



**Talavera Junior School**

**Designated Teacher Policy**

**(looked-after, previously looked-after children and children in Kinship care)**

**Document Name: Designated Teacher Policy**

**Document ID: N/A**

**Current Version: 1.1**

**Status: To be reviewed**

**Latest Review: September 2024**

**Signed: Lucy Coombs (Policy Owner)**

**Print Name: Lucy Coombs**

**Signed: \_\_\_\_\_ (Governor Approval)**

**Print Name: \_\_\_\_\_**

**Approval Date: \_\_\_\_\_**



## 1. Aims

The school aims to ensure that:

A suitable member of staff is appointed as the designated teacher for looked-after, previously looked-after children and those in Kinship care

The designated teacher promotes the educational achievement of these children, and supports other staff members 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

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#).

It also takes into account [section 20](#) and [section 20A](#) of the Child and Young Persons Act 2008 alongside the [Championing Kinship Care: The National Kinship Care Strategy](#)

## 3. 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 services 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 arrangements 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 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 that state care as a result of being adopted

**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.

**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.

**Kinship Care** is when a child lives full-time or most of the time with a relative or close family friend, usually because their parents are not able to care for them. You might see kinship carers referred to as 'family and friends carers' or 'connected people' by local authorities and in some documents. Further guidance can be found in Appendix 1.

#### 4. Identity of our designated teacher

Our designated teacher is Lucy Coombs.

You can contact them by emailing or telephoning the school.

Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below.

#### 5. Role of the designated teacher

##### 5.1 Leadership responsibilities

The designated teacher will:

Act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children

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

Working with VSHs

Promoting a whole school culture where the needs of these pupils matter and are prioritised

Take lead responsibility for ensuring school staff understand:

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

How the whole school supports the educational achievement of these pupils

Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children

Promote a culture in which these children are encouraged and supported to engage with their education and other school activities

Act as a source of advice for teachers about working with these children

Work directly with these children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations

Have lead responsibility for the development and implementation of looked-after children's PEPs

Work 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

Involve parents and guardians of previously looked-after children in decisions affecting their child's education

##### 5.2 Supporting looked-after children

The designated teacher will:

Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs

Have overall responsibility for leading the process of target-setting in PEPs

Monitor and track how looked-after children's attainment progresses under their PEPs

If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP

Ensure the identified actions of PEPs are put in place

During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils

Ensure that:

A looked-after child's PEP is reviewed before the statutory review of their care plan - this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered

PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced

The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan

Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

### 5.3 Supporting looked-after children, previously looked-after children and children in Kinship Care

The designated teacher will:

Ensure the specific needs of looked-after children, previously looked-after children and children in Kinship Care are understood by staff and reflected in how the school uses pupil premium funding

Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment

Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children

Play a key part in decisions on how pupil premium funding is used to support previously looked-after children

Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child, and be the main contact for queries about its use

Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning

Be aware of the special educational needs (SEN) of looked-after and previously looked-after children, and make sure teachers also have awareness and understanding of this

Ensure the [SEND code of practice](#), as it relates to looked-after children, is followed

Make sure PEPs work in harmony with any education, health and care (EHC) plans that a looked-after child may have

Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in looked-after children, previously looked-after children and children in Kinship Care, and know how to access further assessment and support where necessary

Ensure that they and other staff can identify signs of potential mental health issues in looked-after children, previously looked-after children and children in Kinship Care and understand where the school can draw on specialist services

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

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

#### 5.4 Relationships beyond the school

The designated teacher will:

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

Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom

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

Proactively build relationships with local authority professionals, such as VSHs and SEN departments

Consider how the school works with others outside of the school to maximise the stability of education for looked-after children, such as:

Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans

Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action

Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption

Making sure that, if a looked-after child moves school, their new designated teacher receives any information needed to help the transition process

Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians

Make sure that for each looked-after child:

There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress

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

Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips

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

Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary

Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour

Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

#### 6. Monitoring arrangements

This policy will be reviewed annually by the Designated Teacher. At every review, it will be approved by both the headteacher and the full governing board.

#### 7. Links with other policies

This policy links to the following policies and procedures:

Behaviour

Child protection and safeguarding

Exclusions

SEN

Supporting pupils with medical needs

## Appendix 1:

### **Children in Kinship Care**

From September 2024, the role of Virtual Schools has expanded further to specifically include championing the educational attendance, attainment and progress of children in Kinship Care.

What is Kinship Care? Kinship Care is when a child lives full-time or most of the time with a relative or close family friend, usually because their parents are not able to care for them. You might see kinship carers referred to as 'family and friends carers' or 'connected people' by local authorities and in some documents.

### **Types of Kinship Care**

- Informal arrangements
- Special Guardianship Orders
- Child Arrangement Order (previously Residency Order)
- Family and Friends Foster Care
- Private Foster Care

If you would like more information about the different types of Kinship Care, please click on the following link. [What is kinship care? - Kinship Compass](#)

### **The key aims of the duty are to:**

- raise the visibility of the distinct needs of children in different types of kinship care arrangements and the disadvantages that they can experience
- promote practice that supports attendance and engagement in education
- promote practice that improves children in Kinship Care's outcomes to narrow the attainment gap
- provide advice and information, on request, to all kinship carers with Special Guardianship and Child Arrangements Orders.

### **The School's Responsibility**

The school's responsibilities for children who are in Kinship Care are to:

- identify and know their Kinship Care children and families
- ensure key colleagues (DSL, DT, SENDCO, attendance and progress leads, safeguarding governor) liaise and collaborate to ensure consistency in support for children in Kinship Care
- understand the importance of greater focus and visibility for the distinct needs of kinship children and families
- identify and understand the barriers and needs for this group of children
- ensure prioritisation of the cohort and targeted response • ensure relationships and pupil voice are at the centre of any approach
- utilise wider support and partnerships

### **Virtual School Offer**

The Virtual School is working with schools to:

- develop schools' understanding of different kinds of Kinship Care arrangements
- understand the importance of greater focus and visibility for the distinct needs of kinship children and families
- understand the role of the school in identifying and supporting their Kinship Care families
- learn about support and resources currently available to Kinship Care families and how to sign post to these
- learn how schools can support attendance and engagement of kinship children in education.