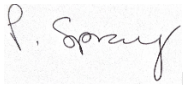
Looked After and Previously Looked After Children Policy

Spurcroft Primary School & Nursery

This policy is due for review in September 2026

Headteacher	Sign & Date:	 November 2025
Chair of Governing Board	Sign & Date:	 November 2025

Introduction

At Spurcroft Primary School and Nursery, we are committed to providing an inclusive, nurturing, and aspirational environment where every child can thrive. We recognise that Looked After Children (LAC) and Previously Looked After Children (PLAC) may face additional barriers to learning and wellbeing, and we are dedicated to ensuring that they receive the understanding, support, and opportunities they need to succeed.

This policy sets out how the school will fulfil its statutory duties and support the progress, wellbeing, and inclusion of LAC and PLAC through the work of the Designated Teacher.

Aims

- To ensure that Looked After and Previously Looked After Children are fully included in all aspects of school life and achieve their full potential.
- To promote high expectations, consistent support, and a sense of belonging for each child.
- To work effectively in partnership with carers, parents, social workers, the Virtual School, and other agencies to meet each child's individual needs.
- To ensure that staff understand the impact of trauma, attachment, and loss on learning and behaviour, and respond with empathy and consistency.

The Role of the Designated Teacher

The Designated Teacher at Spurcroft Primary School and Nursery is **Headteacher and Designated Safeguarding Lead, Kate Flowerdew**. They are responsible for leading and coordinating support for all Looked After and Previously Looked After Children on roll.

The Designated Teacher will:

1. Promote Achievement and Inclusion

- Ensure that LAC and PLAC are prioritised for academic support, enrichment opportunities, and pastoral care.
- Monitor progress, attainment, attendance, and wellbeing, ensuring appropriate interventions are in place where needed.
- Champion high aspirations and celebrate achievements, both academic and personal.

2. Manage Personal Education Plans (PEPs)

- Work with the child, carers, social workers, and the Virtual School to ensure each LAC has an up-to-date and effective Personal Education Plan (PEP).
- Ensure PEP meetings are held within statutory timescales and that the plans are ambitious, specific, and reviewed regularly.

3. Liaise with Key Partners

- Be the main point of contact for the Virtual School Head, social workers, carers, and parents.
- Ensure that information is shared sensitively and appropriately with relevant staff.
- Support smooth transitions when pupils join or leave the school, ensuring continuity of care and support.

4. Support Staff and Raise Awareness

- Provide guidance and training for staff to increase understanding of the needs of LAC and PLAC.
- Ensure teachers are aware of how to adapt provision to promote positive learning experiences.
- Encourage a whole-school ethos of understanding, inclusion, and empathy.

5. Promote Wellbeing and Safeguarding

- Ensure that children feel safe, valued, and listened to within the school community.
- Support access to pastoral and emotional support, including the use of nurture provision and emotional literacy interventions.
- Work closely with the Designated Safeguarding Lead to ensure all safeguarding arrangements are effective.

Use of Pupil Premium Plus (PP+) Funding

Spurcroft Primary School and Nursery uses Pupil Premium Plus funding strategically to improve the educational outcomes and wellbeing of Looked After and Previously Looked After Children.

Funding is allocated and reviewed through the PEP process, in consultation with the Virtual School and carers. The Designated Teacher ensures that spending is targeted to meet the individual needs of each child and demonstrates clear impact.

PP+ funding may be used to:

- Provide additional academic support or targeted interventions to close learning gaps.
- Offer emotional literacy or nurture-based programmes to support wellbeing and self-esteem.
- Fund enrichment activities, educational visits, and experiences that build confidence and aspiration.
- Support transitions between schools or key stages.
- Provide staff training to increase understanding of attachment and trauma-informed approaches.

The impact of PP+ funding is monitored regularly through pupil progress reviews, PEP meetings, and annual reporting to governors.

Monitoring and Evaluation

The Designated Teacher will provide an annual report to the Governing Body on:

- The number of LAC and PLAC on roll.
- Their progress, attendance, and attainment.
- The use and impact of Pupil Premium Plus funding.
- The effectiveness of multi-agency working and staff training.

The Governing Body will ensure that the school meets its statutory duties and that this policy is implemented effectively.

Policy Review

This policy will be reviewed annually by the Designated Teacher and the Senior Leadership Team, or earlier if national guidance or school circumstances change.

Policy Lead: Kate Flowerdew
Date of Approval: [Insert Date]
Next Review Date: September 2026