



DESIGNATED TEACHER FOR CHILDREN IN CARE AND PREVIOUSLY CHILDREN IN CARE POLICY

Review date: January 2025

Next review: January 2027

Aims:

The purpose of this policy is to ensure that the Designated Teacher for Children In Care (CIC) and Previously Looked After Children in Care (PCIC) fully complies with the statutory guidance on role and responsibilities and any other relevant guidance issued by the Secretary of State in order to ensure that the needs of these pupils are understood and met.

"The Designated Teacher for Children In Care and previously looked-after children in Care." February 2018.

Designated Teacher – Roles and Responsibilities:

The Designated Teacher must be a qualified teacher, a headteacher or acting headteacher of the school.

The Designated Teacher should keep the school up to date with any changes to legislation and statutory guidance and its implication in respect of Children In Care (CIC) and Previously Looked After Children in Care (PLAC).

The Designated Teacher has a leadership role in promoting the educational achievement of every Looked After Child in Care, PLAC and Specified Guardianship Order child (SGO) on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs

of every Looked After Child in Care matters and their personal, emotional and academic needs are prioritised. Most importantly, the Designated Teacher is the child's champion in school and the first point of contact for school colleagues, carers and social workers regarding anything to do with the child's education.

The Governing Body must ensure that the Designated Teacher undertakes appropriate training in order to fulfil their role.

The Designated Teacher must ensure the Children in Care and Previously Looked After Children in Care/SGO records in the school are kept up to date and will include:

- Their status (for LAC care order or accommodated, for PLAC adoption order, Special Guardianship Order, child arrangements order or adopted from state care outside England and Wales).
- For Children in Care: the type of placement e.g. foster, respite, residential.
- For CIC: Name of Social Worker, Virtual School Head and (for CIC and PCIC/SGO) other key professionals and their contact details.
- For CIC: details of who holds parental responsibility and daily contact names and numbers

- Whether they have an EHCP or receive SEN support.
- Child protection information when appropriate.
- Baseline information and all assessment results.
- Attendance figures.
- Exclusions.

The Designated Teacher has lead responsibility for the development and implementation of the child's Electronic Personal Education Plan (EPEP) within school in partnership with others as necessary, ensuring these meetings are held within the legal time frame and the paperwork is completed to a consistently high standard.

The Designated Teacher leads on how the Electronic Personal Education Plan (EPEP) is used in school to make sure the child's progress towards education targets is monitored. However, in order to achieve this effectively, the role entails a much wider range of responsibilities and functions, as outlined in more detail below.

The Designated Teacher seeks to understand and identify the child's specific needs, including liaising with the SENDCo and Designated Safeguarding Lead as required and ensuring that appropriate support and interventions are put in place.

The Designated Teacher has lead responsibility for helping school staff to understand the things which can affect how Children in Care/ PCIC/SGO children learn and achieve. This work will ensure that everyone involved understands that in order to do this they need to:

- have high expectations of Children in Care involvement in learning and educational progress;
- be aware of the emotional, psychological and social effects of loss and separation from birth, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences;
- understand the reasons which may be behind a Children in Care behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving;
- understand how important it is to see Children in Care as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers;
- appreciate the importance of showing sensitivity about who else knows about a CIC/PCIC/SGO status;
- appreciate the central importance of the child's EPEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential;
- have the level of understanding they need of the role of social workers, the Virtual School Headteacher and how education – and the function of the EPEP – fits into the wider care planning duties of the authority which looks after the child.

In promoting the educational achievement of Children in Care the Designated Teacher should:

- contribute to the development and review of whole school policies to ensure that they do not unintentionally put Children in Care at a disadvantage;
- make sure, in partnership with other staff, that effective and well understood school procedures are in place to support learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve;
- promote a culture in which Children in Care believe they can succeed and aspire to further and higher education;

- promote a culture of strong relationships and ensure the child is carefully matched to a key adult for regular check-in and support;
- promote a culture in which Children in Care (CIC) are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning;
- be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after;
- make sure the school makes use of a wide range of approaches to assessment to improve the short and medium term progress of Children in Care and help them and their teachers understand where they are in their learning, where they need to go and how to get there;
- make sure that Children in Care benefit from the use of the allotted pupil premium funding and are prioritised in any selection of pupils who would benefit from one-to-one tuition and access to academic focused study support;
- prioritising CIC, PCIC and SGO students for Careers Information and Guidance (CIAG) and Work Experience (WEX);
- promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers
- make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home;

For Previously Looked After Children/Special Guardianship Order:

- ensuring continuity in meeting educational needs is provided following a change to a child's care status and maintaining links with the Virtual School Head.
- helping raise parents' and carers' awareness of the Pupil Premium Plus and other support for previously Children in Care (including encouraging parents to tell the school if their child is eligible to attract Pupil Premium Plus funding).
- playing a key role in decisions on how the Pupil Premium Plus is used to support Children in Care/SGO and encouraging parents and guardians' involvement.
- convening EPAC/EPSTGO (Education Plan – Adopted Children/Education Plan – Special Guardianship Order) meetings as needed to best support the child.

Links to other Policies:

- Safeguarding and Child Protection
- Charging and Remissions
- Attendance
- Exclusion
- Children in Care Policy