



Maidstone Grammar School
for Girls

Non sibi sed omnibus

Looked After Children and Post Looked After Children Governing Body Policy 2026 - 2028

History Log

Last Revised	Revised By	Ratified By Governors	Next Review Date	Time Scale
September 2020	Z Harris	5th October 2020	September 2022	Biennially
September 2022	A Hart	October 2022	September 2024	Biennially
September 2024	N Walker	27th November 2024	September 2026	Biennially
September 2026	N Walker	30th September 2026	September 2028	Biennially

Contact: Mr N Walker, Deputy Headteacher

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Definitions

- A child ‘looked-after by a local authority’ (LAC) is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.
- A previously looked-after child (PLAC) is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from ‘state care’ outside England and Wales.
- A child is in ‘state care’ outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Under section 22 of the Children Act 1989, “any reference to a child who is looked after by a local authority is a reference to a child who is:

- in their care; or
- provided with accommodation (provided for a continuous period of more than 24 hours) by the authority in the exercise of any functions which are social services functions within the meaning of the Local Authority Social Services Act 1970.

This policy links with a number of school policies:

- Child protection and safeguarding policy
- The School Code of Conduct
- Behaviour Policy
- Home School Agreement
- Anti-bullying Policy
- Equal Opportunities Policy
- SEND Policy
- Admissions Policy

Helping LAC and PLAC students succeed and providing a better future for them is a key priority for Kent County Council and Kent schools. This policy takes account of:

- The County Council’s duty under Section 52 of the Children Act 2004 to promote the educational achievement of LAC students
- The Education (Admission of Children In Care) (England) Regulations 2006
- Children Act 1989
- Children and Families Act 2014
- Keeping Children Safe in Education 2024
- SEND Code of Practice 2014, DfE
- The designated teacher for looked-after and previously looked-after children, DfE, February 2018
- Section 20 of the Children and Young Persons Act 2008 (“the 2008 Act”)
- Section 20A of the 2008 Act inserted by section 5 of the Children and Social Work

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Act 2017 (“the 2017 Act”)

- Section 2E of the Academies Act 2010 inserted by section 6 of the 2017 Act
- The Designated Teacher (Looked-After Pupils etc.) (England) Regulations 2009.

Maidstone Grammar School for Girls’ approach to supporting the educational achievement of LAC and PLAC is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to students
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals.

Responsibility of the Headteacher

- Identify a Designated Teacher for LAC and PLAC, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and PLAC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Children in Care & PLAC.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

The designated teacher for Looked After Children (LAC) and Post Looked After Children (PLAC) is Mr N Walker, Deputy Headteacher.

The designated governor for LAC and PLAC students is Mrs Ashley Crittenden.



Responsibility of the Governing Body

Section 20 of the 2008 Act places the following duties on governing bodies:

- to designate a member of staff (the designated teacher) as having the responsibility to promote the educational achievement of looked-after children and previously looked after children, including those aged between 16 and 18 who are registered pupils at the school.
- to ensure that the designated teacher undertakes appropriate training (section 20(2)).
- the governing body and the designated teacher must have regard to this guidance and any other relevant guidance issued by the Secretary of State.

The Governing Body will:

- Identify a nominated Governor for LAC and PLAC students.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of LAC and PLAC - [DfE Guidance for LAC / PLAC 2018](#)
- Ensure the school has an overview of the needs and progress of LAC and PLAC.
- Allocate resources to meet the needs of LAC and PLAC.
- Ensure the school's other policies and procedures support their needs.
- Ensure LAC and PLAC are prioritised in the school's oversubscription criteria, in line with the Education (Admission of Children in Care) (England) Regulations 2006. Maidstone Grammar School for Girls will give top priority to Children in Care who meet the academic requirements.
- Ensure a Designated Teacher for LAC and PLAC is identified and enabled to carry out the responsibilities set out below.
- For every LAC student, in line with Kent's guidance on Personal Education Plans. EPPLACs may be used for PLAC.
- Identify a governor as Designated Governor for LAC and PLAC.
- Monitor the academic progress of LAC and PLAC, through an annual report.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure that LAC and PLAC students achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of LAC and PLAC students are recognised and met.
- Governors should also be aware that OFSTED will focus on LAC and PLAC students, monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

The Role of the Designated Teacher

The Designated Teacher (Looked-After Student / PLAC etc) (England) Regulations 2009 require that the designated person is:

- a qualified teacher who has completed the appropriate induction period (if required) and is working as a teacher at the school (regulation 3(2)); or a head teacher or acting head teacher of the school (regulation 3(3)).
- Governors should be aware that all schools are already required to have a designated teacher for LAC and PLAC students. It is strongly recommended that this person should be a

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member of the Senior Management Team. Training for Designated Teachers has been and will continue to be available through Virtual School Kent and the Local Authority.

The Designated Teacher will:

- Ensure a welcome and smooth induction for the student and their carer, using the Personal Education Plan to plan (for LAC) for that transition in consultation with the child's social worker.
- Ensure that a Personal Education Plan for LAC students is completed with the student, the social worker, the foster carer and any other relevant people. This should be completed at least three times per year and submitted to the Local Authority.
- Ensure that each LAC student has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the student's own wishes. They should also be alert to any Safeguarding issues, any disclosures that students may make, and know what action to take. They should link closely therefore with the school's Designated Safeguarding Lead.
- Oversee the spend of PP+ funding for LAC and PLAC.
- Track academic progress and target support appropriately.
- Co-ordinate any support for LAC and PLAC that is necessary within school.
- Ensure confidentiality for individual students, sharing personal information on a need to know basis.
- Encourage LAC and PLAC to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of LAC.
- Set up timely meetings with relevant parties where the student is experiencing difficulties in school or is at risk of exclusion.
- Ensure the transfer of information between individuals, agencies and – if the student changes school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Raise awareness in school that LAC and PLAC are automatically entitled to a bursary if they go into the sixth form.
- Keep Governors informed in a yearly report on the achievement of LAC and PLAC so they are able to fulfill their duties to these students. This will include:
 - The number of CIC / PLAC on the school's roll (if any)
 - Their attendance, as a discrete group, compared to other students
 - Their end of year attainment, levels, grades, GCSE results, and other qualifications achieved, as a discrete group, compared to other students
 - The number of fixed term and permanent exclusions (if any) for LAC / PLAC
 - The destinations of LAC / PLAC who leave the school
 - The information for this report should be collected and reported in ways that preserve anonymity and respect the confidentiality of the students concerned.

The Responsibilities of all Staff

All our staff will:

- Have high aspirations for the educational and personal achievement of LAC and

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PLAC, as for all students.

- Maintain the care provision for LAC and PLAC confidentiality and ensure they are supported sensitively.
- Respond positively to a student's request to be the named member of staff whom they can talk to when they feel it is necessary.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable LAC and PLAC to achieve stability and success within school.
- Promote the self-esteem of all LAC and PLAC.
- Have an understanding of the key issues that affect the learning of LAC and PLAC.

The Headteacher/the Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.

VSK Contact Information

[Virtual School Kent](#) works on a locality based model creating a team around the child and stakeholders in each area, which enables them to deliver holistic support.

Funding

Schools receive Pupil Premium Plus (PP+) funding for LAC / PLAC that are:

- identified in the school census or the alternative provision census as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care).

For LAC pupils who attract PP+ funding, the Virtual School head of the local authority that looks after the pupil will transfer funding and manage any requests for further funding. PLAC PP+ funding comes directly from the DfE and is managed by the school.