CtKCC
Christ the King
Catholic Collegiate
Together as one community
with Christ at the centre

Looked-After Children (LAC) and Previously Looked-After Children (PLAC) Policy

Date: October 2023

Adopted: 12 October 2023

Review: July 2026[1] (Please note this policy may be replaced after 1st November 2025 by SGA)

Aims

Christ the King Catholic Collegiate is a community based on gospel values. We seek to make Jesus Christ present in our world through all of our actions. We believe that values of truth and love underpin all our policies and, in particular, the policy for looked-after children and previously looked-after children.

We aim to create an environment and foster a culture in which all members of our community act from the belief that every person is uniquely created in the image and likeness of God and we strive to ensure that our students experience lives which are safe, secure and free from harm.

Under the Children's Act 1989, in accordance with the mission statement and aims of Christ the King Catholic Collegiate, the aim of the policy is to promote the educational achievement and welfare of for looked-after children and previously looked-after children.

[1] Extension of the policy until Summer 2026 Board Approval 10/07/2025

Context

Nationally, looked-after children (LAC) and previously looked-after children (PLAC) significantly underachieve and are at greater risk of exclusion compared with their peers. We believe that CtKCC has a major part to play in ensuring that all LAC and PLAC are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals by providing a positive, safe and stimulating environment where all are included and achievements are celebrated. CtKCC believes that we have a special duty to safeguard and promote the education of LAC and PLAC .

Definitions

Looked After Children (LAC) are defined as:

- Children or young people who are the subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.
- Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents or respite care

Previously LAC (PLAC) are defined as:

- Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society). LAC reviews, involving the school, will take place up until an adoption order has been granted.

Record of Amendments

Amendment Number	Brief Description	Board Endorsement Date	Amended By
1	Extension of the policy until July 2026	10/07/2025	TM

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1. Designated Staff Member for LAC and PLAC

Each academy within Christ the King Catholic Collegiate has a named designated staff member for LAC and PLAC. They are:

- St John Fisher Catholic College - Mrs E Stanley
- St Mary's Catholic Primary School – Mrs J Ellerton
- St Teresa's Catholic Primary School – Mr N Price
- St Thomas Aquinas Catholic Primary School – Mrs K Hellawell
- St Wulstan's Catholic Primary School – Mrs C Long
- Our Lady & St Werburgh's Catholic Primary School – Mrs S Durkin

2. The Role of the Staff Member for LAC and PLAC

2.1 Within School:

- To ensure that all staff both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by LAC and PLAC and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of LAC and PLAC, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils etc.;
- To have a level of understanding of the role of social workers, virtual school heads in local authorities and how education fits onto the wider care planning duties of the authority which looks after the child;
- To act as an advocate for LAC and PLAC;
- To hold a supervisory brief for all LAC and PLAC e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- To monitor the educational progress of LAC and PLAC in order to inform the school's development plan;
- To intervene if there is evidence of individual under achievement, absence from school or internal truancy;
- To ensure the involvement of the Local Authority careers (Entrust) with children in year 10 and 11 who are Looked-After.

2.2 Work with Individual LAC and PLAC:

- To help ensure that each learner has a Personal Education Plan (PEP) initiated by the young person's Social Worker with SMART targets. (Specific, Measurable, Achievable, Realistic and Time related);
- To work with individual children, possibly through a carer, to arrive at a statement about their circumstances that they would be happy to share with staff and/or other learners;

2.3 Liaison:

- To liaise with the member of staff responsible for monitoring children subject to a Child Protection Plan;
- To help co-ordinate the PEP meeting;
- To be the named contact for colleagues in Education and Social Care and Health;
- To ensure the speedy transfer of information between agencies and individuals.

2.4 Training:

- To develop knowledge of Education/SCH procedures by attending training events organised by the Local Authority;
- To cascade training to school staff as appropriate.

3. The role of the Local Governing Body (LGB)

Each school within Christ the king Catholic Collegiate has a named governor

- St John Fisher Catholic College – Mr B Grove
- St Mary's Catholic Primary School – Mrs J Kirkham
- St Teresa's Catholic Primary School – Mr A Stanier
- St Thomas Aquinas Catholic Primary School – Ms S Milne
- St Wulstan's Catholic Primary School – Mrs A Lindop
- Our Lady & St Werburgh's Catholic Primary School – Mrs A Harding

4 The role of the named Governor

The named Governor member will report to the LGB on an annual basis:

- a comparison of test scores as a discrete group, compared with those of other learners;
- the attendance of learners as a discrete group, compared with other learners;
- the level of fixed term/permanent exclusions;
- learner destinations.

The named Academy Committee member should be satisfied that the school's policies and procedure ensure that LAC and PLAC have equal access to:

- the national curriculum;
- public examinations;
- careers guidance;
- additional educational support;
- extra-curricular activities.

5. LAC and PLAC in school

It is important that all teaching staff who are in contact with the child or young person is aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Headteacher and/or the Designated Teacher for LAC and PLAC.

It is appropriate for a classroom support assistant to have knowledge that the young person is being Looked-After only when directly involved in the teaching of the young person.

6. Admissions Arrangements

On admission, records will be requested from the learner's previous school (where applicable) and a discussion will be held with carer/parent/social worker as appropriate - but always involving someone with parental responsibility. This will provide information to inform the PEP. An appropriate school induction is to take place.

7. Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

8. Communication with Other Agencies

Schools should ensure that a copy of all reports (e.g. end of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker.

Social Services, Families First including the virtual school and Education services will need to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

9. Assessment, Monitoring and Review Procedures

Each Looked-After Child will have a PEP that the Social Worker initiates. This will identify areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;
- SMART target setting;
- Achievement Record (academic or otherwise);
- Involvement in Extra Curricular Activities;
- Young person's views about school to make sure they have a voice in setting targets;
- Special needs (if any);
- Development needs (short and long-term development of skills, knowledge or subject areas and experiences);
- Long term plans and aspirations (targets including progress, career plans and aspirations);
- How additional resources are being utilised to meet educational targets e.g. Pupil Premium Plus, Personal Education Allowance.

The PEP will be updated termly (or more frequently if necessary) as part of the Statutory Review process carried out by the Social Services Department.

This document should be read in conjunction with Promoting the education of looked-after children and previously looked-after children