

Designated Teacher for Looked After and Previously Looked After Children

Date	Review Date	Designated Teacher	Nominated Governor
November 2020	November 2021	Head/ SENDco	Leadership and Management

At Longwood we believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the relevant up to date legislation.

As a school we understand that children or young people who have been taken into care by the local authority or who have a voluntary care arrangement are known as 'Looked After'. This is because of family breakdown, abuse, neglect or social need. Looked After Children will either be living in foster homes, children's residential homes, living with a relative or with their biological parent(s).

We are committed to providing quality education for all our pupils including Looked After Children. It is nationally recognised that Looked After Children significantly underachieve and are at greater risk of exclusion when compared with their peers. Therefore, we believe we have a duty 'to safeguard Looked After Children, to promote their educational achievements and to ensure they are able to achieve and reach their full potential' (Children Act 2004).

We have a duty to:

- ensure that Looked After Children are never refused a service, including mental health, on the grounds of their placement
- ensure that in the event of oversubscription to give priority to Looked After Children
- appoint a designated qualified teacher to promote the educational achievement of Looked After Children
- ensure that the designated teacher undertakes appropriate training
- have in place a personal education plan for all Looked After Children drawn up in consultation with the local authority
- ensure that Looked After Children are involved in planning and decision making in regard to their education
- act on any issues as highlighted in the annual report from the designated teacher

It is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To promote the educational achievements of Looked After Children by ensuring they are able to achieve and reach their full potential
- To help children who are looked after make positive life choices
- To ensure children in care are given priority access to mental health assessments

Longwood Primary School

- To give priority consideration to Looked After Children in the school's oversubscription criteria
- To protect children from the risk of radicalisation and extremism
- To ensure compliance with all relevant legislation connected to this policy
- To work with other schools and the local authority to share good practice in order to improve this policy

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed two designated teachers to be responsible for Looked After Children
- responsibility to ensure that the designated teachers undertake appropriate training
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- responsibility for ensuring the school's admission criteria complies with current legislation therefore giving top priority for Looked After Children in the event of over subscription
- responsibility for ensuring Looked After Children have equal access to admission to school, the National Curriculum, examinations, out of school learning and extra-curricular activities
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy is maintained and updated regularly
- make effective use of relevant research and information to improve this policy
- responsibility for ensuring the policy is made available to parents
- nominated a link governor to:
 - visit the school regularly
 - work closely with the Designated Teachers/Head teacher
 - ensure this policy and other linked policies are up to date
 - ensure that everyone connected with the school is aware of this policy
 - attend training related to this policy
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will ensure that:

- the Looked After Children policy is implemented
- a designated teacher is in place who is an advocate for Looked After Children
- appropriate support and training is provided for the Looked After Children teacher

Longwood Primary School

- ensure all school personnel and parents are aware of and comply with this policy
- all staff receive relevant training and are aware of their responsibilities
- in the event of oversubscription priority is given to Looked After Children
- effective practice is provided for Looked After Children by:
 - balancing high levels of support with real challenge
 - making it a priority to know the children well and to build strong relationships
 - developing strong partnerships with carers, local authorities and specialist agencies
 - making things happen and seeing things through
 - ensuring consistency as well as discrete flexibility
 - actively extending the horizons of each child
 - planning for future transitions
- effective tracking procedures are in place to monitor, admissions, attendance, exclusions, progress, behaviour and support
- data and other pupil information is in place to create an accurate record that can be handed on to the next school
- effective behaviour management systems and measures are in place to support pupil well-being
- a personal education plan (ePEP) is in place for all Looked After Children drawn up in consultation with the local authority
- any issues as highlighted in the annual report from the designated teacher are acted on
- children in care are given priority access to mental health assessments and are never refused care based on their placement or severity of their condition
- there are good links with local support agencies especially Social Services
- Looked After Children are involved in planning and decision making in regard to their education and their personal development
- make effective use of relevant research and information to improve this policy
- work closely with the link governor and the Designated Teachers
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy
- the Governing Body receives an annual report that outlines the following:
 - the number of Looked After Children in the school
 - an analysis of test scores, as a discrete group, compared to other pupils
 - attendance figures compared to other pupils
 - the level of fixed term and permanent exclusions compared to other pupils
 - the number of complaints
 - the destinations of Looked After Children pupils when they leave the school

Role of the Designated Teachers

The Designated Teachers will:

Longwood Primary School

- be responsibility for helping school personnel understand how Looked After Children learn and achieve
- promote a culture of high expectations and aspirations for how Looked After Children learn
- provide advice for school personnel about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- ensure Looked After Children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- ensure all Looked After Children and their carers receive a positive and smooth induction into the school
- be responsible for the development and implementation of the child's personal education plan (ePEP) within the school
- ensure an appropriate Personal Education Plan is completed within 20 days of Looked After Children joining the school or entering care
- ensure strong and positive home/school relationships are in place
- ensure Looked After Children are included in all areas of school life
- ensure Looked After Children are not bullied in any form by actively monitoring and preventing bullying by raising awareness through the school's anti-bullying policy
- ensure all school personnel and governors are kept up to date on all issues relevant to Looked After Children and receive the necessary training
- ensure all Looked After Children receive the necessary support within the school
- ensure strong links are in place with all agencies dealing with Looked After Children
- ensure urgent multi agency meetings will be convened if a Looked After Children is experiencing difficulties or at risk of exclusion
- ensure Looked After Children have full access to the National Curriculum
- ensure procedures are in place to provide confidentiality for all Looked After Children and that access to information is on a need to know basis
- ensure Looked After Children have a voice in setting learning targets
- ensure realistic but challenging educational and personal targets should be set in consultation with the child
- ensure academic progress, attendance and behaviour is tracked with appropriate support given
- ensure all information is transferred quickly and efficiently when Looked After Children move to another school or phase
- ensure confidentiality is adhered to and that access to information is on a need to know basis
- ensure the nominated Governor is kept up to date
- ensure the Governing Body receives an annual report on Looked After Children

Role of the School Personnel

All teaching and support staff will:

- be made aware of and will be familiar with the Guidance on Looked After Children
- liaise with the Designated Teacher to enable Looked After Children to achieve stability, success and to overcome any problems they may experience
- on request provide relevant information for Personal Education Plans and review meetings

Longwood Primary School

- encourage Looked After Children to achieve their full educational and personal potential which will be celebrated at achievement assemblies
- constantly endeavor to promote self-esteem
- prevent bullying in line with the school's anti-bullying policy
- maintain Looked After Children's confidentiality
- ensure Looked After Children are supported sensitively
- be aware of all other linked policies
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school
- report any concerns they have on any aspect of the school community

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- work in partnership with the school
- comply with this policy for the benefit of their children

Role of Looked After Children

Pupils will be encouraged to:

- be confident about themselves and to understand that they are able to achieve and reach their full potential
- participate in discussions concerning their progress and attainment
- work in partnership with the school by making decisions and exercising choice in relation to their educational programme.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- Prospectus;
- School website
- Staff Handbook
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Meetings with school personnel
- Written communications with home such as newsletters, texts emails
- Headteachers reports to the Governing Body

Training

All school personnel have equal chances of training, career development and promotion. School personnel receive training on induction which specifically covers all aspects of this policy, Special Educational Needs, Safeguarding and Child Protection, Inclusion and Equal opportunities.

Longwood Primary School

All staff receive periodic training so that they are kept up to date with new information and receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:	Mrs Pauline James	Date:	November 2020
Chair of Governing Body:		Date:	