



# King's Lynn Academy

**Policy:** **Looked After (LAC) and  
Previously Looked After Children (PLAC)**

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**Date of Approval:** September 2025

**Approved by:** Academy Council

**Review date:** September 2026

## Introduction:

For the purposes of this policy children who are 'looked after by a local authority' are those looked after within the meaning of section 22 of the Children Act 1989. A Previously Looked After Child is one who is no longer looked after because they are subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to who the child will live with.

## Principals and Aims:

At KLA we recognise that LAC or PLAC children may have needs relating to trauma, abuse or rejection and are likely to experience personal distress or uncertainty which will require additional pastoral care.

Nationally Looked After and Previously Looked After Children are likely to underachieve and are at greater risk of exclusion compared to their peers. Their academic and social progress is likely to be hindered by their personal experiences, uncertainties and instability in their home circumstances.

King's Lynn Academy recognises that LAC and PLAC students may have experiences which significantly disadvantage them, we are committed to ensuring that these students are supported to reach their full potential in all areas. In order to achieve this goal we will:

- Ensure high expectations of all staff
- Provide a broad and balanced curriculum
- Record and monitor academic achievement and intervene with additional support where a gap is identified
- To ensure an enhanced transition at each key point of education
- Prioritise a reduction in exclusion
- Promote and reward good attendance
- Promote good communication between all those involved in the child's life
- Seek and listen to the voice of the child
- Ensure staff awareness of and sensitivity to the needs of LAC and PLAC students
- Ensure an appropriately trained Designated teacher is appointed (Elizabeth Espiner, Elanor Westbury) to champion the needs of LAC and PLAC students
- All LAC and PLAC students will have a Personal Education Plan (PEP) drawn up between the academy, the child and the child's social worker
- The PEP will identify the needs of the child and the support which will be offered
- The PEP will be reviewed termly with all parties

## Roles and Responsibilities:

### Principal:

- Identify the Designated teacher for LAC and PLAC students along with another appropriate member of staff to deputise in the case of absence
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and PLAC
- Take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of LAC and PLAC

- Ensure that Pupil Premium funding is used to good effect – not assigned to individual students but as a cumulative amount to improve the learning experiences and progress of disadvantaged students
- To ensure that the Enhanced Pupil Premium is used effectively to support LAC and PLAC students

#### Academy Council:

- All governors are aware of the legal requirements and guidance on the education of LAC and PLAC
- Challenge the academy on the needs and progress of LAC and PLAC students
- Allocate resources to meet the need of LAC and PLAC students
- Ensure that the academy has appointed a Designated Teacher for LAC and PLAC along with an appropriate deputy in the case of absence
- Receive an annual report which sets out:
  - The number of LAC and PLAC students on roll (if any)
  - Attendance
  - Attainment compared to other students
  - Number of fixed-term and permanent exclusions (if any)
  - The destinations of all Y11 LAC and PLAC students (if any)
  - The information in this report should be anonymised to ensure the confidentiality of LAC and PLAC students

#### Designated Teacher:

The Designated Teacher should be “someone with sufficient authority to make things happen, who should be an advocate for LAC and PLAC assessing services and support, and ensuring that the school Looked After and Previously Looked After Children Policy shares and supports high expectations for them.” It is strongly recommended that this person should be a member of the Academy Leadership Team.

The Designated Teacher will:

- Plan the transition into KLA with the child, their foster carers and their social worker to ensure a positive start
- Complete the termly PEP with the child, their foster carers, their social worker and any other relevant people
- Identify a key member of staff for each LAC and PLAC student at KLA, the child should be consulted in the choice of their key worker to ensure the best start to the relationship
- Track academic progress and target support appropriately
- Ensure confidentiality for LAC and PLAC students – information is shared on a need to know basis
- Actively encourage LAC and PLAC students to engage with extra-curricular activities including clubs, teams and Student Commission
- Advocate for LAC and PLAC students, raising their profile with staff and governors
- Initiate early intervention where a student is at risk of exclusion
- Ensure early identification of next phase of education to ensure that a smooth transition can take place
- Monitor attendance of LAC and PLAC and intervene at an early stage where it is of concern

Staff:

- Have high aspirations for all LAC and PLAC students
- Actively encourage LAC and PLAC students to engage with extra-curricular activities
- Engage with the Designated teacher to raise concerns about progress early
- Have an understanding of the challenges which may be faced by LAC and PLAC students and support them with sensitivity