

Bourne Education Trust designated teacher for looked-after children and previously looked-after children policy

Introduction

The policy is informed by the following Department for Education's (DfE) document: [The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities, \(February 2018\).](#)

Bourne Education Trust, (BET), is committed to providing high quality education for all pupils, based on equality of opportunity, access and outcomes.

BET recognises the need to champion performance for looked-after children (LAC) and previously looked-after children (PLAC) and is committed to improving outcomes for them. BET is committed to ensuring that LAC and PLAC are supported as fully as possible and will ensure through its local governing committees that the following are in place, and are working effectively within each of its schools:

- A designated governor for LAC and PLAC;
- A designated teacher for LAC and PLAC;
- Personal education plans (PEPs) for all LAC;
- The designated teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC;
- All staff in school will have a clear understanding of the issues that affect LAC and PLAC, their learning needs, how to support them in school and issues relating to confidentiality;
- Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

The role of the designated teacher for looked-after and previously looked-after children

The designated teacher is the central point of initial contact within the school and in this capacity ensures that the school plays its role to the full in making sure arrangements are joined up and any disruption to a child's learning is minimised. The designated teacher at Auriol Junior School is Louise Hellings.

The designated teacher has a leadership role in promoting the educational achievement of every LAC and PLAC on the school's roll. This involves, working to promote the education of LAC and PLAC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

Where elements of the role are shared between the designated teacher and other staff members, the designated teacher will ensure that the responsibilities of each person are made clear within school and beyond, and that effective communication between the roles take place.

The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how LAC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.

The designated teacher promotes the educational achievement of LAC and PLAC by contributing to the development and review of whole school policies.

The designated teacher promotes a culture in which LAC and PLAC:

- Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning;
- Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support;
- Are encouraged to participate in school activities and in decision making within the school and the care system;
- Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.

The designated teacher is a source of advice for teachers about:

- Differentiated teaching strategies appropriate for individual pupils who are LAC or PLAC;
- The use of assessment for learning approaches to improve the short and medium term progress of LAC and PLAC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.

The designated teacher works directly with LAC and PLAC and their carers, parents or guardians to:

- Promote good home-school links;
- Support progress by paying particular attention to effective communication;
- Ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home;
- Ensure they are aware of how the school teaches key skills such as reading and numeracy;
- Encourages high aspirations and working with the child to plan for their future success and fulfilment.

The designated teacher has lead responsibility for the development and implementation of PEPs for LAC within school in partnership with others as necessary.

The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Team as outlined in the PEP guidance.

The designated teacher should ensure that the school spends the allocated Pupil Premium Plus Grant for the benefit of the LAC and PLAC cohort and can account for the impact of this grant on the outcomes of the cohort.

The designated teacher works closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding LAC and PLAC are quickly and effectively responded to.

The designated teacher is aware that the Virtual School Team can provide information and advice to parents and designated teachers on meeting the needs of PLAC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, and must gain authorisation from parents to discuss their child with the Virtual School Team for advice on meeting their individual needs.

Roles and responsibilities of all staff

All staff will:

- Have high expectations of LAC and PLAC's learning and set targets to accelerate educational progress;
- Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
- Understand how important it is to see LAC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
- Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
- Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
- For PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

Roles and responsibilities of the local governing committee:

The local governing committee will:

- Ensure all governors are fully aware of the legal requirements and guidance for LAC and PLAC;
- Ensure that there is a named, appropriately qualified and experienced member of staff in the role as designated teacher for LAC and PLAC;
- Ensure that the school formally outlines how they plan to spend the Pupil Premium Plus Grant for LAC and PLAC, including plans for any pooling of the funding;
- Through the designated teacher, hold the school to account on how it supports its LAC and PLAC (including how the Pupil Premium Plus is used) and their level of progress;
- Be aware of whether the school has LAC and PLAC and how many (no names);
- Liaise with the Headteacher to ensure that the designated teacher is enabled to carry out their responsibilities in relation to LAC and PLAC;
- Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher (designated teachers should have a minimum of two days a year for training opportunities specific to factors that impact on the attainment of LAC and PLAC);
- Support the Headteacher, designated teacher and other staff in ensuring the needs of LAC and PLAC are met;
- Review the effective implementation of this policy, preferably annually and at least every three years.

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Next review	Annually