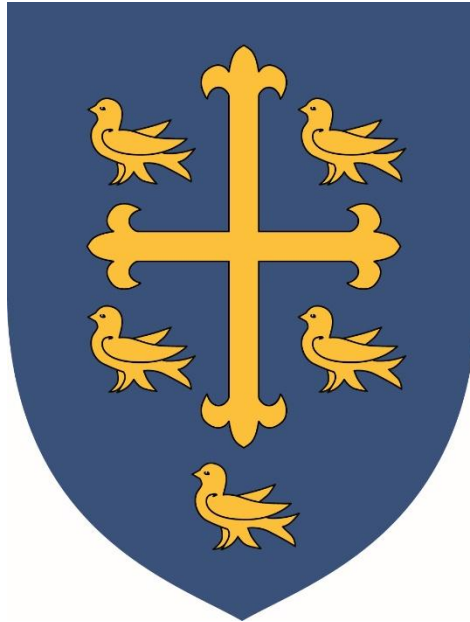


St. Edward's Catholic Primary School



Designated Teacher for Looked After Children (LAC) Policy 2025/26

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____
(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on: September 2025

Review date: September 2026

This policy has been developed with due regard to the DfE Statutory Guidance, 'The Designated Teacher for Looked After and Previously Looked-after Children Statutory guidance on Their Roles and Responsibilities' (Feb 2018)

Introduction

The staff and Governing Body of St Edward's Catholic Primary School recognise that each individual is made in the image and likeness of God, this is a gift that we all share as fellow human beings. Every person is treated with loving respect and we work together to ensure that all children have the potential to achieve regardless of their start in life. We place the highest priority on the responsibilities we have to actively contribute to safeguarding and promotion of the welfare of Looked After Children (LAC), in accordance with Section 175 of the Education Act 2002. We are committed to providing a safe and stimulating environment which promotes the social, physical and moral development of Looked After Children. All reasonable measures are taken to ensure that the risks of harm to their welfare are minimised.

Who are our Looked After children?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in the care of the authority or provided with accommodation for more than 24 hours. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20) - they may live in foster care, in a Children's home or in a residential school.
- children who are the subjects of a care order (section 31) or interim care order (section 38) - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision.
- children who are the subjects of emergency orders for their protection (section 44 and 46)
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to whom the child is to live with or has been adopted from 'state care' outside England and Wales.

Aims of this policy

The aim of this policy is to ensure that the Looked After Children at St Edward's School have their individual needs met and receive equal opportunity in education despite any disadvantage they have encountered or continue to encounter in their lives. We will:

1. Provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
2. Support our looked after children and give them access to every opportunity to achieve to their potential, enjoy learning and take as full a part as possible in all school activities.
3. Ensure that school policies and procedures are followed for LAC as for all children.
4. Work with the Virtual School/s and ensure that carers and social workers of LAC pupils are kept fully informed of their child's progress and attainment.

Our school's approach to supporting the educational achievement of Looked After Children is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations and raising aspiration

- Promoting inclusion
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and well-being
- Minimising exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

To ensure that this aim is met the following roles and responsibilities have been agreed within the school.

The role of the Governing Body

- To ensure the appointment of a suitably qualified designated teacher to promote the educational achievement of Looked after Children (LAC). This role is currently held by the Deputy Head Teacher.
- To ensure the designated teacher undertakes appropriate training.
- To review reports from the designated teacher given as appropriate.
- To receive and act on matters raised in the report in order to support the increased effectiveness of the designated teacher role.
- To identify a named governor who will liaise with the DT to ensure the implementation of this policy.
- To review this policy annually.

The role of the Designated Teacher (DT)

- To maintain up to date records of LAC on roll at the school.
- To promote a culture of high expectations and aspirations.
- To keep an overview of the academic progress and needs of each LAC pupil and to challenge and support adults where necessary.
- To ensure the young person has a voice in setting learning targets and making decisions about their education.
- To advocate on behalf of the LAC.
- To prioritise LAC for additional support (academic/emotional) and other whole school initiatives.
- To assist foster carers/parents in supporting learning at home.
- To keep up to date with national and local policies and initiatives aimed at supporting the education of LAC.
- To be the point of contact for all agencies requesting information about the child.
- To promote the differentiation of the curriculum and teaching strategies for looked after children.
- To lead on the development and implementation of the Personal Education Plan (PEP) in school.
- To run training for staff regarding LAC issues as necessary.
- To ensure that the school does everything possible to maximise the educational stability for the child.
- To produce at least one annual report to the governing body which should include: current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the PEP has been implemented and whether the actions put in place are effective in addressing the learning needs of LAC, how the DT works in partnership with the LA (local authority), training undertaken for carrying out the role effectively. The report must not mention the children's names for confidentiality reasons.

The role of the Personal Education Plan (PEP)

- The PEP forms part of the care plan and will be completed within 20 days when a new LAC is on the school roll.
- Thereafter the PEP should be reviewed and updated after 3 months and then at least every term.

- The PEP will be shared with key staff who plan and deliver the support needed by the child.
- The school recognises that it has a responsibility for making the PEP a living and useful document.
- The PEP will be updated termly with educational progress, current assessment levels, target levels and other key data.
- Effective arrangements will be made for the speedy transfer of information such as the PEP on the transfer of a child to a new teacher or school.

The responsibilities of others within the school

- The class teacher will regularly liaise with the DT regarding issues for LAC and provide targets and assessment information for the PEP.
- The Head Teacher, SENCO and SLT meet regularly with the DT regarding the education of LAC at the school.
- Class teachers/support staff will seek advice and support from the DT as necessary.
- All staff will attend appropriate training regarding LAC issues as required.

The responsibilities of the designated teacher to others beyond the school

- To ensure there is central point of contact in school for LAC related enquiries.
- To promote joined up working with other agencies.
- To work with social care to minimise disruption to the child's education.
- To ensure that key school documents and reports are communicated to social workers, birth parents and carers as appropriate.
- To ensure that information is shared through the PEP and other professional meetings.

This policy links with a number of other school policies:

Admissions Policy
 Equal Opportunities Policy
 Child Protection and Safeguarding Policy
 Behaviour and Expectations Policy
 Anti-bullying Policy

For more information please see:

The role and responsibilities of the designated teacher for looked after children – Statutory guidance for school governing bodies.

https://assets.publishing.service.gov.uk/media/5a901d6ce5274a5e67567fc1/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf

Improving the Educational Attainment of Children in Care (Looked after Children)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190244/01047-2009.pdf

Birmingham Virtual School -Suspensions and alternatives to permanent exclusion

file:///C:/Users/Teacher/Downloads/BVS_Exclusion_flow_charts_FINAL_NOV22_ACCESSIBLE.pdf