



St Veronica's RC Primary School



Not just a school; a family.

Looked After Children Policy



The Mission Statement of St Veronica's RC Primary School

Secure in the love of Jesus, we

Try to do our best.

Valuing all God's family, we recognise that

Each one of us is special.

Respecting everything God has made, we use

Opportunities to explore and learn.

Never overlooking the needs of others, we

Include everyone, helped by our

Caring, friendly, Catholic community.

Always forgiving, we

Share and celebrate the life of Jesus



Looked After Children Policy

1. Introduction and Purpose

This policy outlines St. Veronica's RC Primary School's commitment to supporting the educational achievement and well-being of Looked After Children (LAC) and Previously Looked After Children (PLAC). It aims to ensure that LAC and PLAC have equal opportunities to succeed and thrive in a safe, supportive, and inclusive environment, in line with the school's mission statement: "Secure in the love of Jesus...Include everyone, helped by our caring, friendly, Catholic community."

2. Legislative Framework and Guidance

This policy is informed by and compliant with the following legislation and guidance:

- Children Act 1989 and 2004
- Care Act 2014
- Children and Social Work Act 2017
- Keeping Children Safe in Education 2025
- Promoting the Education of Looked After Children (2018)
- Special Educational Needs and Disability (SEND) Code of Practice

3. Definitions

- **Looked After Child (LAC):** A child who is in the care of a local authority for more than 24 hours, under a care order or accommodated under Section 20 of the Children Act 1989.
- **Previously Looked After Child (PLAC):** A child who is no longer looked after by a local authority because they are subject to an adoption, special guardianship, or child arrangements order.
- **Designated Teacher:** The teacher with specific responsibility for promoting the educational achievement of LAC and PLAC.
- **Virtual School Head (VSH):** A local authority officer responsible for promoting the educational achievement of LAC in their area.

4. Roles and Responsibilities

4.1. Governing Body

- Ensuring the school has a clear and effective policy for LAC and PLAC.
- Monitoring the progress and outcomes of LAC and PLAC.
- Holding the school to account for its support of LAC and PLAC.



4.2. Headteacher

- Ensuring the policy is implemented effectively.
- Appointing a Designated Teacher for LAC and PLAC.
- Ensuring staff receive appropriate training and support.
- Reporting to the governing body on the progress of LAC and PLAC.
- Working with the VSH, if necessary, and other relevant professionals to develop and implement Personal Education Plans (PEPs).
- Monitoring the progress of LAC and PLAC and identifying any barriers to their learning.
- Providing advice and support to other staff members.
- Ensuring that LAC and PLAC are fully included in all aspects of school life.
- Maintaining confidential records.
- Liaising with parents/carers, social workers, and other relevant agencies.
- Attending relevant training.

4.3. Class Teachers

- Being aware of the needs of LAC and PLAC in their class.
- Differentiating instruction to meet individual needs.
- Creating a supportive and inclusive classroom environment.
- Liaising with the Designated Teacher and other relevant professionals.
- Contributing to the development and review of PEPs.

4.4. Special Educational Needs Coordinator (SENCO)

- Working with the Designated Teacher to identify and support LAC and PLAC with SEND.
- Ensuring that PEPs and Individual Education Plans (IEPs) are aligned.
- Providing advice and support to staff on meeting the needs of LAC and PLAC with SEND.

4.5. All Staff

- Being aware of this policy and their responsibilities.
- Creating a welcoming and inclusive environment for all pupils.
- Reporting any concerns about the welfare of a LAC or PLAC to the Designated Safeguarding Lead (DSL).

5. Implementation Strategies

5.1. Identification and Admission



- The school will have clear procedures for identifying LAC and PLAC upon admission.
- The Head Teacher will be informed immediately when a LAC or PLAC is admitted.
- The school will work closely with the VSH, if necessary, to ensure a smooth transition.
- Admissions will be prioritised in line with statutory guidance.

5.2. Personal Education Plans (PEPs)

Where necessary:

- A PEP will be developed for each LAC within 20 school days of entering care or changing placement.
- The PEP will be developed in consultation with the pupil, their carer, social worker, Designated Teacher, and VSH.
- The PEP will set out clear targets for academic achievement and personal development.
- The PEP will be regularly reviewed and updated.
- The PEP will be child-centred and focus on their strengths and aspirations.

5.3. Support and Intervention

- LAC and PLAC will receive targeted support to address any barriers to their learning.
- This may include:
 - ▶ One-to-one tuition
 - ▶ Small group work
 - ▶ Mentoring
 - ▶ Access to extracurricular activities
 - ▶ Therapeutic support
- The school will work closely with external agencies to provide specialist support where needed.
- Pupil Premium Plus funding will be used to support the educational needs of LAC.

5.4. Promoting Positive Relationships

- The school will promote positive relationships between LAC and PLAC and their peers.
- The school will provide opportunities for LAC and PLAC to develop their social and emotional skills.
- The school will address any instances of bullying or discrimination promptly and effectively.



- The school will foster a culture of empathy and understanding.

5.5. Confidentiality and Information Sharing

- Information about LAC and PLAC will be treated confidentially and shared on a need-to-know basis.
- The Designated Teacher will be responsible for maintaining accurate and up-to-date records.
- The school will comply with all relevant data protection legislation.

5.6. Training and Awareness

- All staff will receive training on this policy and their responsibilities.
- Training will be regularly updated to reflect changes in legislation and best practice.

6. Monitoring and Evaluation

- The Designated Teacher will monitor the progress and outcomes of LAC and PLAC.
- The Headteacher will report to the governing body on the progress of LAC and PLAC.
- The policy will be reviewed annually in consultation with relevant stakeholders.
- Data on the attendance, attainment, and progress of LAC and PLAC will be analysed to identify areas for improvement.
- Feedback from LAC and PLAC will be sought to inform policy development and practice.

7. Safeguarding

- This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy.
- All staff have a responsibility to safeguard and promote the welfare of children.
- Any concerns about the safety or well-being of a LAC or PLAC should be reported immediately to the Designated Safeguarding Lead (DSL).
- The school will work closely with the local authority and other agencies to ensure the safety and well-being of LAC and PLAC.

8. Complaints Procedure

- Any complaints relating to this policy will be dealt with in accordance with the school's complaints procedure.



9. Links to Other Policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Admissions Policy

10. Policy Review

This policy will be reviewed annually or more frequently if required due to changes in legislation or guidance. The next review date is November 2026.

Policy Status: Draught

Date of Creation: November 2025

Date of Review: November 2026