





Nelson Infant and Wensum Junior Schools

Evolution Academy Trust
Headteacher: Ms. V McConnell

Designated Teacher for Looked After and Previously Looked After Children Policy

Policy agreed/reviewed by:	Date:
Head teacher signature: 	September 2020
Chair of Governor signature: 	September 2020

	Date of action:
Policy produced by: Jenny Wenn	July 2020
Policy agreed/last reviewed by: HT and LGB	September 2020
To be reviewed by: HT and LGB	September 2021

Introduction

Looked After Children (LAC) and Previously Looked After Children (PLAC) can be one of the most vulnerable groups in society and if these children are not supported in schools it can lead to considerable educational under achievement when compared to other groups. Our two schools play a vital role in helping to raise the educational standards, to improve the life chances and to prevent social exclusion for LAC and PLAC, through careful planning, monitoring and evaluation throughout their time with us.

Definitions

LAC

A child who has been in the care of the local authority for more than 24 hours is known as a looked after child. Looked after children can also be referred to as children in care, a term which many children and young people can prefer. A child may be in care for some of the following reasons:

A child who is accommodated by the local authority under a voluntary agreement with their parents

A child who is the subject of a care order or interim care order

A child who is the subject of an emergency order for the protection of the child

PLAC

Previously looked-after children are those who are no longer looked after by a local authority in England and Wales due to adoption, special guardianship or a child arrangement order. Or they have been adopted from 'state care' outside England and Wales.

Personal Education Plans (PEP)

All LAC must have a Personal Education Plan (PEP), which their social worker will take the lead in creating. The PEP is a record of the child's education and forms part of the overall Care Plan. It provides a clear and shared understanding about the teaching and learning provision to ensure academic progress.

The social worker, parents, carers and the child may be invited to the PEP meeting to ensure all views are considered. The designated teachers will attend the meeting to help write the plan and to review it three times a year. At both of our schools the PEP will have targets relating to academic achievement and THRIVE, as well as out of school activities. It may also include behavioural targets. If a child moves school, the PEP will be forwarded, as a matter of urgency, to the new school. Although a PLAC no longer requires a PEP, the designated teachers will continue to consider their educational needs. The designated teachers will also gain advice and information, in order to promote the educational achievement of this group of PLAC.

The Role of the Designated Teacher

The designated person must be a qualified teacher. This role became statutory in September 2009 under the Children and Young Person's Act 2008. At Nelson Infant and Wensum Junior Schools the designated teachers are senior members of staff who are able to support decisions about the teaching and learning, whilst promoting the educational achievements of every LAC and PLAC.

The Designated Teacher for Nelson Infant School is: Mrs Jenny Wenn

The Designated Teacher for Wensum Junior School is: Mrs Jo Wells

Responsibilities of the designated teacher

The responsibilities include:

Ensuring all school staff understand the life experiences which can affect how LAC and PLAC learn and make progress and how the whole school has a role in supporting the educational achievements of these pupils

Having high expectations of LAC and PLAC learning and set targets using NAPS to accelerate educational progress

Understanding the emotional, psychological and social effects of loss and separation from birth families and because of their life experiences some children may find it difficult to build relationships of trust with adults. At both schools, THRIVE is embedded in all aspects of school life, the designated teachers will ensure all LAC and PLAC children have an up to date THRIVE action plan to support their emotional well being

Ensuring all staff see LAC and PLAC as individuals, treating them the same as their peers and show sensitivity about who else knows about their looked-after or previously looked-after status

Understanding the importance of the LAC personal education plan (PEP), ensuring it is shared with teachers and teaching assistants and that the targets are being met. The designated teachers will be part of the plan reviews, at least 3 times a year, to ensure educational progress is being made

Understanding the role of social workers, and all professionals involved with LAC and PLAC. To acknowledge the function of the PEP and to see how it fits into the wider care planning duties of the authority which looks after the child; and for PLAC, understanding the importance of involving the child's parents or guardians in decisions affecting their child's education. The designated teachers will also be a contact for parents or guardians who want advice or have concerns about their child's progress at school

Facilitating and encouraging LAC/PLAC to join in with extra-curricular activities and to maximise out of school learning opportunities

Supporting all transitions when children are moving into new phases of their education

Promoting inclusion in all areas of school life

Ensuring there is careful monitoring and prevention of bullying in both schools by raising awareness through the schools' behaviour and anti-bullying policies.

Responsibilities of the Headteacher

Identify the designated teachers in both schools for LAC and PLAC

Ensure cover arrangements are in place should the designated teachers not be available to carry out their legal duties

Ensure that all procedures are in place to monitor and track the admission, progress, attendance and exclusions (if any) of LAC and PLAC and that appropriate action is taken where educational outcomes fall below expectations

Report on the progress, attendance and conduct of LAC and PLAC

Ensure that all staff in both schools receive relevant training and are aware of their responsibilities under this policy and all relevant guidance

Responsibilities of the Governors

To ensure the Headteacher has named a member of staff in both schools as the Designated Teacher who has the responsibility to promote the educational achievement of LAC and PLAC.

To ensure that provision is being made for any pupil who is a LAC or PLAC

To ensure that the designated teachers are given good levels of support and be given the opportunity to keep up to date with all relevant training

To ensure the designated teachers have opportunities to disseminate all relevant training and that they are providing support for all members of staff that will have impact on the teaching and learning for LAC and PLAC

In partnership with the Headteacher, maintain responsibility for monitoring how well the role is working in both schools. As part of this monitoring an annual report will be received from the designated teachers with regard to reviewing the effective implementation of this policy

The responsibilities of all Staff

At Nelson Infant School and Wensum Junior School staff will:

Have high aspirations for the educational and personal achievement of LAC and PLAC

Maintain LAC and PLAC confidentiality and ensure they are supported sensitively at all times

Respond positively if a pupil requests that they are the person with whom they can talk to when they feel it is necessary

Respond promptly when the designated teachers request information about the child

Enable LAC and PLAC to achieve stability and success within the school

Promote self-esteem for LAC and PLAC

Understand the key issues that affect the learning of LAC and PLAC.

Confidentiality

At both schools, information on LAC and PLAC will be shared with school staff as appropriate. The designated teachers will discuss what information is to be shared with school staff at the PEP meetings. Once this has been agreed by the social worker, carer, young person and other parties, complete confidentiality will be maintained and will comply with General Data Protection Regulation (GDPR) guidance.

Partnership Working

Nelson Infant School and Wensum Junior School value partnership working. In order to secure the best possible outcomes for LAC and PLAC, it is essential that our schools work with parents/carers, social workers and other external partners to ensure we provide the best possible life chances for both LAC and PLAC.

Further Information

Keeping children safe in education - Statutory guidance for schools and colleges: September 2019

Working Together to Safeguard Children: July 2018

The designated teacher for looked-after and previously looked-after children - Statutory guidance on their roles and responsibilities: February 2018

Promoting the education of looked-after children and previously looked-after children - Statutory guidance for local authorities: February 2018