



The Blue Sky Federation

Resilience – Responsibility – Respect – Restorative

The Best You Can Be – Everyone, Every Day

LAC AND PLAC POLICY

Approved: Sept 2025
Review: Sept 2026

This policy also applies to the Early Years Foundation Stage (EYFS)

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Designated LAC & PLAC Teacher:

Rebecca Daley

LAC and PLAC Policy The Blue Sky Federation

Looked After Children significantly underachieve and are at greater risk of exclusion compared with their peers. We believe that The Blue Sky Federation has a major part to play in ensuring that Looked After Children are exceptionally well prepared for the next steps in their lives.

Aims

Many LAC (Looked After Children) and PLAC (Previously Looked After Children) have experienced disrupted schooling and gaps in learning. A significant proportion of these children also have Special Educational Needs and/or experience of school exclusion, resulting in attainment levels below those of their peers.

At The Blue Sky Federation, we aim to:

- Provide a safe environment where LAC and PLAC feel valued, aspirations are nurtured, and all children are believed capable of success.
- Ensure all LAC and PLAC access tailored support to help them enjoy, learn, and achieve on par with peers.
- Comply fully with the DfE statutory guidance: *The Designated Teacher for Looked-After and Previously Looked-After Children* (February 2018).

Definitions LAC (Looked After Children) are children who are in the care of a Local Authority in England for more than 24 hours. This includes:

- Children living with foster parents
- Children living in residential children's homes
- Children living in secure units or residential schools

PLAC (Previously Looked After Children) refers to those:

- Who are no longer looked after by a local authority in England because they are subject to an adoption, special guardianship, or child arrangements order; or
- Were adopted from 'state care' outside England and Wales.

Responsibilities

The Governing Body

The Governors have appointed Tammy Houghton as the named Governor for LAC and PLAC. The Governor will:

- Ensure school policies support the inclusion and success of LAC and PLAC.

- Hold school leaders accountable for fulfilling legal duties.
- Scrutinise the annual LAC/PLAC report, training, and use of Pupil Premium (PP) and Pupil Premium Plus (PP+).
- Ensure resources are deployed to close the attainment gap, improve attendance, and reduce exclusions.
- Confirm a suitably qualified and resourced Designated Teacher (DT) is in place.
- Promote whole-staff awareness and training regarding the needs of LAC/PLAC.

The Executive Headteacher

The Executive Headteacher will:

- Appoint a Designated Teacher with the appropriate authority and time allocation.
- Ensure the DT completes relevant training every two years.
- Monitor adherence to procedures covering progress, admissions, attendance, exclusions, and safeguarding.
- Ensure the curriculum supports children with attachment and trauma needs.
- Report to Governors, the DfE, Ofsted, and Local Authority on LAC progress.
- Ensure staff training on *Keeping Children Safe in Education* (KCSIE), particularly for vulnerable groups.
- Avoid exclusions of LAC/PLAC and use alternatives where possible.
- Enforce an anti-bullying policy that recognises the vulnerability of LAC.

The Designated Teacher

The DT will:

- Be a qualified teacher with appropriate authority (as per The Designated Teacher (Looked-After Pupils) (England) Regulations 2009).
- Act as the advocate and central contact for LAC and PLAC.
- Ensure staff are trained in trauma and attachment.
- Liaise with the Virtual School, Social Workers, and carers.
- Identify staff mentors for LAC/PLAC.
- Monitor and report academic progress to Governors.
- Plan smooth transitions and educational continuity.
- Refer concerns to safeguarding, mental health, and SEND leads.
- Encourage extracurricular participation and remove participation barriers.
- Respond swiftly to bullying incidents.
- Ensure confidentiality.
- Work closely with the SENCO.
- Use PP+ creatively to support PLAC.
- Ensure access to 16-19 Bursary funding for eligible students.

PEPs (Personal Education Plans)

The DT will:

- Ensure high-quality, timely PEPs for LAC, involving relevant professionals.
- Align PEPs with EHCPs where applicable.
- Disseminate PEP targets to staff and track progress.
- Oversee targeted use of LAC Pupil Premium and monitor to see that this is having the intended impact.

All Staff

All staff will:

- Have high expectations of LAC and PLAC.
- Use quality-first teaching strategies.
- Refer concerns to the SENCO and DT.
- Make trauma-informed adjustments to teaching.
- Monitor wellbeing and mental health.
- Contribute to progress monitoring and raise concerns early.
- Support inclusion and positive peer relationships.

PLAC Specific Guidance

PLAC needs often mirror those of LAC. We:

- Monitor PLAC progress termly.
- Engage carers and professionals early.
- Invite parents to identify PLAC status on admission and annually.
- Treat all PLAC information confidentially.
- Use PP+ to provide additional support as outlined in our Pupil Premium Strategy.

Admissions

In accordance with the *School Admissions Code* (DfE 2014, updated 2022), LAC and PLAC are prioritised in admissions. The DT liaises with the Virtual School and carers to ensure successful transitions.

Inclusion and SEND

LAC and PLAC:

- Are encouraged to access the full curriculum and enrichment opportunities.
- Receive SEND assessments and interventions as a priority.
- Are screened on entry for Speech, Language and Communication Needs, with referrals made as needed.

Pupil Premium and Pupil Premium Plus

LAC PPG is managed in collaboration with the Local Authority to meet PEP targets. Uses may include:

- Academic or wider achievement
- Attendance support
- Inclusion interventions
- Transition planning

PLAC PP+ is school-managed and may be pooled for services such as:

- Attachment and trauma training
- SALT screening tools
- Tuition or mentoring support

Attendance

- LAC attendance is monitored daily and reported to the LA or Welfare Call.
- Carers are contacted about any unauthorised absence.
- Patterns of absence are swiftly investigated.

Exclusions

The Federation avoids permanent exclusion of LAC and PLAC. Alternatives include:

- Internal exclusions
- Restorative justice
- Managed moves
- CAMHS or therapeutic interventions

Fixed-term exclusions are used only when unavoidable. The Virtual School and carers are consulted in advance. Reintegration plans are developed immediately.