

Three Counties Academy Trust



LAC (including PLAC) Policy

#SG38

Last amended 30th August 2026 (v1.0)

Policy lifespan: 3 years. Subject to annual compliance check. Next full review 31st August 2029.

Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
30.08.26	1.0	Formatted to house style and checked against model for updates	MF	✓	✓

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Policy Abbreviations and Acronyms

CEO	Chief Executive Officer	PEP	Personal Education Plan
DfE	Department for Education	PLAC	Previously Looked After Child
DSL	Designated Safeguarding Lead	PP+	Pupil Premium Plus
DT	Designated Teacher	SEMH	Social, Emotional and Mental Health
EHCP	Education, Health and Care Plan	SEND	Special Educational Needs and Disabilities
IRO	Independent Reviewing Officer	SENCO	Special Educational Needs Coordinator
KCSIE	Keeping Children Safe in Education	TCAT	Three Counties Academy Trust
LA	Local Authority	UK GDPR	UK General Data Protection Regulation
LAC	Looked After Child	VSH	Virtual School Head

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

NB. Staff roles noted within this policy may also include those staff performing that role in an ‘Acting’ capacity.

Statement of intent

Three Counties Academy Trust (TCAT) is committed to supporting all its pupils, regardless of their circumstances.

TCAT recognises its responsibilities to ensure high-quality support is available to all pupils as they prepare for later life and, in some cases, becoming parents. Substantial disparities persist in the educational achievement and subsequent life chances for LAC and PLAC. Pupils who are looked after often require additional support and attention in order to improve their situation.

TCAT endeavours to provide positive experiences and offer stability, safety, and individual care and attention for all our pupils. With this in mind, we aim to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development
- Ensure that pupils enjoy high-quality teaching and a curriculum which meets their needs and the requirements of legislation
- Plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs
- Promote a positive culture in all aspects of school life
- Help pupils develop their cultural, moral and social understanding

Whilst TCAT has a duty to ensure pupils' educations are not affected, we also understand we have a significant role to play in safeguarding and helping pupils through what can be a very stressful time.

Member, Trustee, Local Governor and Staff Summary

Purpose of the Policy

- TCAT is committed to improving educational outcomes, wellbeing and life chances for looked-after children (LAC) and previously looked-after children (PLAC)
- All schools are expected to provide stability, safety, high-quality teaching and appropriate support tailored to individual needs

Governance Responsibilities

- Trustees and Local Governors must ensure statutory duties and safeguarding requirements are met
- Monitor educational progress, attendance, exclusions and the impact of Pupil Premium Plus funding
- Ensure designated teachers are appointed, trained and appropriately supported
- Remove barriers to admission and promote equality of opportunity for LAC and PLAC

Leadership Responsibilities

- CEO monitors implementation across TCAT and reports on outcomes for LAC and PLAC
- Headteachers and Heads of School oversee delivery within their schools and ensure effective use of resources
- School leaders promote high expectations and challenge negative stereotypes

Designated Teacher Responsibilities

- Lead on Personal Education Plans (PEPs)
- Work closely with social workers, carers and the Virtual School Head (VSH)
- Monitor progress, attainment, attendance and wellbeing
- Advise staff on strategies that support educational achievement

Staff Responsibilities

- Understand the impact of trauma, loss and attachment on learning and behaviour

- Maintain confidentiality and show sensitivity to individual circumstances
- Report safeguarding concerns immediately through established procedures
- Promote self-esteem, inclusion and positive relationships
- Remain alert to bullying, exploitation or welfare concerns

Safeguarding and Wellbeing

- LAC and PLAC are recognised as potentially more vulnerable due to previous experiences of abuse, neglect or trauma
- Additional vigilance is required when monitoring attendance, behaviour and welfare
- Mental health concerns may indicate safeguarding risks and should be acted upon promptly

Education and Support

- PEPs must be maintained and reviewed regularly to support progress and aspirations
- Funding should be targeted to evidence-based interventions that improve outcomes
- Schools should work collaboratively with local authorities and other agencies to meet identified needs
- LAC and PLAC with SEND should receive coordinated support through all relevant plans

Suspension and Exclusion

- Suspension or permanent exclusion should be a last resort
- Schools should engage early with carers, social workers and the VSH where behaviour concerns arise
- Additional support should be considered to reduce the risk of exclusion

Parent Summary

What this policy is about

- TCAT is committed to helping looked-after children (LAC) and previously looked-after children (PLAC) achieve their full potential
- Additional support may be provided to help children access education, attend regularly and make progress

How children are supported

- Each school has a Designated Teacher who oversees educational support for eligible pupils
- The school works with parents, carers, social workers, the Virtual School and other professionals when appropriate
- Support may include academic, emotional, social and wellbeing provision

Planning for success

- Personal Education Plans help identify needs, targets and support arrangements
- The school contributes to reviews and planning meetings where required

Working together

- Parents and carers are encouraged to share relevant information so that support can be tailored to the child's needs
- TCAT aims to maintain positive communication with families and partner agencies

Keeping children safe

- All staff follow safeguarding procedures in line with Keeping Children Safe in Education
- The Designated Safeguarding Lead provides safeguarding oversight and support

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- [The Children Act 1989](#)
- [The Care Planning, Placement and case review \(England\) Regulations 2010](#)
- [Children \(Leaving Care\) Act 2000](#)
- [Children and Families Act 2014](#)
- [Children and Social Work Act 2017](#)
- [Academies Act 2010](#)
- [DfE 'Promoting the education of looked-after children and previously looked-after children'](#)
- [DfE 'The designated teacher for looked-after and previously looked-after children'](#)
- [DfE 'School suspensions and permanent exclusions'](#)
- [DfE 'Keeping children safe in education'](#)
- [DfE 'Working together to safeguard children'](#)
- [Children and Young Persons Act 2008](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Admissions Policy Trust Level (GN1)
- Suspension and Exclusion Policy (GN18)
- Pupil Equality, Equity, Diversity and inclusion Policy (GN19)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)

- Anti-Bullying Policy (SG19)
- Social, Emotional and Mental Health (SEMH) Policy (SG21)

Central TCAT policies have the policy number identified, e.g. “SG1”. Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school’s website.

2. Definitions

“**Looked-after children (LAC)**” are defined as children who:

- Are provided with accommodation, for a continuous period of more than 24 hours under the Children Act 1989, sections 20 and 21
- Are subject to a Care Order or Interim Care Order under the Children Act 1989, part 4
- Are subject to a placement order

“**Previously LAC (PLAC)**” are defined under the Children and Social Work Act 2017 as children who:

- Are no longer looked after by an LA because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from ‘state care’ outside England and Wales. “State Care” is care provided by a public authority, a religious organisation or any other organisation whose sole or main purpose is to benefit society

3. Roles and Responsibilities

The Trust Board working in partnership with the CEO, Trust Education Welfare and Safeguarding Support Officer, Local Governing Bodies and school leaders, is responsible for:

- Complying with their duties under legislation, having regard to KCSIE guidance and ensuring that policies, procedures and training in each TCAT school are effective and comply with the law at all times
- Adopting a Trust-wide and whole-school approach to safeguarding arrangements and child protection, ensuring it is central to TCAT’s processes
- Holding each school to account on how it supports LAC and PLAC, including how the Pupil Premium+ (PP+) is used and their level of progress

- Working with the LA to promote the educational achievement of registered pupils who are looked after
- Ensuring TCAT has a coherent policy for safeguarding and promoting the welfare of LAC and PLAC
- Reviewing the TCAT and school policies and procedures in conjunction with legislation and statutory guidance
- Ensuring that there are no unintended barriers to the admission of LAC and PLAC either at normal transition or any other point of the school year
- In each school, approving the appointment of a designated teacher (DT), who is appropriately qualified to support the educational achievement of LAC and PLAC
- Ensuring the designated teacher for LAC and PLAC has access to appropriate training, resources and support
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
 - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order)
 - Contact arrangements with birth parents or those with parental responsibility
 - Care arrangements and the levels of authority delegated to the carer by the LA
- Ensuring that staff have the skills, knowledge and understanding to keep LAC and PLAC safe
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst LAC and PLAC
- Ensuring LAC and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary
- Reviewing reports produced by the designated teacher to evaluate the progress of LAC in each school
- Ensuring they receive feedback from the CEO and the Trust Education Welfare and Safeguarding Support Officer regarding the effectiveness of the policy prior to each review

The CEO is responsible for:

- Overseeing this policy and monitoring its implementation, feeding back to the Trust Board regularly on the following:
 - The number of LAC and PLAC in TCAT schools
 - An analysis of assessment scores as a cohort, compared to other pupil groups
 - The attendance of LAC and PLAC, compared to other pupil groups
 - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff across TCAT are aware that supporting LAC and PLAC is a key priority

- Promoting the advantages of actively challenging negative stereotypes of LAC and PLAC

Executive Headteachers, Headteachers and, where delegated, Heads of School, are responsible for:

- Appointing the designated teacher for LAC and PLAC in their setting and notifying the Trust Board via the CEO
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties
- Overseeing this policy and monitoring its implementation in their schools, feeding back to their Local Governing Bodies regularly on the following:
 - The number of LAC and PLAC in the school
 - An analysis of assessment scores as a cohort, compared to other pupil groups
 - The attendance of LAC and PLAC, compared to other pupil groups
 - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of their staff are aware that supporting LAC and PLAC is a key priority
- Ensuring PP+ for LAC and PLAC is managed effectively within their schools
- Promoting the advantages of actively challenging negative stereotypes of LAC and PLAC within their schools
- Understanding the role of the VSH and working with them to promote the educational achievement of LAC and PLAC

The Designated Teacher (DT) for LAC and PLAC in each school is responsible for:

- Working with the VSH and social worker to:
 - Promote the educational achievement of LAC and PLAC
 - Develop and implement their PEP
 - Discuss how funding can be used to support the pupil's progress and meet the needs identified in their PEP
- Contributing to the development and review of whole school policies affecting LAC and PLAC
- Building relationships with health, education and social care partners and other partners so that they and the VSH understand the support available to LAC and PLAC
- Taking lead responsibility for ensuring school staff understand what can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils
- Acting as the main contact for social services and the DfE

- Promoting a culture of high expectations and aspirations
- Ensuring LAC and PLAC are involved in setting their own targets as appropriate to their age
- Advising staff on teaching strategies for LAC and PLAC
- Ensuring that LAC and PLAC are prioritised for one-to-one tuition and support where required
- Leading on how the child's PEP is developed and used in school to ensure the child's progress towards targets is monitored
- Liaising with the SENCO to ensure all pupil needs are met
- Being vigilant in observing any potential safeguarding concerns that could arise surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting these to the DSL as soon as they arise
- Working with the child's VSH and social worker to develop and implement their PEP
- Working with the VSH to discuss how funding can be used to support the child's progress and meet the needs identified in their PEP
- Working with the Executive Headteacher, Headteacher or Head of School to submit regular reports to the Local Governing Body, which details the progress of all LAC and PLAC

DSLs are responsible for:

- Keeping up-to-date records of LAC's respective social worker and VSH
- Highlighting the importance of recognising and reporting safeguarding concerns regarding LAC and PLAC as soon as possible due to their increased vulnerability to harm
- Keeping up-to-date contact details of their LA personal advisor, where a child becomes a care leaver, and liaising with the advisor as necessary regarding any issues of concern affecting the care leaver

SENCOs are responsible for:

- Ensuring they are involved in reviewing PEP and care plans for LAC and PLAC
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of LAC and PLAC

All staff are responsible for:

- Being aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding
- Developing an understanding of the role of social workers, VSHs and carers, and how the PEP fits into the wider care planning duties of the LA looking after the pupil
- Understanding the importance of involving the pupil's parents or guardians in decisions affecting their child's education
- Being a contact for parents or guardians who want advice or have concerns about their pupil's progress at school
- Being vigilant for any signs of bullying towards LAC and PLAC
- Being vigilant for any signs of safeguarding concerns surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible
- Promoting the self-esteem of LAC and PLAC

The Virtual School Head (VSH) is responsible for:

- Ensuring that arrangements are in place to improve the educational experiences and outcomes of LAC placed within and outside the authority
- Monitoring and evaluating the educational attainment and progress of LAC
- Ensuring that there are effective systems in place to:
 - Maintain an up-to-date roll of the LAC who are attending each school
 - Gather information about the education placement, attendance and educational progress of LAC
 - Ensure social workers, the DT, TCAT, the school, carers and Independent Reviewing Officers (IROs) understand their role and responsibilities in initiating, developing, reviewing and updating the pupil's PEP and how they help meet the needs identified in that PEP
 - Ensure all LAC at the school have up-to-date, effective and high-quality PEPs that focus on educational outcomes
 - Avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation
 - Ensure the educational achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare

- Report regularly on the attainment, progress and school attendance of LAC through the LA's corporate parenting structures
- In respect of PLAC's the VSH will:
 - respond to parental requests for advice and information
 - respond to requests for advice and information from the DT, and build a good working relationship with the DT
 - make general advice and information available to the school to improve awareness of the vulnerability and needs of PLAC, including promoting good practice on identifying and meeting their needs, and guidance on effective use of the PP+

4. Personal education plan (PEP)

TCAT is aware that all LAC must have a care plan, and that PEPs are an integral part of this care plan.

TCAT understands that the PEP is intended to serve as an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential.

TCAT is aware that, wherever a LAC pupil is placed, it is the responsibility of their social worker, supported by the authority's VSH, to initiate a PEP and arrange to meet with the respective school and the pupil's carer.

Each school as required, will ensure that children's PEPs reflect the importance of a personalised approach to learning which meets the identified educational needs of the pupil and will be reviewed termly.

The DT as required, will liaise with the VSH and social workers to share information and act as the in-school lead on how the PEP is developed and used to make sure the pupil's progress towards education targets is monitored.

Each school as required, in collaboration with the pupil, carer, and other professionals will collaborate to ensure completion of the PEP and that PEP is used as a working document intended to support the pupil's educational needs, raise their aspirations and improve their life chances.

Each school as required, will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the pupil's PEP are implemented without delay.

Each school as required, is aware that PP+ for LAC and PLAC will be allocated directly to, and managed by the school, and will work with the VSH to manage allocation of PP+ for the benefit of the cohort of LAC, or PLAC, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.

The DT will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the pupil's educational attainment and progress.

PEP content

The PEP will address the pupil's full range of education and development needs, including:

- For primary aged pupils, access to nursery provision that is appropriate to the child's age
- On-going catch-up support, which will be made available for children who have fallen behind with work
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion
- Transitional support where needed, such as if a child is moving to a new school
- School attendance and behaviour support, where appropriate
- Support to help the child meet their aspirations, which includes:
 - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications
 - Careers advice, guidance and financial information about FE, training and employment, that focusses on the child's strengths, capabilities and the outcomes they want to achieve
 - Out-of-school hours learning activities, study support and leisure interests

The VSH and the DT will ensure that information is included within a LAC's PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment. Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

5. Working with agencies and the VSH

TCAT is aware that strong multi-agency and multi-disciplinary working is vital to identifying and responding to the needs of LAC and PLAC.

Each school as required will work proactively and collaboratively with other professionals in other agencies and organisations in line with the framework of expectations outlined in the government's Working Together to Safeguard Children statutory guidance document by:

- Collaborating with services to achieve shared goals and share information
- Learning from evidence and sharing perspective to evaluate provision
- Prioritising and sharing resources depending on pupils' needs
- Celebrating inclusivity and diversity and challenging discrimination
- Mutually and constructively challenging others' assumptions in a respectful manner

Information Sharing

TCAT recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs.

Staff will be made aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes, as data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

If staff members are in doubt about sharing information and data protection legislation, they will be encouraged to speak to the DSL.

Appropriate and specific arrangements for sharing reliable data will be put in place to ensure that the education needs of LAC and PLAC are understood and met. The arrangements set out will include:

- Who has access to information on LAC and PLAC and how data will remain secure
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them
- How carers contribute to and receive information
- Mechanisms for sharing information between the school and relevant LA departments
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move

TCAT staff will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of pupils. This will include sharing information about any adults with whom a pupil has contact, which may impact the pupil's safety or welfare, where necessary.

TCAT will aim to be as transparent as possible by telling families what information they are sharing and with whom, provided that it is safe to do so.

TCAT will ensure that copies of all relevant reports are forwarded to the social workers of LAC, in addition to carers or residential social workers.

The DT as required, will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation.

Each school will share their expertise on what works in supporting the education of LAC and PLAC.

Each school will coordinate review meetings; for example, hold their annual review of LAC with their statutory care review.

6. Training

DT's and other school staff involved in the education of LAC and PLAC will receive the appropriate training, including information about the following:

- SEND
- Attendance
- Exclusions
- Homework
- GCSE options
- Managing and challenging behaviour
- Promoting positive educational and recreational activities
- Supporting pupils to be aspirational for their future education, training and employment
- Safeguarding

The Trust Board will ensure that staff are equipped with the skills, knowledge and understanding necessary to keep LAC and PLAC safe.

7. Safeguarding

TCAT is aware that LAC and PLAC most commonly become looked after because of abuse and/or neglect and because of this, they can be at potentially greater risk in relation to safeguarding.

TCAT recognises that many LAC and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further harm or exploitation.

All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst LAC and PLAC as soon as possible.

Where a LAC or PLAC has a social worker, this will inform decisions about safeguarding, e.g. responding to absence from education where being absent from education may increase known safeguarding risks within the family or in the community.

Headteachers/Heads of School will implement appropriate pastoral support services in place throughout their school to ensure that the welfare of LAC and PLAC can be adequately protected to the extent that reflects their increased vulnerability.

Staff will be encouraged to report to their DSL any concerns they have over LAC or PLAC in line with the processes outlined in the Child Protection and Safeguarding Policy and Procedures.

When there is reasonable cause to suspect that a LAC or PLAC is suffering or is likely to suffer significant harm, TCAT and their school will collaborate in the multi-agency strategy discussion where appropriate to determine the pupil's welfare and plan rapid further action as necessary. The TCAT representative at any strategy discussion meetings will be sufficiently senior, skilled and experienced, and authorised to make decisions on TCAT and the school's behalf. Information and analysis about the pupil and their family will be provided as required.

Staff will be regularly encouraged to look for signs of bullying and report to their DT if they believe a LAC or PLAC is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

8. Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

TCAT is aware that LAC and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. TCAT will support DT's in developing their knowledge, awareness, training and skills to support children with behaviour management and mental health.

DT's will work with the VSH to ensure staff are able to identify signs of potential mental health issues, understand the impact issues can have on LAC and PLAC, and know how to access further assessment and support, where necessary.

TCAT understands that the increased frequency of mental health problems amongst LAC and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, DT's will ensure that they, and all staff who maintain regular contact with LAC or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils.

A strengths and difficulties questionnaire will be used on a regular basis to help social workers and other relevant professionals form a view about LAC and PLAC's current emotional wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment.

Each school's senior mental health lead will work alongside the DT to promote the wellbeing and mental health of LAC and PLAC, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, SENCO, or DSL.

Each school will adhere to TCAT's SEMH Policy when responding to potential or explicit mental health issues amongst the LAC or PLAC cohort.

9. Suspension and exclusion

Past experiences of LAC and PLAC will be considered when designing and implementing each school's Behaviour Policy and TCAT's Suspension and Exclusion Policy.

TCAT recognises that suspending or excluding LAC or PLAC can make them more vulnerable to harm due to not having the protection and opportunities school provides. When responding to incidents involving LAC and PLAC each school will show full regard to the DfE's statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. The Executive Headteacher/Headteacher, will balance this recognition alongside the need to ensure calm and safe environments for all staff and pupils, devising strategies that take both into consideration. Advice should be sought from the CEO as required.

Where a TCAT school has concerns about a LAC's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of a LAC to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour.

Where a TCAT school has concerns about the behaviour of a PLAC which could result in them being excluded, the child's parents or DT may seek the advice of the VSH on strategies to support the child to avoid exclusion.

As part of the termly review of a pupil's PEP, any concerns about their behaviour will be recorded, alongside information on how they are being supported to improve this and reduce the likelihood of exclusion.

Suspension or permanent exclusion will only be used as a last resort. Permanent exclusion will only occur where there has been serious and/or persistent breaches of the school's Behaviour Policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others. In line with policy, Executive Headteachers or Headteachers only can permanently exclude.

Where a LAC is at risk of being suspended or permanently excluded, the school will engage with the designated teacher and the pupil's parents, or other individuals involved in the pupil's care. The designated teacher will contact the VSH as soon as possible to work together, and with other relevant individuals, to consider what additional assessment and support needs to be put in place to help the school address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion.

Where applicable, the school will inform parents and other individuals involved in the pupils care that they can seek the advice from the VSH on strategies to support the child to avoid exclusion.

Where a LAC is excluded, the school will document the provision of immediate suitable education in the pupil's PEP.

10. Pupils with SEND

In cases where pupils have an EHCP, the DT will work with the VSH to ensure that their EHCP works in harmony with their care plan and PEP to tell a coherent and comprehensive story of how the pupil's needs are being met.

Support for LAC and PLAC with SEND, who do not have an EHC plan, will be included as part of the child's PEP and care plan reviews as required.

The SENCO, class teacher, DT and specialists will involve parents and other individuals involved in the pupils care where applicable when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for PLAC.

The DT and the SENCO will ensure that LAC and PLAC with SEND are supported in line with the Special Educational Needs and Disabilities (SEND) Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for LAC or PLAC, e.g. where LAC are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.

Monitoring and review

Lifespan of Policy: 3 Years

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 31st August 2029.

Date approved by the Board Appointed Trustee: 30th August 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 30th August 2026.

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	HoS	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEx	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHENA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSE	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher