



DESIGNATED TEACHER FOR LOOKED AFTER CHILDREN

Policy approved by Trust Board on 9th December 2021

Signed:

A handwritten signature in black ink that reads "Janet E. Gregory".

Janet Gregory, Chair of the Trust Board

NEXT REVIEW AUTUMN 2024
CRANMER EDUCATION TRUST
THE BLUE COAT SCHOOL, EGERTON STREET, OLDHAM. OL1 3SQ

1.0 Aims

1.1 The Trust ensures that:

- 1.1.1 The designated teacher within each school promotes the educational achievement of looked after, previously looked after and internationally adopted previously looked after children and supports other staff members to do the same
- 1.1.2 Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for.

2.0 Legislation and statutory guidance

- 2.1 This policy is based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#).
- 2.2 It also takes into account [section 20](#) and [section 20A](#) of the Children and Young Persons Act 2008.

3.0 Definitions

3.1 **Looked after children** are registered pupils that are:

- 3.1.1 In the care of a local authority, or
- 3.1.2 Provided with accommodation by a local authority in the exercise of its social service functions for a continuous period of more than 24 hours

3.2 **Previously looked after children or internationally adopted previously looked after children** are registered pupils that:

- 3.2.1 Have been looked after by a local authority but ceased to be as a result of any of the following:
 - 3.2.1.1 Child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - 3.2.1.2 Special guardianship order
 - 3.2.1.3 Adoption order
 - 3.2.1.4 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 state care as a result of being adopted

3.3 **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.

3.4 **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.

4.0. Designated Teacher and Mentor details

4.1 The designated teachers for looked after children at Cranmer Education Trust schools are:

School	Teacher	LAC Mentor	Contact Details	Responsible Governor
Mayfield Primary School				Tracy Graham
St George's Primary School				Michelle Fitton
St Anne's Church of England Academy	Miss R Box	Miss D Becconsall		Ian Rimmer
The Blue Coat School	Mr K Bourne	Miss R Ahmed	secretary@blue-coat.or	Alicia Harris

4.2 The designated teacher acts as lead point of contact and takes lead responsibility for promoting the educational achievement of looked after and previously looked after children at the school.

4.3 The looked after children mentor:

4.3.1 Meets regularly with the school's looked after children, reporting on their progress and wellbeing to the designated teacher and carers

4.3.2 Completes PEP documentation, attends PEP meetings and ensures identified actions are implemented and monitored

4.3.3 Liaises with teachers and tutors to coordinate the targeted offer for looked after children

5.0 Role of the designated teacher

5.1 Leadership responsibilities

5.1.1 Act as a central point of initial contact for any matters involving looked after children

5.1.2 Promote the educational achievement of every looked after and previously looked after child on roll by:

5.1.3 Working with the VSH

5.1.4 Promoting a whole school culture where the needs of looked after children are communicated and prioritised

5.1.5 Take lead responsibility for ensuring school staff understand:

5.1.6 The things which can affect how looked after and previously looked after children learn and achieve

5.1.7 How the whole school supports educational achievement

5.1.8 Contribute to the development and review of whole school policies to ensure they consider the needs of looked after and previously looked after children and support colleagues with practical advice and guidance

5.1.9 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

5.1.10 Build good home-school links, supporting progress and encouraging high aspirations

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

5.2 Supporting looked after children

- 5.2.1 Ensure PEPs meet the pupil's needs and have responsibility for leading, implementing and monitoring target setting and documenting progress
- 5.2.2 If a looked after child is not on track to meet their targets, be instrumental in agreeing and documenting revised plans
- 5.2.3 During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best
- 5.2.4 Ensure that a looked after child's PEP is up to date before the statutory review of their care plan, ensuring that progress is recorded and that the need for any additional resource is highlighted
- 5.2.5 Ensure that the updated PEP is shared with the relevant agencies in a timely manner
- 5.2.6 Ensure that transfer a looked after child's accurate and up to date PEP to their next school or college

5.3 Supporting both looked after children and previously looked after children

- 5.3.1 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
- 5.3.2 Work with the VSH to agree how pupil premium funding for looked after children can most effectively be used to improve attainment
- 5.3.3 Help raise awareness of parents / guardians of previously looked after children about pupil premium and other funding and encourage active involvement in deciding how this is used to support their child
- 5.3.4 Ensure teachers have awareness and understanding of the specific needs of looked after and previously looked after children, considering attendance, homework, behaviour and career planning
- 5.3.5 Be aware of and communicate the special educational needs of looked after and previously looked after children, ensuring the [SEND code of practice](#), is followed
- 5.3.6 Ensure PEPs work in harmony with any education, health and care (EHC) plans in place
- 5.3.7 Ensure that there are the skills to identify signs of potential SEND issues and access further assessment and support where necessary
- 5.3.8 Ensure that 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
- 5.3.9 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

5.3.10 Put in place mechanisms for understanding the emotional and behavioural needs of previously looked after children

5.4 Relationships beyond the school

5.4.1 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

5.4.2 Liaise with social workers to understand how best to engage with birth parents and ensure the school is clear about who has parental responsibility and what information can be shared with whom

5.4.3 Be open and accessible to parents /guardians of previously looked after children and encourage them to be actively involved in their children's education

5.4.4 Ensure strong working relationships with external agencies to maximise the stability of education for looked after children:

5.4.4.1 Ensuring accurate educational progress data is available to contribute to statutory reviews

5.4.4.2

5.4.4.3 Ensuring mechanisms are in place to inform the VSH when a looked after child is absent without authorisation, working with the responsible authority to take appropriate safeguarding action

5.4.4.4 Liaising with social workers and the local authority regarding decisions about changes in care placements which may disrupt the child's education and providing advice about the likely impact and recommendations to minimise disruption

5.4.4.5 Ensuring that if a looked after child moves school, their new designated teacher receives relevant information to aid smooth transition

5.4.4.6 With agreement from parents / guardians, seeking advice from the VSH about meeting the needs of previously looked after children

5.4.5 Make sure that for each looked after child:

5.4.5.1 There is an agreed process for how the school works with the carer and agencies in order to review and develop educational progress

5.4.5.2 School policies are communicated to the carer and social worker and, where appropriate, birth parents

5.4.6 Where a looked-after child is at risk of exclusion:

5.4.6.1 Work with the VSH and carers / guardians to develop and implement behaviour improvement strategies to avoid exclusion

6.0 Cross references

6.1 Behaviour Policy

6.2 Child protection and Safeguarding Policy

6.3 Exclusion Policy

6.4 SEND Policy

6.5 Pupil Premium Strategy

6.6 Supporting Pupils with Medical Needs