



# Kenningtons Primary Academy

## Designated Teacher for LAC Policy

**This Policy was reviewed by the Pastoral Manager, approved by the Pupils, Admissions & Curriculum Committee and ratified by the Governing Body on a 1-year cycle.  
It must be displayed on the Schools Website.**

<b>Date of Approval</b>	15 <sup>th</sup> January 2026
<b>Review Duration</b>	1 Year
<b>Date of Review</b>	January 2027

# Kenningtons Primary Academy

## Designated Teacher for Looked-After Children Policy

January 2026



At Kenningtons Primary Academy we promote a whole school culture where the personalised learning needs of every Looked-After Child (LAC) and previously Looked-After Child (PLAC) matters and their personal, emotional and academic needs are prioritised.

Statutory guidance supporting this policy includes;

- Keeping children safe in education, DfE, 2025
- Suspension and Permanent Exclusion from maintained schools, academies and pupil's referral units in England, including pupil movement, DfE, 2024
- SEND code of practice 0 to 25 years, DfE / DoH, 2015
- [Promoting the education of looked-after and previously looked-after children](#). DfE, 2018

Gaps in learning, emotional impact of their experiences and a high incidence of special educational needs mean that LAC and PLAC are likely to have significant barriers to their progress. Careful assessment, planning and monitoring of attainment data is necessary, and will help ensure excellent practice is in place across the school.

Kenningtons Primary Academy will support progress using effective communication between Thurrock Council Virtual School Head (VSH) and Carers, Parents or Guardians and the child.

When supporting LAC or PLAC, all staff will be mindful of the fact that the pupil would like adults to;

- be available, take time to get know me.
- notice if I am upset or angry and listen to me when I need help.
- understand that even though I've had a different past than most people, it doesn't mean I need to be treated differently.
- understand my experience of being looked-after.
- understand that my past will affect my present and my future behaviour even if I don't notice.

This policy is written with support of statutory guidance document "The designated teacher for looked-after and previously looked-after children, DfE, February 2018" which refers to;

- Section 20 of the Children and Young Persons Act 2008 ("the 2008 Act").
- Section 20A of the 2008 Act inserted by section 5 of the Children and Social Work Act 2017 ("the 2017 Act").
- Section 2E of the Academies Act 2010 inserted by section 6 of the 2017 Act.
- The Designated Teacher (Looked-After Pupils etc.) (England)Regulations 2009.

It also states that the designated teacher must be;

- a head teacher or acting head teacher of the school (regulation 3(3)) or
- a qualified teacher who has completed the appropriate induction period and is working as a teacher at the school (regulation 3(2))

LAC and PLAC are pupils who are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales who are registered at the school.

## **Thurrock Council Virtual School Head (VSH)**

The Local Authority have a duty of care, under Children Act 1989, to promote the educational achievement of LAC. The VSH is responsible for discharging the Local Authority duty as corporate parent.

## **Governing Body**

Section 20 of the 2008 Act places the following duties on the Governing Body:

- to designate a member of staff as having responsibility to promote the educational achievement of LAC and PLAC who are registered at the school. This person is known as the designated teacher (DT).
- to ensure the DT undertakes appropriate training (section 20(2))
- to ensure they and the DT has regard of both the statutory guidance and guidance issued by the Secretary of State.

## **Designated Teacher**

Our DT is Mrs Sawtell Haynes, Headteacher.

Whilst lead responsibility for raising attainment sits with the DT, some other roles may be delegated to other members of Staff.

The DT will contribute to development and review of whole school policies and procedures to ensure that;

- no LAC or PLAC is disadvantaged and are prioritised in any selection of additional interventions or one to one tuition.
- Teachers have awareness and understanding of the specific needs of LAC and previously PLAC with regards to, among other things;
  - special educational needs
  - speech, language and communication support
  - attendance and exclusions
  - understanding and managing challenging behaviour
  - mental health support such as counselling service or EWMHS
- transitions are supported effectively.
- there are effective inductions for LAC and PLAC new to school and/or new to care, and effective procedures to support including opportunities to discuss difficult issues with a sympathetic and empathetic adult.
- a culture is promoted in which LAC or PLAC child have the opportunity to talk; discuss their progress, help set targets, have their views taken seriously, participate in all areas of school life and are supported to take responsibility for their own learning.
- ensure there are no barriers to LAC pupils or PLAC, and they are encouraged to participate /access, activities and experiences as part of the school offer.
- LAC are prioritised in any selection of pupils who may benefit from 1:1 tuition / academic focused study support.
- Staff have access to strategies that will support the LAC or PLAC
- must have regard to statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil's referral units in England, including pupil movement, DfE, 2024 and "Exclusions from maintained schools, academies and pupil referral units in England" and, as far as possible, avoid excluding any LAC.

## **Staff working with a LAC or previously LAC**

The DT will ensure Staff:

- have high expectations for LAC and PLAC's learning and set targets to accelerate educational progress.
- understand the importance of listening to the voice of the LAC and PLAC.
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) and that some children may find it hard to build relationships of trust with adults, and how this might affect behaviour.
- may ask a child's parents for evidence of LAC/ PLAC status to ensure their child is eligible for appropriate support.
- know the most appropriate person to contact when necessary, including for the signing/permission slips.
- are aware of the importance of treating the child as an individual whilst not publicly treating them any differently; show sensitivity about who else needs to be aware of the LAC or PLAC status.
- can identify signs of potential issues with regards to mental health and emotional wellbeing. This may also include issues impacted by their parent's issues – LAC and PLAC are often from families where the parenting capacity and family relationships affect their emotional wellbeing.
- will develop the PEP working closely with teaching staff to identify barriers to learning.
- complete SDQ sheets to better inform the PEP.
- participate as appropriate in relation to the Personal Education Plan (PEP) – creating a shared understanding between all parties involved; school, virtual school, home and the child.

## **Personal Education Plan (PEP)**

Each LAC has a care plan drawn up by the Local Authority. It includes identified outcomes in relation to their emotional and behavioural development, identity, relationships and self-care. It also includes a health plan and a PEP.

The PEP is a vital document and is a record of the child's education and training. It is part of their overall record and will be forwarded to any new school as a matter of urgency. There is a shared responsibility between the VSH and DT to ensure this document is a living and useful document.

The PEP will be reviewed regularly and will be chaired by an Independent Reviewing Officer (IRO). It will include short and longer term targets. It will record specific interventions especially in regard to English and mathematics. It will note strengths and difficulties with regards to mental health and behaviour. It will not duplicate any EHCP in place, but will reference any actions necessary such as involvement of the SENCO or educational psychologist for example. The PEP will work in harmony with any EHC plan.

Unaccompanied asylum seeking / refugee children are entitled to same Local Authority support as LAC.

## **Pupil Premium Plus PP+**

LAC and children adopted from care, on a special guardianship order or child arrangements order, are eligible for PP+ funding. This funding is to provide help to improve LAC and PLAC attainment and close the gap between them and their peers. It reflects the significant and additional barriers LAC children are faced with. It is different to pupil premium funding that supports those economically disadvantaged.

For LAC, PP+ funding is managed by VSH for the purpose of supporting their educational achievement. PEPs include how the LAC is benefitting from the use of PP+ funding.

For previously LAC, PP+ funding is managed by School.

PP+ funding for both LAC and PLAC is not a personal budget for individual children. It is important that interventions should be evidence based and in the interest of the child. Staff can access p23

of “The designated teacher for looked-after and previously looked-after children, DfE, February 2018” for ideas of how to get the most from PP+.

### Exclusions

All those supporting the LAC and PLAC will be aware of how their past experiences may impact on their behaviour. DT must have regard to statutory guidance “Exclusions from maintained schools, academies and pupil referral units in England”.