



Looked After Children (LAC) Policy

June 2025

Review: Summer 2026

Introduction

Looked After Children (LAC) and previously Looked After Children are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational under achievement when compared to other groups. Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of Looked After Children and schools play a pivotal role in this.

The Trust is committed to ensuring that all children receive access to a broad and balanced curriculum which motivates and inspire them to learn. The gaps in LAC, and previously LAC learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress, the school therefore carries out careful planning, monitoring and evaluation to ensure the best possible outcomes for our LAC, and previously Looked After Children.

The Trust's aims are to ensure that all children within our schools gain a first-rate education, develop the skills necessary for the next stage in their lives and are equipped with the personal values and attributes that will make them successful in a fast-changing world.

The Beyond Schools Trust welcomes all children and is committed to ensuring that every pupil has access to the full range of activities and educational opportunities in their school and is able to reach their full potential. It recognises that the most vulnerable students need to have access to the best facilities and a full range of options. It aims to ensure children in care have a continuity of complete engagement in the curriculum.

Definition of “Looked After Children and previously Looked After Children”

In UK law, children in care are referred to as ‘looked after children’. A child is ‘looked after’ if they are in the care of the Local Authority for more than 24 hours. Legally, this could be when they are:

- living in accommodation provided by the local authority with the parents’ agreement
- the subject of an interim or full care order or, in Scotland, a permanence order
- the subject of an emergency legal order to remove them from immediate danger
- in a secure children’s home, secure training centre or young offender institution
- unaccompanied asylum-seeking children.

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 arrangement 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.

Each school must have in place arrangement for the following:

Designated Looked-After Teacher

The Trust expects each school to appoint a teaching member of staff as the Designated Looked-After Teacher (DLACT) and to arrange for appropriate training and support for them. This applies even when the school currently has no Looked After Children on roll.

Personal Education Plans (PEPs)

All Looked After Children (LAC) must have a Personal Education Plan (PEP) that is regularly reviewed. The Designated Looked-After Teacher (DLACT) is responsible for ensuring that PEPs are up-to-date, comprehensive, and include the child's educational targets, progress, and support strategies.

Pupil Premium Plus (PP+)

The Pupil Premium Plus (PP+) funding allocated for LAC/PLAC must be used effectively to support their educational achievement. The DLACT will monitor the use of PP+ funding, ensuring it is targeted towards interventions that have a measurable impact on the child's progress and well-being.

Training for All Staff

All staff will receive training on the specific needs of Looked After and previously Looked After Children (LAC/PLAC). This training will include understanding the impact of trauma, attachment issues, and strategies to support their educational and emotional needs.

Mental Health and Wellbeing

The Trust is committed to supporting the mental health and wellbeing of LAC/PLAC. Access to mental health services, counselling, and trauma-informed practices will be provided to address the emotional and psychological needs of these children.

Voice of the Child

The views and experiences of LAC/PLAC will be actively sought and considered in decisions affecting their education and well-being. Regular opportunities will be provided for these children to express their opinions and contribute to their PEPs and other support plans.

Transition Support

Support will be provided to LAC/PLAC during key transitions, such as moving between schools, key stages, or into post-16 education. The DLACT will ensure that transition plans are in place and that relevant information is shared with receiving institutions to facilitate a smooth transition.

Safeguarding and Multi-agency Collaboration

The Trust will work closely with social workers, Virtual School Heads, carers, and other agencies to safeguard LAC/PLAC and promote their educational achievement. Regular multi-agency meetings will be held to review the child's progress and address any concerns.

Links with – Admissions, Curriculum, Behaviour.

Diversity (equality) impact assessment. All children given access to the curriculum and enabled to achieve/attain.

Monitoring arrangements – Local Governing Body may appoint one or more Governors with a special interest in Looked After Children to liaise with the DLACT. The Local Governing Body will regularly monitor the attainment/achievement and progress of Looked After Children (LAC). The Local Governing Body monitor specifically the portion of the budget designated for Looked After Children and evaluates its impact.

Risk Assessment

Area	Risk	Managed by Procedure
Child protection	These are children already on the register	All
Financial	Escalating provision costs	Provision mapping
Achievement and Attainment	Children not achieving/attaining	Provision mapping
Business continuity	Reputation	Provision mapping
Other		

Date of CEO approval: June 2025

Review arrangements including date of review: Summer 2026

Statutory guidance - DfE

Promoting the education of Looked-After and previously Looked-After Children

School procedures – must have

Arrangements for DLACT, deputy and support, training and line management
Provision mapping (with costs)