



Stebbing Primary School Looked after children Policy (Children in Care)

Created/updated: June 2025

Ratified By School Governing Body: June 2025

Due for Review: June 2028

The Designated Teacher for Looked After Pupils is: Mrs Lewis

The nominated Governor for Looked After Pupils is: Mr Livingston

Looked After and Previously Looked After Children Policy

Introductory Statement

The purpose of this policy is to ensure that all stakeholders know how best to support Looked After and Previously Looked After Children (LAC and PLAC). A Designated Teacher and a nominated governor are appointed to promote the educational achievement, welfare and inclusion of these pupils. This policy aligns with the statutory guidance "Promoting the education of looked-after and previously looked-after children" (DfE, 2018).

Role of the Designated Teacher for Looked After and Previously Looked After Children

Within School Systems:

- Ensure all staff, both teaching and non-teaching, understand the educational disadvantages and challenges faced by LAC and PLAC, and promote a whole-school approach to overcoming barriers.
- Raise staff awareness of the general and specific educational needs of LAC/PLAC and promote their involvement in homework clubs, extra-curricular activities, school councils and other school initiatives.
- Act as an advocate for LAC/PLAC and champion their interests.
- Liaise regularly with carers, Children's Social Care, the Virtual School Head (VSH) and the relevant Education Authorities.
- Hold a supervisory brief for all LAC/PLAC, ensuring all relevant care and educational information is shared appropriately and kept up to date.
- Monitor the educational progress of all LAC/PLAC and report findings to inform the School Development Plan.
- Take prompt action in response to evidence of underachievement or concerns such as non-attendance or social/emotional issues.

Work with Individual Pupils:

- Work with pupils and carers to help them understand how their circumstances are managed within school.
- Involve pupils in the educational aspects of their Care Plans.
- Ensure each pupil has an up-to-date Personal Education Plan (PEP), which is co-developed with the Social Worker and class teacher/SENCO.
- Ensure a Home-School Agreement is developed and signed by the carer and Social Worker.
- Oversee the smooth induction of newly admitted LAC/PLAC.

Liaison:

- Liaise with the Designated Safeguarding Lead (DSL) to ensure safeguarding concerns are addressed effectively.
- Coordinate education and care review meetings so that PEPs meaningfully inform Care Plans.
- Attend or contribute to Children's Social Care planning and review meetings.
- Be the named point of contact for colleagues in Children's Social Care and the Virtual School.
- Ensure timely transfer of information between relevant agencies.

Training:

- Maintain up-to-date knowledge of statutory guidance and best practice.
- Attend training organised by the Local Authority or Virtual School.
- Cascade relevant training and knowledge to school staff to develop a trauma-informed workforce.

Pupil Premium Plus (PP+):

- Work with the VSH to ensure the effective use of PP+ funding for LAC.
- Ensure PLAC receive appropriate support funded through PP+ paid directly to the school.
- Evaluate the impact of interventions supported by PP+.

Mental Health and Wellbeing:

- Work closely with the school's Senior Mental Health Lead and external services (e.g., CAMHS) to support the emotional wellbeing of LAC/PLAC.
- Promote trauma-informed and attachment-aware practices across the school.

Role of the Designated Governor for Looked After and Previously Looked After Children

- The named governor will report annually to the Governing Body on:
 - The number of LAC/PLAC in the school;
 - Their attendance as a discrete group;
 - Exclusion data;
 - Academic progress and destinations;
 - Use and impact of Pupil Premium Plus funding.
- Ensure school policies promote equal access to the curriculum and extracurricular activities for LAC/PLAC.
- Monitor how the school supports the educational achievement and wellbeing of these pupils.

Responsibility for Looked After Children in School

- The Designated Teacher and/or Headteacher will ensure that relevant staff know which pupils are LAC/PLAC, with regard to confidentiality and sensitivity.
- Information should only be shared with those directly involved in the child's education.
- Cover teachers should receive appropriate context when necessary, determined by the Designated Teacher or SLT.

Inclusion

- This policy affirms every child's right to a broad, balanced and inclusive curriculum. We are committed to Quality First Teaching that meets the needs of all learners, including LAC/PLAC.

Admission Arrangements

- On admission, the school will request records from previous schools and arrange an induction meeting involving the carer, Social Worker and any other key professionals.

- An appropriate induction plan will be developed, supported by the PEP.

Involving the Young Person

- Pupils will be supported to understand how and why personal information is recorded.
- Their views will be central to the PEP process and any decisions affecting their education.
- Staff will prepare pupils for situations where they might be asked about their home life, promoting confidence and discretion.

Partnership with Parents/Carers and Care Workers

- The school will work in partnership with carers, Social Workers, and other key adults to support the child's academic and social development.
- Review meetings and regular communication will strengthen this collaboration.

Communication with Other Agencies

- The school will send copies of all key school reports (e.g., termly and end-of-year) to the Social Worker and the carer.
- Schools, Children's Social Care, and the Education Service will seek to coordinate reviews (e.g., Care Review and EHCP Annual Review).
- Significant changes in a child's circumstances (placement move, exclusion, poor attendance) will be communicated without delay to relevant agencies.

Assessment, Monitoring and Review Procedures

- Each LAC/PLAC will have a termly updated Personal Education Plan (PEP) led by the Social Worker and supported by school staff.
- The PEP will include:
 - Attendance and punctuality;
 - Academic attainment and progress;
 - Behaviour and discipline;
 - Participation in enrichment;
 - SEN status and provision;
 - Personal development targets and aspirations.
- The Designated Teacher will review PEP outcomes and ensure follow-up support is implemented.
- The named governor will monitor the progress of LAC/PLAC and report to the Governing Body annually.

Further Reading

- Department for Education (2018). *Promoting the education of looked-after and previously looked-after children*.
- Children and Social Work Act 2017.
- Virtual School guidance from the Local Authority.

Policy Monitoring and Review

This policy will be bi-reviewed annually and updated to reflect any changes in legislation or statutory guidance. Supplementary guidance and local protocols will be retained to ensure up-to-date implementation.

Contact

Further information can be obtained by contacting the Designated Teacher at Stebbing Primary School.