



Edgar Stammers Primary Academy

Looked After Children Policy

GREENHEART
LEARNING PARTNERSHIP 

Author	Revision No.	Date:	Review Date
Adam Gatrad	1	27.01.2025	01.09.2025

Introduction

At Edgar Stammers Primary Academy, we are dedicated to supporting Looked After Children (LAC) and Previously Looked After Children (PLAC), recognising the unique experiences and challenges they may face.

Our aim is to provide a safe, supportive, and empowering environment where all children feel valued and are given the opportunity to thrive. We adhere to national guidance and collaborate closely with Staffordshire County Council and the Staffordshire Virtual School to ensure that LAC and PLAC pupils receive tailored, effective support.

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

- SEND Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

Definitions

Looked After Children (LAC) or Children in Care (CiC) refers to a child 'looked-after by a local authority' as outlined by section 22 Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.

LAC/CiC are children who are in the care of the Local Authority for more than 24 hours and include children who are:

- living with foster parents/carers
- living in a residential children's home or
- living in residential settings like schools or secure units

Previously Looked After Children (PLAC) refers to children who are '...no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any persons, or has been adopted from 'state care' outside England and Wales,'

Roles and Responsibilities

Designated Teacher for LAC/PLAC – Mrs Rebecca Givans (Deputy headteacher)

The Designated Teacher is responsible for and committed to championing the needs and attainment of LAC & PLAC, in an effort to bridge the gap and raise their attainment so that it is in-line with their peers.

The DT is a qualified teacher and "someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them." or

The Headteacher or Assistant Headteacher, as stipulated by Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009.

The designated teacher is responsible for:

- Coordinating support for LAC & PLAC in school and providing information, advice and training for staff and governors to raise awareness of their needs e.g. mental health.
- Being the first point of contact for the Local Authority, LAC & PLAC, their carers and associated professionals, ensuring that a member of staff represents the school at all relevant meetings.
- Ensuring that all staff are trained on Trauma & Attachment. Liaising with the Virtual School, Social Workers, Carers and other relevant professionals when LAC & PLAC are experiencing difficulties and/or at risk of exclusion, arranging meetings to share concerns and plan interventions. Ensuring that all LAC & PLAC (and their carers) have an identified member of staff that they can approach in school.
- Monitoring the progress of LAC & PLAC throughout the school year culminating in an annual progress report to Governors.
- Coordinating and planning smooth LAC & PLAC educational transitions, including starting school, changing Key Stage etc keeping in mind their needs.
- Swiftly identifying possible learning needs, safeguarding and mental health concerns to the Safeguarding Lead, Mental Health Lead and SENCO where appropriate and jointly planning interventions to address these concerns.
- Encouraging LAC & PLAC to take part in extracurricular activities and trips, and removing any hidden barriers to their involvement.
- Ensuring instances of bullying affecting LAC & PLAC is acted upon swiftly and that appropriate support is put in place
- Maintaining the confidentiality of LAC & PLAC, sharing personal information on a need to know basis only.
- The SENCO is aware of those LAC/PLAC children in school, works closely with the DT and prioritises their access to additional support both internally and externally (including EP assessment).
- Using the PLAC PP+ appropriately and creatively to address the needs of PLAC in school.
- Making sure that LAC & PLAC automatically receive their 'vulnerable group Bursary' and that it is allocated appropriately.
- Ensuring that PEP's for LAC are accurate, effective, relevant and completed within the identified timescales with the child, social worker, carers and any other relevant professionals.
- PEP's for LAC children with ECHP's complement rather than mirror the EHCP. °
Advising relevant staff of PEP targets, making sure that staff work with children to

meet their targets. ° Ensuring that the Pupil Premium for LAC is used appropriately to support the child in meeting targets outlined within the PEP.

Executive Headteacher– Mr
Adam Gatrad: Is responsible for
ensuring that:

- The role of the Designated Teacher (DT) is always filled by an appropriate member of staff (including arrangements to allow for staff absences and resignation). The DT should have the seniority to work with Senior Leadership, Governors and all staff to provide information, advice and champion the achievement and needs of LAC & PLAC.
- The DT is provided with the time to fulfil their role and completes the LA Statutory Designated Teacher Training every two years as well as any other training to assist with the fulfilment of their duties.
- Policies and procedures to monitor and address the needs of, and support for LAC & PLAC are in place and adhered to, with reference to academic progress, admissions, attendance, safeguarding and exclusions, and that swift action is taken when concerns arise.
- The curriculum delivered reflects the needs of children with attachment and trauma needs.
- Featherstone Primary Academy reports on the progress, attendance and conduct of Looked After Children to Governors, the Department for Education, Ofsted and the Local Authority as required.
- All school staff receive relevant training and are aware of their responsibilities in regard to LAC & PLAC as detailed within this policy and related guidance.
- All staff are aware of 'Keeping Children Safe in Education' guidance, particularly in relation to vulnerable groups and their propensity towards being both the victims and perpetrator of Criminal and Child Sexual Exploitation and abuse.
- 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.
- An Anti-bullying Policy is in place and stringently followed which recognises that a significant proportion of LAC have experienced bullying at some point.

All staff:

- Have high expectations in regard to the achievement of LAC & PLAC.
- Ensure that the individual needs of LAC & PLAC are met through quality first teaching.
- Are aware that LAC and PLAC have high rates of SEND and flag concerns regarding learning with the SENCO and DT.
- Are aware of the specific needs of LAC & PLAC in relation to Attachment and Trauma and make appropriate adjustments to teaching and classroom management to meet these needs.
- Are aware of the prevalence of LAC & PLAC mental health needs, and flag concerns to the DT and Mental Health Lead.
- Work proactively with the DT to ensure that LAC & PLAC meet their targets and achieve. Ensuring that any barriers to learning, and inclusion are highlighted at the earliest opportunity.
- Work to ensure the Inclusion of LAC & 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.

Pupil Premium Grant & Pupil Premium Plus

Pupil Premium Grant (PPG)

Pupil Premium Grant for LAC is provided by the Local Authority to assist the school with ensuring that children meet the targets outlined within their PEP. It can be used to support:

- Academic achievement and progress.
- Wider achievement e.g. in an area in which the child is gifted and talented.
- Attendance.
- Inclusion [by reducing internal and external exclusion].
- Social skills.
- Transition into the next key stage and/or a new learning provider.

Where further funding is needed for support, advice from the Virtual School will be sought.

Pupil Premium Plus (PP+)

While the PP+ for PLAC is not a 'personal budget,' should a PLAC require support over and above that which is provided for any other child, the PP+ will be used to fund this.

PP+ for PLAC is also 'pooled' and used to provide additional support and services to raise the attainment of PLAC within school as outlined by our online Pupil Premium Report and as part of a 3 year Pupil Premium Strategy, for instance:

- Attachment Training for all staff
- One to one tuition
- Mentoring programmes

Admissions and Transitions

LAC/PLAC pupils receive priority admission where applicable. All transitions are carefully managed with input from carers and professionals to ensure a smooth and positive start.

Edgar Stammers Primary Academy acknowledges and ensures that LAC & PLAC are given priority for School Admissions as outlined in DFE School Admissions Code Guidance 2014 (updated March 2022). We work collaboratively with the Virtual School regarding any concerns that we might have in relation to the admission of LAC & PLAC. The Designated Teacher attends LAC & PLAC admissions meetings and works closely alongside the Virtual School, Social Worker, Carers and any other professionals to ensure that children feel supported and have a successful smooth transition into school life.

Contact

For further information regarding this policy or support for LAC/PLAC pupils, please call the school office on 01922 4713901, or email: enquiries@esp.greenheartlearning.org