

Federation of St James the Great and St John's Catholic Primary School



'To do our best for God, for other people and for ourselves'

'To love and serve one another'

Designated Teacher for looked after children policy 2026

1. Introduction

St James the Great and St John's Catholic Primary Schools are committed to promoting the educational achievement and welfare of Looked-After Children (LAC) and Previously Looked-After Children (PLAC).

This policy outlines the roles and responsibilities of the designated teachers and the support systems in place to ensure that LAC and PLAC are fully supported to achieve their potential.

This policy has due regard to the DfE (2018) "The designated teacher for looked-after and previously looked-after children: statutory guidance."

The designated teachers for looked-after and previously looked-after children are:

Emily Phipps and Justina Oduko

2. Role of the Designated Teacher

The designated teacher will:

- Promote the educational achievement of LAC and PLAC by ensuring they have access to high-quality teaching and learning opportunities
- Act as an advocate for LAC and PLAC within the school
- Work closely with the Southwark Virtual School Head (VSH) to ensure that all relevant information is shared effectively
- Work with the VSH to ensure that Pupil Premium Plus (PP+) funding is used effectively to support progress and meet the needs identified in Personal Education Plans (PEPs)
- Promote the educational achievement of previously looked-after children

3. Responsibilities

The designated teacher will:

Personal Education Plans (PEPs):

- Coordinate the development, implementation, and review of PEPs in partnership with the local authority and other relevant professionals

Training and Support:

- Ensure all staff understand the needs of LAC and PLAC
- Provide or facilitate appropriate training for staff

Liaison:

- Act as the key point of contact for external agencies, including social workers, carers, and the Virtual School

Monitoring and Evaluation:

- Track the progress, attainment, and attendance of LAC and PLAC
- Report regularly to the governing body on outcomes and provision

Confidentiality:

- Ensure that information about LAC and PLAC is shared appropriately and handled sensitively, in line with safeguarding and data protection requirements

4. Role of the Governing Body

The governing body will:

- Ensure that the school has a designated teacher for LAC and PLAC
- Ensure the designated teacher is appropriately trained and supported
- Monitor the educational progress and attainment of LAC and PLAC
- Ensure that Pupil Premium Plus (PP+) funding is used effectively to improve outcomes
- Hold the school to account for the provision and progress of LAC and PLAC

5. Support for LAC and PLAC

The school will provide both academic and pastoral support to meet individual needs, including:

- Targeted academic support and appropriate differentiation
- Emotional support, including access to mentoring or counselling where appropriate
- A consistent and supportive school environment

The school recognises that many LAC and PLAC may have experienced trauma, attachment difficulties, and loss, and will ensure that support is sensitive to these needs.

The school will promote stability, positive relationships, and a strong sense of belonging.

6. Admissions

In line with the statutory School Admissions Code, looked-after children (LAC) and previously looked-after children (PLAC) are given the highest priority in the school's admissions criteria.

7. Safeguarding

The designated teacher will work closely with the school's safeguarding team to ensure that any concerns regarding LAC and PLAC are addressed promptly and effectively, in partnership with relevant external agencies.

8. Review and Evaluation

This policy will be reviewed annually to ensure it remains effective and reflects current statutory guidance and best practice.

Reviewed: May 2026

Next review date: May 2027