Policy Name	**Child in Care and Previously in Care**
Policy Number	**LFTSFQ/0030**
Date of Issue	**September 2026**
Reviewed by	**Miss C Wright**
Date of next review	**September 2027**

(1) Aims and introduction

Landau Forte QEMS and Sixth Form is committed to promoting the educational achievement and wellbeing of all pupils with particular focus on children in care (CIC) and children previously in care (PIC). We are aware that these pupils may face additional barriers to learning and this policy outlines how Landau Forte QEMS and sixth form will support them to achieve their full potential. Landau forte QEMS and sixth form aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for in care and previously in care children
- The designated teacher promotes the educational achievement of in care and previously in care 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
- High expectations and academic achievement are promoted
- Support is identified early and put in place
- Safe secure and inclusive environment is provide
- Barriers to learning are reduced
- Emotional wellbeing and stability is provided
- Effective multi-agency working is in place

(2) Legislation and statutory guidance

- Children Act 1989 and 2004
- Children and Social Work Act 2017
- Education Act 2002
- The Designated Teacher (Looked After Pupils etc) (England) Regulations 2009
- Promoting the Education of Looked After Children (DfE 2018)
- Promoting the Education of Previously Looked After Children (DfE 2018)
- Keeping Children Safe in Education 2026 (KCSIE)
- The SEND Code of Practice (2015)
- Equality Act 2010

This procedure is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children.

(3) Definitions

Children in care are registered students that are:

- Children who are looked after by a local authority under section 22 of the children act 1989 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 in care children are registered students 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 Academy. 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 Headteacher (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across Academies to monitor and support these students as if they were in a single Academy. The VSH is also responsible for providing information and advice to Academy's, Parents/Carers in respect of previously looked-after children.

Pupil Premium Plus (PP+) The school will ensure that PP+ funding is used effectively to:

- Provide targeted academic support
- Support emotional wellbeing
- Fund enrichment opportunities
- Address individual barriers to learning

Impact of spending will be monitored regularly.

(4) Identity of our designated teacher

Our designated teacher is Mrs Alex Lawrence

You can contact her by e-mail at alawrence@lfatsf.org.uk

Or Tel: 01827 301820

Our designated teacher takes lead responsibility for promoting the educational achievement of a child in care or a child previously in care at our Academy. They are your initial point of contact for any of the matters set out in the section below.

The Head of year, Designated Safeguarding and Mental Health Lead, Deputy Designated Safeguarding and Mental Health Lead, Medical Officer, Student Support Officers, School Counsellor will also work with CIC and PIC children.

The Governor responsible for our Children in Care and Previously in Care children is Richard Penn-Bourton

(5) Role and responsibilities

5.1 The Designated Teacher will:

- Be the central contact for CIC and PIC pupils.
- Champion their achievement, wellbeing, and inclusion across the Academy.

- Work with VSHs and ensure policies reflect their needs.
- Train and advise staff on effective support strategies.
- Build strong relationships with pupils and Parents/Carers.
- Lead PEPs and liaise with DSL and DDSL on safeguarding matters.
- Lead high-quality PEPs: assess needs, set targets, monitor progress.
- Ensure timely reviews before care plan reviews.
- Take action where progress is not on track.
- Share updated PEPs with social workers, VSHs, and new settings.
- Ensure staff understand needs (attendance, behaviour, learning, transitions).
- Oversee effective use of pupil premium funding.
- Promote Parent/Carer involvement in funding decisions (PIC).
- Ensure SEND Code of Practice is followed and align PEPs with EHC plans.
- Identify and respond to SEN and mental health needs.
- Work closely with social workers, VSHs, SEN services, and carers.
- Support smooth transitions and educational stability.
- Ensure timely communication on attendance, progress, and safeguarding.
- Maintain clear partnership processes for each child.

5.2 Governing Body will:

- Ensure a designated teacher is appointed
- Monitor the progress and attainment of CIC and PIC children
- Ensure compliance with statutory duties

5.3 Headteacher will:

- Promote a culture of high expectations
- Ensure staff are aware of responsibilities
- Support the designated teacher in their role

5.4 All Staff will:

- Have high expectations of CIC and PIC children
- Be aware of trauma-informed approaches
- Support emotional wellbeing

- Maintain confidentiality and sensitivity

(6) Attendance and exclusion

6.1 Attendance will be monitored closely and any absence will be followed up promptly.

6.2 Where a looked-after child is at risk of exclusion:

Landau Forte QEMS and Sixth Form will contact the Virtual School Headteacher as soon as possible so they can help the Academy decide how to support the child to improve their behaviour and avoid exclusion becoming necessary.

Landau Forte Academy QEMS will work with the VSH and student's carers, consider what additional assessment and support needs to be put in place to address the causes of the student's behaviour

- In exceptional circumstances a looked-after child may be excluded, e.g. for a one-off significant incident. This would be done using the DfE Academy s Exclusion Guidance, Staffordshire Protocol for L.A.C. and the Landau Forte Academy QEMS and Tamworth Sixth Form Behaviour Procedure. Further information can be found at

https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=0PVI2DRYN9Q

Where a previously looked-after child is at risk of exclusion, talk to the student's Parents/Carers before seeking advice from the VSH on avoiding exclusion

(7) Safeguarding and wellbeing

CIC and PIC students are considered a vulnerable group.

All safeguarding procedures will follow the KCSIE 2025 guidance.

Staff will be aware of:
- Attachment difficulties
- Trauma and adverse childhood experiences (ACEs)

The school will provide appropriate pastoral support.

(8) Transition support

Landau Forte QEMS and sixth form will ensure that we support CIC and PIC students with smooth transitions:
- Between year groups
- From primary to secondary school with additional transition days and visits
- When joining or leaving the school

(9) Partnership working

The school will work closely with:
- Staffordshire Virtual School
- Social workers
- Foster carers and adoptive parents
- Educational psychologists and other professionals

(10) Confidentiality

Information about a child's care status will be treated sensitively and will be shared only on a need-to-know basis. Respect for the child's privacy will be maintained.

(11) Training

The designated teacher will receive the appropriate training when appointed in position.

Together with the Designated Teacher, the DSL and DDSL will ensure that staff receive regular updates on trauma informed practice, attachment awareness and how to support CIC and PIC students. This will be made available through staff briefings as well as through our SSS learning training platform.

(12) Monitoring arrangements

This Policy will be reviewed annually by Miss Claire Wright.

(13) Equality Statement

This policy supports the schools commitment to equality and inclusion, ensuring that no pupil is disadvantaged due to their care status.

Date	**September 2026**
Change Made	**Various**
Made By	**Miss Wright**