



Previously Looked After Children (PLAC) Policy for **School A**

School A believes that in partnership with **Northwest Borough Council**, we have a special duty as Corporate Parents to safeguard and promote the education of looked-after (LAC) and previously looked-after (PLAC) children.

Our Aim:

- To provide a safe and secure environment, where education is valued and there is a steadfast belief in the abilities and potential of all children.
- To support our looked-after and previously looked-after children and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools' role as corporate parents to promote and support the education of our looked-after and previously looked-after children, by asking the question, 'Would this be good enough for my child?'

School A will:

- Nominate a Designated Teacher (DT) for our looked-after and previously looked-after children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of our looked-after and previously looked-after children are prioritised at a school management level. The school governor will also support the Designated Teacher (DT) in their role as advocate and educational champion.
- Support the Designated Teacher (DT) in carrying out their role by making time available and ensuring that they attend, at a minimum, statutory training provided by Halton Virtual School (HVS) and external agencies.

1. Purpose of the Policy:

This policy sets out the school's commitment to supporting Previously Looked After Children (PLAC) and ensuring they receive the highest quality education and pastoral care. The school recognises that although PLAC are no longer in the care system, many continue to experience the effects of early adversity, trauma, disrupted attachments, or multiple moves. This policy outlines how the school will identify needs, provide targeted support, work with families and external agencies, and use Pupil Premium Plus funding to improve outcomes.

Definition of Previously Looked-After Children (PLAC):

A previously looked-after child is no longer looked after by a local authority because they are the subject of an adoption order, a special guardianship order (SGO), or a child arrangements order – including those adopted from state care outside England and Wales (from April 2023). [DfE statutory guidance, 2018].



2. Legal and Statutory Framework

The school's responsibilities are shaped by national legislation and guidance. These documents emphasise the importance of stability, high expectations, and personalised support for PLAC. They also require schools to appoint a Designated Teacher, ensure staff training, and use Pupil Premium Plus effectively. The school uses these frameworks to guide decision-making, ensure compliance, and maintain a consistent approach across all year groups.

3. Roles and Responsibilities

3.1 Governing Body

- Ensures the school meets statutory duties by monitoring the implementation of this policy and holding leaders accountable for the progress of PLAC.
- Receives an annual anonymised report from the Designated Teacher, enabling governors to evaluate the effectiveness of provision and identify areas for improvement.
- Ensures that sensitive information about PLAC is handled confidentially and that reporting does not identify individual children.

School A's nominated governor is Mrs Governor:

3.2 Headteacher

- Ensures the Designated Teacher has the authority, time, and resources needed to coordinate support for PLAC effectively.
- Oversees the strategic use of Pupil Premium Plus funding, ensuring it is allocated based on need and used to improve outcomes.
- Promotes a school culture where PLAC are understood, valued, and supported, and where staff maintain high aspirations for their achievement.

School A's Head Teacher is Mrs Head Teacher:

3.3 Designated Teacher

- Acts as the key point of contact for PLAC, their families, and the Virtual School, ensuring communication is timely, supportive, and effective.
- Ensures staff understand the impact of trauma, attachment difficulties, and early adversity, and provides or arranges training to build staff confidence.
- Works closely with parents/carers to develop support plans that reflect the child's needs, strengths, and experiences.
- Monitors academic progress, attendance, behaviour, and wellbeing, ensuring early intervention where concerns arise.
- Ensures school policies (e.g., behaviour, safeguarding, admissions) reflect the needs of PLAC and promote inclusion.

School A's designated teacher is Mrs Designated Teacher:



3.4 All Staff

- Maintain high expectations for PLAC, recognising that early adversity does not limit potential.
- Understand how trauma can affect behaviour, concentration, relationships, and emotional regulation, and respond with empathy and consistency.
- Implement agreed strategies, such as predictable routines, emotional check-ins, or adapted behaviour responses, to support the child's stability and success.

4. Identification and Admission

- Parents/carers are encouraged to share PLAC status during admission or at any point afterward. The school recognises that families may be cautious about disclosure and therefore handles all conversations sensitively.
- Information is stored securely and shared only with staff who need it to support the child.
- The Designated Teacher meets with the family to gather information about the child's history, strengths, triggers, and any existing support or therapeutic involvement.

5. Support Offered by the School

5.1 Academic Support

- The school uses assessment data, teacher observations, and parental insight to identify academic strengths and gaps.
- Personalised learning plans may be created to outline specific targets, interventions, and strategies.
- Interventions may include small-group tuition, targeted literacy/numeracy support, or additional adult support in class.
- Progress is reviewed regularly to ensure interventions are effective and adjusted where necessary.

5.2 Social, Emotional, and Mental Health Support

- Each PLAC is offered a trusted adult or key worker who provides consistent emotional support and acts as a safe point of contact.
- The school may offer emotional literacy programmes, nurture groups, or structured social-skills sessions.
- Where appropriate, the school may facilitate access to counselling, play therapy, or external mental health services.
- Staff use trauma-informed approaches, recognising that behaviour is often a communication of unmet need.

5.3 Transition Support

- Enhanced transition arrangements may include additional visits, meetings with key staff, or personalised transition booklets.



- The Designated Teacher liaises with previous schools to ensure continuity of support and transfer of relevant information.
- For key stage transitions, the school ensures the receiving staff understand the child's needs and strategies that support them.

5.4 Enrichment and Wider Opportunities

- The school encourages PLAC to participate in extracurricular activities, recognising the importance of belonging, confidence, and enrichment.
- Support may be offered with costs, equipment, or transport where needed.
- Staff actively identify opportunities for PLAC to develop leadership skills, creativity, and resilience.

6. Involvement of the Local Authority

The Virtual School Head (VSH) provides strategic oversight and advice but does not manage individual cases. The school engages with the VSH for guidance on best practice, training, and complex needs. The school may request support from the local authority where specialist input is required, such as educational psychology or therapeutic services. The school shares anonymised data with the Virtual School when requested to support borough-wide planning and evaluation.

(Delete as appropriate)

As our school Primary School A is in one of the North West's 5 boroughs

Our Local Authority PLAC lead is:

Wigan

Pupil Premium Plus (PP+): £2,570 annually for PLAC pupils (Reception to Year 11), paid directly to schools via October census. Funding must be used to support eligible pupils and evidence impact.

Local Contact: **Andrea Hurst** – Andrea.Hurst@wigan.gov.uk



Wigan Council

Cheshire West & Chester

Pupil Premium Plus (PP+): £2,570 annually for PLAC pupils (Reception to Year 11), paid directly to schools via October census. Funding must be used to support eligible pupils and evidence impact.

Local Contact: **Alison Ismail** – Alison.Ismail@cheshirewestandchester.gov.uk



Cheshire West and Chester



St Helens

Pupil Premium Plus (PP+): £2,570 annually for PLAC pupils (Reception to Year 11), paid directly to schools via October census. Funding must be used to support eligible pupils and evidence impact.

Local Contact: **Lesley Moon** – LesleyMoon@sthelens.gov.uk



ST HELENS
BOROUGH COUNCIL

Halton

Pupil Premium Plus (PP+): £2,570 annually for PLAC pupils (Reception to Year 11), paid directly to schools via October census. Funding must be used to support eligible pupils and evidence impact.

Local Contact: **David Bradshaw** – David.Bradshaw@halton.gov.uk








Warrington

Pupil Premium Plus (PP+): £2,570 annually for PLAC pupils (Reception to Year 11), paid directly to schools via October census. Funding must be used to support eligible pupils and evidence impact.

Local Contact: **Liz McEntee** – emcentee@warrington.gov.uk



Local Authority	PLAC Lead	Website	Contact Email
Wigan	Andrea Hurst		Andrea.Hurst@wigan.gov.uk
Cheshire West & Chester	Alison Ismail		Alison.Ismail@cheshirewestandchester.gov.uk
St Helens	Les Moon		LesleyMoon@sthelens.gov.uk
Halton	David Bradshaw		David.Bradshaw@halton.gov.uk
Warrington	Liz McEntree		emcentee@warrington.gov.uk



Our Regional Adoption agency is – Together for Adoption:

Together for Adoption (TfA)

is a Regional Adoption Agency (RAA) in the North West UK, combining Cheshire West & Chester, Halton, St Helens, Warrington, and Wigan councils to find families for children needing adoption, provide comprehensive support for adopters and adopted individuals, and facilitate early permanency for children in care. They focus on efficient family matching, offer extensive post-adoption support, and welcome diverse applicants to help children find secure, loving homes.



Phone: 01942 487272

Email: [5 boroughs RAA 'Together for adoption' Enquiry](#)

Website: [Together for Adoption](#)

7. Pupil Premium Plus (PP+) for PLAC

Rates (2025–26): PLAC £2,630 per pupil paid direct to schools (October census). Looked after PP+ (around £2,570) managed by the Virtual School via PEPs. Post-16 PP+ pilot funding for LAC/care leavers in some areas (2024–25).

PP+ for PLAC is not ring fenced to individuals but must benefit eligible pupils and align to the DfE menu of approaches. Evidence impact and consult parents/guardians, education advice, information sharing, and signposting for families.

7.1 How Funding Is Gained

- Parents/carers must declare PLAC status and provide evidence such as an adoption certificate or court order.
- The school records this information in the January census, which determines the allocation of PP+ for the following financial year.
- The school supports families to understand the purpose of PP+ and how it can benefit their child.

7.2 How Funding Is Used

- PP+ is used to improve outcomes for PLAC, addressing both academic and social-emotional needs.
- Funding is not allocated directly to families or used for general school resources; it is targeted based on identified need.
- Spending decisions are informed by evidence-based practice and may include interventions, therapeutic support, staff training, or enrichment opportunities.
- The Designated Teacher advises on spending priorities, ensuring they align with the child's support plan.



7.3 Accountability and Reporting

- The Headteacher and Governing Body monitor the impact of PP+ spending through data, case studies, and feedback from staff and families.
- The school publishes a Pupil Premium strategy statement outlining how PP+ is used, without identifying individual children.
- The Designated Teacher evaluates the effectiveness of interventions and ensures funding is used efficiently.

8. Monitoring and Review

The Designated Teacher reviews each child's progress termly, considering academic, social, and emotional indicators. Support plans are updated in partnership with parents/carers to reflect changing needs or progress. The Governing Body receives an annual report summarising outcomes, provision, and the impact of PP+ funding.

9. Confidentiality

Information about a child's care history is treated with the highest level of confidentiality. Only staff who need the information to support the child are informed, and all records are stored securely in line with data protection legislation.

10. Policy Review

This policy is reviewed annually or sooner if statutory guidance changes, ensuring it remains aligned with best practice and the needs of the school community.

The Head Teacher or Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

January 2026