



Care Experienced (Looked After and Post Looked After) Children Policy	
Lead Governor & Member of SLT:	Daniel Parnell & Dave Spicer
To be approved by:	FGB
Frequency of review:	12 Months
Date approved:	January 2026
Next review date:	January 2027

Queensbridge School
Queensbridge Road, Moseley, Birmingham B13 8QB

Policy prepared by: Dave Spicer (Assistant Head Teacher)
Issued: January 2026, version 2
Date of next revision: January 2027

Key staff

Member of SLT	Dave Spicer
Designated Teacher (LAC/PLAC)	Aiden Herron
Designated Safeguarding Lead (DSL)	Ian Horgan
SENCO	Rachel Wheeler

Policy Statement & Purpose

At Queensbridge School, our mission is to equip all students with the character, skills and academic knowledge to live happy and fulfilled lives. We recognise the unique challenges faced by Care Experienced children (including Looked After Children — LAC — and Previously Looked After Children — PLAC) and commit to tailored, effective support so they can thrive academically, socially and emotionally.

Scope & Definitions

This policy applies to all pupils who are currently looked after by a local authority (LAC) and those who were previously looked after but have left care through adoption, special guardianship, or child arrangements orders (PLAC). The term “Care Experienced” is used as an inclusive descriptor for both groups.

Aims

- Raise educational attainment and progress for Care Experienced pupils.
- Provide robust pastoral care with a trusted Named Adult for each pupil.
- Ensure high expectations, inclusion and a positive school culture free from stigma.
- Work collaboratively with carers, social workers, Virtual School Heads and other agencies.
- Secure smooth transitions (including primary to secondary and post-16 pathways).

Policy prepared by: Dave Spicer (Assistant Head Teacher)

Issued: January 2026, version 2

Date of next revision: January 2027

Roles & Responsibilities

Governing Body

Provides strategic oversight; receives an annual report on Care Experienced pupils each autumn term; ensures resourcing and challenge; monitors impact and pupil voice.

Headteacher & Senior Leadership Team

Ensure effective implementation; allocate resources; champion high expectations and inclusion.

Designated Teacher (DT)

- Acts as the central point of contact for professionals and agencies; liaises with carers and social workers.
- Leads and quality-assures the Personal Education Plan (PEP) — initiating within 20 school days of joining and reviewing at least termly.
- Monitors attendance, attainment and wider outcomes; coordinates interventions and reports progress.
- Ensures training for staff on issues affecting Care Experienced pupils; promotes confidentiality and respectful information sharing.
- Works with the Virtual School Head (VSH) to plan, deploy and account for Pupil Premium Plus (PPP) in line with PEP priorities.

Designated Safeguarding Lead (DSL)

- Holds up-to-date knowledge of each child's legal status, contact arrangements and delegated authority to carers.
- Ensures safeguarding practice reflects the vulnerabilities and lived experience of Care Experienced pupils.
- Coordinates urgent multi-agency support where needs escalate.

SENCO

- Ensures identification and support for Special Educational Needs and/or Disabilities (SEND), including EHCPs.
- Aligns class-based adjustments and targeted interventions with PEP priorities.

Teachers & Support Staff

- Plan for individual needs; maintain high expectations and avoid stigma.
- Respond to pupil requests for trusted support; maintain confidentiality.
- Contribute timely information for PEPs, reviews and tracking.

Policy prepared by: Dave Spicer (Assistant Head Teacher)

Issued: January 2026, version 2

Date of next revision: January 2027

Named Adult (per pupil)

- Serves as a consistent, trusted point of contact in school.
- Conducts regular check-ins; ensures pupil voice informs support.
- Updates the DT on progress and any emerging needs; attends relevant meetings.

Planning, Support & Provision

- Personal Education Plan (PEP): clear academic and personal targets; attendance and attainment recorded; reviewed termly.
- Academic support: targeted interventions, tutoring and homework support where appropriate.
- Pastoral support: access to mentoring/counselling; safe spaces; trauma-informed practice.
- Attendance and exclusions: proactive monitoring; swift action to address barriers.
- Extra-curricular participation: encouragement and, where needed, financial support to remove barriers.
- Transitions & careers: managed moves; primary–secondary handover; post-16 pathways and careers guidance.
- Out-of-school provision (e.g., tuition) arranged as appropriate to need.

Funding (Pupil Premium Plus)

The Designated Teacher will work with the Virtual School Head and social worker to plan, deploy and evaluate Pupil Premium Plus (PPP) funding in line with PEP priorities. Expenditure and impact will be recorded within the PEP and reported to governors annually.

Information Sharing & Data Protection

Personal information will be handled sensitively, stored securely and shared on a strict need-to-know basis in line with statutory guidance and data protection legislation.

Monitoring & Reporting

- Termly tracking of attendance, attainment/progress, exclusions and participation.
- Annual report to the Governing Body from the Designated Teacher, covering cohort size, attendance, exclusions, academic progress, interventions, extra-curricular participation and the quality of PEPs.
- Regular capture of pupil voice to inform provision and improvement.

Policy prepared by: Dave Spicer (Assistant Head Teacher)

Issued: January 2026, version 2

Date of next revision: January 2027