



Designated Teacher Policy LAC & PLAC

Date of Approval:	19 th March 2025
Review frequency:	Annual
Next review date:	Spring 2025
Reviewed by:	Mrs Laura White, Headteacher

This policy was presented to the FGB on 19th March 2025 and will be reviewed in Spring 2026, or sooner if required

Mission Statement

St Anselm's is a community of faith, serving local families and providing a Catholic education.

We strive to work in partnership with parents and carers to:

- Inspire children to be ambassadors of Jesus through meaningful prayer, thoughtful reflection and exploration of the Gospel;
- Ignite a love for life-long learning by encouraging and challenging children through purposeful learning opportunities;
- Include and value everyone, recognise and celebrate uniqueness and promote self-appreciation and mutual respect;
- Empower children to be ambitious, confident and aspirational now and in their vision for the future;
- Provide an environment where positive wellbeing and mental health ensures everyone feels safe, happy and loved as children of God.

1. Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children
- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for

2. Legislative Framework & Guidance

This policy adheres to the following statutory guidance and regulations:

- The Department for Education's (DfE) statutory guidance on the designated teacher for looked-after and previously looked-after children (2018).
- The Children and Young Persons Act 2008, Sections 20 and 20A.
- The SEND Code of Practice (2015), as it applies to looked-after children.

- Guidance provided by Kent County Council, including the Draft Education Strategy 2025-2030 and Virtual School Kent (VSK) resources.

3. Definitions

Looked-After Children (LAC): Pupils who are in the care of a local authority or provided with accommodation under social services for more than 24 hours.

Previously Looked-After Children (PLAC): Pupils who were previously in local authority care but ceased to be so due to adoption, special guardianship, or child arrangements orders.

Virtual School Head (VSH): A local authority officer responsible for overseeing and promoting the educational achievement of looked-after children.

Personal Education Plan (PEP): A key document forming part of a looked-after child's care plan, outlining educational goals and support.

4. Identity & Role of the Designated Teacher

Designated Teacher: Mrs. Lorna Beckley

Contact: School Office (Tel: 01322 225173 | Email: secretary@st-anselms.kent.sch.uk)

The designated teacher leads on supporting LAC and PLAC, ensuring their educational and emotional needs are met. Ms. Diana Marshall (PSA and Deputy DSL) also provides support in this role.

4.1 Leadership Responsibilities

The designated teacher will:

- Act as the central point of contact for matters relating to LAC and PLAC.
- Ensure a whole-school culture that prioritises and supports these pupils' educational needs.
- Contribute to the development and review of school policies to reflect the needs of LAC and PLAC.
- Collaborate with Virtual School Kent and Kent County Council to implement best practices.
- Ensure the school meets its legal obligations for supporting these pupils.

4.2 Educational Support for LAC and PLAC

- Ensure PEPs are effectively developed, regularly reviewed, and actioned.
- Track and monitor LAC and PLAC progress to identify and address educational gaps.
- Use Pupil Premium Plus funding effectively to support attainment and wellbeing.
- Work closely with class teachers to provide targeted support and interventions.
- Support transition planning for LAC and PLAC moving between schools.

4.3 Wellbeing & Mental Health Support

- Ensure that staff are trained in trauma-informed practices and attachment theory.
- Identify signs of mental health concerns and refer pupils to appropriate support services.
- Promote social-emotional learning opportunities and extracurricular engagement.
- Encourage resilience and ambition in LAC and PLAC.

4.4 Collaboration with Carers & Families

- Establish strong home-school communication with carers, parents, and guardians.
- Offer guidance on accessing additional support, including from VSK.
- Engage families in the development and review of PEPs and interventions.

4.5 Special Educational Needs (SEN) Coordination

- Work closely with the SENCO to support LAC and PLAC with additional needs.
- Ensure that PEPs align with Education, Health, and Care Plans (EHCPs).
- Access specialist training and support to identify SEN in LAC and PLAC.

5. Behaviour & Attendance

- Monitor attendance and punctuality trends for LAC and PLAC.
- Ensure that any risk of exclusion is addressed proactively by liaising with VSH.
- Provide early intervention strategies to support positive behaviour.

6. Training & Development

- The designated teacher will access ongoing training provided by Virtual School Kent.
- All school staff will receive periodic CPD on supporting LAC and PLAC.

7. Policy Monitoring & Review

This policy will be reviewed annually by the Headteacher and designated teacher. Updates will reflect changes in statutory guidance and local authority frameworks. The policy will be approved by the Full Governing Board.

8. Related Policies

This policy links with:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- Exclusions Policy
- SEND Policy
- Supporting Pupils with Medical Needs Policy

