



Heart of the Forest

Designated teacher for Looked after Children (Children in Care)

This policy should be read in conjunction with safeguarding /child protection policy, Keeping Children Safe in Education (KCSIE) and Guidance for safer working practice for those working with children and young people in education settings, the Pupil Premium Policy and strategy statement.

NB: It is Gloucestershire LA policy to refer to this group of pupils as Children in Care. National policy is to refer to them as Looked After Children.

Introduction

From 1st September 2009 the governing bodies of all maintained schools were required under the Children and Young Persons Act 2008 to appoint a designated teacher to promote the educational achievement of children in care who are on the school roll. The statutory guidance includes pupils up to the age of 18. We have pupils who are 19 and we consider that our responsibilities therefore continue up until this age. The Children and Social Work Act 2017 enhanced the support we currently provide for children who are 'previously looked after'. (adopted children and permanently placed children, including Special Guardianship orders) As a consequence, the governing body now has to designate a teacher to promote the educational achievement of these pupils too. Currently the responsibility for both groups of pupils lies with our deputy head teacher.

All these pupils are in receipt of Pupil Premium Plus. (Please refer to the Pupil Premium Policy)

At the Heart of the Forest Community Special School we are committed to supporting the pupils in our school to ensure that they have the best possible educational opportunities. We believe that children in care or those previously looked after, should have equitable access to excellent educational provision and should achieve at a similar level to all children.

We recognise the need to have quality systems in place to minimise the affect that being in care, or previously been in care, can have on their educational achievements.

The role of the Governing Body

The Governing Body will:

- Ensure that there is a designated teacher for CIC and pupils who have been previously looked after who is a member of the Senior Leadership Team.
- Ensure that the designated teacher undertakes appropriate training that it is regularly updated.
- Receive a report from the designated teacher annually that provides them with information on levels of progress of children in care, patterns of attendance and exclusions, any planning issues arising from pupils' personal education plans, any workload and cost implications arising as a result of the number of children on roll, how their teaching and learning needs are reflected in school improvement plans, any training implications and impact of school policies on their education. Information in this report must be collected in a way that preserves anonymity and respects the confidentiality of the pupils concerned.
- Consider any issues arising from the report in order to support the designated teacher and maximise the impact of the role.
- Review the effective implementation of this policy annually alongside the annual report.



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The role of the designated teacher

The designated teacher will:

- Take the lead in promoting a culture of high expectations for how children in care, and those that have been previously looked after, learn.
- Be an advocate for children in care and for those that are previously looked after..
- Ensure smooth transitions from and to other settings.
- Ensure confidentiality for individual children and only share information on a need to know basis.
- Be a source of advice for staff about alternative teaching and learning strategies.
- Have a lead responsibility for the development and implementation of the child's personal education plan.
- Ensure that there is a clear process in place for attendance at meetings, monitoring and updating the PEP and liaising with carers, adoptive parents and special guardians.
- Be the central point of initial contact within the school who can manage the process of how the school engages with the other agencies involved.
- Provide the annual report to governors and ensure that any issues are addressed through the school improvement process.
- Undertake appropriate training and disseminate to other staff and governors.
- Work with virtual school heads or their equivalents in local authorities.
- Ensure that PP+ funding is targeted to drive achievement and well-being

The role and responsibility of all staff

All staff will:

- As with all children, have high aspirations and celebrate the educational and personal achievements of children in care and those that are previously looked after.
- Be familiar with the guidance on children in care, and those previously looked after, and respond appropriately to requests for information on Personal Education Plans and other documentation needed for meetings.
- Liaise with the designated teacher where a child in care, or child who is previously looked after, is experiencing difficulties.

Monitoring, Review and Evaluation

This Policy undergoes a detailed review by staff and Governors as appropriate. The deputy head teacher is the designated teacher and monitors the effectiveness of the Policy. This policy is available on request at the school office and will be displayed on the school website.

Date presented to and adopted by Governors:

Signed by: _____ (Chair)

Date of Policy Review to take place: