Designated Teacher for Children who are Looked After (CLA) or Previously Looked After (CPLA) Policy

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Reviewed by:	Executive Team, Trustees Ratified by Trustees
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1. Purpose and context

Our aim at Aspire is that all children are given the support they need to succeed academically and in terms of their social, emotional and mental health development. We recognise that Children who are Looked After (CLA) or who have been previously looked after (CPLA) are likely to have particular needs for increased levels of support.

This policy aims to:

- Ensure that each Aspire school or service has a suitable person appointed as the designated teacher for looked after and previously looked after children.
- The designated teachers promote the educational achievement of looked after and previously looked after children, and support other staff to do this too.
- Make staff, parents, carers and families aware of the identity of the designated teacher, how to contact them, and what they are responsible for.

This policy has been written in accordance with

- The DFE's statutory guidance on the role of the designated teacher for CLA and CPLA.
- Section 2E of the Academies Act 2010

2. Definitions

Children who are Looked After (CLA) are students that are

- In the care of the 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 who have been Previously Looked After (CPLA) are students that fall into any of these categories:

- They were looked after by a local authority but ceased to be as a result of
  - 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 have:
  - Been in state care in a place outside of England and Wales because they would not otherwise have been cared for adequately and
  - Ceased to be in that state care as a result of being adopted

A Personal Education Plan (PEP) is part of a CLA'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 that the child reaches their potential. An ePEP is when this is done electronically.

Virtual School Head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's CLA/CPLA, 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.

3. Aspire designated teachers

Each Aspire school or service will have its own Designated Teacher:

- Blueprint: Jessica Robinson, Head of School (jrobinson@aspireap.org.uk)
- CSEC: Corie Stephenson, Head of School (cstephenson@aspireap.org.uk)
- The Wycombe Grange: Tammy Nichols, Head of School (tnichols@aspireap.org.uk)
- Shortenills: Liz Wolfenden, Head of School (Lwolfenden@aspireap.org.uk)
- Shortenills Abbey: Joanne Hodge, Site Lead (jhodge@aspireap.org.uk)
- Orchard House: Rebecca Brooks (rbrooks@aspireap.org.uk), or Anna Newbold (anewbold@aspireap.org.uk), Heads of School
- Aspire Medical Needs Provision: Polly Kempson, Director of Safeguarding (pkempson@aspireap.org.uk)

4. Roles and responsibilities

The **Designated Teacher** will:

1. Liaise with the appropriate professionals in the development and regular review of Personal Education Plans (PEPs or ePEPs) for children who are looked after.
2. Support the Heads of School to ensure that all children who are looked after receive the support outlined in their PEP/ePEP.
3. Support the Head of School to ensure that all teachers have the training and support necessary to be effective teachers for children who are looked after.

The **Head of School or Service will:**

- Ensure that there is a Designated Teacher who understands their role and has the time and support required to do it well.
- If necessary, depending on the number of CLA/CPLA ensure that the Designated Teacher has support in terms of a CLA/CPLA coordinator or other pastoral support staff.
- Ensure that all CLA/CPLA receive the support outlined in their PEP/ePEP.
- Ensure that all staff have access to training and support necessary to be effective in their roles in relation to CLA/CPLA.

The **Executive Head or Head Teacher will:**

- Hold Heads of School to account for the performance of their roles in relation to this policy.
- Support Heads of School to ensure that this policy is fulfilled and that all CLA/CPLA make excellent progress in the time they are with us.

Different schools or services may decide that the designated teacher needs support in order to fulfil their role. In this case, the Head of School or Service will name a member of staff as a CLA/CPLA coordinator, who will support the Designated Teacher. In these cases, clear roles and responsibilities will be outlined in job descriptions as well as in the school or service handbook.

5. Supporting Looked After Children and Previously Looked After Children

Each child is an individual and needs an individualised approach to ensure that they have the support they need. However, all Aspire schools and services will make use of the following approaches and strategies to ensure that CLA/CPLA are supported:

- Ensuring that all staff have access to CPD and training opportunities to ensure that they

understand the particular barriers faced by CLA/CPLA and how to address those in their role.

- Ensuring that all staff have access to CPD and training opportunities about the SEND Code of Practice and understand how it relates to CLA/CPLA.
- Ensuring that PEPs are drawn up in harmony with EHCPs and any other Learning Plans that children have.
- Ensuring that all staff who work with a CLA/CPLA have access to their PEP and understand the important elements of it, and how to implement it in their classroom.
- Ensuring that the agreed actions in the PEP are put in place.
- Monitor and track the attainment and progress of CLA/CPLA.
- Work closely with the VSH to agree how pupil premium funding for CLA/CPLA can most effectively be used to improve their attainment, and then implement agreed strategies and support.
- Work closely with the family so that they can be fully involved in their child's education.
- Work closely with social workers and other involved professionals so that all decisions are taken collaboratively and with the child at the centre.