



# **Designated teacher for looked-after and post looked-after children policy**

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Approved By	Headteacher
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Staff role responsible for review	Designated Teacher

This policy applies to all stakeholders within Ivel Valley School & College



## Introduction

**The Designated Teacher (DT) for looked-after children and previously looked-after is Ruth Ellison.**

At Ivel Valley School and College (IVSC), we champion the needs of looked-after children (LAC) and previously looked-after children (PLAC) to ensure they make rapid educational, emotional and social progress during their time in care and on the school roll.

We recognise that our school and college play a vital role in providing a stable base for pupils who are LAC and PLAC. We promote their academic progress alongside their social and emotional development by ensuring that they have access to excellent educational provision, are prioritised for additional support through school-based interventions, and receive high quality teaching.

## The purpose of this policy

- To promote the educational achievement and welfare of pupils who are LAC and PLAC on roll at IVSC
- To ensure that IVSC is a safe and secure environment where educational progress and stability is always central to the planning for the specific needs of pupils who are LAC and PLAC
- To narrow the gap between the attainment of LAC and PLAC and their peers
- To ensure that the allocated Pupil Premium Plus (PP+) budget is spent effectively
- To ensure that a suitable member of staff is appointed as the designated teacher for LAC and PLAC
- To ensure that staff, parents, carers and other partners are aware of the identity of the designated teacher, how to contact them and what they are responsible for
- Ensure that IVSC is compliant with all statutory guidance

## Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Previously looked-after children are registered pupils that were looked after by a local authority but ceased to be because of any of the following:

- A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
- A special guardianship order
- An adoption order

## Our approach

We place relationship-based interactions at the heart of our setting and deliver training on attachment awareness and trauma-informed practice alongside our behaviour support training. This firmly embeds this approach within our culture. This language is consistently used and reinforced by leadership and



support teams. We want all our pupils to feel valued and part of our community and know that this is particularly important for our pupils who are LAC and PLAC. Our Designated Teacher will also deliver or arrange more detailed training relating to specific pupils, as the need arises. This training package ensures that staff are sensitive to the barriers to learning that pupils who are LAC and PLAC experience and feel able to support them discretely and confidently.

Our behaviour policy maintains clear boundaries and expectations about behaviour, but we understand that not all behaviour is a matter of choice. We will not enforce sanctions that shame or ostracise pupils from their peers, school, community or family. We seek to create an inclusive and positive school ethos for every pupil.

As a special school & college, quality first teaching is imperative. We have a specialist adapted curriculum, personal learning plans based on EHCP outcomes, small classes and high staffing ratios, ensuring that pupils have access to the teaching and learning that suits their individual needs. Alongside this enhanced offer, all pupils who are LAC have at least termly Personal Education Planning (PEP) meetings.

## Roles and responsibilities

### The governing body will:

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of LAC and PLAC
- Ensure that Ivel Valley has an overview of the needs and progress of LAC and PLAC
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of LAC and PLAC are recognised and met
- Monitor the academic progress of LAC and PLAC, through an annual report from the Designated Teacher
- Ensure that LAC and PLAC are given priority when applying for places
- Monitor exclusions data in relation to LAC and PLAC, hold leaders to account should this disproportionately affect these pupils
- Monitor the impact of Pupil Premium Plus (PP+) funding in supporting the educational achievement of LAC and PLAC

### The Headteacher will:

- Identify a Designated Teacher, ensuring that there is someone in this role at all times. This person will hold QTS and be a member of the Senior Leadership Team
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of LAC and PLAC and take action where progress, conduct or attendance is below expectations
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- To monitor the use of PP+
- Ensure that the DT has sufficient time and training opportunities to fulfil their role
- Delegate the pupil premium plus budget to the DT to ensure that they have access to sufficient resources



- Monitor the work of the DT
- Ensure that the Designated Safeguarding Lead knows which pupils are LAC and PLAC, and ensure that there is joint working between the DSL and the DT
- Ensure that the IVSC behaviour policy is sufficiently flexible to recognise and consider the previous experiences and needs of pupils who are LAC and PLAC
- Ensure that the needs of pupils who are LAC and PLAC are considered in school policies and procedures, for example, educational trips and visits

**The Designated Teacher** is Ruth Ellison. She is a qualified teacher, and will promote improved educational life chances for pupils who are LAC and PLAC by:

- Acting as a champion for them and ensuring that they are seen as individuals
- Ensuring that they are fully included in all aspects of school life, for example, trips and visits, school council
- Ensuring that they have access to high quality teaching
- Promoting their educational achievement
- Tracking their progress across the curriculum using data, observations, PEPs, EHCPs, teacher reports, teacher feedback and pupil progress meetings
- Considering their mental health needs
- Ensuring that the PP+ is used effectively and efficiently
- Performing a coordinating role with school staff and outside agencies (including Virtual School)
- Work directly with parents, carers and guardians to promote good home/ school links and progress
- Leading on termly PEP meetings
- Working closely with the school Designated Safeguarding Lead and Family Support Team to ensure that any safeguarding concerns are quickly and effectively responded to
- Developing expertise in the field, including attachment theory and trauma-informed practice
- Providing and attending training and offering advice and guidance to the whole school staff
- Promoting a school culture which is supportive, relationship-based and has high expectations for pupils who are LAC and PLAC
- Ensure that school attendance procedures reflect the specific needs of pupils who are LAC and PLAC to ensure good school attendance. Where there is a concern about attendance or punctuality the school will contact the carer, social worker and other professionals including the Virtual School, as an early intervention, as outlined in our attendance policy.
- Maintaining an overview of whole school policies to ensure that they don't unintentionally disadvantage pupils who are LAC and PLAC.

**All staff will** promote improved educational life chances for children looked-after or previously looked-after by:

- Having high aspirations for the educational and personal achievement of all pupils, including those who are LAC and PLAC
- Maintaining these pupils' confidentiality and ensure they are supported sensitively
- Working to enable them to achieve stability and success within school and college
- Promoting their self-esteem



- Attending relevant training, such as training on 'Attachment Aware and Trauma-Informed Practice' and implementing what has been learnt
- Providing accurate information and data when asked by the DT
- Referring to the DT for advice
- Playing their part in creating an attachment and trauma-informed 'LAC-friendly' culture and securing rapid progress for these pupils by ensuring that they benefit from any additional school-based support available

## Legal framework & statutory guidance

### Linked national guidance:

- Children and Young Persons Act 2008, sections 20 and 20A
- Keeping Children Safe in Education (most recent version)
- Statutory Guidance for Local Authorities and Schools on the roles and responsibilities of the Designated Teacher for Looked-After and Previously Looked-After Children (DfE, February 2018)
- The Children Act 1989
- The Children and Families Act 2014
- The Education Act 2005

### Linked policies:

- Attendance policy
- Behaviour policy
- Safeguarding & child protection policy

## Equalities & inclusion

The school will ensure that all pupils who are LAC or PLAC are supported effectively, regardless of any protected characteristics as defined by the Equality Act 2010. One of the aims of this policy is to ensure that these are effectively supported to overcome any disadvantage and be fully included in the life of IVSC.

## Safeguarding implications

Pupils who are LAC or PLAC are partly vulnerable because of their status and experiences. This is raised with staff in initial safeguarding training and referred to in both refresher training and safeguarding updates. There is a clear safeguarding culture at Ivel Valley and strong recording and reporting systems, which staff demonstrate confidence and competence in using. If there are specific safeguarding circumstances relating to a pupil who is LAC or PLAC's specific experiences, the Designated Teacher takes the lead in promoting and monitoring this with class staff. The DT and DSL maintain strong communication around the safeguarding of these children and this is set out in the roles and responsibilities section above.

## Sustainability implications

Not applicable for this policy.