



Three Towers
An Alternative Provision Academy
Expanding Horizons

Designated Teacher Policy

Adopted: September 2026

Review period: Annually

Statutory: No

Required on website: No

THREE TOWERS



Policy Document Version Control

Responsibility for Policy:	<i>Headteacher</i>
Policy adopted date:	<i>September 2026</i>
Frequency of Review:	<i>Annually</i>
Next Review date:	<i>September 2027</i>
Related Policies:	<i>Behaviour & Positive Relationships Policy Pupil Premium Strategy Safeguarding & Child Protection Policy Suspensions & Exclusions Policy RLT Looked After Children Policy</i>
Minor Revisions:	
Major changes:	
Full re-write:	

1 Aims

Three Towers aims to ensure that:

- a suitably qualified 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 the same;
- 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 & 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 2E](#) of the Academies Act 2010.

This policy complies with our funding agreement and articles of association.

3 Definitions

Looked-after children (CLA) are registered learners 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 (P-CLA) are registered learners that fall into either of these categories:

- they were looked after by a local authority but ceased to be because 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 because 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 learners 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. They line manage the virtual school team (VST).

4 Named Designated Teacher

Our designated teacher is: **Mrs A Roberts**

You can contact them via email using the following lac@ttapa.net

Our designated teacher takes lead responsibility 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.

5 Role of the Designated Teacher

The following is based on the responsibilities listed in the [DfE's statutory guidance](#). Although the designated teacher will always have lead responsibility, we delegate certain functions, including pastoral and administrative tasks, to other colleagues.

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 team;
 - promoting a whole school culture where the needs of these learners' 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 learners.
- 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.

The designated teacher will also attend the regular network meetings run by the local authority.

5.2 Supporting looked-after children

The designated teacher will:

- ensure 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 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 learners;
- 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 VST to seek views on how pupil premium funding for looked-after children can most effectively be used to improve their attainment;
- help raise the awareness of parents/carers 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;
- discuss with parents'/carers' how pupil premium funding is being used to support their child, and be the main contact for queries about this;

- ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, 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;
- ensure 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 VST, 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 identify the strengths and areas for development of these learners, and use the results 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 seek guidance from social care that clarifies who has parental responsibility and what information can be shared with whom;
- be open and accessible to parents/carers of previously looked-after children and encourage them to be actively involved in their children's education;
- proactively build relationships with local authority professionals;
- 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 VST 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;
 - ensuring that, if a looked-after child moves school, their new designated

teacher receives any information needed to help the transition process.

- seek advice from VST about meeting the needs of individual previously looked-after children, but only with the agreement of their parents/carers;
- ensure 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, 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 suspension / exclusion:
 - contact the VST as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid suspension / 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 suspension / exclusion, talk to the child's parents/carers before seeking advice from the VST on avoiding suspension / exclusion.

6 Monitoring Arrangements

This policy is reviewed annually by the headteacher and the designated teacher. After each review it will be shared with the local governing committee.

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 (Article 1) and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2). Articles directly relating to this policy are:

2 (Non-discrimination)	17 (Access to information from the media)
3 (Best interests of the child)	18 (Parental responsibilities & state assistance)
5 (Parental guidance and a child's evolving capacities)	20 (Children unable to live with their family)
9 (Separation from parents)	25 (Review of treatment in care)
12 (Respect the views of the child)	28 (Right to education)
13 (Freedom of expression)	29 (Goals of education)
16 (right to privacy)	31 (Leisure, play and culture)