CORE EDUCATION TRUST

LOOKED AFTER CHILDREN (LAC) and Previously LOOKED AFTER CHILD (PLAC) Statement

Last reviewed:	August 2026
Next review due by:	August 2027
Monitoring & Review	Education – Annually

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Jewellery Quarter Academy believes that in partnership with Birmingham City Council as Corporate Parents we have a special duty to safeguard and promote the education of Children in Care.

Aim:

• Our vision is for all of our students, regardless of background and circumstance, to make

outstanding progress and achieve grades which will open the door to the future of their choice.

• We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals

• We want to provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

• We aim to support our Children in Care and give them access to every opportunity to achieve to their potential and enjoy learning.

• We also strive to fulfil our schools' role as corporate parents to promote and support the

education of our Children in Care, by asking the question, 'Would this be good enough for my child?'

DEFINITIONS Of LAC And PLAC:

Looked After Children (LAC) Are Defined As:

• Children or young people who are the subject of a Care Order or Interim Care Order under the

Children Act 1989.

• Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.

• Children subject to a Care or Interim Care Order whilst placed with a parent, where the LA has parental responsibility.

• Children who are not subject to an order, but are accommodated by the LA under an agreement with their parents or respite care.

Previously - Looked After Children (Plac) Are Defined As:

• Children who are no longer looked after by an LA in England and Wales because they have either been adopted or are the subject of an adoption, special guardianship or child arrangements order.

• Children who were adopted outside England and Wales from 'state care' (care that is provided by a public authority, religious organisation, or other organisation whose main purpose is to benefit society).

In Pursuit Of This Policy We Will:

• Nominate a Designated teacher for Children in Care, who is part of the Senior Leadership Team,

who will act as their advocate and co-ordinate support for them.

The Designated Teacher at Jewellery Quarter Academy is: Rebecca Zolna RZolna@corejewelleryquarter.academy

• Nominate a school governor to ensure that the needs of Children in Care in the school are taken into account at a school management level and to support the Designated Teacher.

The school governor is: Akil Dowe enquiry@core-education.co.uk

• Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Children in Care.

The Role And Responsibilities Of The Designated Teacher For Looked After Children:

The role became statutory in September 2009 under the Children and Young Persons' Act 2008 (the 2008 Act). The Designated Teacher must be a qualified teacher or a member of staff.

• The designated teacher will be a central point of initial contact within the school. At times this point of contact may be delegated to a Deputy DSL who will report directly to the Designated

Teacher. This will help to make sure that we play our role to the full in making sure arrangements

are joined up and minimise any disruption to a child's learning.

• Maintain an up-to-date record of all Children in Care who are on the school roll. This will include:

- Status i.e. care order or accommodated.
- Type of Placement i.e. Foster, respite, residential.
- Name of Social Worker, area office, telephone number.
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
- SEND - EHCP
- Baseline information and all test results.
- Attendance figures
- Suspensions

• Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. EHCP and associated plans, Transition Plan, Pastoral Support Programme.

• Ensure that PP+ is spent appropriately to raise educational attainment and an accurate record is kept.

• Ensure that someone attends Child in Care Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.

• Liaise with the relevant Virtual School termly with regard to the performance, attendance and attainment of Children in Care.

• Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

• Ensure that systems are in place to identify and prioritise when Children in Care are underachieving and have early interventions to improve this in line with existing school policy.

• Ensure that systems are in place to keep staff up to date and informed about Children in Care where and when appropriate.

• Ensure that Children in Care, along with all children are listened to and have equal opportunity to pastoral support in school.

• Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Children in Care.

• Report to the responsible body annually on the performance of the Children in Care who are on the roll of the school.

• Attend any relevant CPD provided by Virtual Schools.

The Role And Responsibility Of The Governing Body:

• Support the local authority in its statutory duty to promote the educational achievement of looked after children.

• Ensure that the DT is given the appropriate level of support in order to fulfil their role.

• In partnership with the headteacher, ensure that, through their training and development, the DT has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of LAC.

• Governing bodies and the SLT should make sure that the DT role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting LAC to achieve.

• The governing body, in partnership with the head teacher, is responsible for monitoring how well the role is working. As part of this monitoring an annual report will be received from the DT.

This policy links with a number of other school policies/procedures and it is important that Governors have regard to the needs of Looked After Children when reviewing them:

• Admissions Policy

• Behaviour Policy

• Anti-bullying and Anti-Hate Policy

• Home-school agreement

• Equality Policy

• Child Protection Policy and Safeguarding Statement

• Special Educational Needs and Disability Policy

The Jewellery Quarter Academy will champion the needs of Looked After Children, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.