

EST. 1914
THE CARDINAL VAUGHAN
MEMORIAL SCHOOL



Amare et Servire

**Looked-After And Previously Looked-After Children
Designated Teacher Policy**

All policies are updated regularly in accordance with statutory guidance.

Please also refer to the following policies:

Safeguarding and Child Protection Policy and Procedures

KEY PERSONNEL & CONTACT DETAILS

Designated Teacher	Contact Details
Eamonn Brett	brette@cvms.sjscat.co.uk

RATIONALE

The School fully recognises the potential impact of being a looked-after or previously looked-after child, both emotionally and educationally. We understand our role as being part of a wider range of services, agencies and support mechanisms which, together, will promote the emotional well-being and educational achievement of looked-after or previously looked-after children.

AIMS

To ensure that:

- a suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children;
- the designated teacher promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too;
- staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for.

LEGISLATION AND GUIDANCE

This policy is based on the Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#). It also takes into account [section 2E](#) of the Academies Act 2010.

DEFINITIONS

Looked-after children are registered pupils that are:

- in the care of a local authority, or
- provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours.

Previously looked-after children are registered pupils 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 the Local Governing Body 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

Personal Education Plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to support the child in reaching their full potential.

Virtual School Head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's looked-after children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

ROLES AND RESPONSIBILITIES

The designated teacher will:

- act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children
- promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - working with VSHs
 - promoting a whole school culture where the needs of these pupils matter and are prioritised
- be the point of contact for supporting virtual schools in completing PEPs
- take lead responsibility for ensuring school staff understand:

- the things which can affect how looked-after and previously looked-after children learn and achieve
 - how the previous experiences of looked-after and previously looked-after children may leave them more vulnerable to safeguarding issues
 - how the whole school supports the educational achievement of these pupils
- contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- act as a source of advice for teachers about working with looked-after and previously looked-after children
- work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
- have lead responsibility for the development and implementation of looked-after children's PEPs
- work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children