

Esher Church School

Looked After, Previously Looked After Children, Children with a Social Worker and Children in Kinship Care Policy



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Designated Governor: Ed Fielding

Headteacher: Ollie May

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1. Introduction

At Esher Church School, our vision is rooted in the Christian values of **Love, Community, Wisdom and Courage**. We believe that every child is uniquely valued and loved by God and deserves to flourish academically, socially, emotionally and spiritually.

We recognise that children who are looked after, previously looked after, have a social worker, or are living in kinship care may face additional challenges that can affect their education and wellbeing. We are committed to ensuring that these children receive the support, stability and opportunities they need to thrive and achieve their full potential.

As a school, we work in partnership with Surrey County Council, carers, families, social workers, the Surrey Virtual School and other agencies to ensure that vulnerable children experience belonging, success and positive outcomes.

In all decisions relating to these children, we will ask ourselves:

"Would this be good enough for my child?"

2. Legislation and Guidance

This policy is informed by:

- The Children Act 1989 and 2004
- Children and Social Work Act 2017
- Promoting the Education of Looked After Children and Previously Looked After Children (DfE)
- Keeping Children Safe in Education 2025
- The Designated Teacher (Looked After Pupils etc.) Regulations 2009
- SEND Code of Practice 2015
- Surrey Virtual School Guidance

3. Definitions

Looked After Children (LAC)

A Looked After Child is a child who is:

- In the care of the local authority under a Care Order or Interim Care Order.
- Accommodated by a local authority under Section 20 of the Children Act 1989.
- Living in foster care, residential care, kinship foster care or other arrangements made by the local authority.

Previously Looked After Children (PLAC)

A Previously Looked After Child is a child who:

- Was previously looked after by a local authority.
- Has been adopted.
- Is subject to a Special Guardianship Order (SGO).
- Is subject to a Child Arrangements Order.
- Was adopted from state care outside England and Wales.

Children with a Social Worker

Children who currently have, or have had within the last six years, a social worker due to safeguarding or welfare concerns under the Children Act 1989.

Children in Kinship Care

Children living with relatives or family friends where parents are unable to care for them, including arrangements made through:

- Special Guardianship Orders
- Child Arrangements Orders
- Informal family arrangements
- Kinship fostering arrangements

4. Aims

Esher Church School aims to:

- Promote high aspirations and excellent educational outcomes.
- Ensure children experience safety, stability and belonging.
- Remove barriers to learning and participation.
- Support emotional wellbeing and mental health.
- Promote excellent attendance and engagement.
- Listen carefully to children's views and wishes.
- Ensure equality of opportunity.
- Work collaboratively with parents, carers and professionals.
- Support successful transitions between classes, key stages and schools.

5. Our Commitment to Inclusion

Inclusion is central to our ethos and practice.

We recognise that children who are looked after or have experienced adversity may require additional support and understanding. Through our nurturing approach, restorative practice and graduated response to need, we seek to ensure every child feels:

- Safe
- Valued
- Included
- Respected
- Able to achieve success

Support may include:

- Emotional Literacy Support (ELSA)
- Drawing and Talking Therapy
- Speech and Language interventions
- Learning support interventions
- Adapted teaching approaches
- Pastoral mentoring
- Attendance support
- Transition planning

6. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with statutory duties.
- Appoint a Designated Governor.
- Monitor the educational achievement of vulnerable pupils.
- Receive an annual anonymised report.
- Ensure policies and practices promote inclusion and positive outcomes.
- Support the work of the Designated Teacher.

Designated Teacher

The Designated Teacher will:

- Promote a culture of high expectations.
- Act as the main point of contact for carers, social workers and Surrey Virtual School.
- Ensure staff understand the needs of looked after and previously looked after children.

- Monitor attainment, progress, attendance and wellbeing.
- Ensure Personal Education Plans (PEPs) are completed and reviewed on time.
- Attend relevant meetings and training.
- Advocate for children and ensure their voice is heard.
- Coordinate support and interventions.
- Manage the use of Pupil Premium Plus funding.
- Support effective transition arrangements.
- Work proactively to reduce exclusions and suspensions.
- Ensure safeguarding concerns are acted upon quickly.

Headteacher

The Headteacher will:

- Promote an inclusive school culture.
- Ensure sufficient resources are available.
- Support the Designated Teacher in carrying out their role.
- Ensure staff receive appropriate training.
- Promote high aspirations for all children.

Class Teachers

Class teachers will:

- Know which pupils are looked after, previously looked after, have a social worker or live in kinship care where appropriate.
- Promote positive relationships and belonging.
- Differentiate learning effectively.
- Monitor progress and wellbeing.
- Contribute to PEP reviews and meetings.
- Raise any concerns promptly.

7. Personal Education Plans (PEPs)

Every Looked After Child will have a Personal Education Plan.

The Designated Teacher will:

- Attend PEP meetings.
- Contribute to target setting.
- Monitor progress towards agreed outcomes.
- Ensure the child's views are represented.
- Review and evaluate the impact of support and interventions.

PEPs will focus on:

- Academic achievement
- Attendance
- Wellbeing
- Participation
- Aspirations
- Personal development

8. Pupil Premium Plus Funding

Pupil Premium Plus funding will be used strategically to support educational achievement and personal development.

Funding may be used for:

- Academic interventions
- Speech and language support
- Emotional wellbeing provision
- Educational resources
- Enrichment opportunities
- Attendance support
- Transition support

The impact of expenditure will be monitored and reviewed regularly.

9. Attendance

Good attendance is fundamental to achievement and wellbeing.

The school will:

- Monitor attendance carefully.
- Address barriers promptly.

- Work closely with carers, families and professionals.
- Provide targeted support where attendance concerns arise.
- Celebrate positive attendance outcomes.

10. Behaviour and Exclusion

Esher Church School is committed to a relational and restorative approach.

We recognise that behaviour may be influenced by trauma, attachment difficulties and adverse childhood experiences.

Where a child experiences difficulties, we will:

- Seek to understand underlying needs.
- Put additional support in place.
- Work collaboratively with carers and professionals.
- Consider reasonable adjustments.
- Seek advice from external agencies where appropriate.

Suspension or permanent exclusion will only be considered as a last resort and in line with statutory guidance.

The Surrey Virtual School and relevant professionals will be informed at the earliest opportunity if exclusion becomes a risk.

11. Safeguarding

The school recognises that looked after children and other vulnerable groups may be at increased risk of harm.

All safeguarding concerns will be managed in accordance with:

- The school's Child Protection and Safeguarding Policy
- Keeping Children Safe in Education 2025
- Surrey Safeguarding Children's Partnership procedures

The Designated Safeguarding Lead (DSL) will work closely with the Designated Teacher to ensure children receive coordinated support.

12. Working in Partnership

The school will work closely with:

- Surrey Virtual School
- Children's Social Care

- Foster carers
- Kinship carers
- Adoptive parents
- Families
- Educational Psychologists
- Health professionals
- Speech and Language Therapists
- SEND services
- Other relevant agencies

We recognise that strong partnerships are essential to improving outcomes.

13. Monitoring and Review

The Designated Teacher will provide an annual report to governors that includes:

- Number of eligible pupils
- Attendance information
- Progress and attainment
- Use of Pupil Premium Plus funding
- Training undertaken
- Impact of support provided
- Any exclusions or suspensions

Individual pupils will not be identified.

This policy will be reviewed annually or sooner if there are changes in legislation or guidance.

Related Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Attendance Policy
- Equality Policy
- Anti-Bullying Policy

- Admissions Policy
- Supporting Pupils with Medical Conditions Policy

Esher Church School Commitment

At Esher Church School, we believe that every child should know they belong, are valued and can succeed. Guided by our vision and values of **Love, Community, Wisdom and Courage**, we are committed to ensuring that looked after children, previously looked after children, children with a social worker and children in kinship care are supported to flourish and achieve their God-given potential.