Wincle CE Primary School

*Wincle School provides an enriching and outstanding rural education. We nurture the whole individual: body, mind and soul, inspiring rounded, happy, courageous children **who shine in all that they say and do**. Our children exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.*

'Shine Like Stars' Philippians 2:15

Looked After Children and/or Previously Looked After Children Policy	
Date updated:	**Brief summary of changes:**
November 2026	Policy created.

Introduction

'Looked after children' (LAC) and 'Previously Looked After Children'(PLAC) are those pupils for whom the Local Authority is sharing parental responsibility. This may be with parental agreement or it may be when a court makes a care order. The child could be living with foster carers, in a residential unit, with other family members or with their parents. These children are therefore subject to corporate parenting.

This school recognises that 'looked after children' and 'recently looked after children' have very specific needs which arise from their situation and they frequently suffer from distress and uncertainty. The school will follow the guidelines set out in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

The school will also take particular account of The Education (Admission of Looked After Children) (England) Regulations 2006: https://www.legislation.gov.uk/uksi/2006/128/contents/made

A comprehensive overview of legislation, resources and information regarding the care of looked after children is available at: https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children

Intent

● To ensure that LAC and PLAC thrive and reach their potential in all areas of their education, social, personal, emotional and physical development.

● To ensure that pastoral care and support is in place and effective to meet the particular needs of LAC and PLAC.

● To ensure that teachers and other staff understand and take account of the evidence that LAC are more likely than others to underachieve and are at greater risk of exclusion compared with their peers.

● To ensure that teachers and staff are aware and take account of the evidence that LAC's and PLAC academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances.

● To ensure that all in this school are committed to helping LAC succeed by working with other relevant agencies to providing a better future for them. This will be a key priority for all in our school.

Roles, Responsibilities & Actions

The Designated Teacher

The school will provide an appropriately trained senior member of staff, as a Designated Teacher who will be responsible for all Looked After children and 'Previously looked after children'. At Wincle CE Primary School, the Designated Teacher is Sarah Smith. This designated teacher will:

● be an advocate to all children in the school who are Looked After/Previously Looked After

● be the school's 'first point of contact' for liaison with the local authority's Virtual School and Virtual School Headteacher (VSH);

● ensure a welcome and smooth induction into the school for the child and their parents/carers;

● ensure that a Personal Education Plan (PEP) is completed in consultation with the child, the social worker, the foster carer, the local authority's 'virtual school' and any other relevant people:

● keep the PEP up to date, in line with the requirements of the virtual school

● track academic progress and target support appropriately;

● ensure that each Looked After Child has an identified member of staff that they can talk to and ensure that LAC are not subjected to any possible bullying or unacceptable treatment because of their circumstances

● ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'looked-after' and understand the need for positive systems of support to overcome them;

● inform members of staff of the general educational needs of children who are looked-after, and to promote the involvement of these children in homework clubs, extra-curricular activities, home reading schemes, school/academy councils, etc;

● ensure confidentiality for individual children and only share sensitive personal information on a need to know basis;

● ensure the child, parents/carers, social worker and other relevant parties receive early notification of school-based meetings, parents evenings and other events and that communication, both written and verbal, remains regular and positive;

● ensure that the school is represented at all planning meetings for LAC/PLAC pupils

● be the named contact for colleagues in the local authority's virtual school and social care department

● inform the responsible social worker when a child in public care is absent from school without notification;

● inform the social worker and virtual school headteacher of any fixed term or permanent exclusions – this is in addition to the school's statutory duties to notify appropriate bodies of any exclusions

● promote the involvement of LAC/PLAC pupils in school clubs and extra-curricular activities;

● attend relevant training and cascade to school staff, where appropriate.

● ensure that any additional funding targeted at LAC/PLAC is used appropriately and effectively to improve those pupils' educational, social and emotional outcomes.

● work with the school's Headteacher and the VSH to ensure that any LAC/PLAC pupils at danger of exclusion are provided with appropriate support to, where possible, reduce the likelihood of exclusion.

Communication is key to the success of the Designated Teacher's role. As well as excellent communication with other professionals and colleagues in school, it is essential that the Designated Teacher develops good relationships and open lines of communication with each LAC/PLAC child's parents/carers and that the child themselves is involved in discussions/decisions at an age-appropriate level.

Governing Body

Wincle CE Primary School has a named member of the Governing Body as their Governor for Looked After/Previously Looked After Children. The named governor will liaise with the designated teacher and jointly they will report to the rest of the governing board on an annual basis:

● the number of looked-after pupils in the school;

● a comparison of test scores as a discrete group, compared with those of other pupils;

● the attendance of pupils as a discrete group, compared to other pupils;

● the level of fixed term / permanent exclusions;

● how any additional funding has been used, and the impact that it has had on the pupil's academic, social and emotional outcomes

● the take-up of extra-curricular activities/clubs by LAC/PLAC pupils The named governor should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to all aspects of the curriculum (including extra-curricular and out of school activities and trips) and that the school does not disadvantage LAC/PLAC pupils in any way. If the named governor has any concerns in relation to the support of looked-after children, s/he will report these immediately to the Chair of the FGB.

Other School Staff

● will be familiar with those pupils in the school who are LAC/PLAC

● will ensure all LAC/PLAC pupils are sensitively supported and that confidentiality is maintained;

● will be familiar with any relevant guidance regarding LAC/PLAC pupils and have high aspirations for the educational and personal achievements of those children

● will respond appropriately to requests for information to support the completion of Personal Education Plans and other documentation needed as part of review meetings;

● will contribute to the designated teacher's requests for information on educational attainment and needs, as appropriate;

● will provide a supportive climate in the school, enabling children in public care to achieve stability and ensuring that LAC/PLAC pupils are treated fairly and equally at all times

Outcomes

The provision we make will ensure that LAC and PLAC will thrive in this school. By this, we mean that they will achieve academically and grow and flourish socially and emotionally. We will achieve this by working effectively in partnerships with other professionals across the local authority and with the pupils themselves, and their parents/carers. We will ensure that all relevant, current guidance and regulations for the care and education of LAC and PLAC will be met in full.