

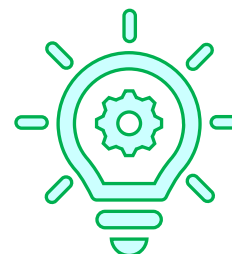


## PLAC Support Pack for schools: Supporting Previously Looked-After Children (PLAC)

### A. Identification & Context

#### Know who your PLAC are

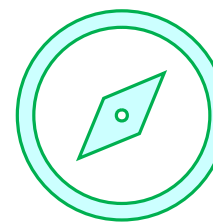
- ☐ Secure, confidential PLAC register kept up to date
- ☐ Staff who need to know are informed sensitively
- ☐ PLAC included in vulnerable pupil reviews
- ☐ Leaders understand how PLAC needs shape provision



### B. Leadership & Culture

#### Strong leadership drives outcomes

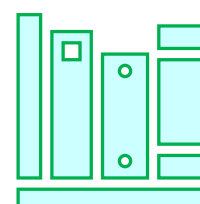
- ☐ Designated Teacher confidently leads PLAC strategy
- ☐ Governors receive clear updates on PLAC
- ☐ Leadership demonstrates inclusive culture
- ☐ Termly monitoring of PLAC progress and well-being



### C. Teaching & Curriculum

#### High-quality, trauma-informed teaching

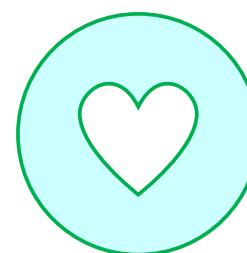
- ☐ Staff understand trauma, attachment & identity needs
- ☐ Curriculum supports emotional safety and accessibility
- ☐ Teachers adjust practice to meet individual needs
- ☐ Early help strategies in place for dysregulation



### D. Pastoral Care & Well-being

#### Relationships at the heart

- ☐ Each PLAC has a personalised support plan
- ☐ Termly well-being reviews with child & family
- ☐ Safe spaces or trusted adult systems in place
- ☐ Access to therapeutic services where needed





### E. Safeguarding

#### PLAC-specific risks understood and addressed

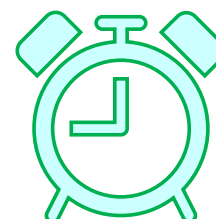
- ☐ Staff trained on PLAC safeguarding factors
- ☐ Clear information-sharing pathways
- ☐ Multi-agency working well-established
- ☐ Risk assessments updated when needs change



### F. Attendance & Behaviour

#### Fair, relational and reflective practice

- ☐ Weekly monitoring of PLAC attendance
- ☐ Action plans for attendance barriers
- ☐ Behaviour policies reflect trauma-informed principles
- ☐ Suspensions rare, reviewed at senior level



### G. Family & Agency Partnerships

#### Working together for stability

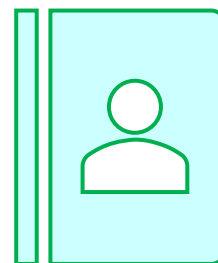
- ☐ Strong relationships with adoptive parents/carers
- ☐ Virtual School engaged for guidance
- ☐ External services accessed proactively



### H. Ofsted Evidence Readiness



- ☐ Leaders explain identification & support clearly
- ☐ Inspectors can view anonymised plans if needed
- ☐ Staff can describe PLAC needs confidently
- ☐ Case sampling would show strong provision





### 5 Things Every School Should Do:

in preparation for Inspection for their previously Looked after children:

1

#### Know Your PLAC

- Maintain an accurate, confidential list
- Share information only on a need-to-know basis

2

#### Support Well-being First

- Create a personalised support plan for each child
- Meet termly with the child and family

3

#### Train and Empower Staff

- All staff trained in trauma & attachment awareness
- Designated Teacher leads whole-school understanding

4

#### Work Closely with Families

- Build trust with adoptive parents/carers
- Collaborate; avoid assumptions

5

#### Be Inspection Ready

- Be prepared to explain how you support PLAC
- Demonstrate inclusive practice and thoughtful leadership