



## ROSSETT ACRE PRIMARY SCHOOL

### Designated Teacher and Looked after Children Policy

**Name of School:** Rossett Acre Primary School

**Member of staff responsible:** Kate Woodcock (Inclusion Manager)

**Date of Policy:** November 2023

**Date of next review:** November 2024

#### Contents

Purpose	1
Rational	2
Legal Framework	2
The Role of the Designated Teacher for Looked After Children	2
Responsibility for Looked After Children in School	3
Admission Arrangements	3
Involving the Young Person	4
Communication with Agencies	4
Assessment, Monitoring and Review Procedures	4

#### Purpose

Rossett Acre's approach to supporting the educational achievement of looked after children is based on the following principles:

- Placing the highest priority on their education;
- Promoting regular attendance;
- Having high expectations;
- Promoting inclusion;
- Promoting stability and continuity;
- Supporting early intervention;
- Listening to children;
- Promoting health and wellbeing;
- Working in partnership with parents, carers, social workers and other professionals.

Rossett Acre is committed to helping every looked after child achieve the highest standards they can. This can be measured by monitoring their achievements, progress and attendance. The local authority has a statutory role to play for all children in its care and acts as a Corporate Parent.

This policy should be read in conjunction with Government guidance – Designated Teacher for Looked After and previously Looked After Children, 2018 and other school policies including the following:

- Equalities Statement
- Behaviour Policy
- Safeguarding Children and Young People Policy
- Inclusion Policy
- Pupil Premium Strategy
- <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

#### Rationale

Looked After Children (LAC) are one of the most vulnerable groups in society. The majority of LAC have suffered a disrupted childhood and experienced adverse events. It is nationally recognised that there is considerable educational under-achievement when compared to their peers. LAC often

achieve poor exam success rates in comparison with the general population. Fewer Looked After Children progress to Higher Education or follow progression pathways that will lead to future economic success and well-being.

### **Legal Framework**

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (Section 20)
- Children who are the subjects of emergency orders for their protection (Sections 44 and 46)
- Children who are the subjects of a care order (Section 31) or interim care order (Section 38)
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (Section 21)

All these groups are said to be “Looked After Children” (LAC). They may be looked after by our local authority or may be in the care of another authority but living in ours.

Previously looked-after children are registered students 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 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

### **The Role of the Designated Teacher for Looked After Children**

The Designated Teacher for Looked After Children is **Kate Woodcock** (Inclusion Manager and Deputy Head Teacher).

Their role within school:

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Looked After Children and that staff understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Looked After Children, and to promote the involvement of these children in extra-curricular activities
- To act as an advocate for Looked After Children;
- To develop and monitor systems for liaising with carers, social workers, health professionals and the North Yorkshire ELAC Virtual School;
- To hold a supervisory brief for all Looked After Children, e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up-to-date.
- To maintain high expectations of looked after children's involvement in learning and educational progress, promoting a culture of success;
- To assess a young person's specific educational needs promptly when a child at the school becomes looked after, or when a looked after child joins the school either at the beginning of, or during, the school year;
- To monitor the educational progress, attainment and attendance of Looked After Children.
- To intervene if there is evidence of individual under-achievement, absence from school or internal truancy;
- To celebrate the success of all Looked After Children.
- Work with individual Looked After Children

- To enable the child to make a contribution to the educational aspects of their care plan;
- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker from the Authority responsible for them). The PEP sets out appropriate targets and support available;
- Ensure that the Pupil Premium which applies to LAC who have been in care for 6 months and over is targeted at improving attainment and achievements. A summary of the impact of the Pupil Premium should be included on the school website.
- To promote strong home-school links and consult with the child or young person and ensure they have an appropriate adult who will attend school events e.g. parents' evenings; sports; drama events to provide support and encouragement.

#### Liaison with other agencies:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register, ensuring all LAC in school are safeguarded;
- To attend, arrange for someone else to attend, or to contribute in other ways to Looked After Children at care planning meetings and PEP meetings;
- To be the named contact for colleagues in the North Yorkshire ELAC Virtual School and other local authorities as appropriate;
- To liaise with other designated teachers at key points of transition such as moving key stages or to a new school;

#### Training:

- To develop a knowledge of Vulnerable Children/Education inclusion procedures by attending training events organised by the Local Authority and other providers;
- To attend training for Designated Teachers as appropriate;
- To cascade training to school staff as appropriate.

### **Responsibility for Looked After Children in School**

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Head Teacher and the Designated Teacher for Looked After Children.

It is appropriate for support staff to have knowledge that the young person is being looked-after only when they are directly involved in the teaching of the young person or the direct supervision of them during breaks and lunch times. Information would be shared with cover staff as appropriate.

#### All staff in the school will:

- Raise awareness of the needs of looked after children and challenge negative stereotypes about them in order to ensure that they achieve as well as they possibly can and do their personal best.
- Have high aspirations for the educational and personal achievement of looked after children;
- Maintain looked after children's confidentiality and ensure they are supported sensitively;
- Respond promptly to the designated teacher's requests for information;
- Work to enable looked after children to achieve stability and success within school;
- Promote the self-esteem of all looked after children;
- Have an understanding of the key issues that affect the learning of looked after children.

### **Admission Arrangements**

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed for a new Personal Education Plan within 20 school days of a new LAC being admitted. An appropriate school admissions

meeting will take place. In some cases, it may be helpful to provide a mentor from within or external to the school community.

### **Involving the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. It is good practice to consult and share with a young person appropriate records that are held by school and the local authority. The explanation should emphasise that the school, the social worker, and their carer(s) are working together to help them achieve in school.

### **Communication with Other Agencies**

Schools should ensure that a copy of all reports (eg end of year reports) should be forwarded to the young person's Social Worker in addition to the Foster Carer or Residential Social Worker. It should be agreed at the PEP meeting what information parents will receive, this needs to be in line with the legal framework. A Social Worker will be able to advise on correspondence with parents and approaches to normalise consent for routine school activities.

### **Assessment, Monitoring and Review Procedures**

Each looked-after pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify, success, specific areas of concern and include achievable targets. The PEP developed by North Yorkshire Council is age group specific.

Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Homework;
- Involvement in Extra Curricular Activities;
- Special needs (if any);
- Development needs (short and long-term development of skills, knowledge or subject areas and experiences); and
- Long-term plans and aspirations (targets including progress, career plans and aspirations).

The PEP will be updated at least every six months, as part of the Statutory Reviewing process carried out by Children's Social Care. The PEP will be stored on the local authority ICS case management system and circulated to all key parties who attended the PEP meeting.

Local Authority contact details for the Education of Looked After Children are:

North Yorkshire ELAC Virtual School

North Yorkshire Council County Hall

Northallerton North Yorkshire DL7 8AE

The generic phone number for all enquires is 0845 034 9589