

# Looked After and Previously Looked After Children Policy

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<b>Approved by:</b>	Local Governing Body
<b>Approval date:</b>	May 2026
<b>Last Reviewed:</b>	May 2026
<b>Next Review:</b>	September 2027

## 1. Policy Statement

Sir William Stanier School is committed to promoting the educational achievement and wellbeing of all children, with particular regard to Looked After Children (LAC) and Previously Looked After Children (PLAC). We recognise that these children may face additional barriers to learning and require targeted, consistent support to help them achieve their full potential.

## 2. Definitions

**Looked After Children (LAC):** Children who are in the care of a local authority or who are provided with accommodation by a local authority for more than 24 hours.

**Previously Looked After Children (PLAC):** Children who were previously looked after but are no longer in care due to adoption, a special guardianship order or a child arrangements order.

## 3. Legal Framework

This policy is informed by the following legislation and statutory guidance:

- Children Act 1989 and 2004
- Children and Families Act 2014
- Education (Designated Teacher) (Looked After Pupils) Regulations 2018
- Promoting the Education of Looked After and Previously Looked After Children (DfE)
- Keeping Children Safe in Education

## 4. Aims

The school aims to:

- Ensure that LAC and PLAC have equal access to educational opportunities
- Promote high expectations and aspirations
- Support emotional wellbeing, attendance, and positive behaviour
- Close attainment gaps
- Work effectively with carers, families, local authorities and partner agencies

## 5. Roles and Responsibilities

### Governing Body

The Governing Body will ensure that:

- A Designated Teacher for Looked After and Previously Looked After Children is appointed
- Statutory duties are met
- Staff receive appropriate training
- Pupil progress and outcomes are monitored

### **Headteacher**

The Headteacher will:

- Ensure statutory responsibilities are fulfilled
- Promote a culture of inclusion and high expectations
- Support the Designated Teacher

### **Designated Teacher**

The Designated Teacher will:

- Act as a central point of contact
- Lead and contribute to Personal Education Plans (PEPs)
- Monitor progress, attendance and wellbeing
- Liaise with the Virtual School, carers and social workers
- Support transitions
- Advise staff on trauma-informed practice

### **All Staff**

All staff will:

- Have high expectations of LAC and PLAC
- Maintain confidentiality
- Provide a stable and supportive learning environment

## **6. Admissions and Transitions**

Looked After Children are given the highest priority in admissions. Transition arrangements are carefully planned and may include additional visits, phased transitions and bespoke support.

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

Each Looked After Child will have a high-quality, termly Personal Education Plan. PEPs identify academic and pastoral targets, pupil voice and appropriate use of funding.

## **8. Pupil Premium Plus**

Pupil Premium Plus funding is used to address identified barriers to learning. The impact of spending is regularly reviewed.

## **9. Attendance and Behaviour**

Attendance is closely monitored. Behaviour is supported through relational, restorative and trauma-aware approaches. Exclusion is avoided wherever possible.

## **10. Emotional Wellbeing and Safeguarding**

The school recognises the impact of trauma and loss. Pupils are supported through pastoral systems, trusted adults and external agencies where appropriate.



## 11. Confidentiality

Information relating to a child's care status is handled sensitively and shared strictly on a need-to-know basis.

## 12. Training

The Designated Teacher receives statutory training. All staff receive appropriate awareness training.

## 13. Monitoring and Review

This policy is reviewed annually by the Governing Body and updated in line with statutory guidance.

## 14. Linked Policies

- Safeguarding and Child Protection Policy
- Rewards and Behaviour Policy
- SEND Policy
- Attendance Policy
- Pupil Premium Policy