

*To aspire, endeavour and thrive together*

**Policy for the Education of Looked After Children (LAC) and Previously Looked After Children (PLAC)**

Revision	Date	Description of Changes
New Policy	5 December 2025	

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## 1. Statement of intent

Glossopdale School and Sixth Form is committed to promoting the educational achievement and well-being of Looked After Children (LAC) and Previously Looked After Children (PLAC). We recognise that these students often face additional challenges and may require targeted support to achieve their full potential. Our aim is to provide stability, high expectations and personalised provision to ensure positive outcomes.

In line with Glossopdale's mission to be a model of true inclusivity and teamwork, this policy reflects our belief that LAC and PLAC pupils must be explicitly prioritised if we are to remove barriers, secure positive outcomes and ensure every child thrives academically, socially and personally.

- As a school community, we commit to:
- Creating a culture of belonging where all students' contributions and successes are valued
- Ensuring that teaching, curriculum and intervention are expertly designed so that every child secures high-quality knowledge
- Identifying pastoral and academic needs early and accurately so support is responsive and impactful
- Providing rich opportunities beyond lessons to promote confidence, communication, positive identity and ambition.

Our THRIVE values guide this work: Teamwork – partnering with families, carers and professionals. Honesty – ensuring support is purposeful, transparent and needs-led. Respect – recognising lived experiences and responding with dignity and sensitivity. Independence – supporting readiness for future pathways. Vision – setting aspirational long-term goals through effective planning. Excellence – ensuring outcomes, provision and aspirations remain high.

Through this policy we enact our inclusion priority: to ensure every Looked After and Previously Looked After Child is known as an individual, benefits from excellent provision, feels valued within our community and thrives into adult life.

## 2. Legal framework

This policy complies with:

- Children Act 1989
- Children and Families Act 2014
- Children and Social Work Act 2017
- DfE Guidance: *Promoting the Education of Looked After and Previously Looked After Children* (2018)
- Statutory Guidance on the Role of the Designated Teacher (2018)

## 3. Definitions

- **Looked After Child (LAC):** A child who is in the care of a local authority or provided with accommodation for more than 24 hours under the Children Act 1989.
- **Previously Looked After Child (PLAC):** A child who was looked after but ceased to be so due to adoption, special guardianship, or child arrangements order.

## 4. Purpose

Many Looked After and Previously Looked After Children (LAC and PLAC) begin their education at a disadvantage due to pre-care experiences, which often result in disrupted learning and extended periods of missed education. In addition, a significant number of these children have special educational needs. The gaps in their learning and, in many cases, the trauma of their experiences can create substantial barriers to progress.

At Glossopdale School and Sixth Form, we will address this by:

- Providing a safe, supportive environment where the educational experience of all LAC and PLAC is valued, high aspirations are promoted, and belief in every child's potential is central.
- Identifying and responding to individual developmental and educational needs promptly and effectively.
- Ensuring that all LAC and PLAC have access to targeted support and resources to enable them to enjoy, learn, and achieve in line with their peers.
- Ensure LAC and PLAC have access to high-quality teaching and a broad curriculum.
- Working in partnership with parents, carers, social workers, Virtual Schools, and other professionals to provide a joined-up approach.
- Provide emotional and academic support to address barriers caused by trauma or disrupted schooling.
- Use Pupil Premium Plus funding effectively to raise attainment and engagement.
- Supporting smooth transitions between classes, key stages, and settings.
- Listening to and acting upon the voice of the pupil, advocating for their needs and aspirations.
- Promoting excellent attendance and reducing exclusions through proactive strategies.
- Ensuring that our policies and procedures meet statutory requirements outlined in *The Designated Teacher for Looked After and Previously Looked-After Children: Statutory Guidance on Their Roles and Responsibilities (DfE, 2018)*.

## 5. Roles and responsibilities

### Governing body:

- Appoint a Designated Teacher for LAC and PLAC.
- Monitor progress and provision through annual reports.

### Headteacher & SLT:

- Ensure LAC and PLAC are a priority group in school improvement planning.
- Ensure that the DT is given the appropriate level of support in order to fulfil their role including the opportunity to acquire and keep up to date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of LAC and PLAC.

### Designated Teacher:

The Designated Teacher for Glossopdale School and Sixth Form is Amy Bowden.

- The role of DT is statutory under the Children and Young Persons' Act 2008.
- Act as the key advocate for LAC and PLAC.
- Ensure Personal Education Plans (PEPs) are completed and reviewed termly.
- Liaise with the Virtual School and external agencies.
- Monitor attendance, progress and well-being.
- Ensure confidentiality and sensitivity in handling information.
- Fostering strong home-school partnerships and promoting the value of education as a key driver for improving life chances for LAC.
- Create one-page profiles for all LAC students and to update them three times a year.
- To ensure that the specific needs of LAC and PLAC pupils are clearly identified on the whole school provision map, liaising with staff to allocate appropriate resources, monitor interventions and track progress, ensuring that these pupils receive targeted and timely support.

**All staff:**

- Understand the needs of LAC and PLAC and provide appropriate support.
- Maintain high expectations and positive relationships.
- Advocate for LAC and PLAC, ensuring they receive sensitive, tailored support.
- Collaborate effectively with the DT and external agencies, following advice and guidance to help each pupil achieve their potential.
- Be familiar with PEPs and one-page profiles and understand how best to implement strategies that support these pupils.
- To use the whole school provision map to ensure targeted interventions and resources are in place, monitor progress regularly and adapt support as needed to meet the evolving needs of LAC and PLAC.

**Parents/carers:**

Parents/carers are expected to:

- Attend the PEP meeting.
- Contribute to the writing of the PEP.
- Keep the school informed of any relevant change in circumstances.
- Support the school in implementing the PEP.

## 6. Provision

- Regular PEP meetings involving the student, carers and professionals.
- Targeted academic interventions and pastoral support.
- Access to enrichment opportunities and transition support.
- Weekly attendance monitoring and prompt action on concerns.

## 7. Funding

Pupil Premium Plus will be used to:

- Provide academic tutoring and mentoring.
- Support emotional well-being and resilience.
- Fund enrichment activities and resources.

## 8. Monitoring and review

- Termly review of progress and interventions.
- Annual report to Governors.
- Policy reviewed annually or sooner if required.

## 9. Personal Education Plans (PEPs)

Every Looked After Child will have a Personal Education Plan (PEP). The PEP is initiated by the social worker and developed collaboratively with the pupil (where appropriate), their carer, the Designated Teacher and other relevant professionals. PEPs are reviewed each term.

### 1. Frequency of PEP meetings:

- **Initial PEP meeting:**

- This meeting is held shortly after a child enters the care system. It is usually within the first **20 school days** of a child being placed in care, as per government guidelines.
- The purpose is to gather all the key information about the child's educational history and needs, and to set out the plan for their education while they are in care.

- **Regular PEP meetings:**

- Every term for secondary school-aged children.
- The PEP meeting will be reviewed at these intervals to assess the child's progress, update goals and make adjustments to the support in place.

- **Annual PEP review:**

- An annual review meeting takes place to evaluate the overall progress and development of the child over the year and to update the PEP for the following year.

- **Extraordinary PEP meetings:**

- o Additional PEP meetings may be called if there is a significant change in the child's circumstances, such as changes in placement, major academic setbacks, or any urgent issues that need to be addressed.

## **2. Participants in PEP meetings:**

Several individuals are typically involved in PEP meetings to ensure that all aspects of the child's education and welfare are considered:

- **The child's social worker:** The social worker is responsible for coordinating the PEP meeting and ensuring it is implemented.
- **The designated teacher:** This is a teacher within the school who is responsible for overseeing the educational progress of children in care. They play a key role in the meeting.
- **The child's carer(s):** Foster carers or residential care staff should attend to give insight into the child's home life and support their needs.
- **The child (when appropriate):** The child should be involved in the process as much as possible, especially as they get older. Their views on their education, progress, and what support they need are important.
- **Other relevant professionals:** Depending on the child's needs, other professionals might be involved, such as:
  - o Educational psychologists
  - o Speech and language therapists
  - o Special educational needs coordinators (SENDCO)
  - o Any other professionals involved in the child's care or development

## **3. Key Elements of the PEP Meeting:**

- **Review of educational progress:**
  - o Academic progress, achievements, and challenges are discussed, including attendance, exam results, or any concerns related to learning.
- **Assessment of needs:**
  - o The meeting should assess whether the child's educational needs are being met. This includes evaluating learning support, special educational needs and emotional or mental health support.
- **Setting targets:**
  - o Clear targets and goals for the child's future education are set. This may include specific academic goals, improvement in behavior, or attendance.
- **Support plan:**
  - o Identify what support is needed, including additional help, tutoring, mentoring, or any other interventions to address gaps in learning.
- **Wellbeing and personal development:**
  - o Beyond academics, PEP meetings often focus on the child's overall well-being, emotional state, and any extracurricular activities that could help their development.

#### **4. Documentation and review:**

- **PEP documentation:**

- A formal document is created and updated at each meeting. This document records the child's educational progress, support needs and goals.

- **Review process:**

- Following the meeting, the PEP document is reviewed and updated regularly. Actions from the meeting should be implemented promptly and progress reviewed at subsequent meetings.

#### **Transitions:**

The DT is responsible for planning transitions when a LAC pupil moves school. A representative from the new setting (ideally their DT) will be invited to a PEP meeting to ensure a smooth handover. This involves gathering information from relevant parties including parents/carers, social workers and key staff at previous settings. Pupils will be supported to make friends and settle into routines. Parents and guardians of previously looked-after children will be reminded that they need to inform the school if their child is eligible for PP Plus.

#### **Quality assurance:**

The Virtual School audits and quality assures PEPs to ensure funding and support meet identified needs and targets.