

Somerset Virtual School for Children looked After



Designated Teachers' Network
Meeting
July 5th 2018

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Agenda

- Welcome
- Statutory Guidance for Designated Teachers
- Dr Abigail Lucas – Resilience & Resourcefulness Workshop
- Q&A

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Key documents



Become statutory from September 2018

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The Designated Teacher

“The governing body of a maintained school and the proprietor of an academy must ensure that an appropriately qualified and experienced member of staff (hereafter referred to in this guidance as the ‘designated teacher’) undertakes the responsibilities within the school to promote the educational achievement of looked-after and previously looked-after children on the school’s roll. They must also ensure that the designated teacher undertakes training that is appropriate to carrying out this duty.”

**The designated teacher for looked-after and previously looked-after children
Statutory guidance on their roles and responsibilities**

February 2018

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An Extension of VS and DT remit

New statutory duty extended

- to promote the educational achievement of **previously looked-after children**. (section 4 of the Children and Social Work Act 2017)
- Local authorities have a statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked-after children
- The role of the VSH for previously looked-after children is to promote their educational achievement ***through the provision of information and advice*** to their parents, educators and others who the VSH considers necessary, encouraging education settings and professionals to share expertise on what works in supporting previously looked-after children's education.

Previously looked-after children are those who:

- are no longer looked after by a local authority in England and Wales because they are the subject of an adoption, special guardianship (SGO) or child arrangements order (CAO); or were adopted from 'state care' outside England and Wales.

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An Extension of VS and DT remit

Social Emotional And Mental Health Support

Designated Teachers now need to:

- ensure that schools are able to identify signs of potential mental health issues and know how to access further assessment and support where necessary; and
- ensure that schools understand the impact that issues such as trauma and attachment difficulties and other mental health issues can have on looked-after and previously looked-after children, and are “attachment aware”

Key Documents

- ‘Mental health and Behaviour in schools ‘
- ‘Promoting-the-health-and-wellbeing-of-looked-after-children ‘
- ‘Improving mental health support for our children and young people ‘
- ‘Children’s attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care’
- ‘Transforming Children and Young People’s Mental Health: a Green Paper ‘

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Key points

- Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. VSHs have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory.
- For looked-after children, as part of a local authority's corporate parent role, the VSH needs to be the educational advocate that parents are for others up to the age of 18.
- For previously looked-after children, the VSH will be a source of advice and information to help their parents to advocate for them as effectively as possible. VSHs are not acting as part of the corporate parent role in these circumstances, but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties.
- NB
An unaccompanied child looked After by the local authority is entitled to the same LA support as any other Looked After child.

The PEP

- The PEP is an integral part of the care plan all CLA must have until they are at least 18
- The PEP is an evolving record of what needs to happen for CLA to enable them to make at least expected progress and reach their potential
- The PEP should reflect the importance of a personalised approach to learning
- The PEP should raise aspirations and build life chances
- The PEP is a joint responsibility of the LA (CSC) and the school
- The PEP should be reviewed each term and used in school to monitor progress

Other helpful documents/sites for all agencies

- [Promoting the education of looked after children and previously looked after children – DFE Feb 2017](#)
- [The School Admissions Code](#)
- [Statutory guidance on school exclusion](#)
- [Special educational needs and disability code of practice 0 to 25 years.](#)
- [Children and Social Work Act 2017](#)
- [Education Endowment Fund](#)
- [Pupil Premium Plus – condition of grant](#)
- [Children Act 1989 Guidance & regulations Vol 3: Planning transition to adulthood for care leavers](#)
- [Keeping children safe in education](#)
- [Somerset Virtual School website](#)

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