



Children in Care Policy 2025

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Last Approved	Nov 2025	
Next Due Review	Oct 2026	

i. Amendment Record

VERSION	AMENDMENT	Approved
2024	Approved	Nov 2024
2025	<p>Sect 2 – Added link to Universal Learning Passport</p> <p>Sect 5 - Update to Governor and Pastoral Manager detail</p> <p>Sect 5.1 Designated Teacher will - Acquire and keep up to date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of looked-after children and previously looked-after children.</p>	Dec 2025

Stonehenge School Children in Care Policy

1. Aims

We aim to ensure that children in care excel. We aim to overcome their barriers to learning and enable them to leave us happy and secure in themselves, understanding that they do have control over their destiny and that education does matter. We will listen to what children in care tell us about what they want from their education and act on this.

The Stonehenge School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school, pupils should be provided with the opportunity to experience, understand and celebrate diversity.

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for

2. Objectives

The Stonehenge School will support looked-after children and previously looked-after children by:

- ensuring an effective induction when joining the school or when coming into care whilst already on the school roll
- balancing high levels of support with real challenge
- ensuring that each child has a high-quality Personal Education Plan, which feeds into a Universal Learning Passport
- linking each child to a key person they relate well to
- making it a priority to know the children well and to build strong relationships
- developing strong relationships with carers, local authorities (including the Virtual School team) and specialist agencies
- encouraging and supporting children in care to take responsibility for their learning
- engaging children in care in learning outside the classroom and after-school activities
- intervening promptly if a problem emerges, such as with behaviour or attendance
- giving integrated support in school for each child in care so that they are not made to feel different from other children
- planning for future transitions e.g. to further or higher education.

3. Legislation and statutory guidance

This policy is based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#).

It also takes into account [section 20](#) and [section 20A](#) of the Children and Young Persons Act 2008.

4. Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
- They appear to the governing board to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

5. Roles and responsibilities

The Governors with special responsibility for children in care in this school are:

- Kelly Godwin

The designated teacher in this school is:

- Morven Fletcher

You can contact the designated teacher by emailing fletcherm@stonehenge.wilts.sch.uk. Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

The Pastoral manager with over-sight of looked-after and previously looked-after children is:

- Emma Thomas

The Pastoral manager's role is to complete pastoral and administrative tasks that have been appropriately delegated by the designated teacher.

5.1 Leadership responsibilities

The Role of the governing Body

- The governing body will ensure that the designated teacher and named governor undertake appropriate training.
- Ensure that the designated teacher is a member of the Senior Leadership Team.
- Governors will consider an annual report from the designated teacher covering attainment, attendance, progress, Personal Education Plans, looked-after children and previously looked-after children with Special Educational Needs and Disability or who are gifted and talented, impact on school development plans and how the school supports the work of the Virtual School: The governing body, headteacher and school leadership team will act on any issues raised in the report and will ensure that:
 - the school has a clear overview of the educational needs and progress of looked-after children and previously looked-after children on roll
 - the school's policies are effective in reflecting the needs of looked-after children and previously looked-after children
 - resources are allocated to support the designated teacher to carry out this role effectively for the benefit of looked-after children and previously looked-after children.

The role of the headteacher

- To ensure that, in partnership with the governing body, the designated teacher has the opportunity to acquire and keep up to date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of looked-after children and previously looked-after children.
- To make sure that the designated teacher role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting looked-after children and previously looked-after children to achieve.
- In partnership with the governing body, monitor the effectiveness of the role of the designated teacher.
- Oversee the development of the policy on looked-after children and previously looked-after children.
- Evaluate the standards and achievement of looked-after children and previously looked-after children and report these termly to the governing body
- Ensure that all staff are given the opportunity to attend training courses etc. that help them develop the skills and knowledge needed to support looked-after children and previously looked-after children.

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Acquire and keep up to date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of looked-after children and previously looked-after children.
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs and VSOs
 - Promoting a whole-school culture where the needs of these pupils matter and are prioritised

- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole-school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

5.2 Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

5.3 Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium plus funding
- Access training and keep up to date with good practice, to ensure that they and other school staff have strong awareness and training around the needs of looked-after and previously looked-after children, and how to support them
- Liaise with VSHs to contribute to decisions about how pupil premium plus funding for looked-after children can most effectively be used to improve their educational outcomes
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium plus funding and other support for these children, including encouraging parents to tell the school if their child is eligible to attract pupil premium plus funding
- Play a key part in decisions on how pupil premium plus funding is used to support previously looked-after children
- Encourage parents' and guardians' involvement in deciding how pupil premium plus funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas such as attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure other staff also have awareness and understanding of this
- Ensure the [SEND Code of Practice](#), as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and how these can impact on the children and their ability to engage in learning, and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Work with senior leaders and other relevant staff to put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

5.4 Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education

- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
 - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher and designated teacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Child protection and safeguarding
- suspensions and permanent exclusions policy
- SEN
- Supporting pupils with medical needs