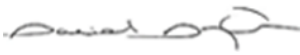




Supporting the Education of Looked-After and Previously Looked-After Children Policy 2026-27

Ratification

Role	Name	Signature	Date
Chair	Chris Izuka		April 26
CEO	Dr Daniel Doyle		April 26

Commitment to Equality:

The Trust and its schools are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded in every aspect of school life, and these policies are reviewed regularly in this regard.

"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."

At the Newman Catholic Trust, we stand united in our unwavering mission to nurture a transformative educational experience, where every child is seen, valued, and cherished as a unique gift from God. Rooted in faith, we ignite a love for learning that awakens curiosity, sparks imagination, and fuels a lifelong journey of discovery.

Guided by the teachings of Christ and inspired by the profound wisdom of our namesake, Saint John Henry Newman, we strive to foster a community where inclusion is lived, diversity is embraced, and every individual is empowered to fulfil their highest potential. As Newman said, *"To live is to change, and to be perfect is to have changed often."* We believe that education is a sacred journey of continual transformation—intellectually, spiritually, and personally. We believe that true education is not just about knowledge, but about shaping hearts and minds, cultivating resilience, and nurturing the whole person.

Our vision is simple yet profound: To be a beacon of **Hope** and **Excellence**, where pupils are not only academically accomplished but spiritually enriched and personally inspired to make a difference in the world.

In all that we do, we seek to embody our Trust's **HEART Values**, which define who we are and guide how we serve:

- **Hope** – Believing in the boundless potential of every child, and striving to build a future filled with possibility, courage and faith.
- **Excellence** – Pursuing the highest standards in learning, leadership and love, so that every action reflects our calling to greatness.
- **Authenticity** – Living truthfully and faithfully, ensuring our words, actions and decisions are grounded in integrity and the Gospel.
- **Responsibility** – Caring for one another and for creation with compassion, stewardship and a deep sense of duty to the common good.
- **Truth** – Seeking wisdom and understanding through Christ, who is the Way, the Truth and the Life.

Together, **Heart to Heart and Hand in Hand**, we build communities of faith and learning where every child flourishes — intellectually, spiritually and morally — for the greater glory of God.

1. Introduction

The Newman Catholic Trust is committed to ensuring that looked-after and previously looked-after children within our schools receive the support they need to achieve their full potential. Rooted in faith, we recognise that every child is a unique gift from God and we are committed to providing an inclusive, nurturing and aspirational learning environment where every child is valued and supported.

This policy sets the framework for all Trust schools within the Newman Catholic Trust, ensuring that the role of the Designated Teacher is clearly defined and consistently implemented across the Trust. The Designated Teacher is responsible for promoting the educational achievement and well-being of looked-after and previously looked-after children within their respective school settings.

This policy aligns with the statutory guidance issued by the Department for Education (DfE) and ensures compliance with the following legislation:

- The Children Act 1989 and 2004
- The Children and Young Persons Act 2008
- The Children and Families Act 2014
- The Special Educational Needs and Disability (SEND) Code of Practice 2015
- The Equality Act 2010
- Promoting the Education of Looked-After and Previously Looked-After Children (DfE statutory guidance, updated)
- The Designated Teacher (Looked-After Pupils etc.) (England) Regulations 2009
- Working Together to Safeguard Children (latest edition)
- Keeping Children Safe in Education (latest edition)

2. Definitions

- Looked-after children (LAC) are registered pupils who are in the care of a local authority or provided with accommodation by a local authority for a continuous period of more than 24 hours.
- Previously looked-after children (PLAC) are registered pupils who were previously looked-after but ceased to be so due to an adoption order, a special guardianship order, or a child arrangements order.
- Virtual School Head (VSH) is a local authority officer responsible for promoting the educational achievement of looked-after children across schools.
- Personal Education Plan (PEP) is a statutory document forming part of a looked-after child's care plan, outlining their specific educational needs and support requirements.

3. Role of the Designated Teacher

Looked-after and previously looked-after children are among the most vulnerable pupils in education. Schools must recognise that many will have experienced trauma, loss, neglect or instability, and provision must be informed by an understanding of attachment and trauma-informed practice.

Every Newman Catholic Trust school must appoint a Designated Teacher. The Designated Teacher must be a qualified teacher and should be a member of the senior leadership team wherever possible and they must be responsible for:

3.1 Leadership and Whole-School Responsibilities

- Acting as the central point of contact for looked-after and previously looked-after children within the school.
- Working collaboratively with VSHs, social workers, parents, carers and external agencies to support educational progress.
- Promoting a whole-school culture of high aspirations and inclusion for looked-after and previously looked-after children.
- Contributing to the development of school policies to ensure they reflect the needs of looked-after and previously looked-after children.
- Providing guidance and training to all school staff to ensure they understand the challenges faced by looked-after and previously looked-after children and how to support them effectively.
- Ensuring all staff members recognise their role in creating a stable and supportive learning environment.

3.2 Academic and Pastoral Support

- Ensuring Personal Education Plans (PEPs) are in place, regularly reviewed and tailored to meet individual needs.
- Working with class teachers to ensure that the curriculum is accessible and differentiated where necessary.
- Monitoring academic progress, attendance and well-being, intervening when necessary to support student achievement.
- Advocating for looked-after and previously looked-after children to ensure they receive the best possible support, including access to Pupil Premium Plus funding allocated to support the education of looked-after and previously looked-after children.
- Supporting career guidance and transition planning for students preparing for further education or employment.
- Ensuring strong pastoral care is in place to support emotional well-being, particularly in times of transition or difficulty.

3.3 Safeguarding and Well-Being

- Working closely with the Designated Safeguarding Lead (DSL) to ensure safeguarding concerns regarding looked-after and previously looked-after children are responded to effectively and in a timely manner.
- Ensuring that any issues related to mental health, attachment and trauma are identified early and appropriate support is put in place.
- Promoting the emotional and social development of looked-after and previously looked-after children by ensuring they have access to mentoring, counselling, or additional pastoral care where needed.

3.4 Relationships Beyond the School

- Liaising with local authorities, VSHs, external agencies and carers to ensure a collaborative approach to supporting the child's education and well-being.
- Ensuring that PEP meetings are well-organised, informed by up-to-date academic progress data and that all key stakeholders actively participate.
- Supporting children and carers through school transitions, ensuring stability and continuity of education wherever possible.
- Ensuring a smooth transfer of information if a looked-after child moves schools, including sharing the latest PEP and academic records.
- Working with the Virtual School Head to access advice and guidance in relation to previously looked-after children, where appropriate.
- Ensuring careful planning for key transition points, including entry to school, phase transfers and post-16 pathways.

4. Training and Professional Development

Each Newman Catholic Trust school must ensure that:

- The Designated Teacher is provided with regular training to remain informed about best practices in supporting looked-after and previously looked-after children.
- All school staff receive annual training on the educational and pastoral needs of looked-after and previously looked-after children.
- The Trust Central Leadership Team monitors and supports professional development opportunities for Designated Teachers.
- Designated Teachers receive training appropriate to their statutory responsibilities, including training on trauma-informed practice, attachment and the impact of adverse childhood experiences.

5. Monitoring and Accountability

Each Newman Catholic Trust school must:

- Maintain accurate records of looked-after and previously looked-after children and their progress.
- Conduct timely reviews of the PEPs to ensure they remain relevant and effective.
- Report on the impact of Pupil Premium funding and how it is used to support these children.
- Ensure the Local Governing Committee (LGC) receives regular reports on the progress of looked-after and previously looked-after children.
- Participate in Trust-wide reviews of Designated Teacher effectiveness and share good practice across schools.
- Monitor attainment, attendance, exclusions and progress for looked-after and previously looked-after children and take action where outcomes are not strong.
- Ensure a designated governor for looked-after and previously looked-after children provides appropriate challenge and support.

6. Complaints and Concerns

- Any safeguarding concerns relating to a looked-after child must be reported immediately to the Designated Safeguarding Lead in accordance with the Safeguarding and Child Protection Policy.
- If concerns are not resolved, they should be escalated to the Principal and, if necessary, the Trust's Central Leadership Team.
- The Trust's complaints procedure is available for parents, carers, or guardians who wish to escalate concerns.

7. Links with Other Policies

This policy links with:

- **Safeguarding and Child Protection Policy**
- **SEND Policy**
- **Behaviour and Exclusions Policy**
- **Attendance Policy**
- **Equality and Inclusion Policy**