

# Harworth C of E Academy

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## Looked After Children (LAC) and Previously Looked After Children (PLAC) Policy

Review Date: March 2027

### 1. School Vision

Our pledge is for every member of our school family to gain a heart of wisdom every day. We aim to live wisely as we **Amaze** with our knowledge, zest for learning and kindness to ourselves and others. We aim to live well as we **Achieve** our full potential in a happy, caring and fully inclusive environment based on the core values of Christianity. We use our wisdom and hearts to **Aspire** to reach great heights as we take flight on our individual journey of endless possibilities.

*“Gain a heart of wisdom” – Psalm 90 v 12*

**Amaze. Achieve. Aspire.**

### 2. Introduction

This policy outlines Harworth C of E Academy’s commitment to supporting Looked After Children (LAC) and Previously Looked After Children (PLAC) in line with current UK legislation and statutory guidance. We aim to ensure that all LAC and PLAC receive the support needed to thrive academically, socially, and emotionally.

### 3. Purpose of the Policy

The purpose of this policy is to:

- Ensure that LAC and PLAC are identified and supported effectively.
- Promote the educational achievement and well-being of LAC and PLAC.
- Foster a stable, nurturing environment that reflects our school vision and values.
- Ensure compliance with statutory duties relating to LAC and PLAC.

### 4. Definitions

Looked After Children (LAC) / Children in Care (CiC):

A child looked after by a local authority as defined by Section 22 of the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014. This includes children who are:

- Living with foster carers
- Living in a residential children’s home

- Living in residential education or secure settings

Previously Looked After Children (PLAC):

Children who are no longer looked after because they are the subject of:

- An adoption order
- A special guardianship order
- A child arrangements order
- Or were adopted from state care outside England and Wales

## **5. Legislation and Statutory Guidance**

This policy is informed by:

- Children Act 1989 and 2004
- The Care Planning, Placement and Case Review (England) Regulations 2010
- *Promoting the Education of Looked After Children and Previously Looked After Children* (DfE, 2018)
- Keeping Children Safe in Education (KCSIE) 2023
- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- School Admissions Code (2022)
- Suspension and Permanent Exclusion Guidance (DfE, 2023)

## **6. The Role of the Virtual School Head (VSH)**

The Virtual School Head has statutory responsibility for promoting the educational achievement of LAC and providing advice and information to support PLAC. Harworth C of E Academy works closely with the VSH to:

- Monitor progress
- Support PEP processes
- Access additional services and funding
- Ensure smooth transitions

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

A Personal Education Plan is a statutory document for every LAC. It:

- Is reviewed termly
- Sets academic, social, and emotional targets
- Identifies support and interventions

- Involves the child, carers, social worker, and school

The Designated Teacher ensures high-quality PEPs are completed and submitted on time.

## **8. Roles and Responsibilities**

### **Governors**

The named Governor will ensure:

- LAC & PLAC needs are reflected in all relevant policies.
- Governors and leaders understand statutory responsibilities.
- Admissions prioritise LAC & PLAC.
- Termly monitoring reports are scrutinised.
- PP and PP+ spending is appropriate and effective.
- Resources are available to address identified needs.
- A suitably trained Designated Teacher is in post.

### **Headteacher**

Responsible for ensuring:

- A qualified Designated Teacher is appointed and supported.
- The DT has sufficient time and training (frequency guided by LA and DfE expectations).
- Policies and procedures for LAC & PLAC are implemented.
- The curriculum reflects attachment- and trauma-informed practice.

### **Designated Teacher (DT)**

The DT will:

- Promote the educational achievement of LAC & PLAC.
- Lead on PEPs and PLAC monitoring.
- Liaise with the Virtual School, social workers, and carers.
- Ensure staff understand the needs of LAC & PLAC.
- Monitor progress, attendance, and wellbeing.

### **All Staff**

All staff will:

- Receive training on LAC & PLAC needs.
- Understand safeguarding vulnerabilities.
- Follow the Anti-Bullying Policy rigorously.

## **9. Support for Previously Looked After Children (PLAC)**

PLAC may continue to experience challenges similar to LAC. Therefore:

- Their progress is monitored termly.
- Parents/carers are encouraged to share PLAC status confidentially.
- PP+ is used to provide additional support where needed.
- School works proactively with families and external professionals.

## **10. Admissions**

LAC & PLAC are given highest priority for school admissions in line with the School Admissions Code (2022). The school collaborates with the Virtual School and attends admissions meetings to ensure smooth transitions.

## **11. Inclusion and SEND**

LAC & PLAC are encouraged to participate fully in school life. The school:

- Works closely with carers and professionals.
- Uses PPG and PP+ to remove barriers.
- Prioritises SEND assessment and interventions where needed.
- Monitors attainment closely through the PEP process.

## **12. Pupil Premium Grant (PPG) and Pupil Premium Plus (PP+)**

### **PPG for LAC**

Used to support:

- Academic progress
- Wider achievement
- Attendance
- Inclusion
- Social skills
- Transitions

### **PP+ for PLAC**

PP+ is not a personal budget but may be used to:

- Provide additional support
- Fund interventions

- Deliver attachment and trauma training
- Provide mentoring or tuition

### **13. Attendance**

Attendance for LAC is monitored weekly and shared with the Virtual School. Unauthorised absences are followed up daily. Patterns of concern are escalated promptly.

### **14. Exclusions**

The school aims to avoid exclusions for LAC & PLAC wherever possible. In line with DfE guidance:

- Alternatives to exclusion are considered first.
- The Virtual School is consulted before any exclusion.
- Work is provided during exclusions.
- Reintegration plans are put in place.

Alternatives may include:

- Internal exclusion
- Restorative approaches
- Managed moves
- CAMHS support
- Therapeutic interventions

### **15. Related Policies**

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Pupil Premium Strategy
- SEND Policy and Information Report

### **16. Conclusion**

Harworth C of E Academy is committed to ensuring that Looked After Children and Previously Looked After Children are supported in a manner that reflects our school values and vision. By implementing this policy, we aim to create an inclusive environment where every pupil can Amaze, Achieve, and Aspire.