Catch22 Independent Schools Policy

Designated teacher for LAC/previously-LAC

Catch22 Include London

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2020
Date of last review:	August 2025
Date of next review:	August 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Catch22 Education Staff

Classification : Official

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:
To deliver better social outcomes through transforming public service through the 3Ps:

Place
Supporting people to find, retain, transition safely into homes and communities

Purpose
Working with people to achieve their purpose in education, employment or training

People
Building networks of people around individuals

Our Education Mission:
To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development **Relationships beat structures** • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. **Unleash Greatness** • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment **Let robots be robots and humans be human** • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. **Incubate, accelerate, amplify** Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	

1. What is the policy about?

This policy sets out how Catch22 Include London supports looked after children (LAC) and previously LAC and defines the role of the Designated Teacher for LAC. It demonstrates our implementation of the statutory guidance on the designated teacher for looked-after and previously looked-after children (DfE 2018).

2. Who does this policy apply to?

This policy is for all Education staff, commissioners, LAs/LGBs/LABs, parents, guardians and young people.

3. Policy requirements

Schools must ensure they respect the views and wishes of and work with parents and guardians of LAC and previously LAC on levels of communication and agreed sharing of information.

As part of their role the proprietor will ensure reports on the progress of all students are received and reviewed each half term as part of the SEF process.

Looked after children (LAC) and previously LAC are monitored via the Virtual Schools Head, who works for the LA to promote the educational achievement of young people. They also offer support and guidance to schools, academies, parents and carers.

Within the school, there is a designated teacher (DT) who promotes academic achievement of LAC. At Catch22 London Include this person is:

Laura Brockway
Laura.Brockway@catch-22.org.uk

Some aspects of the role of Designated Teacher as given in regulations may be delegated and executed by other key staff. Contact details of other key staff are:

Sonia Alexander
Sonia.Alexander@catch-22.org.uk

Tamme Chapman
Tamme.Chapman@catch-22.org.uk

Georgina Gallagher
Georgina.Gallagher@catch-22.org.uk

The Designated Teacher has lead responsibility for raising the attainment of LAC, and the specific roles the DT will carry out at Catch22 Include London schools are detailed below

The designated teacher will:

- Act as a central point of initial contact within the school/academy for any matters involving looked-after and previously looked-after children.
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
    - Working with VSHs;
    - Promoting a whole school/academy culture where the needs of these pupil's matter and are prioritised.
- Take lead responsibility for ensuring school/academy staff understand:
    - The things which can affect how looked-after and previously looked-after children learn and achieve;
    - How the whole school/academy supports the educational achievement of these pupils.
- Contribute to the development and review of whole school/academy policies to ensure they consider the needs of looked-after and previously looked-after children.
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school/academy activities.
- Act as a source of advice for teachers about working with looked-after and previously looked-after children.
- Work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations.
- Have lead responsibility for the development and implementation of looked-after children's Personal Education Plans (PEP).
- Work closely with the schools designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education.

Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs.
- Have overall responsibility for leading the process of target-setting in PEPs.

- Monitor and track how looked-after children's attainment progresses under their PEPs.
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress and ensure that this is reflected in their PEP.
- Ensure the identified actions of PEPs are put in place.
- During the development and review of PEPs, help the school/academy and relevant local authority decide what arrangements work best for pupils.
- Ensure that:
    - A looked-after child's 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 and from where these may be sourced;
    - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan.
- Transfer a looked-after child's PEP to their next school/academy or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version.

Supporting both looked-after children and previously looked-after children

The designated teacher will:

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school/academy uses pupil premium funding.
- Work with VSHs to agree how pupil premium funding for looked-after children can most effectively be used to improve their attainment.
- Help raise the awareness of parents and guardians of previously looked-after children about pupil premium funding and other support for these children.
- Play a key part in decisions on how pupil premium funding is used to support previously looked-after children.
- Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child and be the main contact for queries about its use.
- Ensure teachers have awareness and understanding of the specific needs of looked-after and previously looked-after children in areas like attendance, homework, behaviour and future career planning.
- Be aware of the special educational needs or disabilities (SEND) of looked-after and previously looked-after children and make sure teachers also have awareness and understanding of this.

- Ensure the SEND code of practice, as it relates to looked-after children, is followed.
- Make sure PEPs work in harmony with any education, health and care plans (EHCP) that a looked-after child may have.
- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEND issues in looked-after and previously looked-after children and know how to access further assessment and support where necessary.
- Ensure that they and other staff can identify signs of potential mental health issues in looked-after and previously looked-after children and understand where the school/academy can draw on specialist services.
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for looked-after children and use the results of these SDQs to inform PEPs.
- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children.

Relationships beyond the school/academy

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school/academy to respond effectively to the needs of looked-after and previously looked-after children.
- Discuss with social workers how the school/academy should engage with birth parents, 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 and guardians of previously looked-after children and encourage them to be actively involved in their children's education.
- Proactively build relationships with local authority professionals, such as VSHs and SEND departments.
- Consider how the school works with others outside of the school/academy to maximise the stability of education for looked-after children, such as:
    - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans;
    - Ensuring mechanisms are in place to inform VSHs when looked-after children are absent without authorisation and work with the responsible authority to take appropriate safeguarding action;
    - Talking to the child'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;
    - Making sure that, if a looked-after child moves school/academy, their new designated teacher receives any information needed to help the transition process.

- Seek advice from VSHs about meeting the needs of individual previously looked-after children, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
    - There's an agreed process for how the school/academy works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress;
    - School/Academy policies are communicated to their carer and social worker and, where appropriate, birth parents;
    - 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:
    - Contact the VSH as soon as possible so they can help the school/academy decide how to support the child to improve their behaviour and avoid exclusion becoming necessary;
    - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour.
- Where a previously looked-after child is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion.

4. Definitions

Looked after children (LAC) are defined as pupils who are

- In the care of the local authority (LA);
- Provided with accommodation by the LA for a continuous period of more than 24 hours.

Previously looked after children are pupils who:

- Were previously looked after by a LA, but ended because of
    1. An adoption order;
    2. A special guardianship order;
    3. A child arrangements order, with arrangements for who the child lives with and when.

Virtual School Head (VSH) is a local authority officer responsible for

1. Promoting the educational achievement of their authority's looked-after children, and to monitor and support these pupils as if they were in a single school;
2. Providing information and advice to schools, academies. parents and guardians in respect of previously looked-after children.

DT – Designated Teacher (as defined in the policy above)

PEP – Personal Education Plan: Part of a statutory care plan for looked after children, recording how professionals around the child will support them in their education outcomes and achievements.

SEND – Special Educational Needs and Disabilities.

SDQ – Strengths and Difficulties Questionnaire

5. Related policies

SEND policy

Medical conditions policy

Safeguarding policy

Behaviour policy

Exclusions policy

Designated teacher statutory guidance found here

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

6. Appendices

Insert here the roles being covered by other staff, and add staff /role name

Roles to be undertaken by XXXXXX
• • • •
Roles to be undertaken by XXXXX

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Designated Teacher for looked after and previously looked after children.
EIA completed by:	Director of Education
Date of assessment:	August 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.
Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes