

Provision for Children in Care/Looked After Child and those Adopted from Care/Post Looked After Care 2025/26

We pride ourselves on the inclusive culture in our school. LAC/PLAC are well cared for, have their needs met, barriers overcome and experience success emotionally, academically and socially. Our designated teacher is fully trained, all staff experience a wide range of training to allow them to actively support LAC/PLAC members of the school community and we have a fully trained (level 5 diploma) trauma informed practitioner on site.

Intent	To identify the needs of learners as early as possible to ensure rapid deployment of resources and adult support.	To ensure there is a multi agency approach to all provision and Personal Education Plans (PEP) for LAC/PLAC	To have full access to a range of educational and extracurricular activities	To receive and appropriate amount of monitoring and support
Implementation	Diagnostic assessments are used by class teachers/Designated Teacher and analysed to assess needs	Termly PEP meeting with social worker, child, carer and school all able to have a voice. Close working with the virtual school to ensure provision/spending is appropriate. Close working with the carer and family.	Learners are invited to join clubs and have places prioritised. Learners have costs of clubs covered by attached funding. Barriers such as travel will be removed.	Leaders and teachers ensure regular, consistent monitoring of progress, well being and happiness of the child, analyzing and adjusting based upon evidence.
Impact	Learners that are in care or post looked after will achieve well, at least in line with their peers, as a consequence of the removal of barriers to learning.	Plans support learners inside and outside of school	Full participants in all school based clubs and events e.g. Dance Live Outside of school they participate in clubs for enjoyment.	Learners make good progress and feel supported and cared for.

Designated Teacher: Sarah Knoll