



# Children Looked After Policy

## 2025 - 2026

To be reviewed April 2027

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# Griffithstown Primary School Children Looked After Policy

## 1. Purpose and Rationale

Griffithstown Primary School is committed to promoting the educational achievement, wellbeing and inclusion of Children Looked After (CLA) and care-experienced learners. We recognise our corporate parenting responsibilities and the vital role schools play in providing stability, aspiration and high-quality educational experiences for learners who may have experienced trauma, loss or disruption.

This policy sets out how the school supports the welfare and progress of children in public care, in line with statutory duties and Welsh Government guidance, particularly Making a difference: a guide to the designated person for children looked after in Wales (Welsh Government, 2026).

## 2. Definition

A Child Looked After is a child who is:

- In the care of a local authority through a care order or interim care order
- Provided with accommodation by a local authority for more than 24 hours, as defined by the Social Services and Well-being (Wales) Act 2014
- Subject to special guardianship, residence, or adoption orders.

The school also recognises that some previously looked-after and other care-experienced children may continue to need support due to earlier experiences of trauma or instability.

## 3. Aims

Griffithstown Primary School aims to ensure that Children Looked After:

- Feel safe, valued and included within school life
- Make strong progress from their individual starting points
- Have their emotional wellbeing and welfare actively supported
- Are given high aspirations, appropriate challenge and support
- Have their voice heard in decisions that affect their education.

## 4. The Designated Person for Children Looked After

### 4.1 Role

In accordance with Section 20 of the Children and Young Persons Act 2008, the Governing Body has appointed a Designated Person for Children Looked After.

The designated person:

- Promotes the educational progress and wellbeing of CLA
- Understands the care system and the impact of trauma on learning
- Acts as a key point of contact between school, social workers, carers and the local authority
- Ensures high expectations and appropriate support for CLA
- Ensures statutory requirements are met, including Personal Education Plans (PEPs.)

The role has equivalent status to other key school leadership roles such as the ALNCo and Designated Safeguarding Person.

### 4.2 Training and Leadership

The designated person:

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- Undertakes regular training related to CLA, trauma-informed practice and attachment
- Provides advice and guidance to staff
- Works with the headteacher and governing body to oversee and review CLA provision.

### **5. Personal Education Plans (PEPs)**

Every Child Looked After must have a current Personal Education Plan (PEP) that:

- is initiated within 20 days of entering care or joining the school
- is reviewed termly in collaboration with the local authority
- aligns with the child's Care and Support Plan and Pathway Plan
- includes academic targets, emotional wellbeing support, and transition planning
- includes the voice of the learner.

The designated person ensures:

- Attendance at PEP and CLA review meetings
- Actions from PEPs are implemented and monitored
- PEPs are available for review meetings.

### **6. Monitoring Progress and Attendance**

The school places strong emphasis on monitoring progress and removing barriers to learning.

We:

- Track attendance, progress and attainment of CLA regularly
- Identify gaps in learning and provide targeted support
- Monitor emotional wellbeing and engagement
- Report CLA progress termly to the headteacher and governing body.

Where concerns arise, early intervention strategies are implemented in collaboration with carers and professionals.

### **7. Welfare, Wellbeing and Safeguarding**

Griffithstown Primary School recognises that many CLA have experienced trauma or adverse childhood experiences.

The school:

- Uses trauma-informed and attachment-aware approaches
- Works closely with the Designated Safeguarding Person
- Makes referrals to support services where appropriate
- Takes all reasonable steps to avoid exclusions
- Ensures confidentiality and sensitivity in handling information.

### **8. Partnership Working and Liaison**

Effective multi-agency working is central to supporting Children Looked After.

The designated person liaises regularly with:

- Social workers

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- Foster carers and residential staff
- The local authority CLA education lead
- Virtual School Head (where relevant)
- Health and social care professionals and CAMHS
- Education Welfare Officer.

The school ensures:

- Up-to-date contact details are held securely
- Information is shared appropriately and promptly
- Education issues are raised early to prevent escalation.

### **9. Transitions**

The school supports positive transitions by:

- supporting children looked after during key transitions
- Work with feeder and receiving schools to ensure continuity
- Provide additional support during all times of change.
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### **10. Use of Pupil Development Grant (PDG-CLA)**

PDG-CLA grant funding will be used to:

- Provide targeted academic and pastoral support
- Fund and offer enrichment and extracurricular activities
- Support mental health, emotional wellbeing and resilience initiatives
- Deliver staff training and professional development.

### **11. Governing Body and Headteacher Responsibilities**

The Governing Body:

- Ensures a designated person is appointed and trained
- Monitors the effectiveness of this policy
- Promotes high expectations for CLA.

The Headteacher:

- Retains overall responsibility for CLA outcomes
- Ensures the designated person has sufficient time and support
- Ensures school practice aligns with statutory guidance.

### **12. Review**

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

Related policies:

- Safeguarding and Child Protection Policy
- ALN Policy
- Relationships Policy
- Attendance Policy.

Reference: Welsh Government (2026) Making a difference: a guide to the designated person for children looked after in Wales