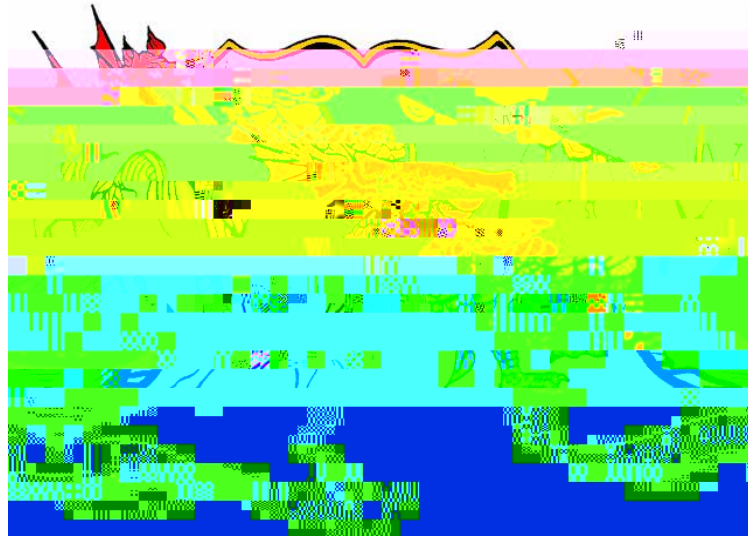


# HAYGROVE SCHOOL



Designated Teacher for  
looked after and previously  
looked after children policy

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## Contents

1. Aims .....	3
2. Legislation and statutory guidance .....	3
3. Definitions .....	3
4. Identity of our designated teacher.....	4
5. Role of the designated teacher .....	4
6. Monitoring arrangements .....	7
7. Links with other policies .....	7

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## 1. Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children
- The designated teacher promotes the educational achievement of looked-after and previously looked-after 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

[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 Children and Young Persons Act 2008.

It also takes into account [section 2E](#) of the Academies Act 2010.

This policy complies with our funding agreement and articles of association.

## 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 Local Governance Committee 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 record. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

## **4. Identity of our designated teacher**

➤ Work  
safeguarding concerns regarding looked-

team to ensure that any

- 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 and previously looked-after children, 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 and previously looked-after children 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
- 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
  - authority regarding any decisions about changes in care placements which will ely 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:
  - 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
  - behaviour
- Where a previously looked-after child is at risk of exclusion, guardians before seeking advice from the VSH on avoiding exclusion

## **6. Monitoring arrangements**

This policy will be reviewed annually by Assistant Head for Ethos & Engagement. At every review, it will be approved by the full governing board.

## **7. Links with other policies**