

Designated Teacher for Looked-After and Previously Looked-After Children

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Main Purpose

The designated teacher should be a central point of initial contact with the school.

The designated teacher has the overall responsibility to ensure that looked-after children and previously looked-after children aren't placed at a disadvantage and are given the support they need to succeed, both academically and emotionally in school.

Please also see [Child Protection and Safeguarding Policy](#)

A Looked-After Child (LAC) is defined as a child in the care of a local authority, meaning they are provided with accommodation for more than 24 hours, or are subject to a care order or placement order, according to the Children Act 1989.

A Previously Looked-After Child (PLAC) is defined as a child who was previously in the care of a local authority in England or Wales, but is no longer, due to adoption, a special guardianship order, or a child arrangements order, or who was adopted from state care outside of England and Wales.

Duties and Responsibilities

Ethos and culture

- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked-after and previously looked-after children at a disadvantage (for example, procedures such as induction and transition)
- Promote a culture in which looked-after and previously looked-after children are:
 - Prioritised for academic support
 - Encouraged to actively participate in school life
 - Supported to succeed and aspire to further and higher education or highly skilled jobs
 - Able to take ownership of their learning and have opportunities to discuss their progress
 - Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner

Teaching and learning

- Set high expectations of looked-after and previously looked-after children's learning, and ensure teachers set targets that accelerate progress
- Advise teachers on differentiated teaching strategies appropriate for looked-after or previously looked-after children
- Advise on the use of assessment for learning approaches to improve the progress of looked-after and previously looked-after children, and help them and their teachers understand where they are in their learning and their next steps
- Have overall responsibility for target setting for looked-after children and previously looked-after children in school including monitoring and tracking attainment progresses, and ensuring that identified actions are put in place.

Looked-after children with special educational needs

- Ensure that the SEND code of practice, as it relates to looked-after and previously looked-after children, is being followed
- Where any looked-after and previously looked-after child has an education, health and care

(EHC) plan, monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met

- Ensure that they themselves have the skills to identify signs of potential SEN issues, and know how to access further assessment and support where necessary.

Working with staff

- Ensure that they themselves, and other school staff, have strong awareness, training and skills around the specific needs of looked-after and previously looked after children and how to support them
- Work with the school's designated safeguarding lead to ensure any safeguarding concerns regarding these looked-after and previously looked-after children are quickly and effectively responded to

Working with carers, parents or guardians

- Act as a central point of contact for carers, parents or guardians to promote good home-school links
- Support progress by ensuring effective communication with carers, parents or guardians
- Ensure carers, parents or guardians understand:
 - The potential value of one-to-one tuition and are equipped to engage with it at home
 - How the school teaches skills such as reading and numeracy
- Encourage high aspirations and work with the looked-after and previously looked after child to plan for their future success and fulfilment
- Fully involve carers, parents or guardians in any decisions made about their child's education
- Work with carers, parents and guardians to understand the emotional and behavioural needs of the child

Working with external agencies

- Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs
- Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked-after and previously looked-after children's PEP

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of looked-after and previously looked-after children, including sharing concerns where necessary • Promote the safeguarding of all pupils in the school