



The Stables Independent School

Designated Teacher Policy (Children in Care and previously looked-after children)

This policy links directly to the listed Stables Policies	Exclusions Policy Promoting Positive Behaviour & Relationships Anti-bullying Policy Equality Policy Admissions Policy
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This policy was reviewed and approved by the Proprietors in the Autumn Term 2025.

It will be reviewed annually and approved by the Proprietors.



Aims

The Stables Independent School is a specialist setting for Children in Care (CiC). Our pupils will have experienced specific and significant disadvantages within a school setting including fixed term and permanent exclusions, poor attendance and non-engagement in learning. They will also have faced significant trauma in the form of adverse childhood experiences (ACES) including abuse, neglect, loss and/or rejection. When children are exposed to these adverse and stressful experiences, it can have a long-lasting impact on their learning, as well as on their ability to think and to interact with others. We are committed to ensuring that they reach their potential in all areas. All our school policies relate to how we support Children in Care.

The Stables Independent School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every CiC and PLAC (Previously Looked After child) can be successful. Our school is a place of stability for our pupils who have been subject to emotional distress and disruption. Our school is a place where children develop secure relationships, and it is a place where they feel safe and thrive.

We believe that the Designated Teacher has a key part to play in working in partnership with Virtual School, the school staff team and carers to ensure that our pupils have a positive school experience, and they are able to make progress in their social and emotional development that allows them to engage and make progress in their academic learning.

Our designated teacher is Gary Spackman.
His contact details are Tel: 01692 581467 or email deputy@thestableschool.co.uk

We believe that the teachers who work with the children are the best placed person to write and deliver PEPs, so the class teacher is responsible for their own pupils PEPs.

Mr Spackman takes the overall lead responsibility for promoting the educational achievement of looked-after and previously Children in Care at our school. His work is supported by his colleague Mrs Sue O'Malley.

They will:

- Have lead responsibility for the development and implementation of CiC's PEPs (Personal Education Plans)
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding CiC and PLAC are quickly and effectively responded to
- Involve parents and guardians of PLAC in decisions affecting their child's education
- Make sure CiC'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 termly target-setting in PEPs
- Monitor and track how CiC'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
- Attend Bi-annual statutory review of their care plan (LAC/CLA reviews)

Ensure that:

- A CiC's PEP is reviewed termly, 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
- A half termly report is passed to the child's social worker and IRO (independent Reviewing officer) ahead of the statutory review of their care plan and relevant education updates are shared in the meeting
- Transfer a CiC'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

Support by:

- Ensuring the specific needs of CiC and PLAC are understood by staff and reflected in how the school uses pupil premium funding
- Ensuring the SEND code of practice, as it relates to CiC, is followed
- Making sure PEPs work in harmony with any education, health and care (EHC) plans that a CiC may have
- Ensuring that, with the help of Virtual School, they have the skills to identify signs of potential SEN issues in CiC and PLAC, and know how to access further assessment and support where necessary
- Ensuring that they and other staff can identify signs of potential mental health issues in CiC and PLAC and understand where the school can draw on specialist services
- Putting in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for CiC, and use the results of these SDQs to inform PEPs
- Proactively engaging with social workers and other professionals to enable the school to respond effectively to the needs of CiC and PLAC
- 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
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments



6. Monitoring arrangements

This policy will be reviewed annually by Headteacher. It will be shared and agreed at LT & Proprietors meeting and approved by Proprietors.