

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

Redhill Primary Academy



Approved by:

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1. Aims

The Academy 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

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 2E](#) of the Academies Act 2010.

This policy complies with our funding agreement and articles of association.

3. Definitions

Looked after children include the following:

- Children who are accommodated under Section 20 by Children's Services when the parent(s) is unable to care for a child. This must be with the consent of the parent(s) or, if over 16, with the young person's own consent (Section 20, Children Act 1989).
- Children who are the subject of a Care Order (Section 31, Children Act 1989) or Interim Care Order (Section 38, Children Act 1989). Care orders can only be made by the court.
- Children who are the subject of emergency protection order (Section 44 and 46, Children Act 1989).
- Children who are compulsorily accommodated through the criminal courts, usually the youth court. This includes children remanded to children's services or subject to a criminal justice supervision order with a residence requirement (Section 21, Children Act 1989).
- Unaccompanied asylum-seeking children (UASC) are children under the age of 18 who arrive in the country without a parent or a guardian. Many of these children will enter the care of Children's Services as looked after children. This will be on a voluntary basis under Section 20 of the Children Act 1989.

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live.

A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation, the sole or main purpose of which is to benefit society.:

Post looked after children include the following:

- Special Guardianship Order (SGO); Special Guardianship was introduced in December 2005 as a permanence option for children. It provides a legally secure foundation for building a permanent relationship between the child and their special guardian, while preserving the legal link between the child and their birth family. The order ceases when the child turns 18.
- Child Arrangement Order (Residence Order) - the granting of a residence order to someone automatically gives him or her parental responsibility for the child if they do not already have it. Parental responsibility obtained as a result of a residence order will continue until the order ceases or until the child is 16 unless the circumstances of the case are exceptional, and the court has ordered that it continue for longer.
- Adoption; Adoption is a way of providing new families for children who cannot be brought up by their biological parents. It is a legal procedure in which all parental responsibility is transferred to the adopters. Once an adoption has been granted, it cannot be reversed. An adopted child loses all legal ties with their birth parents and becomes a full member of the adoptive family, usually taking the family's name.
- Recently adopted children will be classed as looked after until the final court hearing (usually 6 months after placement in new family). Adopted children will remain the responsibility of the placing local authority for 3 years from the date of the adoption order. After 3 years, adopted children are the responsibility of the residing local authority.

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the Academy. 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. The virtual school head is Michelle Salter.

4. Identity of our designated teacher

Our designated teacher is Lisa Williams. You can contact her by phoning or emailing the Academy. Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our Academy. They are your initial point of contact for any of the matters set out in the section below.

5. Role of the designated teacher

5.1 Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the Academy 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 Academy 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.
- Work closely with the Academy'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.

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,
- 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 Academy 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.

5.3 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 Academy 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 Academy 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 Academy to respond effectively to the needs of looked-after and previously looked-after children.
- Discuss with social workers how the Academy should engage with birth parents, and ensure the Academy 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 Academy works with others outside of the Academy to maximise the stability of education for looked-after children:
 - 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.
- Make sure that for each looked-after child:
 - There's an agreed process for how the Academy works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress.
 - Academy 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 Academy decide how to support the child to improve their behaviour and avoid exclusion becoming necessary.
 - Working with the VSH 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 VSH on avoiding exclusion.

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the local governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Child in Care Policy
- Behaviour Policy
- Child protection and safeguarding Policy
- Exclusions Policy
- SEN Policy
- Supporting pupils with medical needs Policy