

CALLERTON ACADEMY DESIGNATED TEACHER POLICY (LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN)

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1. Aims

The school aims to ensure that:

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- The designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
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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.

3. Definitions

Looked-after children are registered pupils that are:

- In the care of a local authority, or
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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 special guardianship order
- An adoption order

➤ They appear to the Trustees and Local Advisory Group 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 Richard Brady (KS3 Lead Teacher)

You can contact them by emailing: Richard.Brady@callertonacademy.org.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.

5. 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

➤

- 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:

- 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
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- 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
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- 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
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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
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- Ensure the identified actions of PEPs are put in place
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- Ensure that:
 - 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

5.2 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 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
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- 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
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- 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
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- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have
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- 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
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- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

5.3 Relationships beyond the school

- 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 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

- 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 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

- - Contact the VSH 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 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

September 2023

Date approved:

Signed:

September 2024

Date to be reviewed: