



PRINCE REGENT

STREET TRUST



Kader Academy

Policy for Looked After and Previously Looked After Children

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Statement of intent

Kader Academy recognises that looked after children (LAC) and previously looked after children (PLAC) may face additional barriers to their education, including those linked to attachment, trauma, disrupted learning and changes in care arrangements. As such, the school is committed to ensuring that these pupils receive the highest levels of support to enable them to achieve and thrive.

In line with statutory guidance and our duty to promote the educational achievement of looked after and previously looked after children, we are dedicated to:

- Promoting high expectations and ambitious outcomes
- Removing barriers to learning and participation
- Supporting pupils' emotional wellbeing and sense of security
- Ensuring stability, consistency and strong relationships

Our approach is underpinned by our core values of **Kindness, Ambition, Determination, Excellence and Respect**, and our vision of *One Family. Little People. Big Dreams*. We are committed to ensuring that every looked after and previously looked after pupil feels that they belong, are valued and are able to succeed.

Contextual Understanding

At Kader Academy, we recognise that our looked after and previously looked after pupils may present with a range of needs, including social, emotional and mental health needs, gaps in learning and language development, and potential vulnerabilities linked to their experiences.

We understand that success for these pupils is not measured solely by academic outcomes, but also by:

- Their sense of belonging and identity
- Their ability to form and maintain positive relationships
- Their development of confidence, resilience and independence

To achieve our aims, we will adopt the following methods:

- Embedding high expectations for LAC/PLAC pupils across all areas of school life, ensuring they are fully included and challenged to achieve their best
- Providing high-quality, adaptive teaching that meets individual needs and addresses gaps in learning
- Using robust assessment and tracking systems to monitor progress, attendance and wellbeing, enabling swift and effective intervention
- Ensuring effective use of Pupil Premium Plus (PP+) to remove barriers and enhance both academic and pastoral provision

- Prioritising strong, consistent relationships with trusted adults to support emotional security and engagement
- Working closely with carers and external agencies to provide a coordinated and consistent approach
- Ensuring Personal Education Plans (PEPs) are used effectively to set ambitious targets and review impact
- Promoting access to enrichment opportunities, ensuring all pupils can participate fully in the wider life of the school
- Providing ongoing staff training to develop understanding of trauma-informed and attachment-aware practice
- Regularly reviewing provision and outcomes to ensure that support remains responsive and impactful

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children Act 1989
- Children and Families Act 2014
- Education Act 2002
- Equality Act 2010
- UK General Data Protection Regulation
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- Promoting the education of looked-after and previously looked-after children
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- The Designated Teacher for looked-after and previously looked-after children
- Mental health and behaviour in schools

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- Anti-bullying Policy
- Pupil Premium Strategy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The Governing Body will:

- Be responsible for ensuring the school fulfils its statutory duties to promote the educational achievement of looked after and previously looked after children.
- Ensure that appropriate policies and procedures are in place and implemented effectively to support LAC/PLAC pupils.
- Monitor the attainment, progress, attendance and wellbeing of LAC/PLAC pupils, ensuring that any gaps are identified and addressed.
- Ensure that Pupil Premium Plus (PP+) funding is used effectively to remove barriers to learning and improve outcomes.
- Appoint a Designated Teacher for LAC/PLAC and ensure they are supported to carry out their role effectively.

- Work in collaboration with the headteacher to ensure provision is regularly reviewed and reflects current guidance and best practice.

The Headteacher will:

- Champion high expectations for LAC/PLAC pupils, ensuring they are fully included and supported to achieve their full potential.
- Ensure that this policy is implemented consistently across the school.
- Support the Designated Teacher in fulfilling their responsibilities effectively.
- Ensure that staff receive appropriate training to understand the needs of LAC/PLAC pupils, including attachment-aware and trauma-informed practice.
- Promote a whole-school culture where LAC/PLAC pupils feel safe, valued and supported.
- Ensure that appropriate pastoral support, including external services where necessary, is in place to support pupils' emotional wellbeing.

The Designated Teacher for LAC/PLAC (JD/LY/VE/EB) will:

- Promote the educational achievement and wellbeing of LAC/PLAC pupils across the school.
- Maintain an up-to-date overview of all LAC/PLAC pupils, including their progress, attendance and individual needs.
- Ensure Personal Education Plans (PEPs) are of high quality, regularly reviewed and used to inform provision.
- Oversee the effective use of Pupil Premium Plus (PP+) to support both academic progress and personal development.
- Liaise with the Virtual School, carers, social workers and external agencies to ensure a coordinated approach.
- Provide guidance and support to staff to ensure effective teaching and support for LAC/PLAC pupils.

Staff will:

- Maintain high expectations for LAC/PLAC pupils and support them to achieve their full potential.
- Be aware of the individual needs of LAC/PLAC pupils and provide inclusive, adaptive teaching to support access to learning.
- Build strong, consistent relationships with pupils to support their emotional wellbeing and sense of belonging.
- Be alert to any barriers to learning, including those linked to attendance, behaviour or wellbeing, and respond promptly.
- Contribute to PEP processes where appropriate and implement agreed strategies within the classroom.
- Act as positive role models, promoting inclusion, stability and consistency across the school day.

3. Promoting inclusion

The school will promote inclusion for looked after children (LAC) and previously looked after children (PLAC) at Kader Academy through:

- Ensuring that all LAC/PLAC pupils feel a strong sense of belonging, with consistent, trusted adults who understand their needs and provide stability and support.
- Maintaining high expectations for all LAC/PLAC pupils, ensuring they are fully included in learning and school life and supported to achieve their full potential.
- Providing a nurturing and predictable environment, recognising the impact of trauma, attachment and disrupted experiences on pupils' learning and behaviour.
- Ensuring that all staff are aware of the individual needs of LAC/PLAC pupils and adapt teaching and support accordingly to remove barriers to learning.
- Promoting emotional wellbeing and mental health, ensuring that pupils have access to appropriate pastoral support and intervention where needed.
- Ensuring equal access to opportunities, including extracurricular activities, trips, leadership roles and wider experiences, removing any barriers to participation.
- Using Pupil Premium Plus (PP+) strategically to enhance both academic and personal development, ensuring provision is responsive and impactful.
- Working closely with carers and external professionals, including the Virtual School, to ensure a consistent and coordinated approach to support.
- Valuing and respecting pupils' individual experiences, ensuring that sensitivity and confidentiality are maintained at all times.
- Promoting positive relationships and social development, supporting pupils to build trust, resilience and confidence.
- Ensuring that transitions are carefully planned and supported, including entry to the school and movement between classes or phases.
- Communicating effectively with carers, ensuring they are informed, involved and supported in their child's education.

4. Staff training

- New staff will receive relevant training on the provisions of this policy during their induction.
Staff will receive appropriate training relating to looked after and previously looked after children that will:
- Develop staff understanding of the needs of LAC/PLAC pupils, including the impact of trauma, attachment and adverse childhood experiences on learning and behaviour.
- Ensure all staff are aware of, and comply with, statutory guidance and expectations relating to LAC/PLAC pupils, including the role of the Designated Teacher and Personal Education Plans (PEPs).
- Ensure all staff understand their responsibilities in supporting the educational achievement, wellbeing and inclusion of LAC/PLAC pupils.
- Provide staff with effective strategies to support pupils' emotional regulation, behaviour and engagement, using trauma-informed and attachment-aware approaches.

- Support teachers to adapt teaching and provision, ensuring barriers to learning are removed and pupils can fully access the curriculum.
- Develop staff confidence in building strong, consistent relationships, recognising the importance of trust and stability for LAC/PLAC pupils.
- Provide guidance on working effectively with carers and external professionals, including the Virtual School, to ensure a coordinated approach.
- Ensure staff understand the importance of confidentiality and sensitivity, particularly when discussing pupils' backgrounds and personal circumstances.

5. Monitoring and review

This policy will be reviewed by the Headteacher and Governing Body **annually** and updated where appropriate – any amendments will be duly communicated to staff.

Impact Statement: Looked After and Previously Looked After Children

At Kader Academy, the impact of our provision for looked after (LAC) and previously looked after children (PLAC) is evident in both pupils' outcomes and their personal development. Leaders maintain a clear and detailed understanding of each pupil, ensuring that support is precisely matched to individual need.

Through high-quality, adaptive teaching and the strategic use of Pupil Premium Plus, pupils make strong progress from their starting points. Any emerging gaps in attainment or attendance are swiftly identified through rigorous monitoring systems and addressed through timely, targeted intervention. As a result, LAC and PLAC pupils achieve well and are supported to reach their full potential.

Pupils demonstrate a strong sense of belonging and security within the school. Consistent relationships with trusted adults ensure that pupils feel safe, valued and understood. This is reflected in their positive attitudes to learning, increasing confidence and willingness to engage fully in school life.

The school's emphasis on oracy, inclusion and relational practice enables pupils to develop their communication skills and emotional literacy, supporting both academic success and personal wellbeing. Pupils are increasingly able to articulate their thoughts, manage challenges and build positive relationships with peers.

Leaders ensure that LAC and PLAC pupils have equitable access to a wide range of enrichment opportunities, including clubs, trips and wider experiences. Participation is carefully monitored, ensuring that barriers to access are removed. This contributes to pupils' broader development, raising aspirations and supporting the school's vision of *One Family. Little People. Big Dreams.*

Strong partnerships with carers, the Virtual School and external agencies ensure a joined-up approach to support. Personal Education Plans (PEPs) are used effectively to review progress, set ambitious targets and refine provision.

Overall, the school's work ensures that LAC and PLAC pupils are well supported, fully included and able to thrive both academically and personally, reflecting the school's commitment to excellence and equity for all.