

Designated Teacher Policy

Education of Children Looked After and Children Previously Looked-After

Myton School



Approved by:
Leadership Team

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Introduction

Myton is a values led school where we relentlessly pursue our aim of preparing all our students for lifelong success by;

- **Creating self-assured learners** who confidently navigate their way through their studies, are able to reflect on their own strengths and weaknesses and take responsibility for their own learning. They understand the impact their actions and behaviour have on others and themselves and demonstrate the highest standards of conduct both in and out of the classroom.
- **Removing barriers** which may hinder the progress for students helping them better cope with the rigours of our school and our curriculum. Subsequently, all our students achieve very well.
- **Working together** ensuring our students, staff, parents and partners all share the highest aspirations for our students and work effectively alongside one another for the good of our students and our community.
- **Investing in futures** by developing a strong work ethic in our students so they can thrive and ensuring our staff have the skills to constantly inspire and motivate our students.

Our four values underpin all our work here at Myton as we believe they are the essential ingredients for children to thrive as adults. To achieve this, our focus is on high quality teaching in the classroom and memorable experiences out of it.

Definitions:

Definitions: A child is Looked After (LAC) if they are in the care of the local authority for more than 24 hours. A Previously Looked After Child (PLAC) is one who is no longer looked after by the local authority in England Wales because that are the subject of an adoption, special guardianship order or child arrangements order, or they were adopted from 'state care' outside England and Wales.

Warwickshire Local Authority use the terminology Child in Care and Children Previously in Care (CiC/PCiC). These terms are interchangeable with LAC/PLAC, and both may appear in relevant documentation.

This policy includes requirements set out in statutory guidance on the duty on local authorities to promote the educational achievement of Looked After Children (and Previously Looked After Children) under Section 52 of the Children Act 2004 and associated guidance on the education of Looked After and Previously Looked After Children.

Designated Teacher	Ms Shabana Akram
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Myton School recognises that all pupils are entitled to a broad and balanced, curriculum and aims to promote the educational achievement and welfare of pupils in public care. Our approach to encouraging and supporting the educational achievement of Children in Care and Children Previously in Care is based on the following principles:

- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for overseeing the educational provision for all CiC and PCiC.
- All CiC will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require.
- Having high expectations for the child and ensuring equal access to a broad and balanced education.
- Recording, monitoring, and improving the academic achievement of the child while supporting their health and wellbeing.
- Achieving stability and continuity.
- Promoting engagement through challenging and changing attitudes.
- Using a collaborative approach to ensure good communication between all those involved in the child's life.
- Maintaining and respecting the child's confidentiality wherever possible.
- Raising staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Children in Care or Previously in Care.

Myton School recognises that CiC and PCiC can experience specific and significant disadvantages within a school setting and is committed to ensuring that they reach their potential in all areas.

We are aware that CiC and PCiC may have specific difficulties with transport and attendance, completing homework, securing parental consent for activities, obtaining funding for extracurricular activities as well as access to correct school uniform and equipment.

Myton School also recognises that CiC and PCiC may have very specific emotional needs, with many pupils coming to terms with or coping with trauma, abuse or rejection, and that personal distress and uncertainty is an everyday lived experience for them.

Here at Myton School, we believe the educational experience of all children should be positive. We aim to offer a learning environment in which every Child in Care or Child Previously in Care is successful, remains healthy, feels safe, achieves academic success, makes a positive contribution within the wider school community, is guided to map out future pathways at Post16 and ultimately achieves economic wellbeing.

Roles and Responsibilities

The Head Teacher

- Will identify a Designated Teacher for Children in Care and Children Previously in Care, whose role is set out below.
- Quickly identify another appropriate person should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance, and any exclusion of CiC and PCiC, and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CiC and PCiC to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

The Governing Body

- Will ensure that all Governors are fully aware of the legal requirements and guidance regarding the education of CiC and PCiC.
- Are aware of the Education (Admission of Looked After Children England) Regulations 2006, and other relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- Have an overview of the needs and progress of Children in or Previously in

Care.

- Allocate resources to meet the needs of these children.
- Will ensure Myton School's other policies and procedures support the needs of these children.
- Supports the Head teacher, the Designated Teacher and other staff in ensuring that the needs of Children in or Previously in Care are recognised and met.

The linked Governing Body member receives a regular report setting out the progress of CiC and PCiC.

The Designated Teacher

- Will ensure a smooth induction for the pupil and their carer, using PEP Reviews to ensure needs are identified and met. Transition and induction will be in consultation with the pupil's social worker or any professionals working with the family.
- Will ensure that a PEP is completed with the pupil, the social worker, the carer and any other relevant people, in a timely manner before each review.
- Is responsible for maintaining an up-to-date record of the CiC and PCiC in school, and ensuring all necessary information is passed to other staff as required.
- Will ensure that each CiC and PCiC has an identified link member of staff for any additional support as and when required. This need not be the Designated Teacher but should be based on the student's own wishes and needs.
- Will track academic progress and target support appropriately, ensuring the wider school community are aware of their collective responsibilities towards CiC and PCiC.
- Is responsible for coordinating wider support for the child within school, liaising with teaching and non-teaching staff, including the Child Protection Lead and Pastoral Teams to ensure they are aware of the difficulties and educational disadvantages CiC and PCiC may face.
- Will establish and maintain regular contact with home, statutory and voluntary agencies.
- Has the overall responsibility of promoting inclusion in all areas of school life and encourage CiC and PCiC to engage with extracurricular activities outside of the learning environment.
- Will act as an advocate and advisor to staff and Governors, raising their awareness of the needs of CiC/PCiC.
- Will set up meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Will ensure the rapid transfer of information between individuals, agencies and if the pupil changes school, including supporting of transition when moving to a new phase in education.
- Will ensure that attendance and pastoral concerns such as bullying are closely monitored.

- Is responsible for attending training as required to keep fully informed of the latest developments and policies regarding CiC/PCiC. .
- Is responsible for overseeing the fair management and use of Pupil Premium Plus money to ensure it promotes the academic and social development of these students.

At Myton School the role of the Designated Teacher is undertaken by a member of the Senior Leadership Team who oversees the support provided by school at a strategic level. Not all aspects of the DT role need necessarily to be carried out by a single individual or qualified teacher. Although overall responsibility for the support of CiC and PCiC lies with the Designated Teacher, the day-to-day support for CiC/PCiC is undertaken by a range of other members of staff. In particular, the school employs a CiC support member of staff who works closely with students, carers and professionals to ensure support is in place.

Confidentiality

Information on CiC/PCiC will be shared with school staff on a “need to know” basis. Prior to information being disseminated, The Designated Teacher will discuss what is to be shared with the social worker, carer, young person, and other parties, ensuring confidentiality is maintained.

Record keeping and Information Sharing

The Designated Teacher will keep an up-to-date record of CiC/PCiC in school and will ensure relevant and key information is shared appropriately and sensitively with identified members of school staff.

A PEP will be initiated within 20 school days of the CiC starting at Myton School or being taken into care. This will be reviewed regularly to meet the needs of the Child in Care.

The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly. Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the Pupil as well as any receiving school at point of transition. It is important the CiC is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with the pupil will depend on their age and level of understanding.

Exclusions

Myton School recognise that Looked After Children may be vulnerable to exclusions.

Where a Child in Care/Previously in Care is at risk of exclusion the school will adopt a multi-professional collaborative approach, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion. The PEP, if appropriate, will be reviewed to reflect strategies and other relevant resources and Designated Teacher Policy V1 April 2024

measures taken to support the pupil. Where appropriate, alternative educational packages may be considered to prevent an exclusion.

Staff Development and Training

Wider staff will receive relevant training and support to enable them to work sensitively with CiC/PCiC. This includes pupils who may be underachieving or at risk of underachieving, have additional needs which may include EAL, or who have learning or physical needs. The Special Educational Needs and Disability Coordinator (SENDCo) will be informed of those children who have additional learning needs and will work with them appropriately.

Support and Resources

The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for CiC/PCiC, meeting the objectives set out in this policy.

Home-School Liaison

Myton School recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable CiC/PCiC to achieve their potential. School Open Evenings, Parents' Meetings, PEPs and Care Plan Review Meetings will provide opportunities to continue to develop positive home-school partnerships.

Admission Arrangements

Myton School recognises that due to care arrangements CiC/PCiC may enter school mid-term. We understand it is important pupils are provided with a well-planned transition programme, and where appropriate additional support. Myton School also recognises that these children are an 'excepted group' and will prioritise them in the schools over subscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006).

Links with Other Agencies

Myton School aims to work collaboratively with wider support agencies and organisations, seeking to build and strengthen the 'team around the child'. These agencies include, but not limited to Social Care Teams, Educational Psychologists, Health Care Workers, Mental Health Specialist.