



STOKES WOOD
PRIMARY SCHOOL

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

This policy should be read in conjunction with the following policies:

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

Approved by:

Date:

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1. School Vision

Stokes Wood Primary School is an ambitious place. We aim to help every child become a global ambassador, ready to explore and understand the world around them. We encourage our children to be curious, ask questions and seek answers as they learn. Our children are confident in sharing their ideas and opinions. They know how to listen and communicate with kindness and respect. We believe in a community where there are no outsiders– everyone belongs and every voice is heard. Above all, we nurture their well-being, ensuring they grow into healthy, balanced individuals committed to lifelong learning and positive change. Together, we create a caring and supportive environment where everyone can grow and succeed, ready to make a positive difference in Leicester and beyond!

2. Aims

At Stokes Wood Primary School we recognise that LAC and PLAC can experience specific and significant disadvantages within a school setting. We are committed to ensuring that they reach their potential in all areas.

Many LAC and PLAC will have experienced disrupted schooling and gaps in learning. In addition, a significant proportion of LAC & PLAC have some form of Special Educational Need and/or have been excluded from school. This has resulted in the attainment of this group not being in line with the attainment of their peers nationally. At Stokes Wood Primary School, we will address this by:

- Providing a safe environment for all LAC & PLAC, where their educational experience is valued, high aspirations are encouraged and belief in the potential of all children is held.

- Ensuring that all LAC & PLAC are provided with, and have access to, support to enable them to have every opportunity to enjoy, learn and achieve in line with their peers.
- Ensuring that our policies and procedures for LAC & PLAC meet the requirements outlined within '[The designated teacher for looked after and previously looked-after children, Statutory guidance on their roles and responsibilities, DfE February 2018.](#)'

3. Definitions

Looked after children (LAC)

The term 'looked after' has a specific, legal meaning, based on the [Children Act 1989](#): a child is 'looked after' by a local authority if they fall into one of the following:

- is provided with accommodation, for a continuous period of more than 24 hours, [Children Act 1989, Section 20 and 21]
- is subject to a care order [Children Act 1989, Part IV]
- is subject to a placement order

Previously LA children (PLAC)

PLAC children are those who:

- are no longer LAC by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) 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.

4. Responsibilities

4.1 The Governing Body

The governing body is responsible for ensuring that:

- The needs of LAC and PLAC are considered, reflected and supported within all relevant school policies.
- The Senior Leadership Team are aware of the legal responsibilities and guidance in regard to LAC and PLAC in education.
- LAC and PLAC are given priority in the Admission Policy and process
- The school allocates resources, including professional time and expertise, to support appropriate provision for LAC
- PP and PP+ spending is scrutinised ensuring that is used appropriately and effectively.
- An appropriate member of staff is appointed as Designated Teacher for LAC and PLAC to meet and champion the needs of these children throughout the school.

4.2 The Head Teacher

The Head Teacher is responsible for ensuring that:

- The Designated Teacher has access to appropriate training
- The Designated Lead has appropriate time and resources to fulfil their duties Reports on the progress, attendance and conduct of LAC and PLAC to governors as required
- The curriculum delivered reflects the needs of children with attachment and trauma needs.
- The exclusion of LAC & PLAC is avoided, alternatives to exclusion are considered and additional support is put in place to support those children at risk of exclusion.

4.3 The Designated Teacher (DT) for LAC and PLAC

The Designated Teacher is responsible for and committed to championing the needs and attainment of LAC and PLAC, in an effort to bridge the gap and raise their attainment so that it is in-line with their peers. At Stokes Wood Primary School the Designated Teacher for looked after children is Megan Williams.

The designated teacher is responsible for:

- Ensuring that LAC and PLAC are welcomed into the school and that necessary meetings are held and arrangements are put in place to ensure their needs are identified and met. This may include providing basic equipment and resources if necessary and providing appropriate support including providing school uniform if needed.
- Promoting a culture that takes account of the child's views according to age and understanding, identifying and meeting their educational needs.
- Taking a lead role in establishing a Personal Education Plan (PEP) for all LAC.
- Monitoring the use and impact of pupil premium plus (PP+) funding. The PP+ allocation is for the benefit of the school's cohort of looked after or previously looked after children and should be used according to children's needs.
- Maintaining up to date records and ensure that all necessary information is shared with other staff/agencies as required.
- Monitoring and tracking the progress of LAC and PLAC and intervene if there is evidence of under individual achievement.
- Acting as advocate for the LAC and PLAC in school.
- Liaising with teaching and non-teaching staff, including person responsible for Child Protection, to ensure they are aware of any difficulties and disadvantage that LAC and PLACs may face
- Establishing and maintaining regular contact with home, statutory and voluntary agencies
- Ensuring Personal Education Plan review meetings are held regularly and information passed to all concerned, including the local authority.

- Attending training as required to keep fully informed of latest developments and guidance regarding LAC and PLAC.
- Liaising with local authority Virtual Schools Head and other external agencies to support LAC and PLAC.

4.4 All Staff

All staff at Stokes Wood are responsible for:

- Ensuring that the individual needs of LAC and PLAC are met through quality first teaching
- Having an awareness of the specific needs of LAC and PLAC in relation to Attachment and Trauma and make appropriate adjustments to teaching and classroom management to meet these needs
- Working proactively with the DT to ensure that LAC and PLAC meet their targets and achieve. Ensuring that any barriers to learning, and inclusion are highlighted at the earliest opportunity.
- Being aware that some curriculum content may trigger difficult emotions, such as curriculum on "family."
- Working to ensure the Inclusion of LAC and PLAC within the School community, maintaining their confidentiality while also providing support with raising their self-esteem, and supporting their relationships with peers in line with the Anti Bullying policy.
- Having high aspirations for the educational and personal achievement of LAC and PLAC,
- Engaging with relevant training that is offered to enable them to work effectively with LAC and PLAC.

5. Personal Education Plans (PEP)

All LAC must have a care plan and the PEP forms the education aspect of this care plan. It is an evolving record of what needs to happen for LAC to enable them to make at least expected progress and fulfil their potential.

The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances. The quality of the PEP is the joint responsibility of the local authority and the school. Relevant professionals need to work together to provide the best possible opportunities for the LAC to succeed. A Personal Education Plan (PEP) will be initiated within 15 school days of the LAC starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the LAC.

The PEP will provide a regular opportunity to review progress, note any concerns, ensure appropriate support is in place and set SMART targets. The child should be involved in their PEP by attending the meeting and/or sharing their views or in another way (e.g., gathered by the DT before the meeting).

6. Pupil Premium Plus (PPP)

PPP for LAC will be delegated to schools by the relevant virtual school. We will allocate the Pupil Premium Plus funding (PPP) to support appropriate provision for individual LAC, meeting the objectives set out in this policy and the child's PEP. We will work in partnership with the child's Virtual School to ensure that LAC receives the full range of support to which they are entitled to enable them to make progress and achieve in all aspects of school life.

For PLAC, the PPP funding will go directly to the school's budget if the child is listed as PLAC on the October census and will be used to best support PLAC within school.

7. Record Keeping

The Designated Teacher will keep up-to-date records of LAC and PLAC in school and will ensure that relevant information is made known to other staff, without breaking confidentiality where appropriate. Copies of reports and documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.

It is vital that the LAC and PLAC is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with the child themselves will depend on their age and level of understanding.

8. Exclusions

We recognise that LAC and PLAC nationally are particularly vulnerable to exclusions. Where an LAC or PLAC is at risk of exclusion we will try every practicable means to maintain the child in the school. A multi-professional meeting will be arranged, bringing together all those involved with the child to discuss strategies to minimise the risk of exclusion. The child's PEP will reflect strategies to support them. All relevant measures and resources will be considered to provide support and perhaps alternative educational packages to prevent an exclusion from happening.

9. SEND

LAC and PLAC are significantly more likely to have SEN than their peers. Some children will have an education healthcare plan (EHCP) which will form a part of the wider care plan. Where a child has individual needs but no EHCP then additional SEN support should be recorded in the PEP.

10. Staff Training

Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of LAC and PLAC.

Other staff will receive training and support to enable them to work sympathetically and productively with LAC and PLAC, including those who are underachieving or at risk of underachieving or who have additional needs. These

may include English as an additional language (EAL), being gifted and talented or having learning or physical needs. Staff with specific, relevant, responsibilities at the school will be kept informed accordingly in order to support the LAC.

11. Home School Communication

Stokes Wood Primary School recognises the value of a close working partnership between home and school and will work towards developing a strong relationship with parents/carers and care workers to enable LAC and PLAC to achieve their potential. Parents evenings as well as review meetings provide opportunities to continue to develop with partnership working. Advice will be taken from Social Care representatives as to who should be invited to talk to teachers at consultation evenings.

12. Links with Other Agencies

Stokes Wood Primary School recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the LAC and PLAC, including social care teams; community education psychologists; health services; CAMHS; SEMH etc.

13. Review Arrangements

Stokes Wood Primary School will review the effective implementation of this policy annually, in regard to successfully meeting the needs of and improving outcomes for LAC and PLAC.