

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

More Than Ed | Independent School

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Responsible Person: Karen Holmes (Headteacher)

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1. Safeguarding Statement

More Than Ed Independent School fully recognises the contribution it can make to protect children and support students in school and beyond. We are fully committed to safeguarding our students through prevention, protection and support. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and we encourage students to develop the skills and attitudes that allow them to participate fully in, and contribute positively to, life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to help prevent terrorism. To comply with the spirit of the Equality Act 2010 and its protected characteristics, we will endeavour to make as many reasonable adjustments as are appropriate.

2. Rationale

This policy is informed by the DfE statutory guidance The Designated Teacher for Looked-After and Previously Looked-After Children (DfE, February 2018). We are committed to providing high-quality education for our students, based on equality of opportunity, access and outcomes. We recognise the need to champion the performance of looked-after children (LAC) and previously looked-after children (PLAC), and we are committed to improving outcomes for them.

3. Strategies

We are committed to ensuring that LAC and PLAC are supported as fully as possible, and will ensure the following are in place and working effectively:

- a Designated Teacher for LAC and PLAC;
- Personal Education Plans (PEPs);
- training opportunities for the Designated Teacher specific to the factors that affect the attainment of LAC and PLAC;
- a clear understanding among all staff of the issues that affect LAC and PLAC, their learning needs, how to support them, and confidentiality; and
- policies, procedures and strategies to promote the achievement and wellbeing of this vulnerable group.

4. The Role of the Designated Teacher for LAC and PLAC

- The Designated Teacher is the central point of initial contact and ensures the school plays its full role in joining up arrangements and minimising disruption to a child's learning.
- They have a leadership role in promoting the educational achievement of every LAC and PLAC on roll, working with the Virtual School Team and promoting a whole-school culture in which these children's personalised learning needs, and their personal, emotional and academic needs, are prioritised.
- Where elements of the role are shared with operational LAC leads, the Designated Teacher ensures responsibilities are clear and that effective communication takes place.

- They take lead responsibility for ensuring staff understand the things that affect how LAC and PLAC learn and achieve, and promote their achievement by contributing to the development and review of whole-school policies.
- They promote a culture in which these students discuss their progress and set their own targets, have their views taken seriously, are prioritised for one-to-one tuition and study support, are encouraged to participate in school activities and decision-making, and believe they can succeed and aspire to further and higher education or skilled jobs.
- They are a source of advice for teachers on differentiated teaching strategies and Assessment for Learning approaches to improve progress.
- They work directly with students and their carers, parents or guardians to promote good home–school links, support progress through effective communication, and encourage high aspirations and planning for the future.
- They have lead responsibility for the development and implementation of PEPs for LAC, ensuring PEPs are completed within statutory timescales and returned to the Virtual School Team.
- They ensure the school spends the allocated Pupil Premium Plus grant for the benefit of the LAC and PLAC cohort and can account for its impact.
- They work closely with the Designated Safeguarding Lead (DSL) so that any safeguarding concerns regarding LAC and PLAC are responded to quickly and effectively, and involve parents and guardians of PLAC in decisions, gaining authorisation before discussing a child with the Virtual School Team.

5. Roles and Responsibilities of All Staff

All staff in this school will:

- have high expectations of LAC and PLAC students' learning, and set targets to accelerate educational progress;
- be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families, and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect behaviour;
- understand the importance of seeing LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their status;
- appreciate the central importance of the PEP in creating a shared understanding between teachers, carers, social workers and the child;
- understand the role of social workers, Virtual School Heads and carers, and how the PEP fits into the wider care-planning duties of the authority that looks after the child; and
- for PLAC students, understand the importance of involving parents or guardians in decisions affecting their child's education, and be a contact for parents who want advice or have concerns.

6. Review

The Headteacher reviews this policy annually, but may review it earlier if the government introduces new regulations, or if recommendations are received on how the policy might be improved.

7. Related Policies

This policy should be read alongside the school's other policies, including:

- Safeguarding and Child Protection Policy
- SEND Policy and SEND Information Report
- Assessment, Recording and Reporting Policy
- Behaviour and Relational Policy
- Equality and Diversity Policy
- Attendance Policy

8. Legislation and Guidance

In drawing up this policy, the school has had regard to the following:

- The Designated Teacher for Looked-After and Previously Looked-After Children (DfE statutory guidance, 2018)
- Children and Families Act 2014 (duties relating to previously looked-after children)
- Children Act 1989 and the Children and Young Persons Act 2008
- Promoting the education of looked-after and previously looked-after children (DfE)
- Equality Act 2010