



Looked After Children (LAC) in Care Policy

Tree of Life Educational and Therapeutic Input Ltd.

Reviewed September 2025

1. Policy Statement

Tree of Life is committed to promoting the educational achievement, safeguarding, and overall wellbeing of all pupils, including Looked After Children (LAC) and Previously Looked After Children (PLAC). We recognise that children in care can experience barriers to learning, emotional vulnerability, and social challenges, and we are determined to provide the support, stability, and high aspirations they need to succeed.

2. Aims

- To ensure our approach is therapeutic, supporting emotional regulation, resilience, and healing.
- To ensure LAC/PLAC are safe, supported, and valued within our setting.
- To provide personalised learning and pastoral care that meets the needs of each LAC/PLAC.
- To work in partnership with local authorities, Virtual Schools, carers, and social workers.
- To promote positive mental health, resilience, and achievement.
- To reduce barriers to learning and support consistent attendance.
- To ensure staff are trained and aware of the specific needs of LAC/PLAC.

3. Legal and Statutory Framework

This policy is informed by:

- Children Act 1989 & 2004
- Children and Families Act 2014
- Promoting the Education of Looked After and Previously Looked After Children (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018, updated 2023)
- Keeping Children Safe in Education (DfE, 2023)

4. Roles and Responsibilities

Trustees / Management Committee

- Ensure there is a named Designated Teacher for LAC/PLAC.
- Monitor progress, outcomes, and attendance of LAC/PLAC.
- Review this policy annually.

4.2 Co-owners/ co Head teachers – Catherine Widdrington/Laura Frain

- Ensure the policy is implemented and monitored.
- Support the Designated Teacher in fulfilling statutory duties.
- Allocate resources to support LAC/PLAC effectively.

4.3 Designated Teacher (Catherine Widdrington) for LAC/PLAC

- Lead on promoting high expectations and outcomes for LAC/PLAC.
- Ensure all staff are aware of each LAC/PLAC and their needs.
- Work with social workers, Virtual School Heads, and carers.
- Ensure effective use of the Pupil Premium Plus (PPP) funding.
- Oversee Personal Education Plans (PEPs) and contribute to care planning.
- Provide termly updates on progress and wellbeing to leadership.

4.4 Staff

- Understand the barriers and needs of LAC/PLAC.
- Deliver inclusive, trauma-informed teaching.
- Be alert to safeguarding and wellbeing concerns.
- Maintain high aspirations for all LAC/PLAC.

5. Admission and Transition

- LAC/PLAC will be prioritised for admission and supported with smooth transition into the AP.
- Induction will include information-sharing with the local authority, carers, and Virtual School.
- Transition planning will take account of educational and emotional needs.

6. Teaching, Learning, and Progress

- LAC/PLAC will receive personalised learning, adapted to their individual needs.
- Curriculum pathways will be flexible to enable engagement and achievement.
- Progress will be closely monitored with early intervention where concerns arise.
- High-quality feedback, mentoring, and encouragement will be provided.

7. Personal Education Plans (PEPs)

- Every LAC must have a current, high-quality PEP.
- The DT will ensure PEPs are completed termly in partnership with the local authority.
- PEP targets will be SMART, ambitious, and regularly reviewed.

8. Safeguarding and Wellbeing

- Safeguarding LAC/PLAC is a priority; staff must follow the Child Protection and Safeguarding Policy.
- Staff will be trained in attachment and trauma-informed approaches.
- Emotional wellbeing will be supported through access to pastoral staff, counselling, and safe spaces.
- Bullying or discrimination will not be tolerated.

9. Attendance and Exclusion

- Attendance of LAC/PLAC will be closely monitored and reported to the Virtual School.
- Early intervention will be used to address barriers to attendance.
- Exclusion will only be used as a last resort, with all alternatives considered.

10. Pupil Premium Plus (PPP) Funding

- PPP will be used strategically to support individual needs and aspirations.
- Spending will be evidence-based and linked to PEP targets.
- Impact will be monitored and reported to the Virtual School and governing body.

11. Staff Training

- All staff will receive regular training on the needs of LAC/PLAC.
- Training will include attachment, trauma-informed practice, and safeguarding.

12. Monitoring and Evaluation

- Outcomes for LAC/PLAC will be monitored termly (attendance, attainment, progress, wellbeing).

- The DT will provide annual reports to the governing body.
- Policy will be reviewed annually or earlier if statutory guidance changes.

13. Policy Review

Reviewed: [10/09/2025]

Next Review: [10/09/26]

Approved by: [Trustees/management committee]