



Designated teacher for looked-after and previously looked-after children policy

Member of Staff Responsible	Chief Executive Officer
Relevant guidance/advice/legal reference	<p>This policy is based on the Department for Education's statutory guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf</p> <p>It also takes into account section 2E of the Academies Act 2010.</p> <p>This policy complies with our funding agreement and articles of association.</p>
Approval	The 3-18 Education Trust Board
Adviser	Consultation through Headteachers and safeguarding Trustee
Date of Policy	January 2022
Review Cycle	3 years
Date of Next Review	January 2025
Website	Yes

Section 1 is common to all schools in The 3-18 Education Trust and reflects the over-arching principles of our work with young people with special educational needs and disabilities. It is written based on the guidance and statutory requirements referenced in the table above. This section is approved by the Board.

Section 2 refers to the detail of how the policy is implemented and operated at our school, specifically including the individuals involved in the implementation of this policy. It is written and agreed by the school's Senior Leadership Team and conforms to the policy. The Local Governing Body will receive this policy and through the work of the relevant link governor and link governor group, will report back to the LGB on its implementation and impact.

SECTION 1

1. Aims

The governing body aims to ensure that:

- a suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children, including those aged between 16 and 18 who are registered at any of our schools.
- the designated teacher supports other staff members to do this. Henceforth in this policy this role will be referred to as the Designated Teacher. NB Each school may refer to the designated teacher using different titles – this is clarified in Section 2 for the individual school.
- the designated teacher and other staff directly involved in support LAC and previously LAC children undertake appropriate training including time away from timetable commitments to acquire and keep up-to-date the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN.
- have regard to this guidance and any other relevant guidance issued by the secretary of state.
- 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. Definitions

Looked-after children (LAC) 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.

3. Role of the designated teacher

3.1 Leadership responsibilities

The Designated Teacher, working with any other key staff in the school dedicated specifically to LAC and previous LAC 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
 - promoting a whole school culture where the needs of these pupils matter and are prioritised.
- take lead responsibility for ensuring school staff understand
 - factors 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.
- 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 and guardians of previously looked-after children in decisions affecting their child's education.

3.2 Supporting looked-after children

The Designated Teacher, working with any other key staff in the school dedicated specifically to LAC and previous LAC will:

- ensure looked-after children'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 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 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 (primarily the role of the Looked After Child Coordinator)
- In the event of a full or partial closure we will continue to provide **in-school** provision for LAC children in line with advice from central Government. Any student who has been instructed to self-isolate will not be able to attend school, regardless of Key Worker/Vulnerable child status.

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

The Designated Teacher, working with any other key staff in the school dedicated specifically to LAC and previous LAC 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 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 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, 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), or equivalent, 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. (primarily the role of the Looked After Child Coordinator)

3.4 Relationships beyond the school

The Designated Teacher, working with any other key staff in the school dedicated specifically to LAC and previous LAC will:

- engage proactively 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 (primarily the role of the Looked After Child Coordinator)
- 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 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 (primarily the role of the Looked After Child Coordinator)
 - 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 (primarily the role of the Looked After Child Coordinator)
 - Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process (primarily the role of the Looked After Child Coordinator)
- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians (primarily the role of the Looked After Child Coordinator)
- Make sure that for each looked-after child:
 - There is 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 VSH as soon as possible so they can help the school to decide how to support the child to avoid exclusion becoming necessary
 - Working with the VSH and the child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour and ways to improve it
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion.

4. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
 - Child protection and safeguarding
 - Suspensions and permanent exclusions
 - SEN
 - Supporting pupils with medical needs
 - Student Equality Policy and objectives
 - Accessibility Plan
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SECTION 2

At The Priory School our named Designated Teacher is the Assistant Headteacher, Student Welfare, but the majority of the role is delegated to the Looked After Children Coordinator, Liz Tinsley.

You can make contact through info@tpstrust.co.uk or calling 01743 284000

Our Designated Teacher and Looked After Child Coordinator take 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 raised in this policy. The main operational delivery of supporting our LAC and previous LAC lies with the Looked After Child Coordinator, although other members of the Student Support Team also work closely with the Assistant Principal (Student Welfare) and the Looked After Child Coordinator to support looked-after and previously looked-after children.

The main roles of the Looked After Child Coordinator are below (repeated from the main body of the policy)

Leadership responsibilities

- Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children.
- 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.
- 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 aspiration.
- 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 (due to their designated safeguarding lead training)
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education.

Supporting LAC and previous LAC

- 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.
- 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 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.
- Ensure 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.
- Ensure 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.

- 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 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.
- 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.
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have.
- Embed mechanisms for understanding the emotional and behavioural needs of previously looked-after children.

Beyond school

- Engage proactively 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 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 or guardians (primarily the role of the Looked After Child Coordinator).