

# Hayfield Primary School

Policy for

# Designated Teacher for Looked After Children

October 2016

HAYFIELD PRIMARY SCHOOL  
*Loving Learning, Loving Life*

## Designated Teacher for LAC Policy

### *Our School Vision*

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

### *Our Mission Statement*

***We want every child to:***

- **be happy and secure**, and to know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self-worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfil potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be caring and kind; share and take turns; have trust, tolerance and respect; be a good listener and empathise.

***Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:***

#### **The community**

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

#### **The environment**

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

#### **Enterprise Education**

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

#### **Sports and the Arts**

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

## **Statutory framework**

Section 20 of the Children and Young Persons Act 2008 (“the Act”), and supporting Regulations place a duty on the governing body of maintained schools to designate a member of staff (the ‘designated person’) as having responsibility to promote the educational achievement of looked after children who are registered pupils at the school. The designated person is ordinarily required to be:

- a qualified teacher or
- a head teacher or acting head teacher.

The requirement on governing bodies to appoint a designated teacher to promote the educational achievement of looked after children on the school’s roll sits alongside the duty on local authorities under the Children Act 1989 to promote the educational achievement of the children who they look after.

There are particular barriers which prevent looked after children doing well in education. The statutory basis of the designated teacher role underlines the importance given in law to promoting looked after children’s educational achievement, based on regular assessment of their educational needs and learning styles. Arrangements in place should ensure the post holder has the necessary authority to:

- lead the work of colleagues to raise the attainment of looked after children; and
- guide and negotiate with qualified colleagues about delivering differentiated teaching and learning provision to meet the needs of individual children.

At Hayfield Primary School, the Designated Teacher for Looked After Children (LAC) is Sian Pinkerton, who is also the SENCO. Mrs Pinkerton will have an overview of provision for LAC and monitor progress, but will delegate certain roles and responsibilities to the class teacher and other appropriate adults within the school to ensure the child’s needs are being met on a day-to-day basis and that progress is being made.

## **The role and responsibilities of the designated teacher for LAC**

The role of schools and of designated teachers is central to significantly improving the quality of life and the educational achievements of looked after children. To understand about care and the impact upon education is critical if multi-agency working and corporate parenting are to be effective.

Not all aspects of the job of the designated person need be carried out by a single individual or by a qualified teacher. While lead responsibility for raising attainment of looked after children on roll must rest with a qualified teacher, certain functions within the role, including pastoral and administrative tasks, can be appropriately delegated.

### **The role**

The designated teacher will:

- know who all the LAC are in their school, keep an up to date list and act as an advocate for them
- will be responsible for ensuring a comprehensive and welcoming induction for the child and carer and note any specific requirements, including care status

Responsibilities can be broadly set out under the following categories:

### **The personal education plan (PEP)**

The designated teacher will:

- Ensure the school's contribution to the development of Personal Education Plans (PEPs) as soon as possible (within 20 days of entering care or joining a new school). It is the school's responsibility to deliver support and an appropriate curriculum in order that the child can work towards achieving their educational targets.
- Ensure that educational targets in the PEP are SMART and linked to identified needs.
- Ensure that the Pupil Premium Plus granted to the child through the local authority is used to support the PEP in meeting his or her educational targets.
- Send a copy of the needs and targets (plus other information where appropriate) from the PEP to relevant colleagues in school, and invite relevant colleagues to PEP meetings as appropriate.
- Keep PEPs and other records up to date, particularly in time to inform review meetings.
- Ensure school support systems are in place where they have been agreed in the PEP and that referrals are made to any education agencies that can provide agreed additional support.

It is the responsibility of the social worker to initiate and manage the PEP meeting. The PEP should be prepared with the child and carer, in liaison with the social worker and other relevant support workers and agencies, and be linked to the Care Plan meetings. Where appropriate, the PEP should take account of any individual Education, Health and Care Plan (EHCP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP) or any other relevant plans. The PEP should inform and be reviewed, concurrently with the Care Plan, i.e. within 28 days, 3 months and 6 months and, at least, every 6 months.

### **Relationship with carers**

The designated teacher will:

- Ensure that the child and carer(s) receive sufficient notice of school meetings, parents' evenings and other events and that communication remains regular and positive.
- Liaise over the educational progress of the child and advise how school work can be supported at home.
- Understand that some carers do not always feel confident to approach schools and so enable the home/school relationship to be effective by making themselves and their role known to the carer.

### **Multi-agency working**

The designated teacher will:

- Provide written information to assist planning / review meetings / statutory reviews and ensure representation as far as possible.
- Ensure carers/social workers are aware of out of hours learning so that travel arrangements can be made.
- Liaise with the social worker over arrangements for the PEP and who will explain to the looked after child what the purpose of a PEP is.

### **In school liaison**

The designated teacher will:

- Ensure staff receive relevant information and training.

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- Act as an adviser to staff and governors.
- Ensure confidentiality for individual children and only share personal information on a need to know basis.
- Ensure that each child in public care has an identified member of staff that they can talk to (this should be based on the child's wishes and may not necessarily be the designated teacher).
- Co-ordinate support for the child in the school and liaise with other professionals e.g. if designated teacher feels it is more appropriate for another member of staff to attend the PEP meeting e.g. class teacher, they will need to ensure they are properly briefed about their part in the meeting.
- Identify, with the Headteacher, how the Pupil Premium Plus granted to the child will be used, monitor its use throughout the year, and identify any changes required as needs emerge.
- Ensure speedy transfer of information between individuals and other relevant agencies and to a new school if and when the child transfers.

### **Pupil awareness of the designated teacher**

The designated teacher will:

- Encourage looked after children to participate in extra-curricular activities and out of hours learning by making them aware of all that is available.
- Ensure, with looked after children's carers, that looked after children know what the role of the designated teacher is and know who to go to with any concerns, issues or celebratory news.
- Consider, with the child and his/her carer(s), the views of the child on his/her participation in PEP or related meetings.

### **Current legislation and relevant information**

The designated teacher will be familiar with:

- Every Child Matters (DfES, 2004)
- DfES Statutory Guidance on local authorities to promote the educational achievement of looked after children (DfES,2004)
- The Children Act (2004)
- The Social Exclusion Unit Report – a better education for children in care (DfES, 2003)
- Guidance for Children and Young People in Public Care (2000, updated 2005/6)
- The Equality Act (2010)
- Keeping Children Safe in Education (2016)
- Relevant documentation provided by the Local Authority

**This policy will be reviewed bi-annually.**

**It was approved by the Governing Body on:**

<b>Review date</b>	<b>Signed by Chair of Governors</b>	<b>Signed by Headteacher</b>