



Foxbridge Primary School

Policy for Looked After Children

Written: September 2025

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Signed copy held centrally

Rationale

Foxbridge Primary School recognises that Looked After Children (LAC) and Previously Looked After Children (PLAC) can experience specific and significant disadvantages within a school setting. We are committed to ensuring that they reach their potential in all areas. We recognise that LAC and PLAC may have faced significant trauma in the form of adverse childhood experiences including abuse, neglect, loss and/or rejection. When children are exposed to these adverse and stressful experiences, it can have a long-lasting impact on their learning, as well as on their ability to think and to interact with others.

Foxbridge Primary School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every LAC and PLAC can be successful. We believe that this school has a major part to play in ensuring that LAC can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing. Foxbridge school will be the place where children maintain friendships and a place where they feel safe and thrive.

Principles

Foxbridge Primary School is committed to enhancing the achievement and welfare of LAC and PLAC in the following ways:

- Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of LAC and PLAC.
- Providing a climate of acceptance and challenging negative stereotypes.
- Having high expectations for the child and ensuring equal access to a balanced and broadly-based education that meets the needs of the individual child.
- Ensuring that (LAC and PLAC) pupils have the opportunity to participate fully in all aspects of the school, including the curriculum and extra-curricular activities.
- Ensuring LAC have a Personal Education Plan (PEP) that addresses all aspects of education including health and wellbeing and ensures that appropriate support is in place to promote progress.
- Ensuring that carers/parents, social workers and virtual school staff (where relevant) are kept fully informed of their child's progress and attainment.
- Maintaining and respecting the child's confidentiality wherever possible.
- Ensuring an appropriately trained designated teacher is appointed, who will be responsible for all LAC and PLAC.
- Prioritising a reduction in exclusions and promoting attendance.
- Ensuring discretion when addressing a child's care status and ensuring there is sensitivity to the background of children who are looked after, especially regarding schoolwork on "family".

Admissions

Foxbridge Primary School welcomes all LAC.

Due to care placement changes, LAC children may enter the school mid-term. It is vital that these pupils are given a positive welcome. If necessary, they may need to be offered additional support and an appropriate induction programme to help the pupil settle.

The PEP (Personal Education Plan)

A PEP will be initiated when a LAC starts at the school or being taken into care and will be reviewed regularly and as necessary (at least termly and within 6 months of the previous PEP). The PEP will

provide a regular opportunity to review progress, note any concerns, ensure appropriate support is in place with clear targets.

Pupil Premium Plus (PPP)

PPP for LAC will be delegated to schools by the relevant virtual school. We will allocate the Pupil Premium Plus funding (PPP) to support appropriate provision for individual LAC, meeting the objectives set out in this policy and the child's PEP. We will work in partnership with the child's Virtual School to ensure that LAC receive the full range of support to which they are entitled to enable them to make progress and achieve in all aspects of school life.

Exclusions

Foxbridge Primary School recognises that LAC and PLAC are particularly vulnerable to exclusions. Where a LAC/PLAC is at risk of exclusion, the school will try every practicable means to maintain the child in school. Consultation with social workers, the Virtual School and other relevant parties will be important in identifying strategies to minimise the risk of exclusion.

If an exclusion is unavoidable, the reintegration meeting should consider all possible measures and resources that provide support and prevent further exclusions.

Confidentiality

We will maintain and respect the child's confidentiality in consultation with the social worker, carer, pupil, and other parties. Once this has been agreed, complete confidentiality is to be maintained and information on LAC will be shared with school staff on a "need to know" basis. All staff will do their utmost to maintain the child's confidentiality e.g. avoiding reference to their care status/PEP meetings in front of their peers.

Governing Body

All governors should be fully aware of the legal requirements and guidance on the education of LAC and PLAC. The governing body will receive an annual report setting out:

- The number of LAC and PLAC pupils on the school's roll.
- Their attendance, as a discreet group, compared to other pupils.
- Their progress and attainment, as a discrete group, compared to other pupils.
- The destinations of LAC pupils who leave the school.

The information for this report will be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned

Headteacher

The responsibilities of the Headteacher are:

- To identify a Designated Teacher (DT) for LAC and PLAC.
- To support the DT in carrying out his/her role by making time available and ensuring that they attend training on LAC.
- To ensure that the DT has received appropriate training and has the necessary time and resources to carry out the role.
- To ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of LAC and ensure strategies are in place to address any concerns.
- To report on the progress, attendance and behaviour of LAC to all parties involved.
- To ensure that all staff receive relevant training about the needs of LAC and PLAC and are aware of their responsibilities under this policy and related guidance.

- To ensure that Pupil Premium funding is used effectively to support appropriate provision for individual LAC.

Designated Teacher (the headteacher)

Government Guidance says that the DT should be *“someone with sufficient authority to make things happen, who should be an advocate for LAC and PLAC, assessing services and support, and ensuring that the school Looked After and Previously Looked After Children Policy shares and supports high expectations for them.”*

Our Designated Teacher will:

- Understand the role of carers, social workers and other relevant parties, be the named contact for them and maintain regular communication with them.
- Act as an advocate for LAC and PLAC in order to maintain high aspirations, allow them equal access to educational opportunities and support with important decisions affecting future life chances including transition to the next stage of learning.
- Promote inclusion in all areas of school life and encourage LAC to join in extracurricular activities and out of school learning.
- Ensure a welcome and smooth induction for the child and their carer, using the PEP to plan for that transition in consultation with the child’s social worker.
- Be responsible for the implementation of the child’s PEP and lead in promoting their educational achievement.
- Ensure that children are able to discuss their progress and are involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Maintain an up-to-date record of the LAC in school, ensuring all necessary information is passed to other staff as required on a strictly ‘need to know’ basis and reporting annually to governors, maintaining confidentiality of all LAC and PLAC.
- Be aware that many LAC and PLAC say they are bullied, so actively monitor and prevent bullying in school by raising awareness through the school’s anti-bullying policy.

All Staff

All staff should:

- Be aware of the impact of trauma (including abuse, neglect, loss and separation) on children’s development and their ability to build relationships, and how this might affect their behaviour.
- Have high aspirations for the educational and personal achievement of LAC and PLAC, as for all pupils and work to ensure they achieve stability and success at school.
- Understand how important it is to see LAC and previously LAC children 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 LAC or previously LAC status.
- Use effective classroom strategies to meet the needs of LAC and PLAC and be aware that some curriculum content may trigger difficult emotions, such as schoolwork on “family”.
- Keep the DT informed about LAC and previously LAC children’s progress, respond promptly to requests for information and discuss any concerns about barriers to learning (including bullying).

- Appreciate the central importance of the LAC child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.