


Meadlands Primary School



Looked after and previously looked after children policy

Status	Statutory
Review cycle	Annually
Date written/last reviewed	September 2025
Date of next review	September 2026
Signature of Headteacher Mrs Wreford	
Signature of Chair of Governors Christina Powell	
Published on website	Yes

Introduction

At Meadlands we are committed to promoting the education of looked after children and previously looked after children. We understand that vulnerable students are best supported with high quality teaching and whole school awareness of trauma informed practice.

Meadlands has a Designated Teacher, Mrs Laura Barson, who is responsible for meeting the needs of this group of pupils. The post holder is a qualified teacher and is empowered to have whole school influence.

The Role of the Designated Teacher

- To act as an advocate for Children Looked After and Children Previously Looked After
- To champion an attachment aware school, promoting high quality, inclusive teaching.
- To ensure Meadlands complies with the Admissions Code to ensure priority for CLA and previously CLA
- To ensure that the educational achievement of each looked after child is monitored, tracked, promoted and where relevant accelerated
- To ensure Meadlands follow DfE Guidance on Exclusions for vulnerable children and understand the importance of school stability for this group.
- To have a good working knowledge of the SEND code of practice
- To track and monitor attendance of looked after children
- To ensure all staff are aware of the barriers for looked after children and understand the need for systems and strategies to support them e.g. pre and over learning, emotion coaching, safe place to be etc
- To liaise with other relevant professions in the network around the child. For example; social worker, foster carer, independent reviewing officer.
- To chair PEP meetings for all Looked After Children each term having gathered progress updates from across the staff.
- To advise on the most effective use of the Pupil Premium+ in liaison with relevant professionals in the PEP meeting e.g. reference to Education Endowment Foundation; Sutton Trust.
- To set learning based targets for pupils at PEP meetings and ensure these are implemented to a high standard and in time frame
- To ensure that they are aware of children who are previously looked after, including those who have a Special Guardianship Order, to improve awareness of the vulnerability and needs of previously looked-after children. This should include promoting good practice, identifying and meeting their needs, and guidance on effective use of the PPG.
- To report to the Governing body (termly/annually) on the outcomes of Looked After Children.
- To attend Designated Teacher forum and training and disseminate this information to the wider school community and maintain a good knowledge of research recommendations for this group.

Roles and Responsibilities of all staff

- To ensure that looked after and previously looked after children are supported sensitively and confidentiality is maintained
- To be familiar with this policy and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings
- To have high aspirations for the educational and personal achievement of looked after and previously looked after children with an aim to close the attainment gap between this group and their peers
- To attend Designated Teacher whole school training and apply techniques to include looked after and previously looked after children within the lessons and school community.

Roles and Responsibilities of the Governing Body

- To ensure the Governing Body has a named governor responsible for looked after children, Mrs Komal Parekh.
- To be aware of how many Looked After Children are on roll at our school
- To ensure that there is a Designated Teacher for Looked After Children

- To support the Designated Teacher - and other staff to ensure the needs of this group are met and that the school is an Attachment Aware, inclusive learning environment.
- Attend relevant training
- To review the effective implementation of this policy (annually/ termly)

Support for children and families

- Personalised induction on point of entry into the school
- Personalized induction for parents and children at point of transition to a new class and chance to meet with new teachers
- An offer for home visits at the start of each academic year
- Pastoral support
- Attachment aware relationships policy (previously known as behavior policy) where restorative justice, emotional coaching and staff who are trained in emotion coaching are developed in favour of punitive approaches.
- Additional therapeutic opportunities accessible either through school (where this is possible) or through Adoption Hub funding.
- Priority for extra-curricular clubs
- Additional time and parent-teacher consultation meetings
- The child has the opportunity to meet with the Designated Teacher termly to review their own progress.