



CAVERSHAM PARK PRIMARY SCHOOL

Designated Teacher for Looked After Children & Previously Looked After Children Policy

Aims

Caversham Park Primary School aims to ensure that:

- A suitable member of staff is appointed as the Designated Teacher for Looked After Children (LAC) and Previously Looked After Children (PLAC)
- The designated teacher promotes the educational achievement of Looked After Children (LAC) and Previously Looked After Children (PLAC) and supports other members of staff 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

Legislation and Statutory Guidance

This policy is informed by the following Department for Education (DfE) Document:

The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities

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 (DfE February 2018)

Definitions

Looked After Children 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 service 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 arrangement 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 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 LAC'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 and welfare 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, carers and guardians in respect of Previously Looked After Children. The VSH who supports any LAC and PLAC in Caversham Park Primary School, who originate from Reading, is Clare Houlton Clare.Houlton@brighterfuturesforchildren.org. However, if a LAC or PLAC child(ren) join our school from another local authority, then it is the VSH of that local authority who is responsible for promoting the educational achievement and welfare of that / those child(ren).

The Role and Responsibilities of the Designated Teacher

The designated teacher should be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The designated teacher has a leadership role in promoting the educational achievement of every looked-after and previously looked-after child on the school's roll. This involves, working with VSHs to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

The designated teacher takes a lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked-after children learn and achieve and how the whole school supports the educational achievement of these pupils. This means making sure that all staff:

- have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress;
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- understand how important it is to see looked-after and previously looked-after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- have the level of understanding they need of the role of social workers, VSHs and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child; and
- for previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

The designated teacher also has a more direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children, either directly or through appropriate delegation. This can be achieved by:

- Contributing to the development and review of whole school policies and procedures to ensure that:
 - they do not unintentionally put looked-after and previously looked-after children at a disadvantage;
 - there is effective induction for looked-after and previously looked-after children starting school, new to the school and new to care;

- there are effective procedures in place to support a looked-after child's learning; particular account is taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what they can achieve;
 - transitions to the next phase of a child's education are supported effectively to avoid children losing ground – e.g. moving schools from primary to secondary school or because of a change in placement or exclusion;
 - thought is given to the future, careers advice and guidance, and financial information about where appropriate further and higher education, training and employment; o when enrolling at the school, parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to attract PP+; and
 - there are no barriers to looked-after children accessing the general activities and experiences the school offers to all its pupils (e.g. taking into account possible transport difficulties and the arrangements for looked-after children to attend meetings).
- Promoting a culture in which looked-after and previously looked-after children;
 - are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning;
 - are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support;
 - are encouraged to participate in school activities and in decision making within the school and the care system;
 - believe they can succeed and aspire to further and higher education or highly skilled jobs; and
 - can discuss difficult issues (such as SEND, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
- Being a source of advice for teachers about:
 - differentiated teaching strategies appropriate for individual pupils who are looked-after or previously looked-after children; and
 - the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked-after and previously looked after children, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
- Working directly with looked-after and previously looked-after children and their carers, parents or guardians to:
 - promote good home-school links;
 - support progress by paying particular attention to effective communication with carers, parents or guardians;
 - ensure carers, parents or guardians understand the potential value of one-to-one tuition and are equipped to engage with it at home;
 - provide opportunities for the carers, parents or guardians to find out how the school teaches key skills such as reading and mathematics; and
 - encourage high aspirations and working with the child to plan for their future success and fulfilment.
- having lead responsibility for the development and implementation of looked-after children's PEP within school in partnership with others as necessary; and
 - working 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.

When supporting previously looked-after children, the designated teacher is aware of the following: the VSH must provide information and advice to parents and designated teachers on meeting the

needs of these children - this may be general information, including training opportunities, or information and advice on individual children at the request of their parents or designated teacher. The designated teacher fully involves parents, carers and guardians in decisions affecting their child's education, including any requests to the VSH for advice on meeting their individual needs.

At Caversham Park Primary School the **Designated Teacher for Looked After Children and Previously Looked After Children is: Miss G. Ray.** You can contact her by:

- Emailing the school office: admin@cavershampark.reading.sch.uk
- Telephoning the school on: 0118 937 5433

The Role and Responsibilities of all Staff

All staff in this school will:

- Have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress;
- Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- Understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
- For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

The Role and Responsibility of the Governing Body

The governing body of this school will:

- Ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC;
- Ensure that there is a named designated teacher for LAC and PLAC;
- Ensure that the school has a policy outlining how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding;
- Through the designated teacher, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress;
- Be aware of whether the school has LAC and PLAC and how many (no names);
- Liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to LAC and PLAC;
- Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC;
- Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC and PLAC are met;
- Review the effective implementation of this policy annually.

Policy Date	Review Date
September 2024	September 2026