



**LOOKED AFTER (LAC), PREVIOUSLY LOOKED AFTER CHILDREN (PLAC),
INTERNATIONAL ADOPTED OR PREVIOUSLY LOOKED AFTER CHILDREN
(IAPLAC)**

ROOKERY SCHOOL

MAY 2025

Approved by Full Governing Body	Date May 2025
Next review date May 2026	

Looked After and Previously Looked After Children Policy

The Department for Education, under sections 20(4) and 20A (4) of the Children and Young Persons Act 2008 have issued statutory guidance for schools when promoting the education of Looked After Children (LAC) and Previously Looked After Children (PLAC).

The information in this policy has been taken from the Document 'The Designated teacher for looked after and previously looked after children- Statutory guidance on their roles and responsibilities (Dfe, 2018)

1. Definitions

Looked After Child (LAC)

- A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989 or part 6 of the Social Services and Well-being (Wales) Act 2014.

Previously looked after child (PLAC)

- A previously looked-after child is one who is 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 person, or has been adopted from 'state care' outside England and Wales;
- a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Internationally adopted or previously looked after children

- Children who appear (to the admissions authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted, referred to as internationally adopted previously looked after children (IAPLAC)

2. School commitment

Rookery school is committed to....

- Valuing our learning community where everyone is empowered to grow and develop in order to be the best that they can be.
- Ensuring children flourish in a learning environment dedicated to identifying each child's unique gifts and talents, so enabling them to fulfil their potential in the world of the future.
- Providing committed and experience staff, giving and receiving any support required, co-operate and collaborate so that children thrive.
- Ensure inclusion and participation through our well-established pastoral system.

3. Roles and responsibilities

3.1 Head teacher

- Identify or be, the Designated Teacher for LAC and PLAC, whose role is set out below. It is essential that another appropriate person is identified quickly should the designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and PLAC and take action where progress, conduct or attendance is below expectation.
- Report on the progress, attendance and conduct of LAC and PLAC to all parties involved.
- Ensure that staff in the school receive relevant training and are aware of their responsibilities under this policy and relevant guidance.
- Ensure that pupil premium funding is used to good effect, for the benefit of all disadvantaged children and for the whole student body. This funding should not be assigned to individual children, but a cumulative amount to improve learning outcomes and progress.

3.2 body The Board of Trustees

- Ensure that all Trustee are fully aware of the legal requirements on the education of LAC and PLAC.
- Allocate resources to meet the needs of LAC and PLAC.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his/her responsibilities (as below).
- Support the Head teacher, the Designated Teacher and other staff in ensuring the needs of LAC and PLAC are recognised and met.
- Receive a report annually outlining;
 - The number of LAC and PLAC children on roll (if any).
 - Their attendance as a discreet group, compared to other identified groups.
 - Their Teacher Assessment, as a discreet group, compared to other identified groups.
 - The number of fixed term exclusions (if any).
 - The destinations of pupils who leave the school.
 - The information collated for this report should be analysed and reported in ways that respect the anonymity and confidentiality of the children concerned.
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3.3 Designated Teacher will:

- Have the appropriate seniority and experience to provide leadership, information and advice to others about the teaching and learning needs of LAC and PLAC.
- Act as a champion for children identified as LAC and PLAC.
- Be the central point of contact, ensuring the school is fulfilling its role in full, to minimise any disruption to the child's learning and development.
- Ensure that a Personal Education Plan (PEP) is completed with the child, the social worker, the foster carer and all other relevant people at least two weeks before the Care Plan reviews.
- Ensure that all LAC and PLAC have an identified member of staff they can talk to- this should be based on the child's views and needs.
- Track academic progress and target individualised support when necessary.

- Co-ordinate any support from external agencies for LAC and PLAC necessary within the school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage LAC and PLAC to join in extra curricula activities and out of school learning.
- Ensure as far as possible attendance at planning and review meetings.
- Act as an advisor to staff and governors raising their awareness of the needs of LAC and PLAC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and if the pupil changes school- to a new school.
- Be proactive in supporting transition and planning when moving to a new phase in education.
- Promote inclusion in all areas of school life.
- Be aware that 60% of LAC and PLAC say that they have been bullied, so will actively monitor and prevent bullying in school by raising awareness through the School's anti bullying policy.
- Ensure that attendance is monitored.
- The Designated teacher is Emma Whitehouse (SENCO)

3.4 Staff

All Staff at Rookery School will:

- Have high expectation and aspirations for the education, learning and development of LAC and PLAC as for all children.
- Maintain LAC and PLAC confidentiality and ensure identified children are supported appropriately.
- Respond promptly to the Designated Teacher's request for information.
- Work to enable LAC and PLAC to achieve resilience and success within the school
- Promote the self-esteem of all LAC and PLAC.
- Have an understanding of the key issues that may affect the learning of LAC and PLAC.
- Have an awareness that 60% of LAC and PLAC say that they have been bullied, so work to prevent bullying in line with the School's anti- bullying policy.

References:

DfE (2018) **The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities.** The department for Education