

# BOLD FUTURES



**Bold Futures Federation**  
**Designated Teacher Policy (looked-after and previously looked-after)**

Written: December 2025  
Next Review Planned: September 2026

Signed: \_\_\_\_\_ (Policy Owner)

Print Name: \_\_\_\_\_

Review Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Governor Approval)

Print Name: \_\_\_\_\_

Approval Date: \_\_\_\_\_

## Bold Futures Federation

### POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	December 2025	Approved	LC	RJ	Federation Policy - new

#### 1. Aims

The school aims to ensure that:

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 to do this too

Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for

#### 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](#).

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

#### 3. Definitions

**Looked-after children** 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 these 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

**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.

#### 4. Roles and responsibilities

##### **Designated Teachers**

Talavera Junior School - Laura Tichbon/ Lucy Coombs

Wellington and Marlborough - Russell Davies

You can contact them by emailing or telephoning the school office.

Our designated teachers take lead responsibility for promoting the educational achievement of looked-after and previously looked-after children across our federation. They are your initial point of contact for any of the matters set out in the section below.

##### **The governing board is responsible for:**

- Ensuring the school has a coherent policy for LAC and PLAC.
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance.
- Ensuring the designated teacher for LAC and PLAC has received the appropriate training.
- Ensuring that appropriate staff have the information they need in relation to each looked after child's:
  - Legal status (i.e. whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
  - Care arrangements and the levels of authority delegated to the carer by the LA.
- Ensuring that staff have the skills, knowledge and understanding to keep LAC and PLAC safe.
- Ensuring that there are clear systems and processes in place for identifying and reporting possible safeguarding or mental health concerns amongst LAC and PLAC.
- Ensuring LAC and PLAC have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary.

- Reviewing the annual report produced by the designated teacher to evaluate the progress of LAC in the school.
- Ensuring they receive feedback from the headteacher regarding the effectiveness of the policy on an annual basis.

**The virtual school head (VSH) is responsible for:**

- Monitoring the attendance and educational progress of the children their authority looks after; this includes children who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England and Wales
- Ensuring that arrangements are in place to improve the education and outcomes of the authority's LAC, including those placed out-of-authority
- Building relationships with health, education and social care partners, as well as other partners, so they and the designated teachers understand the support available to LAC and PLAC
- Working with the school to ensure all LAC in attendance are fully supported in reaching their full potential
- Acting as the educational advocate for LAC
- Acting as a source of advice and information to help parents of PLAC as effectively as possible
- Managing the school's allocation of pupil premium plus (PP+) for LAC
- Ensuring there are effective systems in place to:
  - Maintain an up-to-date roll of the LAC who are in school settings, and gather information about their educational placement, attendance and progress
  - Inform the headteacher and designated teacher if they have a pupil on roll who is looked after by the LA
  - Ensure social workers, schools, designated teachers, careers and independent reviewing officers understand their role and responsibilities regarding a pupil's PEP
  - Ensure that up-to-date and effective PEPs that focus on educational outcomes are maintained for all LAC
  - Avoid delays in providing suitable educational provision
  - Ensure the education achievement of LAC is seen as a priority by everyone who has responsibilities for promoting their welfare
  - Report regularly on the attainment, progress and school attendance of LAC through the authority's corporate parenting structures.

**The headteacher is responsible for:**

- Appointing the designated teacher for LAC and PLAC
- Allowing the designated teacher the time and facilities to succeed in carrying out their duties
- Overseeing this policy and monitoring its implementation, feeding back to the governing board annually on the following:
  - The number of LAC and PLAC in the school - An analysis of assessment scores as a cohort, compared to other pupil groups
  - The attendance of LAC and PLAC, compared to other pupil groups
  - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that supporting LAC is a key priority
- Ensuring PP+ for PLAC is managed effectively
- Promoting the advantages of actively challenging negative stereotypes of LAC.

**The SENCO is responsible for:**

- Ensuring they are involved in reviewing PEP and care plans for LAC and PLAC
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of PLAC.

**Staff are responsible for:**

- Being aware of LAC and PLAC and providing them with support and encouragement.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding
- Being vigilant for any signs of bullying towards LAC and PLAC
- Being vigilant for any signs of safeguarding concerns surrounding LAC and PLAC due to their increased vulnerability to harm, and reporting any concerns to the DSL as soon as possible
- Promoting the self-esteem of LAC and PLAC.

## 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 VSHs
  - Promoting a whole school culture where the needs of these pupils matter and are prioritised
  - Take lead responsibility for ensuring school staff understand:
  - The things which can affect how looked-after and previously looked-after children learn and achieve
  - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children
- Work 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
- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work 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
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education.

### 5.2 Supporting looked-after children

**The designated teacher will:**

- Make 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 PEPs

- Monitor and track how looked-after children's attainment progresses under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put 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
- Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child, and be the main contact for queries about its use
- 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
- 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:
  - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
  - Ensuring 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
  - Talking to 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 about the likely impact and what the local authority should do to minimise disruption
- Making 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 meeting 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's 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
  - Working 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. Personal education plan (PEP)

All LAC must have a care plan; PEPs are an integral part of this care plan. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child. The school with other professionals and the child's carers will use the PEP to support the child's educational needs, raise the child's

aspirations and improve their life chances. All relevant bodies, such as the LA, the designated teacher and carers, will involve the child in the PEP process at all stages. The PEP will address the pupil's full range of education and development needs, including:

- Access educational provision that is appropriate to the child's age.
- On-going catch-up support, which will be made available for children who have fallen behind with work.
- Suitable education provided by the LA, where the child is not in school because of suspension or exclusion.
- Transitional support where needed, such as if a child is moving to a new school.
- School attendance and behaviour support, where appropriate.
- Support to help the child meet their aspirations, which includes:
  - Support to achieve expected levels of progress for the relevant national key stage and to complete an appropriate range of approved qualifications.
  - Out-of-school hours learning activities, study support and leisure interests.

The VSH and the designated teacher will ensure that information is included within a LAC or PLAC's PEP surrounding how they are benefitting from any use of PP+ funding to improve their attainment. Any interventions supported by PP+ will be evidence-based and in the best interests of the pupil.

## 7. Working with agencies and the Virtual School Head (VSH)

The school will ensure that copies of all relevant reports are forwarded to the LAC social workers, in addition to carers or residential social workers. The school will coordinate their review meetings; for example, hold their annual review of LAC with their statutory care review. The school will work with other agencies to exchange information, such as changes in circumstances, exclusions or attendance issues, taking prompt action, where necessary, to safeguard LAC and PLAC. Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child. The designated teacher for LAC and PLAC will communicate with the VSH and child's social worker to facilitate the completion of the PEP. Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay. The designated teacher will communicate with the VSH and agree on how PP+ can be used effectively to accommodate the child's educational attainment and progress. PP+ for PLAC will be allocated directly to, and managed by, the school. The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of LAC, or PLAC, and according to their needs. If deemed necessary, the school will allocate an amount of funding to an individual to support their needs. The designated teacher will ensure consistent and strong communication with the VSH regarding LAC who are absent without authorisation. The school will share their expertise on what works in supporting the education of LAC and PLAC.

## 8. Safeguarding

The school recognises that many LAC and PLAC have experienced trauma, abuse or complex family circumstances that have led to them being placed in care, and will ensure that all staff are aware that experiences of adversity such as these can leave pupils vulnerable to further



harm or exploitation. All staff will be trained to recognise signs and indicators of safeguarding concerns and will ensure that extra vigilance is practiced in observing and identifying these indicators amongst LAC and PLAC as soon as possible. Where a LAC or PLAC has a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence or missing education where there are known safeguarding risks. The headteacher will implement appropriate pastoral support services in place throughout the school to ensure that the welfare of LAC and PLAC can be adequately protected to the extent that reflects their increased vulnerability. Staff will be encouraged to report to the DSL any concerns they have over LAC or PLAC in line with the processes outlined in the Child Protection and Safeguarding Policy. Staff will be regularly encouraged to look for signs of bullying and report to the designated teacher if they believe a LAC or PLAC is being bullied, as this can have a particularly negative impact on pupils who have early experiences of rejection or abandonment.

## 9. Pupil mental health

LAC and PLAC are more likely to experience the challenge of social, emotional and mental health (SEMH) issues which can impact their behaviour and education. The designated teacher will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health. The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and PLAC, and knows how to access further assessment and support, where necessary. The school understands that the increased frequency of mental health problems amongst LAC and PLAC may present a barrier to adequately identifying when mental health problems are indicative of a safeguarding concern. For this reason, the designated teacher will ensure that they, and all staff who maintain regular contact with LAC or PLAC are vigilant surrounding any changes in the mental health, behaviour, social inclination or mood of these pupils. A strengths and difficulties questionnaire will be used on a termly basis to help social workers and other relevant professionals to form a view about LAC and previously LAC's current emotional wellbeing. Teachers will complete their element of the questionnaire to assist social workers in their assessment. The school's senior mental health lead will work alongside the designated teacher to promote the wellbeing and mental health of LAC and previously-LAC, and will always either be a member of, or be supported by the senior leadership team and could be the pastoral lead, SENCO, or DSL. The school's SEMH Policy will be adhered to when dealing with all potential or explicit mental health issues that LAC or PLAC may face.

## 10. Exclusions

Past experiences of LAC and PLAC will be considered when designing and implementing the school's Behaviour Policy. The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any LAC. Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity. As far as possible, the school will engage proactively with the social worker or carer of a LAC to provide appropriate support for underlying issues that may be causing poor behaviour and improving this behaviour. Exclusion will only be used as a last resort, after the school and VSH have considered what additional support can be provided to prevent exclusion, and any additional arrangements to support the pupil's education in the event of exclusion. The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion. Permanent exclusion will only occur where

there has been serious and/or persistent breaches of the school's Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education or welfare of others.

#### 10. Pupils with SEND

Support for LAC with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews. The SENCO, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress. If appropriate, the VSH will be invited to comment on proposed SEND provision for PLAC. The designated teacher and the SENCO will ensure that LAC and PLAC with SEND are supported in line with the Special Educational Needs and Disabilities (SEND) Policy, with extra consideration given to the fact that some of the usual procedures for supporting pupils with SEND may lack applicability for LAC, e.g. where LAC are in residential care and, thus, will have their EHC plans taken care of by the LA rather than the general stipulation of the place where they are ordinarily resident.

#### 11. Information sharing

Appropriate and specific arrangements for sharing reliable data are in place to ensure that the education needs of LAC and PLAC are understood and met. The arrangements set out include:

- Who has access to information on LAC and PLAC and how data will remain secure.
- How pupils and parents are informed of, and allowed to challenge, information that is kept about them.
- How carers contribute to and receive information.
- Mechanisms for sharing information between the school and relevant LA departments.
- How relevant information about individual pupils is passed between authorities, departments and the school when pupils move.

#### 12. Monitoring arrangements

This policy will be reviewed annually by both the designated teachers and executive headteacher. At every review, it will be approved by the full governing board.

#### Links with other policies

This policy links to the following policies and procedures:

Behaviour

Child protection and safeguarding

Exclusions

SEN

Supporting pupils with medical needs