



# 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 Haughton 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.