

Designated teacher policy

(child in care and previously child in care)

Approved by:	Governing body	Date: 20th October 2025
Last reviewed on:	October 2025	
Next review due by:	October 2026	

Version	Date	Author	Summary of Changes	Approved By
1.0	Sep 2024	C Wilkinson	Initial policy creation using The Key template	Governing Body
1.1	Sep 2025	C Wilkinson	Added MS to DDSL role	Governing Body

Contents

1. Aims	2
2. Legislation and statutory guidance	2
3. Definitions.....	2
4. Identity of our designated teacher	3
5. Role of the designated teacher.....	3
6. Monitoring arrangements.....	6
7. Links with other policies.....	6

1. Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for when a child is in care or has previously been in care
- The designated teacher promotes the educational achievement of children in care and children who have previously been in care, 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 Children and Young Persons Act 2008.

3. Definitions

Children in care 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

Children previously in care 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 child in care'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 children in care, 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 children previously in care. The current VSH is Lorraine Thompson and her deputy is Amun Bains.

4. Identity of our designated teacher

Our designated teacher is Clare Wilkinson, Assistant Headteacher/DSL

You can contact them by calling the school on 0121 568 6366 or emailing cwilkinson@pinfold-st.walsall.sch.uk.

Our designated teacher takes lead responsibility for promoting the educational achievement of children in care and children previously in care at our school. They are your initial point of contact for any of the matters set out in the section below.

You can also contact members of the safeguarding team:

Toni Beech	DDSL	Headteacher
Julie Morgan	DDSL	Parent Support Advisor
Jo Potts	DDSL	SENDCO
Mark Steventon	DDSL	Assistant Headteacher

5. Role of the designated teacher

The following is based on the responsibilities listed in the [Department for Education's statutory guidance](#). Although the designated teacher must always have lead responsibility, your school can decide how individual functions, including pastoral and administrative tasks, can be appropriately delegated.

5.1 Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving children in care and children previously in care
- Promote the educational achievement of every child in care and every child previously in care 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 children in care and children previously in care 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 children in care and children previously in care
- Promote a culture in which children in care and children previously in care are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with children in care and children previously in care

- Work directly with children in care and children previously in care, 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 children in care's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding children in care and children previously in care are quickly and effectively responded to
- Involve parents and guardians of children previously in care in decisions affecting their child's education

5.2 Supporting children in care

The designated teacher will:

- Make sure children in care'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 children in care'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 child in care'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 child in care'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 children in care and children previously in care

The designated teacher will:

- Ensure the specific needs of children in care and children previously in care are understood by staff and reflected in how the school uses pupil premium plus funding
- Access training and keep up to date with good practice, to ensure that they and other school staff have strong awareness and training around the needs of children in care and children previously in care, and how to support them
- Liaise with VSHs to contribute to decisions about how pupil premium plus funding for children in care can most effectively be used to improve their educational outcomes
- Help raise the awareness of parents and guardians of children previously in care about pupil premium plus funding and other support for these children, including encouraging parents to tell the school if their child is eligible to attract pupil premium plus funding
- Play a key part in decisions on how pupil premium plus funding is used to support children previously in care
- Encourage parents' and guardians' involvement in deciding how pupil premium plus 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 children in care and children previously in care in areas such as attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of children in care and children previously in care, and make sure other staff also have awareness and understanding of this
- Ensure the [SEND Code of Practice](#), as it relates to children in care, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a child in care may have
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in children in care and children previously in care, 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 children in care and children previously in care and how these can impact on the children and their ability to engage in learning, and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for children in care, and use the results of these SDQs to inform PEPs
- Work with senior leaders and other relevant staff to put in place mechanisms for understanding the emotional and behavioural needs of children previously in care

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 children in care and children previously in care
- 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 children previously in care 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 children in care, 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 children in care 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 child in care 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 children previously in care, but only with the agreement of their parents or guardians
- Make sure that for each child in care:
 - 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 children in care 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 child previously in care is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy will be reviewed annually by Clare W, Assistant Headteacher/DSL. At every review, it will be approved by the full governing board.

7. 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