



ST MICHAEL'S
C of E PRIMARY
HIGHGATE

Designated Teacher for Looked-After and Previously Looked- After Children Policy

Date of issue	February 2026
Renewal date	February 2027
Responsible for this policy	Andrea Batten

*To nurture and inspire our children to develop a love of learning in a supportive
Christian community and become the best they can be*



Designated teacher policy (looked-after and previously looked-after children)

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.

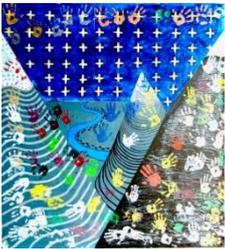
Our Vision

We believe our children's future is created every day.

Our Mission Statement

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be.

Our Core Values



Endurance



Forgiveness



Koinonia



Creation



Friendship

To nurture and inspire our children to develop a love of learning in a supportive Christian community and become the best they can be



At St. Michael's we recognise that many looked-after children have experienced disrupted schooling, attending multiple schools or being absent for extended periods. These interruptions often result in significant learning gaps that hinder their academic progress. Such barriers, developed over time, make it challenging for these children to succeed in school. The complexity of their fragmented educational experiences necessitates careful analysis and strategic planning by key teachers to boost progress and enhance the child's confidence and self-esteem. Even in schools with well-established personalised learning and tracking systems, these children require special attention. Additionally, young children may need support to develop social and learning skills. However, this extra attention should be subtle, as these children often prefer not to be treated differently from their peers.

According to the Department for Education's 2023 statistics:*



There are almost **12 million** children aged between 0 and 17 years in England.



83,840 are children looked after.



This year, **6,995** children told us about the place where they live or stay, such as their children's home, residential special school or foster carers. Not all children are children looked after.



68% of children looked after live with foster carers.

*As at the date of publication, the Department of Education had not yet released statistics for 2024.

1. Aims

The school aims to ensure that:

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- 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 in doing so.
- Staff, parents, carers, and guardians are aware of the identity of the designated teacher, how to contact them, and what their responsibilities are.

2. Legislation and statutory guidance

This policy is based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#). (DFE 2018b).

It also takes into account [section 20](#) and [section 20A](#) of the Children and Young Persons Act 2008.

3. Definitions

Looked-after children (LAC) 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 fall into either of the following categories:

They were looked after by a local authority but ceased to be as a result 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

They appear to the governing board to have:

- Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
- Ceased to be in that state care as a result of being adopted



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Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

Looked After Children may or (may not) have some of the following difficulties:

- Low self esteem
- Poor education attainment
- Delayed social, emotional, cognitive development
- Prone to mental health difficulties
- Be isolated
- Have behavioural difficulties
- Poor attachment to others

This makes them vulnerable in terms of education and opportunities in future life.

To ensure that these children are supported effectively, St Michael's has put in place:

- A Designated Teacher for Looked After Children
- Personal Education Plans
- Training to ensure that all staff have a clear understanding of issues that affect looked after children
- Strategies that support the education of this vulnerable group.

4. Identity of our designated teacher

Our designated teacher is Andrea Batten.

You can contact her by telephone **0208 340 7441** or email **inclusion@stmichaelsn6.com**.

Our designated teacher lead is responsible for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

Figure 1 Headline Facts and Figures March 2023

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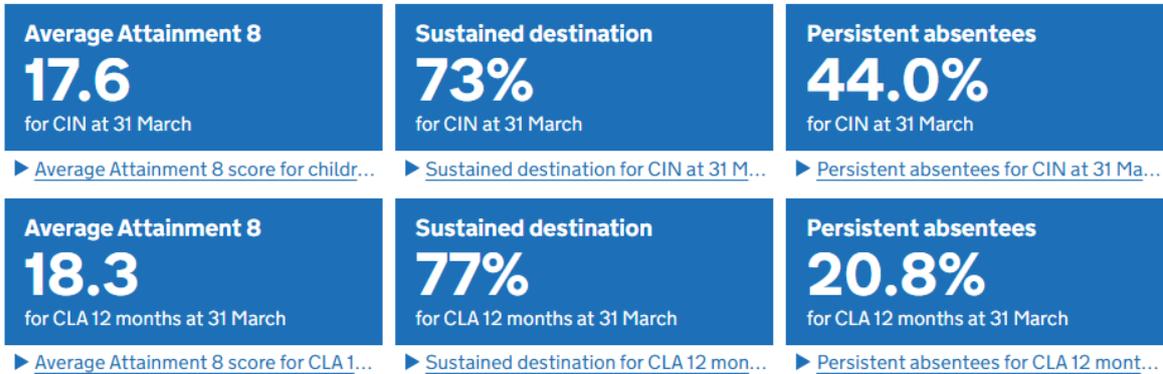
Designated teacher policy (looked-after and previously looked-after children)

(SOURCE: Outcomes for children in need, including children looked after by local authorities in England 2023

<https://explore-education-statistics.service.gov.uk/find-statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england>



Headline facts and figures - 2024



The latest facts and figures relate to the reporting year ending 31 March 2024 for children in social care:

- The percentage of pupils in the key social care groups that have a special educational need (SEN) is over twice that for the overall pupil population. For children in need (CIN) at 31 March, over half have SEN compared to 18.1% of the overall pupil population. Pupils with SEN have been recorded to have lower attainment outcomes compared to the overall population. As such, the higher prevalence of SEN amongst children looked after and children in need accounts for some of the difference in attainment compared to the overall pupil population.
- The percentage of pupils in most of the key social care groups meeting the expected standard in reading, writing and mathematics (combined) at Key Stage 2 is roughly half that for the overall pupil population where 61% met the expected standard.
- Pupils in the key social care groups have lower attainment than the overall pupil population across all Key Stage 4 attainment measures.
- CLA in long term care have higher Attainment 8 scores than pupils whose most recent period of care is much shorter.
- The percentage of persistent absentees for CLA for at least 12 months was 20.8%, which was only slightly higher than for the overall pupil population (20.3%). However, as with overall absence, this rate was much higher for the other key social care groups.
- 61.6% of CIN at 31 March were eligible for free school meals. This compares to 24.6% for all pupils.
- Around one in 10 pupils in 2023/24 have been a child in need in the last 6 years. This has been stable since this measure was introduced in the publication in 2019/20.

5. Role of the designated teacher

5.1 Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with Virtual School Heads (VSHs)

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- Designated teacher policy (looked-after and previously looked-after children)
- Promoting a whole school culture where the needs of these pupils matter and are prioritised
 - Contributing to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
 - Promoting a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
 - Acting as a source of advice for teachers about working with looked-after and previously looked-after children
 - Working directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
 - Having lead responsibility for the development and implementation of looked-after children's PEPs
 - Working closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
 - Involving parents and guardians of previously looked-after children in decisions affecting their child's education
- Take lead responsibility for ensuring school staff understand:
 - Factors that influence the learning and achievement of looked after children
 - How the whole school supports the educational achievement of these pupils.

5.2 Supporting looked-after children

The designated teacher will:

- Ensuring sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in personal education plans (PEPs)
- Monitor and track how looked-after children's attainment progresses under their PEPs

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Designated teacher policy (looked-after and previously looked-after children)

- • If a child is not on track to meet their targets, play a key role in collaborating with them to determine the best path forward for making progress, and ensure that this is documented in their PEP. Ensure the identified actions of PEPs are in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
 - Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version.

5.3 Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium funding
- Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children
- Play a key part in decisions on how pupil premium funding is used to support previously looked-after children
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this

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- Ensure the [SEND code of practice](#), as it relates to looked-after children, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs to inform PEPs
- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

5.4 Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:
- Find ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
- Ensure mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
- Liaise with the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice

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Designated teacher policy (looked-after and previously looked-after children) about the likely impact and what the local authority should do to minimise disruption

- Make sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about supporting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There is an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Work with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour
- Where a previously looked-after child is at risk of exclusion:
 - talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

6. Admissions

Upon admission, records will be requested from the pupil's previous school. A meeting will be held with the carer, parent, or social worker, always involving someone with parental responsibility. This meeting will cover all relevant academic, pastoral, and social issues, providing essential information for the PEP and establishing communication systems early on. During the first PEP meeting, the school will seek clarification from the social worker regarding who requires school reports, who can give permission for school trips and extra-curricular activities, and who should be the first point of contact.

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Designated teacher policy (looked-after and previously looked-after children)

7. Monitoring arrangements

This policy will be reviewed annually by Andrea Batten. At every review, it will be approved by the Children's Committee.

8. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Safeguarding and Child Protection
- Suspensions and Exclusions
- SEND
- Supporting pupils with medical needs

9. For more information, please see:

[untitled \(haringey.gov.uk\)](#)

[Looked after children | NSPCC Learning](#)

[The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](#)

[Outcomes for children in need, including children looked after by local authorities in England, Reporting year 2023 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](#)