

## **Designated Teacher Policy (looked-after and previously looked-after children)**

### **Aims**

The school aims to ensure that a suitable member of staff is appointed as the designated teacher for looked-after and previously looked-after children. The designated teacher will promote the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too.

This policy is based on the Department for Education's statutory guidance on the designated teacher for looked-after and previously looked-after children. It also takes into account section 20 and section 20A of the Children and Young Persons Act 2008.

### **Definitions**

Looked-after children are registered pupils 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. Previously looked-after children are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following: child arrangements order, special guardianship order, adoption order.
- They appear to have been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and ceased to be in that state care as a result of being adopted

### **Identity of our designated teacher**

Our designated teacher is Beverley Blake. Our designated teacher takes lead responsibility for promoting the educational achievement of looked-after and previously looked-after children at our school. They are your initial point of contact for any of the matters set out in the section below. They can be reached through the office – [e.nissim@betshvidler.org.uk](mailto:e.nissim@betshvidler.org.uk)

### **Role of the designated teacher**

The role of the designated teacher will act as a central point of initial contact within the school for any matters involving looked-after and previously looked-after children and promote the educational achievement of every looked-after and previously looked-after child on roll. She will take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked-after children learn and achieve. She will have lead responsibility for the development and implementation of looked-after children's Personal Education Plans (PEPs) and transfer a looked-after child's PEP 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. The designated teacher will proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of looked-after and previously looked-after children.