



**Longcause Community
Special School**

**DESIGNATED TEACHER FOR LOOKED AFTER AND
PREVIOUSLY LOOKED AFTER CHILDREN POLICY**

Signature of Head:	Anne Hutchinson
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Children in care have the right to expect the same outcomes we all want for every child – they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic wellbeing.

Definition

'In care' is a term that refers to children in the care of the Local Authority. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members, and sometimes with their parents. Longcause School recognises that children in care may have very specific needs.

Longcause School commitment to Children in Care

Nationally the educational achievement of children in care as a group remains unacceptably low. The Social Exclusion Unit had identified five key reasons why children in care underachieve in education

- too many young people's lives are characterised by instability
- young people in care spend too much time out of school or other place of learning
- children do not have sufficient help with their education if they get behind
- carers are not expected, or equipped, to provide sufficient support and encouragement at home for learning and development
- children in care need more help with their emotional, mental or physical health and wellbeing.

Longcause School is committed to helping every child achieve the highest educational standards he or she possibly can. Children in care are a priority for admission, and Longcause School will follow the Local Authority's admission criteria.

Roles and Responsibilities

The Designated Teacher for children in care is Faye James.

The Designated Governor for children in care is Fred Jenkins.

The Governing Body will:

- Ensure that the admission criteria and practice prioritises children in care according to the DfE Admissions Code of Practice.
- Ensure all governors are fully aware of the legal requirements and guidance for children in care.
- Appoint a qualified teacher as the Designated Teacher for children in care.
- Ensure that the Designated Teacher receives training.
- Liaise with the Head Teacher, Designated Teacher and all other staff to ensure the needs of children in care are met.
- Nominate a governor with responsibility for children in care who links with the Designated Teacher.
- Receive an annual (minimum) report from the Designated Teacher.
- Work with the school leadership team to act on any issues raised in the report.
- Annually review the effective implementation of the school policy for children in care.
- Ensure that the school's policies and procedures give children in care equal access in respect of:
 - Admission to school
 - National Curriculum and examinations, both academic and vocational
 - Out of school learning and extra-curricular activities

- work experience and careers guidance.

The Designated Teacher's role and responsibilities includes:

- Promoting a culture of high expectation amongst all staff in the school.
- Making sure the young person has a voice in setting learning targets.
- Being a source of advice for staff.
- Keeping an up to date list of all children in care, including those in the care of Other LAs.
- Recording and monitoring academic progress, attendance and personal development and report to Virtual School Head Teacher.
- Monitoring attendance and exclusions weekly and liaising with Social Worker
- Leading on the development and implementation of each child's Personal Education Plan. (PEP)
- Ensuring specific interventions and targeted support are used to make sure personal education targets are met (particularly in English and Maths).
- Attending relevant training.
- Making sure that Looked After Children are prioritised for 1:1 Tuition arrangements and that carers understand the importance of supporting learning at home.
- Promoting good communication between all those involved in the child's life and ensuring school staff are aware of all relevant information.
- Ensuring confidentiality on individual children, sharing confidential/personal information on a need to know basis.
- Liaising pro-actively with the Virtual School Team and allocated Social Worker.
- Ensuring that a member of staff attends care reviews, whenever possible.
- Providing additional support for transition between schools/key stages and liaising with new the Designated Teacher.
- Encouraging engagement in school clubs or activities and ensuring participation in school trips and curriculum enhancement activities.
- Providing a report for governors at least once a year.
- When a child becomes looked after the SDQ must be completed with school and pupil to form part of the PEP. The allocated social worker will complete with Foster Family.

All school staff will:

- Follow school procedures.
- Keep the Designated Teacher informed about a child in care's progress.
- Have high expectations of the educational and personal achievements of children in care.
- Positively promote the raising of a child in care's self-esteem.
- Ensure any child in care is supported sensitively and that confidentiality is maintained.
- Be familiar with the school's policy and guidance on children in care and respond appropriately to requests for information to support PEPs and review meetings.
- Liaise with the Designated Teacher where a child in care is underachieving or experiencing difficulties.
- Make full use of Assessment for Learning approaches to improve the short- and medium-term progress of children in care and understand where they are in their learning, where they need to go and how to get there.
- Contribute to regular liaison with social worker and other appropriate professionals and keep carers fully informed at all times.

- Keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers/pupil as appropriate.
- Make extra copies of reports available, when required by others in and beyond the school.

Previously Looked After Children

Following amendments to the Children & Social Work Act 2017 Previously Looked After Children (PLAC) need to be a focus of the Designated Teacher and Governing Body along with Children in Care.

The school will:

- Provide a designated member of staff to have responsibility for promoting the educational achievements of PLAC pupils.
- These pupil pupils will be subject to an Adoption Order, Special Guardianship or Child Arrangement Order.
- For a pupil to be PLAC they must have spent a period of time in care. It does not include where a child has been placed back with the parents/family.

The Designated Teacher for PLAC is Faye James.

The Designated Governor for PLAC is Fred Jenkins.

The Designated Teacher's role and responsibility will be to:

- Meet termly with PLAC Governor to discuss PLAC pupils including attendance, achievements, exclusions, impact of PP+ and levels of progress.
- Attend regular training and updates regarding PLAC
- Have supervision between Governor and Designated Teacher
- Produce an annual report to Governing Body on any PLAC (to be anonymous in report)
- Make referrals to other professional/agencies/provisions when needed and liaise with parents
- Ensure records are correct for PLAC pupils held within the school
- Inform Teachers of PLAC pupils within the school and any new admissions
- Work with other members of ELT to ensure PLAC are shown within data and impact of provisions available.
- Discuss with Safeguarding Team any concerns they are made aware of and keep Safeguarding records up to date.
- Update relevant policies

The Designated Governor will:

- Meet with Designated Teacher to discuss attendance, achievements, exclusions, impact of PP+ and levels of progress for PLAC
- Include PLAC in Supervision
- Attend updates and training
- Report to Governing Body when necessary on PLAC
- Receive an annual report on PLAC
- Review relevant policies