



QUORN HALL
SCHOOL

Designated Teacher Policy

(Education of Children: Looked After and Previously Looked After)

Person Responsible: Melanie Kinsella

Last reviewed on: 03/01/2023

Next review due by: 03/01/2024

Created: September 2020

Revisions: Date/s 03/01/2023

Quorn Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** - We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** - We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** - Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** - Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give students options, voice, and choice in order to enable them to be creative.
- **Competence** - In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** - Develop resilience so they see failures or negative situations as a learning opportunity by implementing growth mindset approach.
- **Compassion** - For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** - To overtly demonstrate to pupils that adults do care about them and their futures - every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

Within the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative

- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR (HR)
- Peninsula BusinessSafe (Health and Safety)
- Due Diligence Checking (DBS)
- Educare (online CPD)
- National College (online CPD)
- School Pro (Data Protection)
- Neotas (Online searches / Social Media checks)

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Education of Children Looked After and Children Previously Looked After

Reviewed by: Mel Kinsella / Senior leadership Team
Dated: 03/01/2023
The name of our school's Designated Teacher is: Mrs Melanie Kinsella
The name of our appointed Designated Governor is: Ian Thorsteinsson
This policy is to be next reviewed on:03/01/2024

Introduction

The policy is informed by the following Department for Education (DfE) document:

- The Designated Teacher for Looked-After and Children Previously Looked-After. Statutory guidance on their roles and responsibilities 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 (DfE February 2018)

The governing body of Quorn Hall School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance, for children looked after (CLA) and children previously looked after (CPLA) and is committed to improving outcomes for them.

The governing body is committed to ensuring that CLA and CPLA are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CLA and CPLA
2. A Designated Teacher for CLA and CPLA
3. Personal Education Plans (PEPs) for all CLA
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CLA and CPLA
5. The Designated Teacher will have enough time to fulfil the requirements of their role (e.g. attending PEP and CLA meetings, completing ePEP)
6. All staff in school will have a clear understanding of the issues that affect CLA and CPLA; their learning needs; how to support them in school and issues relating to confidentiality
7. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group

The role of the designated teacher for Looked After and Previously Looked After Children

1. The designated teacher is the central point of initial contact within Quorn Hall School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

2. The designated teacher has a leadership role in promoting the educational achievement of every CLA and CPLA on the school's roll. This involves, working with the Virtual School to promote the education of CLA and CPLA and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CLA and CPLA learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher promotes the educational achievement of CLA and CPLA by contributing to the development and review of whole school policies.
5. The designated teacher promotes a culture in which CLA and CPLA:
 - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
 - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support
 - Are encouraged to participate in school activities and in decision making within the school and the care system
 - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult
6. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CLA or CPLA; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of CLA and CPLA, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
7. The designated teacher works directly with CLA and CPLA and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of intervention and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
8. The designated teacher has lead responsibility for the development and implementation of PEPs for CLA within school in partnership with others as necessary.
9. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales, as outlined in the PEP guidance.
10. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CLA and CPLA are quickly and effectively responded to.
11. The designated teacher is aware that the Virtual School provides information and advice to parents and designated teachers on meeting the needs of CPLA. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School for advice on meeting their individual needs.

Roles and responsibilities of all staff

All staff at Quorn Hall School will:

1. Have high expectations of CLA and CPLA's learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
3. Understand how important it is to see CLA and CPLA as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status.
4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
6. For CPLA, 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.

Role and responsibilities of The Governing Body

The governing body of this school will:

1. Ensure all governors are fully aware of the legal requirements and guidance for CLA and CPLA.
2. Ensure that there is a named designated teacher for CLA and CPLA.
3. Through the designated teacher, hold the school to account on how it supports its CLA and CPLA (including how the Pupil Premium Plus is used) and their level of progress.
4. Be aware of whether the school has CLA and CPLA and how many (no names).
5. Liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CLA and CPLA.
6. Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CLA and CPLA.
7. Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CLA and CPLA are met.
8. Review the effective implementation of this policy, preferably annually and at least every three years.

Policies linked and to be read in conjunction with this policy

- SEN Policy
- SEN Information report
- Positive Behaviour Support Policy
- Curriculum Policy
- Safeguarding Policy
- Exclusion Policy

What do I do if I have any complaints about provision for CLA?

The procedure for complaints can be found in the Complaints Policy which is available on our website. Hard copies can be requested from the Office Manager, Karen Jamieson.

Contact details for raising concerns are Antonia Jackson, Headteacher 01509 414 338 or Marie Shaw, DSL 01509 414 338

What is the local offer and how does the school contribute to it?

Our contribution to the local offer is:

Social, Emotional and Mental Health Provision for pupils aged 6-17.

Our local authority's local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Services available to parents and carers and in the area are detailed on the local offer page for your relevant local authority:

Leicestershire

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Leicester City

<https://families.leicester.gov.uk/send-local-offer/>

Nottinghamshire

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Derbyshire

<https://localoffer.derbyshire.gov.uk/#!/directory>

Warwickshire

<https://www.warwickshire.gov.uk/send>

Solihull

<https://socialsolihull.org.uk/localoffer/>

Lincolnshire

<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>

Northamptonshire

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Staffordshire

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

For our provision to continue to be effective for all our children and young people, we must consider the views of all – parents/carers, children and young people and local authorities/stakeholders. For further information about this report please contact Mel Kinsella (melanie.kinsella@quornhallschool.com)