

Original Date Written	Latest Date Reviewed	Date Adopted	Date for Review
January 2017		January 2017	January 2018

Marlborough St Mary's CE VC Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Looked After Children and Designated Teacher Policy

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Many looked after children have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress. At Marlborough St Mary's Primary School we believe that every child should be given the opportunity to achieve to the very best of their ability and aim to provide a learning environment in which every Looked after Child can be successful.

Admission arrangements

We recognise that due to care arrangements looked after children may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.

The school recognises that looked after children are an 'excepted group' and will prioritise Looked after Children in the school's oversubscription criteria following the DCSF Admissions Code (Admissions of Looked after Children (England) Regulations 2006)

Special educational needs

Over a quarter of looked after children have a statutory Education and Healthcare Plan and many more are likely to need extra help at school to meet special educational needs and to make up for lost school time. Sometimes their special educational needs are overlooked or support is delayed. This can be because learning difficulties are attributed to their social and emotional circumstances or when frequent moves disrupt assessments and provision of support.

Designated teachers

The role of designated teacher for looked after children sits alongside that of the designated teacher for child protection and the SENCo.

In Marlborough St Mary's School the designated teachers for looked after pupils are the SENCos, Mrs Mandy Howarth and Mrs Mandy Cook. The designated governor is Mrs Janet Buck.

Under section 20 of the 2008 Act, governing bodies of maintained schools must designate a member of the staff at the school as having responsibility for promoting the educational achievement of registered pupils at the school who are being looked after by a local authority.

The Regulations provide that governing bodies must ensure that the designated teacher has the prescribed qualifications and/or experience.

The designated teacher must be—

- a) A qualified teacher who has completed the appropriate induction period (if required) and is working as a teacher at the school,
- b) the head teacher or the acting head teacher of the school

Specific duties of the designated teacher will vary depending on the number of looked after children in the school and the circumstances and needs of each individual child. Designated teachers are responsible for: receiving Personal Education Plans (PEPs) from social workers and coordinating the development of the plan; providing a central point of contact for all professionals working with each looked after child.

Role and Responsibilities of the Designated Teacher

- Refer to Appendix 1: *'The Role and Responsibilities of the designated teacher for looked after children'* Statutory guidance for governing bodies

Record keeping and information sharing

The Designated Teacher will keep an up-to-date record of Looked after Children in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated and will be reviewed regularly.

- Refer to Appendix 1: *'The Role and Responsibilities of the designated teacher for looked after children'* Statutory guidance for governing bodies

Staff development and training

Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of Looked after Children.

Other staff will receive relevant training and support to enable them to work sympathetically and productively with Looked after Children, including those who are underachieving or at risk of underachieving or who have additional needs. These may include EAL, being Gifted and Talented or having learning or physical needs.

Teachers with responsibility for Special Educational Needs provision and for children who are Gifted and Talented will be informed of Looked after Children who have particular gifts, talents or learning needs and will work with them appropriately.

Home-school liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable Looked after Children to achieve their potential.

PEP and Care Plan review meetings provide opportunities to continue to develop this partnership working.

Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the Looked after Child.

Role of the Governing Body

- Refer to Appendix 1: *'The Role and Responsibilities of the designated teacher for looked after children'* Statutory guidance for governing bodies