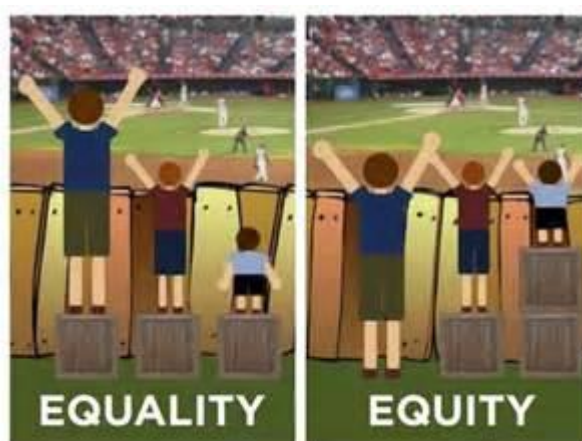


DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN POLICY 2025/26



Designated Teacher for Looked After Children and Previously Looked After Children

Aims:

The purpose of this policy is to ensure that the Designated Teacher for Looked After Children and Previously Looked After Children fully complies with the statutory guidance on role and responsibilities and any other relevant guidance issued by the Secretary of State to ensure that the needs of these pupils are understood and met.

“The Designated Teacher for looked-after and previously looked-after children”.
February 2018.

Designated Teacher – Roles and Responsibilities

The Designated Teacher must be a qualified teacher, a head teacher or acting head teacher at the school. Through their funding agreements, Designated Teacher requirements apply to academies and free schools.

The Designated Teacher should keep the school/academy up to date with any changes to legislation and statutory guidance and its implication in respect of Looked After Children and Previously Looked After Children.

The Designated Teacher has a leadership role in promoting the educational achievement of every Looked After Child, PLAC and SGO on the school’s roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every Looked After Child matters and their personal, emotional, and academic needs are prioritised. Most importantly, the Designated Teacher is the child’s champion in school and the first point of contact for school colleagues, carers, and social workers regarding anything to do with the child’s education.

The governing body must ensure that the Designated Teacher undertakes appropriate training to fulfil their role.

The Designated Teacher must ensure the Looked After Children and Previously Looked After Children/SGO records in the school/academy are kept up to date and will include:

- Their status (for LAC care order or accommodated, for PLAC adoption order, Special Guardianship Order, child arrangements order or adopted from state care outside England and Wales).
- For LAC: the type of placement e.g., foster, respite, residential.
- For LAC: Name of Social Worker, Virtual School Head and (for LAC and PLAC/SGO) other key professionals and their contact details.
- For LAC: details of who holds parental responsibility and daily contact names and numbers.
- Whether they have an EHCP or receive SEN support.

- Child protection information when appropriate.
- Baseline information and all assessment results.
- Attendance figures.
- Exclusions.

The Designated Teacher has lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within school in partnership with others as necessary, ensuring these meetings are held within the legal time frame and the paperwork is completed to a consistently high standard.

The Designated Teacher leads on how the Personal Education Plan (PEP) is used in school to make sure the child's progress towards education targets is monitored. However, to achieve this effectively, the role entails a much wider range of responsibilities and functions, as outlined in more detail below.

The Designated Teacher seeks to understand and identify the child's specific needs, including liaising with the SENDCo and Designated Safeguarding Lead as required and ensuring that appropriate support and interventions are put in place.

The Designated Teacher has lead responsibility for helping school staff to understand the things which can affect how Looked After Children/ PLAC/SGO children learn and achieve. This work will ensure that everyone involved understands that to do this they need to:

- have high expectations of Looked After Childrens' involvement in learning and educational progress.
- be aware of the emotional, psychological, and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences.
- understand the reasons which may be behind a Looked After Child's behaviour, and why they may need more support than other children, but the teacher should not allow this to be an excuse for lowering expectations of what a child can achieve.
- understand how important it is to see Looked After Children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers.
- appreciate the importance of showing sensitivity about who else knows about a child's Looked After /PLAC /SGO status.
- appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential.
- have the level of understanding they need of the role of social workers, the Virtual School Headteacher and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child.

In promoting the educational achievement of Looked After Children the Designated Teacher should:

- contribute to the development and review of whole school policies to ensure that they do not unintentionally put Looked After Children at a disadvantage.
- make sure, in partnership with other staff, that effective and well understood school procedures are in place to support learning. Particular account should be taken of the child's needs when joining the

school and of the importance of promoting an ethos of high expectations about what he or she can achieve.

- promote a culture in which Looked After Children believe they can succeed and aspire to further and higher education.
- promote a culture of strong relationships and ensure the child is carefully matched to a key adult for regular check-in and support.
- promote a culture in which Looked After Children can discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
- be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after.
- make sure the school makes use of a wide range of approaches to assessment to improve the short- and medium-term progress of Looked After Children and help them and their teachers understand where they are in their learning, where they need to go and how to get there.
- make sure that Looked After Children benefit from the use of the allotted pupil premium funding and are prioritised in any selection of pupils who would benefit from one-to-one tuition and access to academic focused study support.
- prioritising LAC, PLAC and SGO students for CIAG and WEX.
- promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers.
- make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home.

For Previously Looked After Children/SGO

- ensuring continuity in meeting educational needs is provided following a change to a child's care status and maintaining links with the Virtual School Head.
- helping raise parents' and carers' awareness of the Pupil Premium Plus and other support for previously looked-after children (including encouraging parents to tell the school if their child is eligible to attract Pupil Premium Plus funding).
- playing a key role in decisions on how the Pupil Premium Plus is used to support Previously Looked After Children/SGO and encouraging parents and guardians' involvement.
- convening PLAC PEP meetings as needed to best support the child.

Links to other Policies:

Safeguarding and Child Protection

Charging and Remissions

Attendance

Exclusions

September 2025

