

# Spring Lane school

## Designated Teacher Policy

### 2021-2022



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## 1. Aims

The school 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 and carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for.

## 2. Legislation and statutory 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.

## 3. 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 the local authority but ceased to be as a result of any of the following:
  1. A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them.
  2. A special guardianship order.
  3. An adoption order.
- They appear to the local governing board to have:
  1. Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and ceases to be in that state as a result of being adopted.

**Personal educational plan (PEP)** is part of a looked-after child's care plan that is developed with the pupils school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches 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.

- 4. The schools designated teacher across all sites is Angela Ball. Aspects of this role will be delegated by the designated teacher to qualified staff, such as the Senior Leadership Team and DSL's, such as attending PEP's.**

Our designated teacher takes lead responsibility for promoting the educational achievement of looked- after children within each of our settings. They are your initial point of contact for any matters set out in the selection below.

## **5. Role of the designated teacher**

### **5.1 Leadership responsibilities**

The designated teacher will:

- Act as a central point of initial contact within their School for any matters involving looked-after and previously looked-after children.
- Promote the educational achievements of every looked-after and previously looked-after child on roll by:
  - 1) Working with VSHs
  - 2) Promoting a whole school culture where the needs of these pupils matter and are prioritised.
- Take lead responsibility for ensuring School staff understand:
  - 1) The things which can affect how looked-after and previously looked-after children learn and achieve.
  - 2) How the whole School supports the educational achievement of these pupils
- Contribute to the development and review of School and trust policies to ensure they consider the needs of looked-after children 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 teacher 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 PEP's.
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education.

### **5.2 Supporting looked-after children**

The designated teacher will:

- Make sure looked-after children's PEP's meet their needs by working closely with other teachers to assess each child's specific educational needs.
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how looked-after children's attainment progress under their PEPs.
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure this is reflected in their PEP.
- Ensure the identified actions of PEPs are put in place.

- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils.
- Ensure that a looked-after child's PEP is reviewed before the statutory review of their care plan- this includes making sure the PEP is up to date and contains any new information since the last PEP review.
- The updated PEP is passed on to the child's social worker and VSH ahead of the statutory review of their care plan.

### **5.3 Supporting both looked-after children and previously looked-after children**

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium funding.
- Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment.
- Play a key part in decisions on how pupil premium funding is used to support previously looked-after children.
- Be aware of the special educational needs of looked-after and previously looked-after children in areas like attendance, behaviour and furniture career planning.
- Make sure PEPs work in harmony with any educational, health and care plans that a looked-after child may have.

### **5.4 Relationships beyond the school**

The designated teacher will:

- 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.
- Discuss with social worker how the school should engage with birth parents.
- Be open and accessible to parents and guardians of previously looked-after children and encourage them to be actively involved in their children's education.
- Consider how the school works with others outside of school to maximise the stability of education for looked after children.
- Make sure that for each looked after child:
  - 1) There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as there social worker.
  - 2) School / trust policies are communicated to their carer and social worker.
  - 3) Teacher know the most appropriate person to contact where necessary, such ass who has the authority to sign permission slips.

## **6. The Personal Education Plan (PEP) for Looked After Children**

The Personal Education Plan (PEP) allows the social worker, residential staff/carer and Designated Teacher at the child's school or, where the child has no school place, the education service, in conjunction with the child, to set out what needs to happen to meet the educational needs of the child.

The Personal Education Plan should be initiated as part of the Care Plan before the child becomes Looked After (or within 10 working days in the case of an emergency placement), and be available for the first Looked After Review meeting and all subsequent Looked After Reviews.

All Looked After Children must have a Care Plan, of which the PEP is an integral part. The PEP (pre-school age to 18) should be initiated as part of the Care Plan. It provides essential information to ensure that appropriate support is in place to enable the child to achieve the targets set. It is also a record of the child's leisure interests and educational achievement.

The Designated Teacher leads on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored, with the Virtual School Head having a quality assurance role.

All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent/carer and/or relevant family member.

The PEP is an evolving record, and arrangements for the flow of information to develop, review and update the PEP should be in place to ensure the VSH, Designated Teacher, carer and, where appropriate, child and parent have a copy of the latest version of the document. Virtual School Heads should make arrangements for PEPs to be reviewed each school term.

PEPs should:

- Identify developmental and educational needs in relation to skills, knowledge, subject areas and experiences;
- Set short and long-term educational attainment targets agreed in partnership with the child and the carer where appropriate;
- Include a record of planned actions, including milestones on homework, extra tuition and study support, that the school and others will take to promote the educational achievement of the child, based on an assessment of their educational needs;
- Include information on how the child's progress is to be rigorously monitored;
- Record details of specific interventions and targeted support that will be used to make sure personal education targets are met, especially at the end of Key Stage 2 in relation to English and mathematics, and at Key Stage 4 in achieving success in public examinations;
- Say what will happen, or is already happening, to put in place any additional support which may be required - e.g. possible action to support special educational needs involving the SENCO, educational psychologist, or local authority education services (information contained within a EHC plan does not have to be duplicated in the PEP, a reference is sufficient as long as the plans work together to meet overall needs);
- Set out information on what will happen or is already happening to identify and support any mental health needs relevant to the child's education;
- Set out how a child's aspiration and self-confidence is being nurtured, especially in consideration of longer-term goals towards further and higher education, work experience and career plans. Discussions about longer-term goals should start early and ideally well before Year 9 (age 13-14) at school. High aspirations are crucial to successful planning for the future. They should focus on the young person's strengths and capabilities and the outcomes they want to achieve;
- Include the child's views on how they see they have progressed and what support they consider to be most effective;
- Be a record of the child's academic achievements and participation in the wider activities of the school and other out of school learning activities (e.g. sporting, personal development);
- Provide information which helps all who are supporting the child's educational achievement to understand what works for them, helping to substitute for the role that parents might otherwise provide; and
- Have clear accountability in terms of who within the school is responsible for making the actions identified in the plan happen.

The Designated Teacher would normally have overall responsibility for leading the process of target setting for looked-after children in school, should monitor and track how their attainment progresses, and ensure that

identified actions are put in place. The Designated Teacher will help the school and the local authority that looks after the child to decide what arrangements work best in the development and review of the PEP.

In addition the PEP should have:

- An up to date and accurate chronology of education and training history which provides a record of the child's educational experience and progress in terms of [National Curriculum Assessments](#), including information about educational institutions attended and the reasons for leaving, attendance and conduct record, academic and other achievements, any special educational needs, an indication of the extent to which the child's education has been disrupted before entering care or accommodation;
- A clear statement clarifying existing arrangements for education and training, including details of any special educational provision and any other provision to meet the child's educational or training needs and promote educational achievement;
- A description of any planned changes to existing arrangements and provision to minimise disruption;
- A description of the child's leisure interests;
- A description of the role of the appropriate person and any other person who cares for the child in promoting the child's educational achievements and leisure interests;
- A description of how the Pupil Premium is assisting the child's progress and applications for bursaries should be discussed as part of PEP Meetings;
- Details of who will take the plan forward, with timescales for action and review are an essential aspect of all PEP planning.

## 7. Policy Monitoring, Evaluation and Review

The Head Teacher and Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Adopted by Spring Lane School On 25<sup>th</sup> May 2022

Chair of Governors

Vanna Sham . .....

Headteacher

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