

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



With God's love we grow and learn together

With God's love we grow and learn together to inspire every child and adult to flourish within our community. Through our Christian ethos, excellent teaching and shared learning, we aim to encourage everyone to discover who they are in relation to God, the world and others. This is in order to prepare for, and positively contribute to, our ever changing and diverse world.

Designated teacher policy

Led by:	Joanna Challis and Jo Warren (EHTs)
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Approved by:	FGB
ESCC policy / school	Government Guidance

Education of Looked After Children and previously Looked After Children

Introduction

The policy is informed by the following Department for Education (DfE) document:

- The Designated Teacher for Looked After and Previously Looked After Children Statutory Guidance on the Roles and Responsibilities (February 2018)

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

The Governing Board of The Weald Federation (Frant, Mark Cross, Mayfield and Five Ashes Church of England Primary Schools) is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The Governing Board recognises the need to champion performance for Looked After Children (LAC) AND Previously Looked After Children (PLAC) and is committed to improving outcomes for them.

The Governing Board is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated Governor for LAC and PLAC
- A Designated Teacher in each school for LAC and PLAC
- Personal Education Plans (PEPs) for all LAC
- The Designated Teacher will receive relevant training specific to factors that impact on the attainment of LAC and PLAC
- All staff within the Federation will have a clear understanding of the issues that affect LAC and PLAC; their learning needs; how to support them in school and issues relating to confidentiality
- Policies, procedures and strategies to promote the achievement and well-being of this group

The Role of the Designated Teacher for Looked After and Previously Looked After Children

1. The Designated Teacher ensures the school plays its role to the full making sure any arrangements are cohesive, clearly communicated and minimise any disruptions to a child's learning
2. The Designated Teacher has a key role in promoting the educational achievement of every LAC and PLAC on the school's roll. This involves working with the Virtual School Team at East Sussex to

- promote the education of LAC and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. The Designated Teacher takes lead responsibility for ensuring school staff understand what can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils
 4. The Designated Teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies
 5. The Designated Teacher promotes a culture in which LAC and PLAC:
 - Are prioritised in any selection of pupils who would benefit from one-to-one or small group support
 - Are encouraged to participate in school activities
 - Believe they can succeed and aspire to further and higher education or highly skilled jobs
 - Can discuss difficult issues (such as SEN, bullying) with a sympathetic and empathetic adult
 6. The Designated Teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are LAC or PLAC; the use of different assessment procedures to improve the progress of LAC and PLAC, and help the pupils and their teachers understand where they are in their learning (including any gaps), where they need to go and how to get there
 7. The Designated Teacher works directly with LAC and PLAC and their carers, parents or guardians to: promote good home-school links and support progress by ensuring effective communication
 8. The Designated Teacher has lead responsibility for the development and implementation of PEPs for LAC and PLAC within school in partnership with others as necessary
 9. The Designated Teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Team
 10. The Designated Teacher ensures the school spends the allocated Pupil Premium Plus Grant for the benefit of the LAC and PLAC cohort and can account for its impact on the outcomes of the cohort
 11. The Designated Teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to

12. The Designated Teacher is aware that the Virtual School Team can provide information and advice to parents and designated teachers on meeting the needs of PLAC. The Designated Teacher should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs

Roles and Responsibilities of all Staff

All staff within the Weald Federation will:

1. Have high expectations of LAC and PLAC's learning and work to accelerate educational progress
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour
3. Understand how important it is to see LAC and PLAC as individuals rather than as a homogenous group, not publicly treat them different from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status
4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported
5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child
6. For PLAC, understand the importance of involving the child's parents or guardians in decision affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school

Role and Responsibility of the Governing Board

The Governing Board of the Weald Federation will:

1. Ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC
2. Ensure there is a named Designated Teacher for LAC and PLAC

3. Ensure that each school within the Federation has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding
4. Through the Designated Teacher, hold the schools to account on how it supports its LAC and PLAC (including how the Pupil Premium is used) and their level of progress
5. Be aware of whether the school has LAC and PLAC and how many (not named)
6. Liaise with the Executive Head and/or Heads of School to ensure that the Designated Teacher is enabled to carry out their responsibilities in relation to LAC and PLAC
7. Ensure the Designated Teacher is able to access training needed to fulfil the role effectively
8. Support the Executive Head, Heads of School, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met
9. Review the effective implementation of this policy at least every three years