



Care Experienced Children Policy

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026

Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2025

Date for Next Review:	01.09.2027
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Care Experienced Children Policy

Policy Statement

Maple Haven School is committed to safeguarding and promoting the welfare, educational achievement and wellbeing of all children and young people. We recognise that children who are currently in care, have previously been in care, or who are otherwise care experienced, may face additional barriers to learning, attendance, engagement, emotional wellbeing and achievement.

The school is committed to ensuring that care experienced children are provided with the stability, support, advocacy and opportunities they need to achieve positive educational and life outcomes. We believe that all children should have the same opportunities to succeed regardless of their personal circumstances or previous experiences.

This policy outlines how Maple Haven School will promote the educational achievement, safeguarding, attendance, inclusion and wellbeing of care experienced children and fulfil its responsibilities under current legislation and statutory guidance.

Definitions

For the purposes of this policy:

Looked After Child (LAC)

A child who is in the care of a local authority or is provided with accommodation by a local authority for a continuous period of more than 24 hours as defined by Section 22 of the Children Act 1989.

Previously Looked After Child (PLAC)

A child who was previously looked after but ceased to be so because they became subject to an adoption order, special guardianship order, child arrangements order or equivalent arrangements.

Care Experienced Child

A child or young person who is currently in care or has experience of being in care at any stage of their life.

Aims

The aims of this policy are to:

- promote high aspirations and excellent educational outcomes for care experienced children;
- ensure care experienced children feel safe, valued, respected and included within the school community;
- minimise barriers to learning and participation;
- promote good attendance and engagement;
- support positive emotional wellbeing and mental health;
- recognise and respond to the impact of trauma, attachment difficulties, abuse, neglect and adverse childhood experiences;
- work collaboratively with carers, parents, social workers, Virtual School Heads and other professionals;
- ensure care experienced children have access to the support necessary to achieve their academic, social and personal potential;
- promote equality of opportunity and challenge stigma or discrimination associated with care experience.

Legislative Framework

This policy should be read alongside:

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Children and Social Work Act 2017
- Promoting the Education of Looked-After and Previously Looked-After Children (2018)

- Designated Teacher for Looked-After and Previously Looked-After Children (2018)
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- SEND Code of Practice: 0-25 Years (2015)
- Equality Act 2010

Responsibilities of Maple Haven School

The school recognises its responsibility to promote the educational achievement and wellbeing of care experienced children and to work in partnership with local authorities, carers and other agencies.

The school will:

- maintain high expectations for all care experienced children;
- ensure that care experienced children are prioritised within safeguarding arrangements;
- provide a supportive, nurturing and trauma-informed environment;
- monitor attendance, attainment, progress, behaviour and wellbeing;
- ensure that all relevant staff understand the needs of care experienced children;
- contribute effectively to Personal Education Plans (PEPs);
- facilitate effective transition planning;
- challenge discrimination and stereotyping;
- work closely with the relevant Virtual School Head and social care professionals to improve educational outcomes.

The name of our school's Designated Teacher is Jon Adams

The name of our Designated Safeguarding Lead is Suzy Hollet