



Looked-After and Previously Looked-After Children Guidance (LAC & PLAC)

Document provenance

This guidance was approved as follows –

Approver: Education Committee

Date of Approval: September 2020

Extended Executive Leadership Team (EELT)

Owner:

Date of Review: September 2022

National Safeguarding Director

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every 2 years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Summary of Guidance:

This guidance sets out the support offered to those children who are identified as looked-after or previously looked-after at E-ACT academies and sets out the procedures to be followed to ensure their wellbeing and educational progress.

Related documents:

- E-ACT Child Protection & Safeguarding Policy
- E-ACT SEND & Learning Policy
- Academy admissions arrangements

1. Scope

- 1.1 A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.
- 1.2 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. Academies must satisfy themselves that the child is eligible for support by asking the child's parents/carers for evidence of their previously looked-after status. Where parents/carers are unable to provide clear evidence of their child's status, designated teachers will need to use their discretion and will discuss eligibility with the virtual school.
- 1.3 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.
- 1.4 For the purposes of this guidance and our work within the trust, the terms used will be LAC for looked-after children and PLAC for previously looked-after children. However, we acknowledge that a child's voice in relation to how they identify is essential and therefore other terms such as child in care (CiC) or equivalent may be used as appropriate.
- 1.5 Care leavers represent young people who cease to be looked after and are not subject to adoption, a SGO or a CAO.

2. Related Statutory Guidance

2.1 E-ACT is committed and will fully adhere to:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for looked-after and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)
- [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](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)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping children safe in education 2020 - Update - January 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

3. Background

- 3.1. We recognise the potential impact that many LAC and PLAC have experienced both in relation to adversity/trauma, and disruption and barriers to learning (including the link between LAC/PLAC and SEND). This can leave them vulnerable to further harm (including through exploitation and serious youth violence) and impact upon their behaviour and mental health. It requires bespoke support to ensure they can achieve their full potential both academically and pastorally.

- 3.2. We recognise that the most common reason for a child to be LAC is as a result of abuse/neglect and therefore additional consideration is made for all LAC and PLAC children on roll at E-ACT academies.
- 3.3. **We will promote a culture which is fully supportive, inclusive and has high expectations for LAC and PLAC to support rapid progress.**

4. Aims

- 4.1. To provide a safe and secure environment that is child centred and based on the voice of the child.
- 4.2. To maximise wellbeing development of our LAC and PLAC.
- 4.3. To maximise academic progress and attainment of our LAC and PLAC.
- 4.4. To effectively apply and review the Pupil Premium Plus (PP+) funding to ensure it is fit for purpose and supports sustained improvement.
- 4.5. To achieve good or better Personal Education Plans (PEPs) for all LACs.
- 4.6. To track and monitor PLAC progress using mini-PEPs.
- 4.7. For all LAC and PLAC to be fully included in all aspects of our community in a respectful and inclusive manner.
- 4.8. To ensure effective identification of PLAC through admissions arrangements and ongoing open and transparent communication with all stakeholders.
- 4.9. To work closely with other relevant agencies in line with Working Together to Safeguard Children 2018 including the virtual school, local authority and social care.

5. Designated Teacher

- 5.1. We will designate a member of staff (the designated teacher: DT) to be responsible for promoting the pastoral and educational achievement of LAC and PLAC.
- 5.2. The DT will receive appropriate training in conjunction with the virtual school.
- 5.3. The DT will have due regard to the statutory guidance stated within this guidance.
- 5.4. The DT will be a qualified teacher who has completed appropriate induction and is working as a teacher at the school.
- 5.5. The DT will ensure that LAC and PLAC have access to quality first teaching.
- 5.6. The DT will fully track the progress of LAC and PLAC to inform interventions as required in a timely manner.
- 5.7. The DT will fully track the PP+ funding to ensure it is used effectively and efficiently.
- 5.8. The DT will adhere specifically to the DfE's 'The designated teacher for looked-after and previously looked-after children' (paragraphs 9-13: Role of the DT).

6. Personal Education Plans

- 6.1. All E-ACT academies will ensure that every LAC on roll has a current PEP that is regularly reviewed in line with virtual school expectations and in collaboration with relevant external agencies/professionals (i.e. Social Care).

- 6.2. The voice of the child and carer will form an essential part of all PEP processes and be utilised to inform any emergency or additional reviews in a timely manner, to ensure the best interests of the child are fully considered at all times.
- 6.3. All E-ACT academies will use the PEP documents from different local authorities, including electronic PEPs where required.
- 6.4. All E-ACT academies will monitor the efficient and effective spend of the PP+ funding. This will be reviewed by the trust governance team to ensure it meets expectations.
- 6.5. All E-ACT academies will work closely with carers to ensure they are clear on PEP targets and actions and that they have the necessary support from the academy to achieve these.
- 6.6. The DT will adhere specifically to the DfE's 'The designated teacher for looked-after and previously looked-after children' (paragraphs 15-35: PEPs).

7. Governance

- 7.1. As a trust, we will regularly review the quality of provision for LAC and PLAC at all E-ACT academies by:
 - Ratifying the academy annual report to ensure effectiveness of PEPs in relation to wellbeing, academic progress and attainment, behaviour (including any exclusions), attendance and transition.
 - Ratifying the academy annual report to ensure effectiveness of PP+ funding application.
 - Completing quality assurance of each designated teacher (including the implementation of their roles and responsibilities and appropriate training) through governance review days (GRDs) and working alongside days (WADs)
 - Completing quality assurance of PEPs.
 - Reviewing of academy mini-PEPs to demonstrate progress over time for LAC and PLAC.
 - Ensure quality first teaching is in place in all lessons to support the progress and attainment of LAC and PLAC.
 - Reviewing the personal development curriculum package available to LAC and PLAC (including extra-curricular activities, trips and visits).
 - The progress towards achieving the targets set in PEPs for all LAC and PLAC.