

# ROYAL ALEXANDRA & ALBERT SCHOOL



## Looked After Children Policy

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

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<b>Policy applies to</b>	School & Foundation staff & all Pupils
<b>Governing Body approval required</b>	Yes
<b>Accountable Executive</b>	Deputy Head: Achievement, Standards & Inclusion
<b>Status &amp; Review Cycle</b>	Statutory Annual
<b>Last approval</b>	26.03.25
<b>Next approval</b>	Spring 2026

- **Key Personnel**

- **Headteacher:** Morgan Thomas email: [morganthomas@gatton-park.org.uk](mailto:morganthomas@gatton-park.org.uk) Telephone: 01737 649000
- **Designated Teacher for LAC/PLAC:** Joe Gale email: [joegale@gatton-park.org.uk](mailto:joegale@gatton-park.org.uk) Telephone: 01737 649000
- **Deputy Designated Teacher:** Katie Ryan email: [katieryan@gatton-park.org.uk](mailto:katieryan@gatton-park.org.uk) Telephone: 01737 649000
- **Nominated Governor for LAC/PLAC:** David Clamp email: [DavidClamp@gatton-park.org.uk](mailto:DavidClamp@gatton-park.org.uk)

## 1. Introduction

The Governors and staff at the Royal Alexandra & Albert School are committed to providing a safe and nurturing learning environment for all pupils, with a particular focus on ensuring the educational success and well-being of Looked After Children (LAC) and Previously Looked After Children (PLAC). As corporate parents, we work closely with local authorities, carers, and Virtual Schools to ensure that these pupils receive the tailored support they need to thrive.

The Royal Alexandra & Albert School believes that in partnership with Corporate Parents, we have a special duty to safeguard and promote the education of Looked After Children.

## 2. Terminology and Definitions

- **Looked After Children (LAC):** Children who are under the care of a local authority as per Section 22 of the Children Act 1989. This includes those who are:
  - Subject to a Care Order or Interim Care Order.
  - Accommodated under Section 20 of the Children Act 1989.
  - Living with foster parents, in residential children's homes, with relatives or friends, or in other approved arrangements.
  - Subject to a Care Order while placed with a parent, where the Local Authority holds parental responsibility.
- **Previously Looked After Children (PLAC):** Children who were formerly looked after but have since ceased to be so because they:
  - Have been adopted.
  - Are the subject of a Special Guardianship Order (SGO).
  - Are the subject of a Child Arrangements Order (CAO).

- Were adopted outside England and Wales from 'state care' (care provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).
- **Virtual School:** A service provided by the local authority to promote and coordinate educational support for LAC and Care Leavers to help them succeed in school, college, or university.
- **Designated Teacher (DT):** A senior member of staff responsible for the educational achievement of LAC and PLAC in school.
- **Personal Education Plan (PEP):** A statutory school-based meeting to track and support the education of a Looked After Child. The PEP forms part of the overall Care Plan and must be reviewed termly.
- **Corporate Parent:** The local authority, including all elected members, officers, and partner agencies, who have a collective responsibility to provide the best possible care and safeguarding for LAC.

### 3. Roles and Responsibilities

#### 3.1. The Governing Body

- Appoints a Designated Teacher to oversee the progress of LAC/PLAC.
- Ensures that the needs of LAC/PLAC are considered in all relevant school policies.
- Scrutinises the annual report on the educational outcomes of LAC/PLAC.
- Monitors the effective use of Pupil Premium Plus funding.

#### 3.2. The Headteacher

- Ensures the Designated Teacher has time and resources to fulfil their role.
- Maintains an ethos of high aspiration for LAC/PLAC.
- Ensures school policies consider the needs of LAC/PLAC.

#### 3.3. The Designated Teacher for LAC/PLAC

- Advocates for LAC/PLAC within the school.
- Ensures every LAC has a high-quality Personal Education Plan (PEP).
- Works with Virtual Schools, social workers, and carers.
- Identifies barriers to learning and coordinates support.
- Ensures smooth transitions when LAC/PLAC join or leave the school.

#### 3.4. All School Staff

- Maintain high expectations for LAC/PLAC.
- Support inclusion in school life.
- Understand the impact of trauma and attachment issues.
- Liaise with the Designated Teacher regarding concerns.
- Support LAC/PLAC access to enrichment activities.

#### **4. Admissions, Attendance, and Exclusion**

- LAC/PLAC are given priority in line with the School Admissions Code.
- Attendance is closely monitored.
- Exclusions are avoided wherever possible.

#### **5. Personal Education Plans (PEPs)**

- PEPs are developed in collaboration with the pupil, carers, and professionals.
- They include academic targets and well-being support.
- PEPs are reviewed termly.

#### **6. Use of Pupil Premium Plus (PP+)**

- PP+ is used to support the academic progress and personal development of LAC/PLAC.
- Our Pupil Premium strategy outlines the use of this budget.
- The impact of PP+ spending is monitored and reported to Governors.

#### **7. Training and Awareness**

- The Designated Teacher undertakes statutory training every two years.
- Whole-staff training on trauma and attachment is provided.
- Governors receive annual updates on LAC/PLAC provision.

#### **8. Working with Parents, Carers, and External Agencies**

- The school builds strong partnerships with carers, social workers, and Virtual Schools.
- Parents of PLAC are encouraged to inform the school of their child's status.
- Confidentiality is maintained.

#### **9. Monitoring and Evaluation**

- The Designated Teacher reports annually to Governors on LAC/PLAC progress.
- Data is analysed termly.
- The policy is reviewed annually to ensure effectiveness.

By implementing this policy, the Royal Alexandra & Albert School aims to provide a supportive and aspirational environment for Looked After and Previously Looked After Children, helping them achieve their full potential.