



Looked After Children, Previously Looked After Children and Children with a Social Worker Policy

Policy Number:	
Approval date:	
Review date:	

Adopted by the Board of Trustees/Governing Body

Signed Chair of Governors	
Signed Chair of Trustees	
Signed CEO	

The review of this policy will be as and when required in response to national requirements and in light of continuous school based monitoring and evaluation data.

Looked After Children (LAC), Previously Looked After Children (PLAC) & Children With a Social Worker Policy

Watling Meadows Primary School (WMPS)

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1. Introduction

Watling Meadows Primary School is committed to ensuring that **Looked After Children (LAC)**, **Previously Looked After Children (PLAC)**, and **children with a social worker** receive the highest quality education, pastoral care, and targeted support. These children may face additional barriers to learning and wellbeing, and it is our responsibility to remove those barriers, champion their needs, and ensure they thrive.

Our approach is grounded in:

- A strong culture of inclusion and aspiration, consistent with our **SEND Policy** aims that all children should achieve their best and become confident, proud individuals.
- Warwickshire County Council's Virtual School expectations for supporting LAC and PLAC through PEPs, multi-agency collaboration, and enhanced monitoring.
- National safeguarding guidance (KCSIE 2025), which emphasises that children with a social worker face greater risk of educational underachievement, absence and harm, and therefore require enhanced pastoral and safeguarding support.

2. Definitions

Looked After Children (LAC)

Children who are in the care of the Local Authority under a Care Order or who are accommodated under Section 20 of the Children Act.

Previously Looked After Children (PLAC)

Children who are no longer in care because they have been adopted, are under a Special Guardianship Order (SGO), or are subject to a Child Arrangements Order.

Children With a Social Worker

Children who have safeguarding or welfare concerns, including those on:

- Child Protection Plans
- Child in Need Plans
- Early Help/Early Support pathways
- Those known to Children's Services due to risk of harm (KCSIE 2025)

3. Our Principles

WMPS commits to:

- **High aspirations** and progress for every LAC, PLAC and child with a social worker
- A **relational, nurturing approach**, aligned with our Positive Relationships ethos
- Early identification of need and multi-agency collaboration

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- Stability, belonging, and emotional security
- Proactive safeguarding and attendance monitoring
- Personalised support based on each pupil's strengths and needs

4. Roles and Responsibilities

4.1 Headteacher (Designated Teacher Responsibility)

At WMPS, the **Headteacher is the Designated Teacher**, as reflected in our SEND Policy. They ensure:

- Strategic oversight of provision for LAC, PLAC and children with a social worker
- That the school meets statutory duties around PEPs, designated teacher training and Virtual School collaboration
- Staff understand the barriers these children face and how to support them effectively
- Oversight of attendance, pastoral support, and multi-agency involvement

4.2 The Designated Safeguarding Lead (DSL)

The DSL works closely with the Head/Designated Teacher to:

- Maintain up-to-date records
- Monitor attendance, behaviour, exclusions and safeguarding patterns
- Liaise with Children's Services, Family Connect and other professionals
- Coordinate Early Help/Early Support where appropriate (as outlined in the SEND Policy)
- Ensure interventions support academic and emotional progress

4.3 Class Teachers

In line with the SEND Policy, teachers are **responsible for the progress of all pupils**, including LAC, PLAC and children with a social worker.

Teachers will:

- Provide high-quality, inclusive teaching
- Know each pupil's needs, strategies and targets
- Communicate effectively with the Designated Teacher and DSL
- Build supportive relationships and maintain consistent expectations

4.4 Warwickshire Virtual School

WMPS works proactively with the Virtual School to:

- Develop and review Personal Education Plans (PEPs)
- Access training, advice and guidance
- Ensure appropriate use of Pupil Premium Plus funding
- Monitor educational outcomes, attendance, transitions and wellbeing

5. Personal Education Plans (PEPs)

Every LAC will have a high-quality, termly **Personal Education Plan** that:

- Is completed with the Virtual School
- Includes academic, social, emotional and wellbeing targets
- Reflects the child's voice
- Identifies interventions, support strategies and responsibilities
- Monitors progress and attendance

PLAC children may not have statutory PEPs, but we commit to providing equivalent support where beneficial.

6. Identification, Assessment and Support

WMPS follows the same graduated approach outlined in our **SEND Policy**, ensuring:

- Early identification of additional needs
- Assessment through class teacher, SENDCo and external professional collaboration
- Personalised intervention plans where necessary
- Access to targeted or specialist support
- Joint working with health, social care and educational psychologists

We recognise that many LAC/PLAC children experience needs within the **Social, Emotional and Mental Health** category of SEND and may require additional nurture or therapeutic support.

7. Safeguarding and Attendance

In line with KCSIE:

- Children with a social worker are recognised as being at **heightened risk of harm**, absence and exploitation
- Attendance is monitored closely; any decline triggers immediate DSL review
- Early Help/Early Support is initiated when concerns emerge
- All incidents, concerns and actions are logged on CPOMS
- Multi-agency responses follow Warwickshire Family Connect pathways

8. Emotional Wellbeing and Pastoral Care

WMPS provides:

- Consistent relationships and predictable routines
- Restorative approaches, focusing on connection and repair
- Access to Learning Mentor/Nurture support where appropriate
- Trauma-informed responses where pupils have experienced adversity
- Support for self-regulation and social skills

As outlined in the SEND Policy, emotional and mental health needs are understood as critical to learning and behaviour.

9. Transitions

Transitions can be especially challenging for LAC/PLAC children. WMPS commits to:

- Enhanced transition planning, including extra visits, meetings, photo books and familiarisation sessions (as described in the SEND Policy)
- Multi-agency transition meetings for all key moves
- Secure transfer of records and information
- Support when moving between classes or to secondary school

10. Pupil Premium Plus (PP+)

We use Pupil Premium Plus funding to:

- Provide targeted academic support
- Access enrichment and wellbeing opportunities
- Support attendance and engagement
- Provide specialist resources or interventions
- Ensure every child can access the full curriculum and extra-curricular activities

Funding is tracked and reviewed termly.

11. Partnership With Parents, Carers and Professionals

WMPS works collaboratively with:

- Foster carers and adoptive parents
- Social workers
- Virtual School Headteachers
- Educational psychologists
- Health professionals
- Early Help and Family Connect teams

We value the voice of the child and the family.

12. Monitoring and Evaluation

Senior leaders and governors monitor:

- Attendance
- Progress and attainment
- Behaviour and exclusions
- Effectiveness of interventions
- Multi-agency collaboration

- The quality of PEPs and outcomes

13. Complaints

Complaints are managed through the WMPS Complaints Procedure. We aim to resolve concerns early and collaboratively, in line with our SEND Policy.

14. Review

This policy is reviewed **annually** or sooner if national or local guidance changes.