SKYLARK FEDERATION

# Designated teacher policy

**Schools covered:** Appleshaw St Peter's CE Primary and Kimpton, Thruxton & Fyfield CE Primary (The Skylark Federation)

**Policy Approval Date:** September 2026

**Review Frequency:** Annually (September 2027)

## Contents


1. Aims
2. Legislation and Statutory Guidance
3. Definitions
4. Identity of Our Designated Teacher
5. Role of the Designated Teacher
6. Monitoring Arrangements
7. Links with Other Policies


## 1. Aims

The federation aims to ensure that:

- A suitable member of staff is appointed as the Designated Teacher for looked-after and previously looked-after children (including children in Kinship Care).
- The Designated Teacher promotes the educational achievement of looked-after and previously looked-after children, supporting all federation staff to meet these pupils' unique needs.
- Staff, parents, carers, social workers, and guardians are clear about the identity of the Designated Teacher, their core responsibilities, and how to contact them.

## 2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance *Designated teacher for looked-after and previously looked-after children*, *Keeping Children Safe in Education (KCSiE 2026)*, and sections 20 and 20A of the *Children and Young Persons Act 2008*. It also reflects statutory duties set out under the *SEND Code of Practice: 0 to 25 years*.

## 3. Definitions

**Looked-after children (LAC)** are registered pupils who 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 (PLAC)** are registered pupils who were looked after by a local authority in England and Wales (or state care outside England and Wales) but ceased to be so as a result of:

- An **Adoption Order**.
- A **Special Guardianship Order (SGO)**.
- A **Child Arrangements Order** (specifying residency).
- Formal **Kinship Care** arrangements following state care.

**Personal Education Plan (PEP)** is a statutory part of a looked-after child's overall care plan. It is developed jointly with the school, social worker, and Virtual School Head (VSH) to record precise educational targets, interventions, and Pupil Premium Plus (PP+) funding allocations.

**Virtual School Head (VSH)** is a local authority officer responsible for promoting the educational achievement of looked-after children across all schools in their authority. The VSH also provides information, training, and advice to schools, parents, and guardians regarding previously looked-after children.

# 4. Identity of Our Designated Teacher

Our Designated Teacher across the Skylark Federation is **Claire Kent**.

- **Contact Method:** You can contact Claire Kent by telephoning or emailing either school office.
- **Role Focus:** Claire Kent takes lead responsibility for driving academic progress, well-being, and statutory advocacy for looked-after and previously looked-after children.

# 5. Role of the Designated Teacher

## 5.1 Leadership Responsibilities

The Designated Teacher will:

- Act as the central point of contact within the federation for issues involving looked-after and previously looked-after children.
- Promote an inclusive, attachment-aware, and trauma-informed culture where the needs of these pupils are prioritized.
- Ensure staff understand how care experiences, attachment trauma, and loss can affect learning, attendance, and emotional development.
- Lead the development, quality assurance, and review of statutory PEPs.
- Collaborate closely with the Designated Safeguarding Lead (DSL) and SENCo to ensure holistic support.
- Act as an advisor to teachers regarding classroom strategies, differentiation, and pastoral support.

## 5.2 Supporting Looked-After Children (LAC)

The Designated Teacher will:

- Lead the PEP process, ensuring target-setting is robust, ambitious, and directly addresses individual learning gaps.
- Track attainment and progress data against statutory PEP targets.
- Ensure PEP reviews take place prior to the local authority's statutory care plan reviews, submitting updated PEP documentation to social workers and the VSH.
- Ensure seamless PEP transition when a child transfers to another educational setting.

## 5.3 Supporting Both LAC and PLAC

The Designated Teacher will:

- Oversee the effective deployment of **Pupil Premium Plus (PP+)** funding to improve attainment, accelerate progress, and support emotional well-being.
- Engage parents, special guardians, and carers in decision-making regarding PP+ funding and educational provisions.
- Ensure harmony between PEPs and **Education, Health and Care Plans (EHCPs)** where SEND is identified.
- Facilitate the completion of **Strengths and Difficulties Questionnaires (SDQs)** to monitor mental health and inform pastoral interventions.
- Identify early signs of mental health distress or unidentified SEND, accessing specialist external services where required.

### 5.4 External Partnerships & Preventing Exclusions

The Designated Teacher will:

- Proactively collaborate with social workers, Virtual School Heads, SEN departments, and external agencies.
- Clarify legal parental responsibility and verify who holds authorization for educational permissions.
- Ensure smooth transfer of records during placement changes or school transitions.
- **Avoid Suspensions/Exclusions:** Where a looked-after child is at risk of suspension or exclusion, contact the VSH immediately to explore alternative support packages, specialist assessments, and preventative strategies.
- Where a previously looked-after child is at risk of suspension or exclusion, consult parents/guardians and seek advice from the VSH before formal disciplinary measures are finalized.

## 6. Monitoring Arrangements

This policy will be reviewed annually by the Designated Teacher and presented to the Governing Body for approval every autumn term.

## 7. Links with Other Policies

This policy links directly to:

- Child Protection and Safeguarding Policy
- Federation Behaviour & Suspensions Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Pupil Premium & Disadvantage Strategy
- Staff Code of Conduct