



This policy outlines our school commitment to the Education of Looked After and Previously Looked After Children.

1. The Governing Body

The governors will carry out their role in line with statutory guidance.

The designated Governor in school is Mr A Connellan.

The Governing Body/Trust Board, Headteacher and School Leadership Team will support the education of looked after and previously looked after children by ensuring that the Designated Teacher has:-

- Appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others.
- Training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding, including a good knowledge of SEN.
- Appropriate monitoring arrangements to ensure that the school/education setting is providing appropriate support for looked-after and previously looked-after children.

They will also ensure that school policies consider the needs of looked-after and previously looked-after children. This consideration will include additional arrangements for looked-after and previously looked-after children when considering:-

- Admission
- Exclusion
- Behaviour management
- Mental health needs
- Specific safeguarding challenges
- Special educational needs and disabilities (SEND)
- Gifted and talented students
- Teaching and learning needs
- Educational visits and extended school activities

The Governing Body/Trust Board will hold the school to account on how it supports its looked-after and previously looked-after children, including:-

- How the Pupil Premium Plus (PP+) is used
- Pupil inclusion
- Level of progress

2. The Designated Teacher

The Designated Teacher will carry out their role in line with statutory guidance.

The Designated Teacher is Mrs A Morgan.

The Designated Teacher (DT) is the central point of initial contact within the school. They will join up resources and support to minimise any disruption to a child's learning.

- The DT will work with VSHs to promote the education of looked-after and previously looked-after children by promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.
- The DT will take lead responsibility for ensuring school staff understand how the whole school supports the educational achievement of these pupils. Our school will make sure that all staff:
 - have high expectations of children’s learning and set targets to accelerate educational progress;
 - are aware of the emotional, psychological and social effects of loss and separation (attachment awareness);
 - understand how important it is to see children as individuals;
 - appreciate the central importance of the looked-after child’s PEP;
 - for previously looked-after children, understand the importance of involving the child’s parents or guardians in decisions affecting their child’s education, and be a contact for parents or guardians who want advice or have concerns about their child’s progress at school.

The DT will have a direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children. They will:-

- Contribute to the development and review of whole school policies and procedures.
- Ensure the PP+ is used effectively within school to have the greatest positive impact on children’s learning.

This includes:-

- Ensuring parents and guardians of previously looked-after children are reminded that they need to inform the school if their child is eligible to attract PP+.
- Ensure that looked after and previously looked after children are prioritised for support; listened to; encouraged to participate; and believe they can achieve through an ethos of aspiration.

The DT will chair Personal Education Plan (PEP) meetings to effectively plan to utilise school resources and ensure each child has access to the support they need to achieve.

- These meetings will take place 3 times per academic year to review support and deploy effective resources.
- Documentation will be co-produced with family and social care and shared with appropriate professionals as part of the child’s care plan.
- The DT will work closely with professional agencies including the foster carer; allocated social worker; virtual school head; learning and behaviour support agencies; EPS; SENDs, CAMHs, local police/youth offending service; community nurses and any other professional agency involved in supporting the child and family.

3. Transfer Out of Care

- When children cease to be looked-after the DT will maintain links with VSHs for the purposes of promoting the educational achievement of this group of previously looked-after children.
- The DT will ensure that family members and carers are aware that they must pass on information about previous care status to any education settings. This information cannot be passed from school to school as it will be protected information under GDPR.

4. Voice of the Child

- We will listen to the voice of looked-after and previously looked-after children as a vital part of successfully understanding and meeting their needs.

5. Pupil Premium Plus (PP+)

Looked-after children and children adopted from care, on a special guardianship or child arrangements order are eligible for PP+ funding. This is additional funding provided to help improve the attainment of looked-after and previously looked-after children and close the attainment gap between this group and their peers.

- All pupil premium spending will take account of the specific needs of eligible pupils.
- PP+ reflects the significant additional barriers faced by looked-after and previously looked-after children.
- PP+ is allocated according to need rather than a personal budget.
- Our school will use pupil premium to address need in social, academic and mental health needs. This will be in agreement with the VSH from the child's home authority

6. Special Educational Needs (SEN)

Looked-after children and previously looked-after children are significantly more likely to have SEN than their peers. Of those with SEN, a significant proportion will have Education, Health and Care Plans (EHC plans).

The DT teacher will ensure that:-

- They work closely with the SENCO and local authority support team where applicable.
- Children's PEPs work in harmony with their EHC plan.

7. Meeting Mental Health Needs

- Looked-after children and previously looked-after children are more likely to experience the challenge of social, emotional and mental health issues than their peers.
- The DT has an important role in ensuring they and other school staff can identify signs of potential issues and understand where the school can draw on specialist services.
- Our school will utilise the CAMHS education link to support understanding mental health needs for looked-after and previously looked-after children.
- This will enable us to improve a whole school understanding of attachment and trauma and the impact on learning and behaviour for vulnerable children.
- We also recognise the impact on staff when working with traumatised children. We will ensure all staff feel supported to address their own needs as well as those of the vulnerable children they are caring for.

8. Working with Local Authorities/Social Care and other Agencies

The DT will ensure that all changes in the child's education are communicated directly to the social worker and any other involved agencies.

- The DT promotes strong, positive, working relationships between social workers, health professionals and others and all school staff involved with the CLA.
- The DT recognises the importance of effective communication with all professionals involved and takes all reasonable steps to ensure that information is effectively passed between agencies.
- The DT provides information as requested by social care colleagues and other professionals involved with the CLA.
- The DT will always be mindful of the child's legal status and will advise accordingly on the issue of Parental Responsibility.
- The DT will ensure that they are clear who has parental responsibility and who has powers of authorisation via delegated responsibility from the social worker.

9. Communication with the Virtual School Team

Every school has the opportunity to call on the help of the Virtual School Team through advice, training, attending meetings, PEP support and direct support for CLA. The DT can always contact VST via telephone (01942 486176) or email (r.clemow@wigan.gov.uk) to request this support. There is no formal referral process for this support.

- The DT understands that the VST is the primary source of information concerning educational issues and equally, the team must be kept informed of any developments in the child's life which may impact on educational progress and attainment, eg exclusions for behaviour, initial concerns, etc.
- The DT will provide any information requested by VST colleagues or other professionals involved with the CLA.
- The DT ensures that the team is informed of any DT name change.
- The DT undertakes regular training, as offered by the VST, in line with statutory expectations. If this is not possible, then the DT understands that 1:1 training, advice and support is always available from the VST.
- The DT will ensure that all information requested on behalf of VST will be given by the deadlines set to ensure the VST can track and monitor the progress of the virtual school population.

10. Working with Carers and Parents



The school ensures that they establish good communication links with all carers/parents/residential home staff and ensure that they are aware of school policies and procedures for CLA.

- The carer knows who the DT is and feels welcomed by the school and able to ask questions, etc.
- The DT ensures that school gives information to the carers in a timely way and takes a pro-active role in ensuring that both carer and pupil are aware of important deadlines, eg coursework, examination dates, parents' evenings, etc.

- The DT ensures that information regarding trips, study guides, etc is conveyed.
- The DT will also receive information from carers and others and ensure that it is recorded and processed accordingly.
- The DT understands the importance of the carer's role in partnership and fosters a collaborative working relationship with both carers and parents (as appropriate).
- The DT understands the need for flexibility when timing contact with a carer and/or social worker.

11. Exclusions

- The past experiences of looked-after and previously looked-after children can impact on their behaviour.
- Where a looked-after child is at risk of either fixed term or permanent exclusion, the designated teacher will contact the relevant authority's 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.

Date Adopted by the Governing Board: 23/03/2021	
Date reviewed by the Governing Board: 21/06/2022	
Date reviewed by the Governing Board: 03/10/2023	
Signed Chair:	 _____
Headteacher:	 _____ M Dumican