

Looked After Children (LAC)& Previously Looked After Children (PLAC) Governor's Report to the Governing Board

Date:	30 June 2025 (Meeting with Designated Teacher 7 May 2025)	
This report is period	From: September 2024	To: End June 2025
Named Governor for LAC/PLAC:	Jo Steel	
Date last attended LAC/PLAC Governor training:	March 2025 (Attachment Awareness Online seminar)	
Date of next review:	Summer 2026	

This report is in conjunction with the Designated Teacher Annual Report to the Governing Board which was presented to the Board in November 2024.

Number of Pupils who are LAC/PLAC on 30 June 2025:	
How many pupils on roll are defined as Looked After Children (LAC) or Previously Looked After 3 Child (PLAC)?	3 (PLAC)
How many of the pupils have the school's LA as their Corporate Parent?	0 <i>NB Change from Annual Report presented in November 2024 (Child no longer has the LA as their Corporate Parent and is now a Previously Looked After Child)</i>

Question	Actions and Notes
Looked After and Previously Looked After Children	We do not currently have any Looked After Children on roll. We have three Previously Looked After Children, two in Reception and one in year 6. This includes one child with Grandparents who have a Special Guardianship Order (SGO) in place.
Are there any Personal Education Plans (PEPs) in place and are these reviewed regularly?	As we currently have no LAC there are no PEPs in place. However, the Designated Teacher confirmed that a PEP had been in place earlier in the academic year and reviewed termly in conjunction with the Local Authority for the duration that the child was a Looked After Child.
What funding is received and how is it used by the school to support LAC/PLAC?	£2,570 per pupil is provided to school for each Previously Looked After Child. (This is a higher amount of funding and includes the standard Pupil Premium amount of £1480) However, it is important to note that once a child is determined as a Looked After Child (i.e. taken into care of the Local Authority), the funding to school is significantly reduced and redirected to the Virtual School. This is despite the reality that the needs of the child are usually significantly heightened during this time. The work required by the school in the best interests of the child is much increased during a period of the child being Looked After by the Local Authority. Our Designated Teacher successfully argued for more money to be returned to the school to help support with counselling in the most recent instance, but this was not the full amount of



	funding required. Once the child became Previously Looked After, funding was fully restored to school. When the PEP was in place, the school accounted for all spending on interventions and support as required.
How does the Senior Leadership Team (SLT) monitor/review progress for LAC and PLAC? (how frequently, what info you look at together)	The Designated Teacher assesses data for PLAC children each term, both as a group on its own, and as part of the wider groups of children on the SEN Register (if applicable) and/or those pupils who are classified as 'Disadvantaged'. The Head Teacher also assesses the data and discusses progress of these children with the Designated Teacher, looking at termly progress and what interventions may be required. This is in addition to monitoring carried out by the class teachers, who are aware of the children's situations and alert to any in-class interventions and considerations that may need to be given. As with all pupils, attendance is also monitored and any concerns flagged and dealt with as appropriate.
Are there any overarching themes, issues and solutions that can be identified when assessing the behaviours, development and progress of this group of children?	Due to the small nature of the school and numbers of pupils that are LAC/PLAC, it is difficult to draw any collective themes, issues or solutions from this group of children. This is also due to the large difference in age groups and all three situations being very different from one another. However, it is evident that trauma has been experienced by all three children (albeit in different ways) and this has led to attachment difficulties for all three. The school is currently aiming to achieve the Attachment Aware Schools Bronze Award to help improve outcomes for all pupils, but especially those with attachment concerns (See below under Training).
Do any of the children also have Special Educational Needs?	As is common with children in such circumstances, the older child is also on the SEN register and appropriate interventions are made accordingly. (See Designated Teacher's Annual Report for data and information). It is too early to assess children in Reception as to whether they will have any SEN or be placed on the SEN register at a future date, but progress is regularly measured alongside the cohort. It is quite possible that these children will have SEN identified during their time in school.
What support is offered to LAC and PLAC pupils	In accordance with our policy and educational guidelines, the following support has been/can be offered to pupils who are PLAC / LAC: CAMHS referral, CP/CIN/EH, Informal assessment of literacy skills, academic interventions, ELSA, reasonable adjustments, offer of breakfast club / after school and homework clubs.
Are there any current pupils with Kinship arrangements (for example Special Guardianship Orders) and if so how are these monitored?	We have one child whose grandparents have a SGO in place, and most communication from school therefore takes place with them directly. One parent remains a primary and legal guardian but in the event of a dispute, the grandparents would make the decisions for the child until age 18. As the father remains a primary guardian, copies of all reports and documents should be shared with him as well as with the grandparents.
Training	Specific Designated Teacher training; Emotion Coaching training for all staff 2024; Attachment awareness training ongoing this year across the school for all staff members – Attachment Aware Schools Award. Please refer to the Designated Teacher Annual Report to the Governing Board November 2024 for more details.



Is the Looked After and Previously Looked After Children Policy being followed and does it require any changes?	Through conversation and data evidence, I am confident that the policy is being delivered effectively by the school. Following discussions, two minor changes are being made to the policy to account for a change in name of a supportive institution and to encompass more types of therapy available (See tracked changes). A fuller review of this policy is due in 2027.
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Jo Steel 8th July 2025
Fiona Fargher 16/7/25