



HOPEBRIGHT
S C H O O L

Policy for Children Looked After & Previously Looked After

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Hopebright Policy for Children Looked After (CLA) and Previously Looked After Children (PCLA)

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1. Introduction

Statement of Intent

Educational achievement and subsequent life chances for Children Looked After (CLA) and Previously Looked After Children (PCLA) are of real concern. Learners who are looked after requiring special consideration, support and additional attention in order to improve their outcomes.

Hopebright endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all learners.

With this in mind, Hopebright aims to:

- Encourage learners to reach their full potential and make good progress in relation to their academic, professional, social and emotional development
- Ensure learners receive high-quality teaching, support and a curriculum which meets their needs and the requirements of legislation
- Plan appropriate support for CLA realistically and use Hopebright's resources efficiently to meet their needs
- Promote a positive culture in all aspects of provision
- Help learners develop their social, moral, spiritual and cultural understanding



2. Aims

This policy aims to set out how Hopebright will meet the needs of CLA and PCLA and meet its statutory, safeguarding and educational responsibilities.

This policy is overseen by the **Designated Teacher for CLA and PCLA / Designated Senior Lead**, in partnership with the relevant **Virtual School Head (VSH)**.

Their role is to monitor the effectiveness of this policy and support its implementation across Hopebright.

The designated lead ensures that Hopebright maintains purposeful transition plans for learners and ensures that children looked after work towards the best possible progress and outcomes while accessing provision.

The aim is to ensure that children looked after experience no marked difference between themselves and their peers who are not looked after.



3. Purpose

3.1 Legislation and Guidance

This policy has due regard to legislation and statutory guidance, including but not limited to:

- Children Act 1989 & 2004
- The Care Planning, Placement and Case Review (England) Regulations 2010, amended 2013
- Children (Leaving Care) Act 2000
- Children and Young Persons Act 2008
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE guidance on exclusions from maintained schools, academies and pupil referral units in England
- DfE guidance: Promoting the education of looked-after and previously looked-after children
- DfE statutory guidance: The designated teacher for looked after and previously looked-after children
- DfE guidance: Promoting the education of children with a social worker and Virtual School Head role extension

3.2 Related Policies

This policy operates in conjunction with the following Hopebright policies and documents:

- Child Protection and Safeguarding Policy
- Admissions Policy
- Management of Behaviour / Positive Behaviour Support Policy
- Individual risk assessments and behaviour support plans
- Anti-Bullying Policy
- Equality and Diversity Policy
- Positive Mental Health Policy
- SEND Policy
- Attendance Policy
- Work Experience Policy
- Offsite Visits Policy

4. Roles and Responsibilities

4.1 The Director / Head of Provision is responsible for:

- Appointing the designated teacher / designated lead for CLA and PCLA
- Allowing the designated teacher / lead the time and facilities to succeed in carrying out their duties
- Overseeing this policy and monitoring its implementation
- Ensuring all members of staff are aware that supporting CLA and PCLA is a key priority
- Actively challenging negative stereotypes of CLA and PCLA
- Ensuring Hopebright has a coherent policy for CLA and PCLA
- Reviewing Hopebright policies and procedures in line with legislation and statutory guidance
- Ensuring the designated teacher / lead for CLA and PCLA has received appropriate training
- Ensuring CLA and PCLA are discussed regularly in scheduled senior leadership meetings
- Ensuring CLA and PCLA have equal access to all areas of the curriculum, enrichment and work-related learning opportunities
- Ensuring reasonable adjustments are made where necessary
- Receiving reports produced by the designated teacher / lead to evaluate the progress of CLA and PCLA and inform governance / leadership review

4.2 The Designated Teacher / Lead for CLA and PCLA is responsible for:

Reporting the following to senior leadership on a termly basis:

- The number of CLA and PCLA accessing Hopebright provision
- An analysis of assessment scores as a cohort and individually, compared to other learner groups where appropriate
- The attendance of CLA and PCLA compared to other learner groups
- The level of suspensions / exclusions or serious behaviour incidents compared to other learner groups
- Case studies and lessons learned for any CLA and PCLA learners who have left Hopebright because needs could not be met

The designated teacher / lead is also responsible for:

- Building relationships with health, education, social care and other partners
- Ensuring the local authority Virtual School Head understands the support available to CLA and PCLA at Hopebright

- Liaising with the DSL to ensure relevant information is included in safeguarding audits and reviews
- Promoting the educational achievement of CLA and PCLA
- Acting as the main contact for social services and education departments
- Promoting a culture of high expectations and aspirations
- Ensuring CLA are involved in setting their own targets
- Advising staff on teaching and support strategies for CLA
- Ensuring CLA are prioritised for one-to-one support, intervention and mentoring where needed
- Leading on how the child's PEP is developed and used within Hopebright
- Ensuring the child's progress towards targets is monitored
- Liaising with the SENDCo to ensure all needs are met
- Working with the child's local authority Virtual Head and social worker to develop and implement their PEP
- Working with the Director / Head of Provision to submit reports to senior leadership / governance detailing progress of CLA and PCLA

4.3 The SENDCo and DSL are responsible for:

- Ensuring they are involved in reviewing PEPs, EHCPs, care plans and risk assessments for CLA and PCLA
- Liaising with tutors, teachers, support staff, designated teachers, specialists, parents, carers and social workers when considering interventions
- Ensuring safeguarding and SEND needs are understood together
- Ensuring provision is trauma-informed, inclusive and responsive to learner need

4.4 Staff are responsible for:

- Being aware of CLA and PCLA within Hopebright and providing them with support and encouragement
- Preserving confidentiality where appropriate
- Showing sensitivity and understanding
- Being vigilant for any signs of bullying, discrimination or isolation towards CLA and PCLA
- Promoting the self-esteem, confidence and aspirations of CLA and PCLA
- Following agreed support plans, risk assessments and behaviour support plans
- Reporting concerns promptly to the DSL, SENDCo or designated teacher / lead

4.5 The Virtual School Head is responsible for:

- Monitoring the attendance and educational progress of children their authority looks after
- Ensuring arrangements are in place to improve the education and outcomes of the authority's CLA, including those placed out of authority
- Building relationships with health, education, social care and other partners so they and the designated teacher understand the support available to CLA and PCLA
- Working with Hopebright to ensure all CLA in attendance are fully supported in reaching their full potential
- Acting as the educational advocate for CLA
- Providing strategic leadership for children assessed as being in need under Section 17 of the Children Act 1989 who currently have, or have previously had, a social worker

This includes children who were assessed as needing a social worker at any time due to safeguarding and/or welfare reasons, including those subject to:

- Child in Need plans
- Child Protection plans
- Support from children's social care

This includes children aged 0 to 18 in all education settings.

The Virtual School Head is responsible for ensuring there are effective systems in place to:

- Maintain an up-to-date roll of CLA in education settings
- Gather information about educational placement, attendance and progress
- Inform the Director / Head of Provision and designated teacher if a learner is looked after by the local authority
- Ensure social workers, education settings, designated teachers, carers and IROs understand their roles and responsibilities regarding a learner's PEP
- Ensure up-to-date and effective PEPs focused on educational outcomes are maintained for all CLA
- Avoid delays in providing suitable educational provision
- Ensure educational achievement of CLA is treated as a priority by everyone responsible for promoting their welfare
- Report regularly on attainment, progress and attendance of CLA through corporate parenting structures
- Make visible the disadvantages experienced by children with a social worker



- Enhance partnerships between education settings and local authorities
- Promote practice that supports children's engagement in education
- Recognise that attending an education setting can help keep children safe from harm
- Level up children's outcomes and narrow attainment gaps so every child can reach their potential



5. Admission and Induction Arrangements

5.1

On admission, the learner will meet with the designated teacher / lead and their named member of staff.

Staff will discuss any relevant academic, pastoral, SEND, safeguarding or social care issues and ensure the learner is made to feel comfortable and welcomed at Hopebright.

5.2

Records will be requested from the learner's previous school or education provider.

As soon as practicable after records are received, a meeting will be held with:

- Carer / parent
- Social worker
- Relevant professionals
- The learner, where appropriate

This meeting will inform the learner's new Personal Education Plan (PEP) and ensure communication systems are established early.

5.3

In the first PEP meeting, the designated teacher / lead will seek clarification from the social worker regarding:

- Who requires reports
- Who may give permission for trips, work experience, visits or special activities
- Who holds parental responsibility
- How urgent information should be shared

At this meeting, communication methods will be discussed and agreed, including how sudden significant changes in the learner's circumstances will be shared.



6. Personal Education Plans

6.1

All CLA must have a care plan. PEPs are an integral part of this care plan.

6.2

The PEP is an evolving record of what needs to happen for a learner to make expected progress and fulfil their potential.

6.3

The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.

6.4

Hopebright will work with other professionals and the child's carers to use the PEP to:

- Support educational needs
- Raise aspirations
- Improve life chances

6.5

All relevant bodies, including the local authority, designated teacher and carers, will involve the child in the PEP process at all stages.

6.6

The PEP will address the learner's full range of education and development needs, including:

- Suitable education provided by Hopebright where the child is not in school because of suspension or exclusion
- Transitional support where needed, such as moving to a new school, college or placement
- Attendance and behaviour support where appropriate
- Support to help the child meet their aspirations

This includes:

- Support to achieve expected levels of progress and complete appropriate qualifications
- Careers advice, guidance and information about further education, training and employment
- Planning focused on the child's strengths, capabilities and desired outcomes
- Out-of-hours learning activities, study support and leisure interests
- Work-related learning and work experience opportunities where appropriate

7. Working with Agencies and Virtual School Head (VSH)

7.1

Hopebright will ensure that copies of all relevant reports are forwarded to the CLA's social worker, in addition to carers or residential social workers.

7.2

Hopebright will coordinate review meetings where appropriate.

7.3

Hopebright will work with other agencies to exchange information such as:

- Changes in circumstances
- Suspensions or exclusions
- Attendance issues
- Safeguarding concerns
- Placement or transition concerns

7.4

Behaviour management strategies will be agreed, and a behaviour support plan put in place to ensure challenging behaviour is managed effectively for the individual learner.

7.5

The designated teacher / lead for CLA and PCLA will communicate with the local authority VSH and child's social worker to facilitate completion of the PEP.

7.6

Through the designated teacher / lead, Hopebright will work with the VSH, social worker and other agencies to monitor arrangements so that actions and activities recorded in the child's PEP are implemented without delay.

7.7

The designated teacher / lead will communicate with the VSH and agree how Pupil Premium Plus (PP+) can be used effectively to support educational attainment and progress.

7.8

Pupil Premium Plus for PCLA will be allocated directly to, and managed by, Hopebright where applicable.

7.9

Hopebright will work with the VSH to manage allocation of PP+ for the benefit of CLA and PCLA according to their needs.



7.10

Where necessary, Hopebright will allocate funding to an individual learner to support their needs.

7.11

The designated teacher / lead will ensure consistent and strong communication with the VSH regarding CLA who are absent without authorisation.

7.12

Hopebright will share its expertise on what works in supporting the education of CLA and PCLA.

8. Training

8.1

The designated teacher / lead and other Hopebright staff involved in the education of CLA and PCLA will receive appropriate training.

This includes information about:

- Admissions arrangements
- SEND
- Attendance
- Safeguarding
- Exclusions
- Managing and challenging behaviour
- Homework and independent learning
- GCSE / post-16 / further education options
- Promoting positive educational and recreational activities
- Supporting learners to be aspirational about future education, training and employment
- Trauma-informed practice
- Attachment-aware practice



9. Exclusions

9.1

Hopebright will take the experiences and needs of CLA and PCLA into account when implementing its Management of Behaviour / Positive Behaviour Support Policy.

9.2

Hopebright will have regard to DfE statutory guidance on exclusions and, as far as possible, avoid excluding any CLA.

9.3

Where Hopebright has concerns about a learner's behaviour, the VSH will be informed at the earliest opportunity.

9.4

Exclusion will only be considered as a last resort.

Where exclusion is being considered, Hopebright will work with the VSH and other relevant professionals to consider:

- What additional support can be provided
- What alternatives to exclusion are available
- What arrangements can support the learner's education if exclusion occurs

9.5

Hopebright will inform parents / carers that they can seek advice from the VSH on strategies to support their child and avoid exclusion.



10. Pupil Mental Health

10.1

CLA and PCLA are more likely to experience social, emotional and mental health challenges which can impact behaviour, learning and engagement.

Designated teachers / leads will have awareness, training and skills regarding children's needs and how to support them in relation to:

- Behaviour management
- Emotional regulation
- Mental health
- Trauma
- Attachment
- Anxiety

10.2

The designated teacher / lead will work with the VSH to ensure Hopebright is able to:

- Identify signs of potential mental health issues
- Understand the impact these issues can have on CLA and PCLA
- Access further assessment and support where necessary



11. Pupils with SEND

11.1

Many learners accessing Hopebright may have special educational needs and/or an Education, Health and Care Plan (EHCP).

11.2

The SENDCo, class teacher / tutor, designated teacher / lead and specialists will involve parents, carers and social workers as appropriate when considering interventions to support the progress of CLA and PCLA.

Hopebright will ensure that support is coordinated across:

- EHCP outcomes
- PEP targets
- Care plans
- Risk assessments
- Behaviour support plans
- Therapeutic or pastoral support plans



12. School Trips and Special Activities

12.1

All CLA and PCLA should enjoy the same extracurricular, enrichment, work-related and special activity opportunities as other learners.

12.2

Support will be sought from social workers, carers and local authorities for CLA where appropriate.

This includes permission and planning for:

- Educational visits
- Enrichment activities
- Offsite visits
- Work experience
- Careers activities
- Special events



13. Information Sharing

13.1

Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of CLA and PCLA are understood and met.

13.2

The arrangements set out:

- Who has access to what information
- How the security of data will be ensured
- How learners and parents / carers are informed of, and allowed to challenge, information kept about them
- How carers contribute to and receive information
- Mechanisms for sharing information between Hopebright and relevant local authority departments
- How relevant information about individual learners is shared between authorities, departments and Hopebright when learners move

Information will be shared in line with:

- Data Protection Act 2018
- UK GDPR
- Safeguarding duties
- Information sharing guidance
- Hopebright's Data Protection and Confidentiality procedures