

# NEWLANDS GIRLS' SCHOOL POLICY DOCUMENT



## Designated Teacher for Looked-After and Previously Looked-After Children

<b>LAST UPDATED/REVIEWED</b>	Assistant Headteacher with responsibility for LAC/Deputy Headteacher	March 2025
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<b>POLICY TYPE</b>	Voluntary
<b>REVIEW FREQUENCY AND DATE</b>	Annually – March 2026

<b>RESPONSIBLE</b>	
Leadership Team	Assistant Headteacher with responsibility for LAC/Deputy Headteacher
School Policy	

<b>APPROVED:</b>	Miss Capon, Headteacher on the XX February 2025 and minuted as approved by FGB on the 10 <sup>th</sup> March 2025.
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**Courage      Commitment      Compassion**

## 1. Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the Designated Teacher (DT) for Looked-After and Previously Looked-After children;
- The DT 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 and responsibilities of the DT, along with details of how to make contact with them.

## 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.

It also takes into account section 2E of the Academies Act 2010 and complies with our funding agreement and articles of association.

## 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;
- Subject to a placement order

**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 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.

**A 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 ensure the child reaches their full potential. It is completed in collaboration with the Virtual School, which supports the education of all children who are Looked-After, or Previously Looked-After, in their local authority. Formal PEP meetings are held three times each academic year and are attended by the student, as well as the professionals supporting them.

**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. Identity of our Designated Teacher**

Our DT is a member of the Leadership Team, who can be contacted through the school office. They take lead responsibility for promoting the educational achievement of Looked-After and Previously Looked-After children at Newlands.

#### **5. The role of the Designated Teacher**

The DT will work collaboratively with colleagues as necessary, including the Head of Year, Senior Link to the year group and Safeguarding Lead. However, general responsibilities may include:

- Acting as a central point of initial contact within the school for any matters involving Looked-After and Previously Looked-After children;
- Promoting the educational achievement of every Looked-After and Previously Looked-After child on roll by:
  - Taking the lead on PEP meetings and their follow-up, including target setting and ensuring the identified actions are put in place;
  - Supporting the development of a culture in which Looked-After and Previously Looked-After children are encouraged and supported to engage with their education and other school activities.
- Work with the Virtual School to agree how Pupil Premium funding for Looked-After children can most effectively be used to improve their attainment;
- Sharing important information and advice with colleagues;
- Contribute to the development and review of whole-school policies to ensure they consider the needs of 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;
- 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;
- Ensuring that a Looked-After child's PEP is reviewed before the statutory review of their care plan and has been shared with other professionals supporting the child;
- Ensuring an effective handover of information, including the most recent PEP, to their next school or college.

Where a Looked-After or Previously Looked After child is at risk of exclusion, the DT will contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary.

#### **6. Links with other policies**

This policy links to others, including (but not limited to) our Behaviour Policy and our Safeguarding Policy.