

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

(Non-Statutory)

Approved by Trustees' Education Committee: 18/01/2024

Review Cycle: Annually

Review Date: January 2025

1. Aims

The school aims to ensure that:

- the designated teacher for looked-after and previously looked-after children is an experienced pastoral leader and accountable to a member of the leadership team
- 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, students and parents 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 Child and Young Persons Act 2008 and [section 2E](#) of the Academies Act 2010.

3. Definitions

Looked-after children are registered students 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 students 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. This could include going back to live with a parent as agreed by the courts.
- A special guardianship order
- An adoption order

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 students as if they were in a single school. The VSH is also responsible for providing information and advice to schools and parents in respect of previously looked-after children.

The term **parents** includes carers and guardians.

Where just the term **carer** is used that distinguishes between the birth parents and foster carer.

4. The designated teacher (DT)

The designated teacher is Jack Barfoot (jbarfoot@burgate.hants.sch.uk).

The designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are the initial point of contact for parents and staff.

The DT may delegate specific pastoral and administrative tasks to appropriate members of staff to ensure the needs of the child are met and the school act in the best interests of the child and their voice is heard and fairly represented.

5. Role of the designated teacher

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 and social workers
 - Promoting a whole school culture where the needs of these students 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 students
- 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 parents to promote good home-school links, support progress and encourage high aspirations
- Where applicable, inform VSHs of examination grades.

- Have lead responsibility for the development and implementation of looked-after children's PEPs
- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents of previously looked-after children in decisions affecting their child's education

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.
- Send out timely feedback forms to get comments from the classroom teacher and tutor to help inform areas for development.
- In preparation of the PEP, speak with the student and record their views ready to feedback to the professionals involved with the student.
- 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 student 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. Teachers of LAC students are given any academic targets which are identified in the PEP.
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for students
- Ensure that:
 - A looked-after child'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 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

Supporting both looked-after children and previously looked-after children

The designated teacher will:

- 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 VSHs and social workers 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 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

- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like 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 (EHC) plans that a looked-after child may have
- Ensure that, with the help of VSHs and social workers, they have the skills to identify signs of potential SEN issues in looked-after and previously looked-after children, 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 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

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 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 VSHs and SEN departments
- 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 VSHs 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 VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents

- Where a looked-after child is at risk of exclusion:
 - Contact the VSH or social worker 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 or social worker and child's parents, 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 before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy will be reviewed annually by the designated teacher. At every review, it will be approved by the trustees.

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