

Shottery St Andrew's CofE Primary School



Designated Teacher for Looked After Children Policy

Date adopted by Governors:	September 2025
Date for policy review:	September 2026
Person responsible for review:	Headteacher
Signed by Chair of Governors	<i>L. Oranally</i>

1. Introduction

This policy sets out how our school fulfils its statutory duties to promote the educational achievement and well-being of looked-after children (LAC) and previously looked-after children (PLAC).

We recognise that these pupils may face particular barriers to learning and achievement due to their experiences before and during care. Our school is committed to providing an inclusive, nurturing, and aspirational education so that every child can thrive.

This policy should be read alongside statutory guidance: *The Designated Teacher for Looked-After and Previously Looked-After Children – Statutory Guidance on their roles and responsibilities* (DfE, 2018).

2. Definitions

- **Looked-After Children (LAC):** Children who are in the care of a local authority under a care order, interim care order, or voluntarily accommodated.
- **Previously Looked-After Children (PLAC):** Children who are no longer looked-after because they are the subject of an adoption, special guardianship, or child arrangements order.
- **Personal Education Plan (PEP):** A statutory element of a looked-after child's care plan. It records agreed actions to support progress, learning, and well-being.
- **Virtual School Headteacher (VSH):** A local authority officer responsible for promoting the educational achievement of looked-after and previously looked-after children across schools.

3. Our Commitment

At our school we will:

- Place the highest priority on the well-being and achievement of looked-after and previously looked-after children.
- Ensure they are safe, feel valued, and are fully included in school life.
- Support their access to high-quality teaching, enrichment, and pastoral care.
- Work closely with carers, parents, social workers, the Virtual School, and other professionals.

4. Designated Teacher

The Designated Teacher (DT) at our school is: Louise Withers

The DT is the initial point of contact for all matters relating to looked-after and previously looked-after children. They are supported by the Headteacher and Governing Board to carry out their role effectively.

5. Role of the Designated Teacher

5.1 Leadership Responsibilities

The DT will:

- Be a central point of contact within school for looked-after and previously looked-after children.
- Promote high aspirations and educational achievement.
- Ensure staff understand the barriers and challenges these pupils may face.
- Contribute to school policies so that they reflect the needs of LAC and PLAC.
- Work with the DSL to ensure safeguarding concerns are swiftly addressed.

5.2 Supporting Looked-After Children

The DT will:

- Take lead responsibility for the development, review, and quality assurance of PEPs.
- Ensure PEPs include ambitious, realistic targets, and are shared with the Virtual School within statutory timescales.
- Track progress, attendance, and well-being of LAC and intervene promptly if concerns arise.
- Support teachers in adapting provision and using assessment information to meet individual needs.
- Ensure smooth transition of PEPs and records when a child joins or leaves the school.

5.3 Supporting Previously Looked-After Children

The DT will:

- Work in partnership with parents/carers and ensure they are actively involved in their child's education.
- Provide advice and guidance to staff on effective strategies to support PLAC.
- Ensure effective use of Pupil Premium Plus funding to address barriers and improve outcomes.
- Liaise with SENDCo to ensure additional needs are identified and met.

5.4 Supporting Social, Emotional and Mental Health (SEMH) Needs

The DT will:

- Promote a nurturing school culture where every child feels safe and included.
- Ensure staff are alert to the impact of trauma, loss, and attachment difficulties.
- Work with the SENDCo, nurture team, and external agencies to support SEMH needs.
- Monitor attendance, behaviour, and exclusions, taking early action to prevent escalation.

5.5 Working Beyond the School

The DT will:

- Engage proactively with the Virtual School, social workers, carers, and other professionals.
- Share information appropriately while respecting confidentiality.
- Ensure decisions about placements or transitions are informed by the potential impact on education.

- Seek VSH advice when required (with parental consent for PLAC).

6. Monitoring and Accountability

- The DT will report termly to the Governing Board on the progress, attainment, attendance, and well-being of LAC and PLAC (without identifying individuals).
- This policy will be reviewed annually by the Governing Board.
- Monitoring will include the use of Pupil Premium Plus funding, effectiveness of PEPs, and the impact of interventions.

7. Links to Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Inclusion and SEND Policy
- Equality Policy
- Attendance Policy
- Anti-Bullying Policy
- Supporting Pupils with Medical Conditions

8. Policy Review

This policy will be reviewed annually by the Governing Board and updated in line with statutory guidance.