

Policy: Looked After and Previously
Looked After Children Policy
SACC approval: June 2025
Ratified FGB: July 2025
Review: July 2028

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Looked After and Previously Looked After Children Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

*'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12*

Introduction

At Holy Trinity CE Primary School, we are committed to promoting the education of Looked After Children (LAC) and Previously Looked After Children (pLAC). We understand that vulnerable students are best supported with high quality teaching and whole school awareness of trauma informed practice.

Holy Trinity CE Primary School has a Designated Teacher (Mrs Fiona Fargher) who is responsible for meeting the needs of this group of pupils. The post holder is a qualified teacher and is empowered to have whole school influence.

The Role of the Designated Teacher

- To act as an advocate for pupils who are LAC and pLAC, in accordance with [DfE Statutory Guidance 1](#), 2018
- To champion the education of pupils who are LAC and pLAC, promoting high quality, inclusive teaching in accordance with [DfE Statutory Guidance 2](#), 2018
- To ensure Holy Trinity CE Primary School complies with the [Admissions Code](#), 2021, to ensure priority for pupils who are LAC and pLAC
- To track and monitor attendance of pupils who are LAC and pLAC
- To ensure that the educational achievement of each LAC and pLAC is monitored, tracked, promoted and, where relevant, accelerated
- To ensure Holy Trinity CE Primary School follows [DfE Guidance on Exclusions](#) for vulnerable children and understand the importance of school stability for this group
- To have a good working knowledge of the [SEND Code of Practice](#), 2014
- To ensure all staff are aware of the barriers for pupils who are LAC and pLAC, and understand the need for systems and strategies to support them e.g. pre and over learning, emotion coaching, safe place to be etc.
- To liaise with other relevant professions in the network around the child; for example, social worker, foster carer, independent reviewing officer
- To attend PEP meetings for all pupils who are LAC each term, having gathered progress updates from relevant staff
- To set learning-based targets for pupils at PEP meetings and ensure these are implemented to a high standard and within an appropriate time frame
- To advise on the most effective use of the Pupil Premium+ in consultation with relevant professionals in the PEP meeting, eg. reference to Education Endowment Foundation; Sutton Trust
- To ensure that relevant staff are aware of pupils who are pLAC, including those who have a Special Guardianship Order, to improve awareness of the vulnerability and needs of pLAC. This should include promoting good practice, identifying and meeting their needs, and guidance on effective use of the PPG
- To report to the Governing board annually on the outcomes of pupils who are LAC and pLAC
- To attend Designated Teacher forum and training, and disseminate information to the wider school community, maintaining a good knowledge of research recommendations for this group

Roles and Responsibilities of all staff

- To ensure that pupils who are LAC and pLAC are supported sensitively and that confidentiality is maintained
- To be familiar with this policy and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings for pupils who are LAC
- To have high aspirations for the educational and personal achievement of pupils who are LAC and pLAC, with an aim to close any attainment gap between this group and their peers
- To attend Designated Teacher whole school training and employ strategies to include pupils who are LAC and pLAC within the lessons and school community.

Roles and Responsibilities of the Governing Board

- To ensure the Governing Body has a named governor responsible for pupils who are LAC and pLAC children (Mrs Jo Steel)
- To be aware of how many pupils who are LAC/ pLAC are on roll at our school
- To ensure that there is a Designated Teacher for pupils who are LAC and / or pLAC
- To support the Headteacher, Designated Teacher and other staff to ensure the needs of this group are met and that the school is an Attachment Aware, inclusive learning environment
- To attend relevant training
- To review the effective implementation of this policy annually

Support for children and families

- Pastoral support (ELSA)
- **Art therapy / play therapy / equivalent specialist support as appropriate through referral**
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- Priority for extra-curricular clubs
- Referrals to relevant external professionals as appropriate (for example, CAMHS, Early Help, Educational Psychologist, Literacy Specialist Teacher)
- Provision of links to groups and resources which may provide additional family and parental support; for example, CATCH (formerly called The Adopter Hub)
- Liaison with the Virtual School as appropriate

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....