



Hadley Wood Primary School Designated Teachers for Looked-After Children and Previously Looked-After Children

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Our commitment

We pride ourselves on being an inclusive and Values-based school. The staff and Governing Body of Hadley Wood Primary School are committed to providing a quality education experience for all our pupils. We recognise that, nationally, pupils in care have significantly under-achieved in comparison to their peers. Through this policy, we intend to promote the inclusion, well-being and achievement of looked-after and previously looked-after pupils in our school. Throughout this policy, looked-after children include those pupils who have been identified as previously looked-after.

Our approach to equality is based on the following 6 key principles as outlined in our Equalities Policy:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all our children

The school will consider the needs of looked-after and previously looked-after children carefully at the planning and policy level right through to monitoring and evaluation in every area of school life. The Headteacher and Governing Body will ensure that the Designated Teacher has sufficient support and resources to carry out her responsibilities in respect of looked-after and previously looked-after pupils. The school and Governing Body will ensure all governors and teachers are fully aware of the legal requirements and national and local guidance on the education of children in care.

In line with national guidance on how to improve the attainment of looked-after and previously looked-after children in schools, our school commits to supporting our looked-after children by:

- Providing an excellent education for all pupils
- Balancing high levels of support with real challenge
- Linking each child to a key person they relate well to (the school Designated Teacher)
- Prioritising and getting to know the children well in order to build strong working relationships, including support from the Learning Mentor
- Developing strong partnerships with carers, local authorities and specialist agencies to provide effective support
- Ensuring an effective support plan is in place which is well managed and monitored
- Ensuring consistency as well as discrete flexibility in the level of support we offer
- Actively extending the horizons of each child
- Planning for future transitions

Supporting the Designated Teacher

1.1 The Governing Body will nominate a Designated Teacher for looked-after children who will promote the educational achievement, act as their advocate and co-ordinate support for them. The Governing Body will support the Designated Teacher with her leadership role in the school. **Paula Bertram** (Inclusion Manager) is the Designated Teacher for Hadley Wood Primary School.

1.2 The Designated Teacher's responsibility is to help school staff to understand the things that can affect how looked-after children learn and achieve and to champion the attainment of individual looked-after children. Their role includes:

- Contributing to the development and review of whole school policies to make sure they do not put looked-after children at a disadvantage
- Making sure that there are effective and well-understood procedures in place to support individual looked-after children's learning
- Promoting a culture in which looked-after children believe they can achieve highly and feel they can discuss their progress and be involved in setting their own targets
- Being a source of advice for teachers about differentiated teaching strategies appropriate for individual looked-after children
- Maintaining an overview of the needs and progress of looked-after pupils, including making sure the schools makes full use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of looked-after children
- Co-ordinating and advocating any additional support
- Working closely with teaching/support staff to ensure early assessment if a pupil is experiencing difficulties, and arranging urgent meetings if he/she is at risk of exclusion
- Promoting good home-school links with the child's carer about how they can support his/her progress
- Having lead responsibility for development and implementation of the child's Personal Education Plan (PEP) within the school, in partnership with others
- Being the key contact for each looked-after child/young person, who they trust and can talk to
- Making sure looked- after children have the support they need to do as well as possible in end of key stage assessments
- Contributing to decisions relating to the use of Personal Education Allowances (PEAs), allocated by the local authority to pupils who are identified as falling behind their peers
- Monitoring attendance of looked-after pupils
- Ensuring confidentiality for pupils, sharing personal information only on a need-to-know basis

The Designated Teacher's responsibilities begin with the admission of the pupil to school, when the teacher will ensure that the child and carer are welcomed and that a smooth induction is achieved, especially if admission is other than at normal admission times (*i.e. not at normal admission years or at the beginning of the academic year, when settling into school might be more difficult*).

1.3 The Designated Teacher will be supported by the Headteacher and the Governing Body to carry out her role effectively.

1.4 Designated Teachers and Personal Education Plans (PEPs)

- All looked-after children must have a care plan in place. It looks at objectives for the child and identifies what support they need. This must include a health plan and a PEP. The Designated Teacher has responsibility for working with the local authority to create and maintain the PEP.

2. The role of the Governing Body

2.1 The Governing Body will ensure the school has a nominated Designated Teacher in place and will and consider reports from them every term.

2.2 The Governing Body will also:

- Make sure the Designated Teacher is a member of teaching staff with the right levels of seniority, experience and status to provide leadership, training and advice to others
- Work with the Headteacher to make sure the Designated Teacher has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to respond to the teaching and learning needs of looked-after children
- Maintain an oversight of how well the role is working. Consider whether the school has a clear understanding of the educational needs and progress of looked-after children on our roll, whether the school's policies effectively reflect the needs of looked-after children and whether resources are allocated to support the Designated Teacher to carry out their role effectively
Receive a report every term from the Designated Teacher. This should highlight:
 - Any workload issues arising as a result of the number of children looked-after on the role
 - Levels of progress made by looked-after children in relation to all children (including educational, social and emotional progress)
 - Whether the pattern of attendance and exclusions for looked-after children is different to that of all children
 - Any process or planning issues arising from Personal Education Plans

- Whether any looked-after children are identified as gifted and talented and how those needs are being met
 - How their special educational needs (SEN) are being met
 - How the teaching and learning needs of looked-after children are reflected in school development plans and are being met
 - Training the Designated Teacher has received to enable them to impart knowledge and understanding about the education and well-being of looked-after children to other staff
 - Any work with partners such as the local authority that has taken place
 - The impact of any of the school's policies (e.g. on charging for educational visits or extended school activity) on looked-after children
- The report will not mention children by name, to protect their confidentiality
 - Consider this report and what needs to be done to respond to any issues raised in the report

2.3 The Governing Body will also ensure that all staff are made aware of the additional needs of looked-after pupils, and are given some understanding of the reasons that children and young people are taken into the care of the local authority.

2.4 Given sufficient understanding and support, every member of staff will be encouraged to:

- Have high expectations for the educational and personal achievement of looked-after pupils
- Ensure that all pupils in care are supported sensitively, respecting confidentiality and responding positively to a pupil's request to be the named member of staff respond promptly to the Designated Teacher's requests for information
- Promote the self-esteem and success of looked-after pupils and work towards increased stability for them, ensuring that no child in care is stigmatised in any way

2.5 The Governing Body will make sure all governors maintain an up-to-date knowledge and understanding of looked-after children's needs, through commitment to induction and ongoing training as necessary.

2.6. The governors will appoint a nominated governor for looked-after pupils to take a special interest in this area of the school's work.

3. The role of the nominated governor

3.1 The nominated governor will fulfil a reporting role within the Governing Body, liaising with the Designated Teacher to secure information regarding the number of looked-after pupils in school (if any) and statistical information relating to their

attendance, attainment and fixed term and permanent exclusions. They will make sure the Governing Body receives the regular reports on the attainment and wellbeing of these children. This information and any other details about pupils will be collected and reported in ways that preserve anonymity and respect the confidentiality of the pupils concerned.

3.2 The nominated governor will also ensure that the school's other policies and procedures give looked-after pupils' appropriate priority in respect of:

- Admission to school
- National Curriculum entitlement and entry to public examinations
- Stringent target setting
- Additional educational support where appropriate, including Personal Education Allowances
- Extra-curricular activities
- Work experience and careers guidance

3.3 The nominated governor will commit to attending training to keep their knowledge and understanding up-to-date, to identifying the training needs of the Governing Body in relation to looked-after children and to encouraging attendance on training programmes.

4. Professional Development/Training for all Staff

4.1 The Designated Teacher will ensure that all staff are briefed on the regulations and practice outlined in this policy.

5. Related Policies

5.1 This policy links with other school policies, particularly:

- Admissions Policy
- Code of Conduct
- Behaviour Policy
- Equalities Policy
- Safeguarding Children and Child Protection Policy
- SEND and Inclusion Policy
- Pupil Premium

Appendix 1

a) Glossary of Terms:

PEP	Personal Education Plan
IEP	Individual Education Plan
PEA	Personal Education Allowance
LAR	Looked-After Review
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator

Appendix 2

b) Useful sources and references

- Guidance on the Education of Children and Young People in Public Care (DfES/DoH, 2000) https://childhoodfirst.proceduresonline.com/pdfs/ed_child_public_care.pdf
- Every Child Matters: Change for Children (HM Government 2003) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf
- Statutory guidance on the duty of local authorities to promote the educational achievement of looked-after children under section 52 of the Children Act 2004 (DfES, Nov 2005) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/276468/educational_achievement_of_looked_after_children.pdf
- Supporting Looked-After Learners: A Practical Guide for School Governors (DfES, 2006) <https://webarchive.nationalarchives.gov.uk/20090608230712/http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/ig00029/>
- Children and Young Person's Act 2008. http://www.opsi.gov.uk/acts/acts2008/ukpga_20080023_en_1
- Schools Admissions Code of Practice (DCSF 2009) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1001050/School_admissions_code_2021.pdf
- Looked-after children – good practice in schools OfSTED, 2008 <https://dera.ioe.ac.uk/8180/1/Looked-1.pdf>
- Improving the Educational Attainment of Children in Care (Looked-After Children) DCSF 2009 <https://dera.ioe.ac.uk/10590/1/DCSF-00523-2009.pdf>
- Improving the Attainment of Looked-After Children in primary schools DCSF 2009 <https://www.gov.uk/government/publications/improving-the-attainment-of-looked-after-children-in-primary-schools-guidance-for-schools>
- The role and responsibilities of the Designated Teacher for looked-after children: statutory guidance for school Governing Bodies <https://www.torbay.gov.uk/media/8448/roleofdesignatedteacher.pdf>

Appendix 3

c) Useful information on Personal Education Plans (PEPs) **

In addition to the usual school records, every looked-after child must have a Personal Education Plan (PEP).

The PEP is an integral part of the Care Plan and the Social Worker should take the lead to ensure that a high quality PEP is available for the first statutory review meeting of the Care Plan (the 28-day review). Where the child is placed in an emergency placement, the PEP should be initiated within 14 days of his/her becoming looked-after, wherever he/she is placed.

It is a record of what needs to happen for looked-after children to enable them to fulfil their potential and it reflects any existing education plans such as a Statement of Special Educational Needs and/or an Individual Education Plan (IEP). The PEP should include details of who will take the plan forward, specifying timescales for action and review and identifying sources of funding if required.

Effective and high quality PEPs should:

- Be an achievement record (academic and otherwise)
- Be linked to information in other education plans, including a statement of special educational needs and IEPs
- Identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- Set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- Set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations)

**Source: Statutory guidance on the duty of local authorities to promote the educational achievement of looked-after children under section 52 of the Children Act 2004 (DfES, Nov 2005)