



Designated Teacher for Looked-after Children and previously looked-after Children

(Statutory)

Approved: Summer 2025
Next Review: Summer 2027

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

KEY CONTACTS

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| Mrs Lauren Miller | Falmouth School |
| Mrs Vanessa Maule | The Roseland Academy |
| Mrs Laura Read | Tregony Primary School & Gerrans School |
| Mrs Roseanna Penrose | Treviglas Academy |
| Ms Morag Cunningham | Designated Trustee for Children in Care |

INTRODUCTION

This policy is informed by the following Department for Education (DfE) statutory guidance on the role of the Designated Teacher for Looked after Children and (previously Looked-After Children).

The Roseland Multi-Academy Trust's Board of Trustees is committed to providing high quality education for all its students, based on equality of opportunity, access and outcomes. The Board of Trustees recognises the need to champion performance for Looked after Children (LAC) and previously looked after children (PLAC) and is committed to improving outcomes for them. The Board of Trustees is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Trustee for LAC and PLAC.
2. A Designated Teacher for LAC and PLAC.
3. Personal Education Plans (PEPs) for all LAC.
4. Training opportunities will be given for specific factors that impact on the achievement of LAC and PLAC.
5. All staff in our schools will have a clear understanding of the issues that affect LAC and PLAC, their learning needs, how to support them in school and issues relating to confidentiality.
6. Policies, procedures and strategies to promote the achievement and wellbeing of this vulnerable group.

Overall, the educational setting celebrates the young person's achievements and success. It promotes ambition and aspiration into the adulthood irrespective of the challenges encountered inclusively for all children, including Looked – After Children and Previously Looked-After Children.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

The Designated teacher must be a qualified teacher.

Main Purpose

The designated teacher should be a central point of initial contact within 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 that they need to succeed both academically and emotionally in school.

Duties and responsibilities

- Maintain a register of all Looked after Children in the school (this includes children from both in and out of Cornwall).
 - The register will include a record of: the contact person in the Virtual School Head , care status, type of placement (eg foster, respite, residential, adoptive), name of Social Worker, LAC nurse, area social care office and contact number.
 - Liaise with SENDCo/pastoral team/class teacher and other members of staff on a 'need to know' basis.
1. The designated teacher is the central point of initial contact within all schools in the Trust. Each Designated Teacher ensures that their school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
 2. The Designated Teacher will support the educational achievement of every LAC and PLAC on their school's roll. This involves working with the Virtual School Team to promote the education of LAC and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

3. Each Designated Teacher takes a lead responsibility for ensuring school staff understand the things which can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these students.
4. Each Designated Teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies.
5. Each Designated Teacher promotes a culture in which LAC and PLAC:
 - Are able to 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.
 - Are prioritised in any selection of students who would benefit from additional support and that they have access to academic focused study support.
 - Are encouraged to participate in school activities and in decision making within the school and the care system.
 - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEND, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
6. Each Designated Teacher is a source of advice for staff about: differentiated teaching strategies appropriate for individual students who are LAC or PLAC; the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of LAC and PLAC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
7. Each Designated Teacher works directly with LAC and PLAC and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
8. Each Designated Teacher promotes positive mental health, well-being, happiness of the young person who is LAC or PLAC in their educational setting. Appropriate level of support is deployed by the relevant staff through in and outside agencies as relevant to support the progress of the young person.
9. Each Designated Teacher has lead responsibility for the development and implementation of PEPs for LA within their school in partnership with others as necessary.
10. Each Designated Teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance.
11. Each Designated Teacher will ensure that 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
12. Each Designated Teacher should ensure that their school spends the allocated Pupil Premium Plus Grant for the benefit of the LAC and PLAC cohort and can account for the impact of this grant on the outcomes of the cohort. Also, the Designated Teacher should coordinate the financial support by planning it strategically over time whilst making clear links to PEP Targets, the curriculum content, progress, attainment, and other enriching educational initiatives.
13. Each Designated Teacher works closely with their school's Designated Safeguarding Lead and SENDCo to ensure that any safeguarding concerns or rising individual specific needs regarding LAC and PLAC are quickly and effectively responded to, such as a serious assessment of risks linked to absconding, exploitation, county lines, peer on peer abuse and other aspects making LAC and PLAC more vulnerable.
14. Each Designated Teacher works closely with relevant teams regarding attendance, risk of permanent exclusion, missing in education, NEET, social care, educational and vocational providers, further education providers and Virtual School.
15. Each Designated Teacher is aware that the Virtual School Team can provide information and advice to parents/carers and Designated Teachers on meeting the needs of PLAC. A Designated Teacher should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents/carers to discuss their child with the Virtual School Team for advice on meeting their individual needs.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. Have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
3. Understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status; consider the views of the young person and the parents/carers about sharing this information across the student/student population and the content.
4. Appreciate the central importance of the PEP in helping to create a shared understanding between staff, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
6. For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE BOARD OF TRUSTEES

The Board of Trustees will:

1. Ensure all Trustees are fully aware of the legal requirements and guidance for LAC and PLAC.
2. Ensure that there is a named Designated Teacher for LAC and PLAC in each school within the Trust.
3. Ensure that the Trust has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding.
4. Through the Designated Teacher, hold a school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress.
5. Be aware that each school has LAC and PLAC and how many (no names).
6. Liaise with the relevant Headteacher to ensure that the Designated Teacher is enabled to carry out her/his responsibilities in relation to LAC and PLAC.
7. Ensure each Designated Teacher is able to access training needed to fulfil the role.
8. Support each Headteacher, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met.
9. Review the effective implementation of this policy regularly.

Personal Educational Plan Document:

1. Personal Educational Plans (PEPs) are completed and reviewed during the PEP meetings three times a year as delegated by the Virtual School of the relevant authority for the young person.
2. The content of the PEP is directed by the leading local authority and relevant professionals. Each Designated Teacher collaborates with all the parties around the young person inclusively to complete the documentation appropriately and to a high standard as per the disseminated guidance.

The care and support for LAC or PLAC in the educational placement is maintained by adherence to additional relevant policies.