



**Watling**  
PRIMARY SCHOOL

Nurturing a passion for learning

# **LAC/PLAC Statement 2025 - 2027**

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*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level				
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints Procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.	
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.	
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.	

At Watling Primary School, we are committed to providing a nurturing, inclusive, and aspirational learning environment for all children, including those who are Looked After (LAC) or Previously Looked After (PLAC). We recognise the unique challenges and experiences these children may face and are dedicated to supporting their academic, emotional, and social development.

Watling Primary School is proud to be part of The Alliance Schools Trust and works in partnership with Milton Keynes Local Authority to ensure that all statutory responsibilities for LAC and PLAC pupils are met with care and diligence.

## Definitions

### LAC (Looked After Children)

These are children who are in the care of the local authority. This includes children who are living with foster carers, in residential homes, or with other family members under a care order.

### PLAC (Previously Looked After Children)

These are children who were once in care but have since left it through adoption, special guardianship, or child arrangement orders. Although no longer in care, they may still face challenges related to their early experiences.

Our provision for LAC and PLAC pupils is guided by our curriculum themes which underpin everything we do.

- **STEAM:** We foster curiosity and creativity through Science, Technology, Engineering, Arts, and Maths, helping children develop the skills needed for a rapidly changing world.
- **Forest School:** We encourage exploration and connection with nature, supporting emotional regulation and resilience through outdoor learning.
- **Sustainability:** We promote responsibility and care for the environment, helping children understand their role in shaping a better future.
- **Character Education:** We develop positive learning behaviours and values such as communication, teamwork, problem-solving, and empathy.

Alongside our themes, our Watling Way values set the tone for all members of our school community.



Watling Primary School is committed to ensuring LAC and PLAC pupils are supported in the following ways:

- **Designated Teacher:** Our Designated Teacher for LAC and PLAC pupils acts as their advocate and coordinates support for them. Our leadership team is committed to supporting the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on LAC and PLAC.
- **Individualised Support:** We work closely with carers, social workers, and other professionals to ensure that each child's needs are met through personalised learning plans and targeted interventions where appropriate.
- **School Governor:** We nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account and that the Designated Teacher is able to carry out their role effectively.
- **Virtual School:** We work closely with the Virtual School and Children's Social Care in the best interests of LAC and PLAC pupils, including completion of Personal Education Plans (PEPs).
- **Inclusive Curriculum:** Through our curriculum themes (STEAM, Forest School and Character education) we provide enriching opportunities that build confidence, resilience, and a sense of belonging.
- **Wellbeing and Mental Health:** We prioritise emotional wellbeing through access to pastoral care and external support services where needed.
- **High Aspirations:** Our Watling Way value 'Aspire' sets out our commitment to every member of our school community achieving ambitious goals. We believe in the potential of every child and strive to ensure that LAC and PLAC pupils achieve their best academically and socially, preparing them for future success.

### Roles and Responsibilities

#### **Designated Teacher**

- Act as the central point of contact for LAC and PLAC pupils within the school.
- Maintain up-to-date knowledge of each child's circumstances, including Personal Education Plans (PEPs).
- Monitor academic progress, attendance, and wellbeing, and coordinate interventions where needed.
- Work closely with carers, social workers, and other professionals to ensure joined-up support.
- Advocate for the child's needs and ensure their voice is heard in school decisions.
- Ensure the effective use of Pupil Premium Plus funding to support individual needs.

The Designated Teacher here at Watling Primary School is **Beth Shepherd (SENCO, DSL)**.

#### **Headteacher**

- Oversee the strategic implementation of support for LAC and PLAC pupils.
- Ensure the Designated Teacher has the time, training, and resources to carry out their role effectively.
- Foster a whole-school ethos that supports the wellbeing and achievement of LAC and PLAC pupils.

- Liaise with external agencies and the Local Authority to ensure coordinated support.
- Ensure staff are aware of the needs of LAC and PLAC pupils and receive appropriate training.

## All Staff

All staff in this school will:

- Have high expectations of learning for LAC and PLAC pupils and set targets to accelerate educational progress.
- Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
- Understand how important it is to see LAC and PLAC pupils as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their LAC or PLAC status.
- Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
- Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
- For PLAC pupils, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

## Governors

- Ensure the school meets its statutory duties regarding LAC and PLAC pupils.
- Appoint a Designated Teacher and support them in fulfilling their role.
- Monitor the progress and attainment of LAC and PLAC pupils through regular reports.
- Ensure that funding (e.g. Pupil Premium Plus) is used effectively to support these pupils.
- Promote a culture of high expectations and inclusion for LAC and PLAC pupils.

For further information or to discuss support for a LAC/PLAC pupil, please contact our Designated Teacher via the school office at [office@watlingprimary.org.uk](mailto:office@watlingprimary.org.uk) or call 01908 049500.