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1. Introduction

The Eaglewood School is committed to raising aspiration and changing lives by ensuring that all looked after children and previously looked-after children (PLAC) are given the best possible educational opportunities and support. We recognise that these pupils often face barriers to learning, emotional wellbeing, and personal development, and we are committed to removing these barriers so that every child can succeed.

This policy sets out the statutory responsibilities of the designated teacher, the role of governors and staff, and the ways in which the school will support looked after children and



PLAC. It is based on the Department for Education's statutory guidance (2018) and complies with the Children and Young Persons Act 2008, the Academies Act 2010, and current statutory frameworks including the use of Pupil Premium Plus funding. The policy will be reviewed annually to ensure it reflects updated guidance and best practice.

2. Aims

The Eaglewood School aims to:

- Appoint and maintain a suitably qualified Designated Teacher for looked after children and PLAC.
- Promote high aspirations, educational achievement, and wellbeing of looked after children and PLAC.
- Provide a safe, inclusive, and supportive learning environment where individual needs are understood and met.
- Ensure that the voices of looked after children and PLAC are heard and acted upon.
- Strengthen partnerships between school, carers, parents, social workers, and Virtual School Heads.
- Ensure robust monitoring, evaluation, and accountability for the support and progress of looked after children and PLAC.

3. Legislation and Statutory Guidance

This policy is informed by:

- The Department for Education's statutory guidance: 'The Designated Teacher for Looked-After and Previously Looked-After Children' (2018).
- Section 20 and 20A of the Children and Young Persons Act 2008.
- Section 2E of the Academies Act 2010.

- The Children Act 1989 and 2004.
- The Children and Families Act 2014.
- The statutory framework for Pupil Premium Plus funding.

This policy also complies with our funding agreement and Articles of Association.

4. Definitions

Looked after children: Pupils who are in the care of a local authority or provided with accommodation under its social services functions for more than 24 hours.

Previously looked-after children (PLAC): Pupils who ceased to be looked after as a result of an adoption, special guardianship, or child arrangements order, or who were in state care outside England and Wales before adoption.

Personal Education Plan (PEP): A statutory document forming part of a child in care's care plan, regularly reviewed to support progress.

Virtual School Head (VSH): A local authority officer responsible for promoting the educational achievement of a child in care and for providing advice and guidance for PLAC.

5. Roles and Responsibilities of the Designated Teacher

The Role of the Designated Teacher

The role of the Designated Teacher at Eaglewood School is to act as the central point of contact for all matters relating to looked after children and previously looked-after children (PLAC). In this capacity, the Designated Teacher ensures that support is joined up, that



disruption to pupils' learning is minimised, and that the educational, personal, and social needs of these pupils are consistently prioritised.

The Designated Teacher at Eaglewood School has a leadership role in promoting the educational achievement and aspirations of every child in care and PLAC on roll. This involves working closely with the Virtual School Head (VSH), carers, parents, and other professionals, as well as supporting colleagues to understand how loss, attachment, and trauma can affect progress. The Designated Teacher also leads on the development and monitoring of Personal Education Plans (PEPs), ensures effective use of Pupil Premium Plus, and works with the Designated Safeguarding Lead to respond swiftly to any safeguarding concerns.

6. Key Responsibilities of the Designated Teacher at The Eaglewood School

The Designated Teacher at Eaglewood School will:

- Act as the central point of initial contact for looked after children and PLAC within the school.
- Promote a whole-school culture where the needs of looked after children and PLAC are understood, valued, and prioritised.
- Lead on the development, implementation, and statutory review of PEPs, ensuring they are completed within timescales and shared with the Virtual School Head (VSH) and other professionals as required.
- Monitor pupil progress and attainment, intervening where pupils are at risk of underachievement.
- Work closely with the VSH to access resources, track progress, and ensure the effective use of Pupil Premium Plus, with clear evidence of impact.

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- Provide advice, guidance, and training for teachers on strategies to support looked after children and PLAC, including differentiated teaching and the use of assessment for learning.
 - Support colleagues to understand the effects of trauma, attachment difficulties, and loss on pupils' learning, behaviour, and wellbeing.
 - Encourage pupils to take an active role in setting their own targets, contributing to PEPs, and participating in school activities and wider decision making.
 - Build strong and effective relationships with carers, parents, guardians, social workers, and external professionals, involving them fully in decisions about education and support.
 - Work in close partnership with the Designated Safeguarding Lead to ensure any safeguarding concerns are identified and acted upon swiftly.
 - Ensure smooth transitions when pupils move schools or placements, making sure information is transferred in a timely and comprehensive manner.
 - Take a proactive role in preventing exclusions by seeking early intervention, working with the VSH, carers, and other professionals where concerns arise.
 - Access regular training (minimum of two days per year) and support the wider staff team to develop knowledge and understanding of issues affecting looked after children and PLAC.
 - Encourage and promote high aspirations, supporting pupils in planning for further education, training, and employment pathways.

7. Responsibilities of All Staff

All staff at Eaglewood School have a collective responsibility to ensure that looked after children and previously looked-after children (PLAC) are supported to achieve their full potential. Staff are expected to maintain high expectations of these pupils, provide



consistent encouragement, and recognise the barriers they may face due to previous experiences of loss, trauma, or disruption.

Staff play a vital role in building trusting relationships, supporting resilience, and promoting wellbeing. It is essential that they are sensitive to the challenges looked after children and PLAC face, understand the importance of confidentiality, and view each pupil as an individual. Staff should also contribute to the effective implementation of Personal Education Plans (PEPs), ensuring these pupils are given the support and opportunities they need to succeed.

In addition, staff are expected to encourage pupils to participate in all aspects of school life, help raise aspirations for their future, and work closely with parents, carers, and external professionals when appropriate.

8. Key Responsibilities of All Staff at Eaglewood School

All staff will:

- Have high expectations of the learning, behaviour, and progress of looked after children and PLAC.
- Be aware of the emotional, psychological, and social impact of separation, loss, and attachment difficulties, and how these may affect learning and relationships.
- Build positive, trusting relationships with pupils to support resilience and engagement.
- Treat looked after children and PLAC with sensitivity, confidentiality, and respect, ensuring they are not singled out or treated differently from peers.

- Recognise and value pupils as individuals, avoiding stereotypes or assumptions about their needs.
- Understand the importance of the Personal Education Plan (PEP) and actively contribute to its targets and implementation.
- Support effective communication between the pupil, carers, social workers, and teachers to strengthen home–school links.
- Encourage participation in enrichment, extracurricular, and leadership opportunities to build confidence and self-esteem.
- Be alert to safeguarding concerns and know how to report these promptly, working closely with the Designated Safeguarding Lead where necessary.
- Support the development of independence, confidence, and aspirations for further education, training, and employment.
- Promote inclusion by ensuring that classroom teaching, learning activities, and wider school opportunities are accessible and responsive to the needs of looked after children and PLAC.

9. Role of the Governing Body

The Governing Body will:

- Appoint a designated governor for looked after children and PLAC.
- Hold the school accountable for support and progress of looked after children and PLAC.
- Ensure the Designated Teacher has adequate time, training, and support.
- Review annually how Pupil Premium Plus funding is allocated and its impact.
- Monitor the effectiveness of this policy and review it annually.
- Ensure governors and staff receive appropriate training on the needs of looked after children and PLAC.

