact of relevant decisions for CLA and PCLA on both the CLA and the rest of the school community
- Know all the CLA and PCLA in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required
- Attend relevant training about CLA and PCLA
- Act as the key liaison professional for other agencies and carers in relation to CLA, seeking advice from The Virtual School Team when appropriate
- Ensure that CLA and PCLA receive a positive welcome on entering school, especially mid-year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle into school life.
- Ensure that all CLA have an appropriate PEP that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan
- Ensure that all data on CLA is made available for meetings between the Headteacher, trustees and the MAT
- Keep ePEPs and other records up to date and review ePEPs at transfer and at termly intervals
- Convene an urgent multi-agency meeting if a CLA is experiencing difficulties or is at risk of exclusion
- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual child
- Act as the key adviser for staff on issues relevant to CLA and PCLA
- Ensure that liaison between school and carers is effective including invitations to meetings and other school events
- Actively encourage and promote out of hours learning and extra-curricular activities for CLA and PCLA
- Ensure a speedy transfer of information and records, where appropriate, when a CLA or PCLA transfers to another educational placement
- Contribute information to CLA reviews when required
- Contribute to Headteacher's report when necessary on CLA and PCLA in the school and inform of relevant policy and practice development
- Agree with the social worker the appropriate people to invite to parents' evenings etc
- Be able to prepare reports to include:
  - The number of Looked After Children and PCLA on roll and the confirmation that CLA have a Personal Education Plan (ePEP)
  - Their attendance compared to other pupils
  - Their attainment & progress compared to other pupils
  - Impact of PP+ & spend to improve educational outcomes
  - The number, if any, of fixed term and permanent exclusions

- Attend meetings as appropriate – such as the admission, disciplinary and exclusion of CLA
- Arrange a mentor (adult and /or pupil) to whom the young person can talk to and meet on a regular basis to discuss any concerns, worries or successes. (EAA)
- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN.

**Good practice suggests that all school staff will:**

- Follow school policies and procedures
- Keep the Designated Teacher informed about a CLA and PCLA's progress
- Have high expectations of the educational and personal achievements of LAC and PCLA
- Positively promote the raising of a CLA or PCLA's self esteem
- Ensure any CLA or PCLA is supported sensitively and that confidentiality is maintained
- Be familiar with the school's policy and guidance on CLA and respond appropriately to requests for information to support ePEPs and review meetings
- Liaise with the Designated Teachers where a CLA is experiencing difficulties
- Give only official exclusions and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful of the difficulties this may create in the care placement
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times
- Keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers/pupil as appropriate

**Good practice suggests that the Rivers MAT including Trustees will:**

- Ensure that the admission criteria and practice prioritise CLA according to the DfES Admissions Code of Practice
- Ensure all trustees are fully aware of the legal requirements and guidance for CLA
- Ensure there is a Designated Teacher for CLA
- Liaise with the Headteacher, Designated Teacher and all other staff to ensure the needs of CLA and PCLA are met
- Nominate a member with responsibility for CLA who links with the Designated Teacher
- Ensure that the school's policies and procedures give CLA equal access in respect of:
  - Admission to school
  - National Curriculum and examinations
  - Out of school learning and extra-curricular activities
- Annually review the effective implementation of the school policy for CLA
- Ensure that the Designated Teacher is invited to the exclusion meetings for CLA

## **Appendix**

1. [DfE Statutory Guidance 2018 - Promoting the education of looked after and previously looked after children](#)
2. [DfE School admissions code September 2021](#)
3. [WCF Virtual School Admissions Policy - September 2021](#)
4. [Worcestershire Virtual School Pupil Premium Policy](#)

### **Additional Essential Reading & Guidance:**

[DfE Statutory Guidance 2018 - The designated teacher for looked-after and previously looked-after children](#)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)