



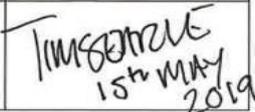
Transforming
Futures
TRUST

Designated Teacher for looked-After & Previously Looked-After Children Policy

Policy Information	
Policy Owner	Headteachers
Issue Version	1.0
Approving Committee	Safeguarding & Wellbeing
Adopted Date	May 2019
Review Cycle	Bi-Annual
Last Review Date	May 2019
Next Review Date	May 2021

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust.

Issue	Date	Author/Reviewer Job Role	Comments	Signed by Chair of Trustees
1	15 th May 2019	Chris Humphries Director of Performance	FIRST MAT WIDE POLICY.	 15 th MAY 2019



1. Introduction

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.

2. Introduction

'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. Transforming Futures Trust recognises that children in care may have very specific needs.

3. 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

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

The Trust 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 Transforming Futures Trust will follow the Local Authority's admission criteria.

4. Roles and Responsibilities

The Designated Teacher's Role and Responsibilities includes:

- a. Promote a culture of high expectation amongst all staff in the school.
- b. Make sure the young person has a voice in setting learning targets.
- c. Be a source of advice for staff.
- d. To keep an up to date list of all children in care including those in the care of other las.
- e. Record and monitor academic progress, attendance and personal development and report to place team/virtual school head teacher.
- f. Monitor attendance and exclusions weekly and liaise with EWO/exclusions officer as appropriate.
- g. Lead on the development and implementation of each child's personal education plan (pep).

- h. Ensure specific interventions and targeted support are used to make sure personal education targets are met (particularly in English and maths).
- i. Attend relevant training.
- j. Make sure that looked after children are prioritised for 1:1 tuition arrangements and that carers understand the importance of supporting learning at home.
- k. Promote good communication between all those involved in the child's life and ensure school staff are aware of all relevant information.
- l. Ensure confidentiality on individual children, sharing confidential/personal information on a need to know basis.
- m. Liaise pro-actively with place team, virtual school head teacher and social care team.
- n. Ensure that a member of staff attends care reviews, whenever possible.
- o. Provide additional support for transition between schools/key stages and liaise with new DT.
- p. Link with SENCO to ensure any special educational needs are assessed on arrival and met.
- q. Encourage engagement in school clubs or activities and ensure participation in school trips and curriculum enhancement activities.
- r. Provide a report for Trustees at least once a year.

All Trust Staff Will:

- a. Follow school procedures.
- b. Keep the designated teacher informed about a child in care's progress.
- c. Have high expectations of the educational and personal achievements of children in care.
- d. Positively promote the raising of a child in care's self-esteem.
- e. Ensure any child in care is supported sensitively and that confidentiality is maintained.
- f. 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.
- g. Liaise with the designated teacher where a child in care is underachieving or experiencing difficulties
- h. 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.
- i. Contribute to regular liaison with social care colleagues and other appropriate.
- j. Professionals and keep carers fully informed at all times.
- k. Keep appropriate records, confidentially as necessary, and make these available to other professionals/ parents/carers/pupil as appropriate.
- l. Make extra copies of reports available when required by others in and beyond the school.