Endeavour
Multi-Academy Trust

LOOKED AFTER CHILDREN (LAC) AND PREVIOUSLY LOOKED AFTER CHILDREN (PLAC) POLICY

River View Primary & Nursery School

DOCUMENT CONTROL	
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Author	G Simpson

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September 2025	V1.0	Scheduled Review
September 2026	V2.0	Scheduled Review

The Policy

a) The Objective

To promote the educational achievement and welfare of Looked After Children.

b) The Name of the Designated Teacher for Looked After Children

Mrs Gemma Simpson

c) The Role of the Designated Teacher for Looked After Children

Within School:

- to cascade information to upskill staff in trauma attachment, ACES awareness.
- to appreciate that looked after children will have experienced separation and trauma in their lives. To acknowledge that these issues do not disappear when permanency is achieved.
- to ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by Looked After Children and Previously Looked After Children, and understand the need for positive systems of support to overcome them
- to inform members of staff of the general educational needs of Looked After Children and Previously Looked After Children, and to promote the involvement of these children in extra curricular activities, school councils etc
- to act as an advocate for Looked After Children and Previously Looked After Children
- to develop and monitor systems for liaising with carers, Social Workers and the Virtual School for Looked After Children
- to hold a supervisory brief for all Looked After Children and Previously Looked After Children e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date
- to monitor the educational progress of all Looked After Children and Previously Looked After Children in order to inform the school's development and provision/intervention planning, thereby ensuring that the attainment 'gap' is closing
- to intervene if there is evidence of individual underachievement or absence from school
- to report annually to the Governing Body of the school on Looked After Children's progress and Previously Looked After

Work with Individual Looked After Children:

- to enable the pupil to make a contribution to the educational aspects of their life at school, by ensuring that each pupil has an input in their Personal Education Plan - PEP or Early Years PEP (aged 3 to end of Reception Year) and their voice is heard.
- to see each child as an individual with unique family circumstances.
- to build links with carers/social workers so we are informed of any changes/meetings with both families etc. enabling us to support the child fully.
- to ensure opportunities ae taken for Looked After Children and Previously Looked After Children to attend Local Authority workshops and events provided by the virtual school.

Liaison:

- to liaise with the member of staff responsible for monitoring children on the Child Protection Register and ensure that all Senior Leaders know who is a Looked After Child and their targets
- to be the named contact for Social Workers and the Virtual School
- to ensure the speedy transfer of information between agencies and individuals

Training:

- to develop knowledge of legislation and good practice by attending training events organised by the Virtual School and cascade to school staff as appropriate
- to keep up-to-date on new initiatives and reports

d) The name of a Governor with special responsibility for Looked After Children:

To be decided

e) The role of that Governor

The named governor will ensure reporting to the Governing Body on an annual basis:

- a comparison of attainment/progress as a discrete group
- the attendance of pupils as a discrete group
- the level of fixed term/permanent exclusions
- pupil destinations

The named governor should be satisfied that the school's policies and procedure ensure that Looked After Children have equal access to:

- the full curriculum and extra-curricular activities
- public examinations
- careers information, advice and guidance
- additional educational support

f) Responsibility for Looked After Children in School

It is important that all teaching staff that are in contact with the child or young person are aware that he/she is being Looked After by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for Looked After Children and Previously Looked After Children.

It is appropriate for a Learning Support/Teaching Assistant to have knowledge that the young person is Looked After when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Looked After Children and Previously Looked After Children.

g) Responsibility for Previously Looked After Children

To acknowledge that children's needs do not disappear once they are moved to permanency (adoption, SGO). They still require staff to support them therapeutically through their school life.

School staff and Designated Teacher will be aware of areas of the curriculum that may be a trigger for the child (family tree, child development, talk about families, baby photos (changes). Teachers will adjust activities and be mindful when planning topics.

h) Admission Arrangements

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker. A date will be agreed for a PEP meeting, taking reference to statutory timescales. An appropriate school induction will take place.

i) Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their parents and carer(s) are working together to promote their education.

i) Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the Foster Carer or Residential Social Worker.

Schools, Families First, including the Virtual School and education services should endeavour to co-ordinate their review meetings e.g. to have an Annual Review of an EHCP combined with a Statutory Care Review.

Schools, Families First, including the Virtual School and education services will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

j) Assessment, Monitoring and Review Procedures

Each Looked After Child will have a Personal Education Plan (PEP). School will play an active role in contributing to the PEP e.g.

- SMART target setting
- identification of current and target attainment
- how additional resources are being utilised to meet educational targets (e.g. Pupil Premium)
- attendance
- involvement in Extra Curricular Activities
- Special Educational Needs (if any)
- long term plans and aspirations

The PEP will be updated each term, as part of the Statutory Reviewing process.

The named governor will ensure annually reporting to the Governing Body on the progress of all Looked After Children against the key indicators outlined above.

September 2026

To be reviewed September 2027