



# **NORTON-JUXTA-KEMPSEY C.E. PRIMARY SCHOOL**

*"Together, with the love and joy of God, we will discover, develop & maximise our unique potential."*

## **DESIGNATED TEACHER POLICY (LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN)**

Signed by:	
Head Teacher	<b>Julia Dean</b>
Chair of Governors	<b>Daisie Barnett</b>
Date Reviewed	<b>21<sup>st</sup> July 2025</b>
Date of next Review	<b>September 2028</b>
Date Received by GB	<b>25<sup>th</sup> September 2025</b>

NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

**AMENDMENT HISTORY**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Amendment</b>	<b>Person Responsible</b>
21/07/25	.01		Replace virtual school head with virtual school team	Policy review
27/07/25	.02		Replace PEP with EPEP	Policy review

## DESIGNATED TEACHER POLICY (LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN.)

*The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children. – 1 John 3:1 – ICB*

The value of love is at the heart of both the Christian faith and our vision here at NJK.

God's love for all people inspires us to give love in abundance.

We value and care for ourselves, others and the world around us as God's creation; demonstrating our values of friendship, compassion, forgiveness and respect.

We believe this is of the highest importance to enable pupils to explore their differences with tolerance and mutual respect.

Our school vision is integral to everything we do at NJK.

We want to discover and maximise each child's unique potential.

We aim to deliver a joyful and inspiring curriculum and school experience where every child feels loved, valued and cherished.

### Contents

1. Aims.....	3
2. Legislation and statutory guidance .....	3
3. Definitions .....	4
4. Identity of our designated teacher .....	4
5. Role of the designated teacher.....	4
6. Monitoring arrangements.....	7
7. Links with other policies.....	7

---

### 1. 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 promotes the educational achievement of looked-after and previously looked-after children, and supports other staff members to do this too
- Staff, parents, carers 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 Department for Education's [statutory guidance on the designated teacher for looked-after and previously looked-after children](#).

It also takes into account [section 2E](#) of the Academies Act 2010.

This policy complies with our funding agreement and articles of association.

### 3. 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:
  - 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

**Electronic Personal education plan (EPEP)** is part of a looked-after child's 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 (VS)** is a local authority team 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 VS is also responsible for providing information and advice to schools, parents and guardians in respect of previously looked-after children.

### 4. Identity of our designated teacher

Our designated teacher is Mrs Julia Dean.

You can contact her by email [head@nortonprimary.worcs.sch.uk](mailto:head@nortonprimary.worcs.sch.uk) or by phone on 01905820420

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.

### 5. Role of the designated teacher

#### 5.1 Leadership responsibilities

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
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
  - Working with Virtual School Team (VST)
  - Promoting a whole school culture where the needs of these pupils matter and are prioritised

## NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

- Take lead responsibility for ensuring school staff understand:
  - The things which can affect how looked-after and previously looked-after children learn and achieve
  - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school 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 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 EPEPs
- Work closely with the school's 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

### 5.2 Supporting looked-after children

The designated teacher will:

- Make sure looked-after children's EPEPs 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 EPEPs
- Monitor and track how looked-after children's attainment progresses under their EPEPs
- 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 EPEP
- Ensure the identified actions of EPEPs are put in place
- During the development and review of EPEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
  - A looked-after child's EPEP is reviewed before the statutory review of their care plan – this includes making sure the EPEP is up to date and contains any new information since the last EPEP review, including whether agreed provision is being delivered
  - EPEPs 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 EPEP is passed to the child's social worker and VST ahead of the statutory review of their care plan
- Transfer a looked-after child's EPEP 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

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

The designated teacher will:

## NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

- Ensure the specific needs of looked-after and previously looked-after children are understood by staff and reflected in how the school uses pupil premium funding
- Work with VST's 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 and 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 EPEPs work in harmony with any education, health and care plans (EHC) that a looked-after child may have
- Ensure that, with the help of VST's, 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 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 EPEP's
- Put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children

### 5.4 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 looked-after and previously looked-after children
- Discuss with social workers how the school 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 VST's and SEN departments
- Consider how the school works with others outside of the school 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

## NORTON-JUXTA-KEMPSEY C.E PRIMARY SCHOOL

- Ensuring mechanisms are in place to inform VST's 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, their new designated teacher receives any information needed to help the transition process
- Seek advice from VST's 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 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 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 VST 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
  - Working with the VST 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 VST on avoiding exclusion

## 6. Monitoring arrangements

This policy will be reviewed every 3 years by the Headteacher. At every review, it will be approved by the Academy Standards Committee.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Child protection and safeguarding
- Exclusions
- SEND
- Supporting pupils with medical needs