



# MacIntyre Academies

## Endeavour Academy

### Designated Teacher Policy

(Children We Care For and Children We Previously Cared For)

Previously known as Children we Look After / Looked After Children

| Version | Purpose/Change   | Responsibility | Date      |
|---------|--|----------------|-----------|
| V3      | OCC policy adopted and integrated into Endeavour Academy policy. | Principal      | June 2023 |

**Person Responsible:**

**Date of first draft:**

**Date of staff consultation:**

**Date adopted by the Trust Board:**

**Date of implementation:**

**Date reviewed: (*annually*)**

**Date of next review:**

**Principal**

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June 2023

June 2024

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### 1. Aims

The academy aims to ensure that:

A suitable member of staff is appointed as the Designated Teachers for Children We Care For and Children Previously Cared For.

The Designated Teacher promotes the educational achievement of Children We Care For and Previously Cared For, and supports other staff members to do this.

Staff, parents, care givers and guardians are aware of the identity of the Designated Teacher, how to contact them and what they are responsible for.

### 2. Legislation and statutory guidance

This policy is based on the OCC guidance for Designated Teachers, [Policy for inclusion of Children We Care For.pdf \(oxfordshire.gov.uk\)](#)

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 Child and Young Persons Act 2008 and [section 2E](#) of the Academies Act 2010.

### 3. Definitions

**Children We Care For /Looked-After Children** 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

**Children We Care For/ Previously Looked-After Children** are registered students 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:

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

➤ They appear to the governing board 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

**Personal education plan (PEP)** is part of a Child's We Care For 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.

**Virtual school head (VSH)** is a local authority officer responsible for promoting the educational achievement of their authority's Looked-After Children, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of Previously Looked-After Children.

#### 4. Academy Policy for the Inclusive Education of Children We Care for and Previously Cared for Children

We believe that all Children We Care For and Previously Cared For Children should have equitable access to excellent educational provision.

We recognise that nationally there is considerable educational underachievement of children in residential, foster care, kinship care and those who have previously been in care when compared with their peers.

All staff and governors (Local Advisory Board members) are committed to ensuring improved educational life chances for children we care for by ensuring that:

##### 4.1 Advocacy

- Staff are aware that being or becoming 'cared for' has a major impact on children's lives and that when considering children's learning and/or behaviour, due consideration will be given
- Designated Teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Principal
- School staff and governors are aware of the DfE statutory guidance: Duty on local authorities to promote the educational achievement of children we care for

##### 4.2 Documentation and Monitoring of Progress

- We contribute to the process whereby all Children We Care For have a high quality Personal Educational Plan (PEP) in place within 20 days of starting at our school or becoming cared for. This will include educational targets (Endeavour academy use Learning Intentions) and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child.
- PEP targets should reflect the outcomes desired to reach individual goals. Targets will be based on the 4 key areas of the curriculum. These will determine the need for pupil premium plus for the child or young person.
- The young person's views will be sought by the class Teacher and will be documented on the PEP, (where applicable)
- Where appropriate the child/young person will be encouraged to attend the PEP and encouraged to contribute.
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff and shared with relevant adults to ensure the child/young person has every opportunity to reach their target.
- The Designated Teacher will know all the Cared For children and Previously Cared For in school and will have access to their relevant contact details including parents, carers and social worker.

- The Designated Teacher will also know about any Children Cared For from other authorities.
- It is important that the school flags Children We Care For status appropriately in the school's information systems so that information is readily available as required.

#### **4.3 Joined Up Working (all schools including the virtual school)**

- We will send representatives to any review held for the child where appropriate.
- We will send reports to any review held for the child.
- We will forward appropriate documents, in a timely fashion, to any receiving school at the point of transition.
- The Virtual School will assist and will ensure any additional information is also forwarded. We take a proactive approach in co-operating with and supporting the relevant Local Authority with regard to the education of our Children We Care For.
- We liaise with other agencies as appropriate so that each Child We Care For has the opportunity to achieve their full potential.
- We firmly believe in developing a strong partnership with parents/carers and caseworkers to enable Children We Care For to achieve their full potential.
- We ensure that carers and social workers are kept fully informed of their child's progress and attainment

#### **4.4 Training**

- We will attend Local Authority training regarding the roles and responsibilities involved in the education of Children We Care For.
- The Principal, and Designated Teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.

#### **4.5 Governance**

- We ensure that the Designated Teacher reports at least once a year to the Local advisory Board (LAB).
- The LAB has good knowledge of the impact of the pupil premium for Children We Care For and challenge leaders.

#### **4.6 Inclusion**

This policy recognises that all pupils are entitled to a balanced and broadly-based curriculum. Our Child We Care For policy reinforces the need for teaching that is fully inclusive. The Senior leadership team and the LAB will ensure the school makes appropriate provision for all Children We Care For and Previously Cared For Children.

#### **4.7 Child We Care For Policy Review and Evaluation**

We consider the Child We Care For policy to be important and we undertake a review of both policy and practice each year.

### **5. Roles and responsibilities: The Designated Teacher will:**

Be an advocate for Children We Care For within school.

Ensure the pupil premium is used effectively to ensure Children We Care For make progress.

Be familiar with the statutory guidance on the role of the Designated Teacher.

Give regard to the impact of relevant decisions for Children We Care For on both the children and the rest of the school community.

Know all the Children We Care For in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required.

Attend relevant training about Children We Care For.

Act as the key liaison professional for other agencies and carers in relation to Children We Care For, seeking advice from the appropriate professionals when appropriate.

Ensure that Children We Care For receive a positive welcome on entering school, especially mid-year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle

Ensure that all Children We Care For have an appropriate PEP that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan (where appropriate)

Ensure that all data on Children We Care For is made available for meetings between the Principal, LAB and the School Improvement Partner.

Keep PEPs and other records up to date.

Convene an urgent multi-agency meeting if a Child We Care For is experiencing difficulties or is at risk of exclusion / placement breakdown.

Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.

Act as the key adviser for staff and the LAB on issues relevant to Children We Care For.

Ensure that care and school liaison is effective including invitations to meetings and other school events.

Ensure a speedy transfer of information, records where appropriate, when a Child We Care For transfers to another educational placement.

Contribute information to Children We care For reviews when required.

Report to the LAB on Children We Care For in the school and inform of relevant policy and practice development.

Agree with the social worker the appropriate people to invite to parents' evenings etc.

Prepare reports for LAB meetings and attend as appropriate.

Ensure that any Special Educational Needs are addressed in conjunction with the EHCP and in accordance with the Code of Practice for SEN.

### **The Local Authority will:**

Lead the drive to improve educational and social care standards for Children We Care For.

Ensure that the education for this group is as good as that provided for every other Oxfordshire pupil.

Ensure that every Child We Care For has a school to go to within 20 days of coming into care or of coming to Oxfordshire from another authority.

Make sure that each Child We Care For has a PEP according to national guidance.

Ensure that every school has a Designated Teacher for Children We Care For and that these teachers receive appropriate information, support and training.

Ensure that appropriate support is provided whenever possible.

### **5. Identity of our Designated Teacher**

Our designated teacher is the Vice Principal – Ashleigh Harding

You can contact her by phone on 01865 767766 or via email: [Ashleigh.harding@macintyreacademies.org](mailto:Ashleigh.harding@macintyreacademies.org)

Our Designated Teacher takes lead responsibility for promoting the educational achievement of Children We Care For and Previously Cared For Children at our school. They are your initial point of contact for any of the matters set out in the section below.

### **7. Links with other policies**

This policy links to the following policies and procedures:

- Behaviour support policy
- Child protection and safeguarding

## Changes at previous reviews:

| Version | Purpose/Change  | Responsibility | Date     |
|---------|---|----------------|----------|
| V2      | Policy descriptor changed to CWCF – throughout the document<br>Pupils changed into students – throughout the document<br>Designated teacher change (P.3, P.6) | M. Soporova    | Jan 2021 |