



Appendix 2

Designated Teacher for LAC and Previously LAC

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.

Ethos and culture

- Promote a culture in which looked-after and previously looked-after children are:
 - Prioritised for academic support
 - Monitored during transition periods (Year 6, Year 11 and Year 13)
 - 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

- Teachers will set high expectations of looked-after and previously looked-after children's learning, and ensure teachers set targets that accelerate progress
- Subject Leads will advise teachers on differentiated teaching strategies appropriate for looked-after or previously looked-after children and advise on the use of assessment for learning approaches to improve the progress of looked-after and previously looked-after children.
- Designated teacher will lead 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.
- Admissions team will ensure all looked-after and previously looked after children are easily identified on the school MIS system to ensure information for DTLAC / PLAC is accurate.

Looked-after children with special educational needs

- SENCO will be aware of looked after children who have SEN to 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, the designated teacher will work with the SENCO to ensure the pupil's personal education plan (PEP) works in harmony with the EHC plan to set out how their needs are being met
- The designated teacher should have the skills to identify signs of potential SEN issues, and know how to access further assessment and support where necessary

Working with staff

- Designated teacher will work with the CPD lead at the Abbey School to give school staff 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

- The designated teacher will act as a central point of contact for carers, parents or guardians to promote good home-school links
- Work with the local authority, social workers and VS representative to 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 key learning skills
- The designated teacher will 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 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