



# **HILBRE HIGH SCHOOL HUMANITIES COLLEGE**

## **DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN**

Author:  
Name of Committee approved:  
Date ratified at Full Trustees:  
Date to be reviewed:

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Full  
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## **Glossary of terms:**

<b>CLA:</b>	<b>Children who are Looked After of Previously Looked After</b>
<b>PLAC:</b>	<b>Previously Looked After Child</b>
<b>PEP:</b>	<b>Personal Education Plan</b>
<b>VSH:</b>	<b>Virtual School Head</b>
<b>VSELH:</b>	<b>Virtual School Education Lead</b>
<b>DSL:</b>	<b>Designated Safeguarding Lead</b>
<b>SEN:</b>	<b>Special Educational Needs</b>
<b>SEND:</b>	<b>Special Educational Needs and Disability</b>

## 1. Aims:

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for CLA/PLAC.
- The designated teacher promotes the educational achievement of CLA/PLAC and supports other staff members to do this too.
- Staff, parents and carers are aware of the identity of the designated teacher, and how to contact them.

## 2. Legislation and statutory guidance:

The policy is informed by the following Department for Education (DfE) document: The Designated Teacher for Looked-After and Previously Looked-After Children. February 2018. The full document can be accessed via the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf) (DfE February 2018)

## 3. Definitions:

CLA are registered students 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.

PLAC are registered students that fall into either of these categories:

They were looked after by a Local Authority but ceased to be because of any of the following:

1. A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them.
2. A special guardianship order.
3. An adoption order.

A Personal Education Plan (**PEP**) is part of a CLA 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. This is overseen by the Virtual School Education Lead (**VSEL**). The VSEL for Wirral Local Authority is Sarah Dacey. Sarah Dacey is responsible for work with schools and promoting the educational achievement of the CLA/PLAC on the Wirral.

## 4. Identity of Hilbre High Schools' designated teacher:

The designated teacher for Hilbre High School is Mr David White (Assistant Headteacher). You can contact Mr White by e-mail: [whited@hilbre.wirral.sch.uk](mailto:whited@hilbre.wirral.sch.uk)

Hilbre High School's CLA/PLAC designated teacher takes lead responsibility for promoting the educational achievement of CLA/PLAC. He is the initial point of contact for any of the matters set out in the section below.

## 5. Role of the designated teacher:

The following is based on the responsibilities listed in the DfEs document: The Designated Teacher For Looked-After and Previously Looked-After Children. February 2018. Although Mr White always will have lead responsibility, Hilbre can decide how work is delegated to other relevant staff. Pastoral leaders within the school, who have responsibility for the holistic development of our students, have undertaken PEP training with Sarah Dacey (VSEL). The aim of this training is to ensure that PEP completion is thorough, consistent and compliant.

### 5.1 Leadership responsibilities:

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving CLA/PLAC.
- Promote the educational achievement of every CLA/PCLA on roll at Hilbre.
- Promote a culture in which CLA/PLAC are encouraged and supported to engage with their education and other school activities.
- Act as a source of advice for teachers about working with CLA/PLAC.
- Work directly with CLA/PLAC and their parents/carers to promote good home-school links, support progress and encourage high aspirations.
- Have lead responsibility for the development and implementation of Children who are Looked After PEPs.
- Make sure CLAs PEPs meet their needs by working closely with all teachers to assess each child's specific educational needs.
- Have overall responsibility for leading the process of target-setting in a PEP.
- Monitor and track CLAs attainment and progress in relation to their PEP.
- Ensure the identified actions of PEPs are carried out.
- Ensure that:
  - ✓ A CLA PEP is reviewed before the statutory review of their care plan; this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered.
  - ✓ PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child/ward and from where these may be sourced.
  - ✓ The updated PEP is passed to the child/ward's social worker and VSEL ahead of the statutory review of their care plan.
  - ✓ Transfer a CLA PEPs to their next school or college, making sure it is up to date and that the Local Authority responsible for looking after them has the most recent version:
- Ensure the specific needs of CLA/PLAC are reflected in how the school uses pupil premium funding.
- Ensure that, with the help of VSELS, they have the skills to identify signs of potential SEN issues in CLA/PLAC, and know how to access further assessment and support, where necessary.
- Be aware of the special educational needs (SEN) of CLA/PLAC, and make sure teachers also have awareness and understanding of this.
- Ensure the SEND code of practice, as it relates to CLA/PLAC, is followed.
- Make sure PEPs work in conjunction with Education, Health and Care (EHC) plan guidance.
- Ensure that they and other staff can identify signs of potential mental health issues in CLA/PCLA and understand where the school can draw on specialist services.

## 5.2 Relationships beyond the school:

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of CLA/PCLA.
- Discuss with social workers how the school should engage with birth parents (of previously CLA) and ensure the school is clear about who has parental responsibility and what information can be shared with whom.
- Be open and accessible to parents/carers of CLA/PCLA and encourage them to be actively involved in their children/ward's education.
- Proactively build relationships with Local Authority professionals, such as VSHs and support agencies.
- Consider how the school operates with others outside of the school to maximise the stability of education for CLA/PCLA, such as:
  1. Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans.
  2. Ensuring mechanisms are in place to inform VSHs when CLA are absent without authorisation and work with the responsible authority to take appropriate safeguarding action.
  3. Talking to the child/ward's social worker and/or other relevant parties in the Local Authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the Local Authority should do to minimise disruption.
  4. Making sure that, if a CLA moves school, their new designated teacher receives any information needed to help the transition process.
  5. Seek advice from VSHs about meeting the needs of individual CLA, but only with the agreement of their parents/carers.
- Make sure that for each Looked After Child:
  1. There is an agreed process for how the school operates in partnership with the child's carer and other professionals, such as their social worker, to review and develop educational progress.
  2. School policies are communicated to their carer and social worker and, where appropriate, birth parents.
  3. Teachers know the most appropriate person to contact, where necessary, such as who has the authority to sign permission slips.
- Where a Looked After Child is at risk of exclusion:
  1. 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.
  2. Working with the VSH and child's parents/carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behavior.
  3. Where a previously CLA is at risk of exclusion, talk to the child's parents/carers before seeking advice from the VSH on avoiding exclusion.

## 6. Monitoring arrangements:

This policy will be reviewed annually by appropriate personnel. At every review, it will be ratified by the appropriate link trustee before being sent to the Full Trustee Board for approval.

