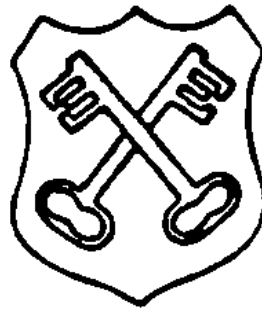


# St Peter's CE Primary School



## Designated Teacher For Looked After Children Policy

Our Vision:

“For the children to realise their God-given gifts and talents, and grow following the example of Jesus.’ Matthew 19:26- But Jesus looked at them and said, “With man this is impossible but with God all things are possible”

February 2021

## **Rationale**

From 1 September 2009 the governing bodies of all maintained schools are required under the Children and Young Persons Act 2008 (the 2008 Act) to appoint a designated teacher to promote the educational achievement of looked after children who are on the school roll.

### **The role of the governing body**

- The governing body will ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).
- As a minimum, governors will consider an annual report from the designated teacher.
- The governing body and school leadership team will consider the report and act on any issues it raises so as to support the designated teacher and maximise the impact of the role.

### **The role of the designated teacher within the school**

The designated teacher will have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The designated teacher will:

1. Promote a culture of high expectations and aspirations for how looked after children learn.
2. Make sure the young person has a voice in setting learning targets.
3. Be a source of advice for staff about differentiated teaching strategies, which are appropriate for individual children.
4. Support staff in making full use of Assessment for Learning.
5. Make sure that looked after children are prioritised in one-to-one tuition arrangements and carers understand the importance of supporting learning at home.
6. Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

## **The role of the designated teacher in developing the personal education plan (PEP)**

- All looked after children must have a PEP as part of their overall care plan. The PEP will be sent to the designated teacher when the child becomes looked after or joins the school.
- The PEP is a shared document which includes the information which everyone needs to help their conversations, planning and the delivery of strategies required to ensure the child gets the support and provision needed to succeed.
- The designated teacher will lead on how the PEP is used as a tool in school to ensure the child's progress towards education targets is monitored. The designated teacher will make sure it is updated and available in time for the local authority review of the child's wider care plan. For each statutory review of the care plan the PEP must include:
  1. A summary of the strengths and achievements of the child.
  2. The views of the student.
  3. Current attainment and progress data.
  4. Information about progress towards education targets since the last PEP review.
  5. Specific, Measurable, Achievable, Realistic, and Timely (SMART) academic targets.
- The designated teacher will have a key role in helping looked after children make a smooth transition to their new school or college, including making sure there are effective arrangements in place for the speedy transfer of information.

## **The relationship of the designated teacher to others beyond the school**

- The designated teacher has a key role in making sure there is a central point of initial contact within the school who can manage the process of how the school engages with others (e.g. social workers, virtual school heads), works in a joined up way and minimises disruption to the child's education.
- The designated teacher will make sure that:
  1. There is an agreed process in place for how the school works with others, focusing on how everyone can contribute to promoting the child's educational achievement.

2. School policies, e.g. Home School Agreements, are communicated to social workers and carers.
3. The school does everything possible to maximise educational stability for the child, especially by finding ways of sharing information through the PEP and in providing advice to the local authority about the impact of disrupting education.

Last Review: February 2021

Next Review: February 2022