

St Laurence Church Infant School

Education of Looked After and Previously Looked After Children Policy



Approved by:	Whole Governing Board
Last revised on:	April 2026
Next review due by:	April 2027



*"Learn to do right; seek justice. Defend the oppressed.
Take up the cause of the fatherless, plead the case of the widow." Isaiah 1:17*

INTRODUCTION

In order to "Do all things with love" we are challenged, not just to empathise, but to defend and actively seek justice for the most vulnerable in our world. As a rights respecting school, we uphold the rights of looked after and previously looked after children and create an environment where they can flourish. The Governing Body of St Laurence Church Infant School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes.

This Governing Body recognises that, many LAC (Looked After Children) & PLAC (Previously Looked After Children) will have experienced disrupted schooling and gaps in learning. In addition, a significant proportion of LAC & PLAC have experienced Adverse Childhood experiences (ACEs) and may have some form of Special Educational Need and or have been excluded from school.

These factors have resulted in a considerable educational underachievement of children in residential and foster care, when compared with their peers. The Governing Body is committed to implementing the principles and practice, as outlined in Promoting the education of looked after children and previously looked after children Statutory guidance for local authorities February 2018 DFE-00053-2018 and Section 52 of the Children Act 2004.

The Guidance is there to ensure multi-agency co-ordination and improve educational life chances for Looked After Children (LAC) and Previously Looked After Children (PLAC):

This Governing Body is committed to ensuring that the Designated Teacher and staff are enabled to carry out their responsibilities effectively (see Roles and Responsibilities of the Governing Body).

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

"Do all things with love: love of learning, life and each other."

The Designated Teacher for Looked After and Previously Looked After Children is Louise Evans, the SENCO and Inclusion Leader

The Designated Teacher should:

- be an advocate for Looked After Children and Previously Looked After Children;
- when new to the school, ensure a smooth and welcome induction for the child and carer, and note any specific requirements, including care status;
- ensure that a Personal Education Plan is completed for all Looked After Children, as soon as possible (at least within 20 days of entering care or joining a new school). This should be prepared with the child and the carer, in liaison with the social worker and other relevant support workers/agencies, and be linked to the Care Plan meetings, where in place. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), One Page Profile (OPP) or any other relevant plans. The PEP should inform and be reviewed, concurrently with the Care Plan, ie: within 28 days, 3 months and 6 months and, at least, every 6 months;
- keep PEPs and other records up to date, particularly in time to inform review meetings;
- by the end of the third month in care, ensure baseline assessment form is completed and returned to the Virtual Schools Head (VSH);
- ensure that each Looked After Children has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the Designated Teacher);
- Ensure that a One Page Profile (OPP) is created and reviewed regularly for every Post-Looked After Child (PLAC), regardless of whether they have any other SEND needs or plans.
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary;
- ensure staff receive relevant information and training and act as an advisor to staff and Governors;
- ensure confidentiality for individual children and only share personal information on a need to know basis;
- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- ensure that the child and carer(s) receive early notification of meetings, parents' evenings and other events and that communication remains regular and positive. The Home School Agreement may be adapted to take into account any specific points around communication, transport arrangements and consent signatures;
- encourage Looked After Children and Previously Looked After Children to participate in extra-curricular activities and out of hours learning, where feasible;
- ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff will:

- ensure that any Looked After Child or Previously Looked After Child is supported sensitively and that confidentiality is maintained;

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- be familiar with the *Guidance on Looked After Children and Previously Looked After Children* and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- respond positively to Looked After Children and Previously Looked After Children's requests to be the named person that they can talk to when they feel it is necessary;
- contribute to the Designated Teacher's requests for information on educational attainment and needs, as appropriate;
- as with all children, ensure that no Looked After Child or Previously Looked After Child is stigmatised in any way;
- provide a supportive climate to enable a child in public care to achieve stability within the school setting;
- as with all children, have high aspirations for the educational and personal achievement of Looked After Children and Previously Looked After Children;
- positively promote the self-esteem of Looked After Children and Previously Looked After Children .

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The Governing Body of this school will:

- ensure all Governors are fully aware of the legal requirements and *Guidance for Looked After Children and Previously Looked After Children*;
- be aware of whether the school has Looked After Children and Previously Looked After Children and how many (no names);
- ensure that there is a named Designated Teacher for Looked After Children and Previously Looked After Children;
- liaise with the Headteacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to Looked After Children and Previously Looked After Children;
- support the Headteacher, Designated Teacher and other staff in ensuring the needs of Looked After Children and Previously Looked After Children are met;
- nominate a Governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the Governing Body. These reports should not include any names of individual Children for child protection and confidentiality reasons;
- review the effective implementation of this policy, preferably annually and at least every three years.

TRAINING

The Headteacher and Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.