



## Designated Teacher Policy (looked-after and previously looked-after children)

**Approved by:**

Steve Hobbs  
Chair of Governors

**Date:** April 2021

**Signed:**

Due to the pandemic this policy was agreed virtually at the Full Governors meeting on 7<sup>th</sup> July 2021

**Next review due:  
by:**

April 2022  
Mr John Habershon

## CONTENTS

1. AIMS .....	3
2. LEGISLATION AND STATUTORY GUIDANCE .....	3
3. DEFINITIONS .....	4
4. IDENTITY OF OUR DESIGNATED TEACHER .....	4
5. ROLE OF THE DESIGNATED TEACHER .....	5
6. MONITORING ARRANGEMENTS .....	10
7. LINKS WITH OTHER POLICIES .....	11

## 1. AIMS

### The school aims to ensure that:

- A suitable 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 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

### We aim to:

- Give priority to education
- Listen to children
- Provide stability and continuity
- Take corporate responsibility
- Promote inclusion
- Raise standards
- Celebrate success

## 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.

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** 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.

**Previously looked-after children** 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 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 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 previously looked-after children.

### 4. IDENTITY OF OUR DESIGNATED TEACHER

Our designated teacher is Lucy Kent: DSL/DLT and Senior Primary teacher

You can contact them by [lucy.kent@parksidemail.co.uk](mailto:lucy.kent@parksidemail.co.uk)

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 and are part of the SLT.

At Parkside school: We ensure that LAC pupils are supported by a team of specialist staff; this includes: The Senior Department teachers & Deputy head who assist with safeguarding and supporting individual pupils and our school councillor, ELSA, pastoral team and nurture team.

Specialist staff in SLT.

- Deputy head and lead DSL: John Habershon
- DSL & Senior Teacher - Middle: Iain Mills
- DSL & Senior Teacher - Upper: Clare Savory
- Assistant head & DSL - Fiona Webster Lee: Ensures staff have the relevant CPD to provide a consistent approach to LAC

## **5. ROLE OF THE DESIGNATED TEACHER**

### **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 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 looked-after and previously looked-after children 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 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.

Be a safeguarding lead and also work closely with the school's designated safeguarding team 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.

### **5.2 Supporting looked-after children**

#### **The designated teacher will:**

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs. As we are a special school PEP targets will also link closely to the pupil's EHCP
- 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 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 looked-after child's PEP is reviewed before the statutory review of their EHCP – 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 that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's EHCP and where applicable include any other school plan
- 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 VHS to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment
- Help raise the awareness of parents 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
- Encourage parents' and guardians' involvement in deciding how pupil premium 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 looked-after and previously looked-after children in areas like attachment, health needs, attendance, homework, 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
- Make sure PEPs work in harmony with any education, health and care (EHCP)
- 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 have strengths and difficulties questionnaires (SDQs) completed for looked-after children, and use the results of these SDQs 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 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 previously looked-after children and encourage them to be actively involved in their children's education

### **Proactively build relationships with local authority professionals such as VHS.**

### **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 Virtual school 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
- Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from Virtual school about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians

### **Make sure that for each looked-after child:**

- 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 looked-after child is at risk of exclusion:**

- Contact the Virtual school 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 Virtual school 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 exclusion, talk to the child's parents or guardians before seeking advice from the Virtual school on avoiding exclusion

## **6. MONITORING ARRANGEMENTS**

This policy will be reviewed annually by Lucy Kent (DLT) At every review, it will be approved by the full governing board.

### **Reporting to the Governing Body**

- In line with the statutory guidance (The role and responsibilities of the designated teacher for

Looked After Children - Statutory guidance for governing bodies) the designated teacher will provide the governing body, as a minimum, with an annual report on the progress of looked after children and young people.

### **7. LINKS WITH OTHER POLICIES**

**This policy links to the following policies and procedures:**

- Behaviour Policy
- Equality Policy
- Safeguarding incorporating child protection Policy