



Longfields Primary and Nursery school

**Designated teacher for children we
care for and previously children we
care for policy (formerly looked after
children)**

Written: October 2025

Renewal Date: October 2026

Definition

For the purposes of this policy a child 'looked after by a local authority' is one who is looked after within the meaning of section 22 of the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.

A previously looked after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

A child is in 'state care' outside of England and Wales if s/he is in care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Longfields Primary School recognises that 'Children we care for' and 'Previously Children we care for' may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Longfields Primary School's commitment

Nationally, 'Children we care for' (CWCF) and 'Previously Children we care for' (PCWCF) significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. 75% of CWCF and PCWCF leave education with no formal qualifications. Only 12% go on to further education compared with 68% of the general population. Helping CWCF and PCWCF succeed and providing a better future for them is a key priority in our school.

Longfields Primary School recognises that CWCF and PCWCF can experience specific and significant disadvantages within a school setting, and are committed to ensuring they reach their potential in all areas. We are aware that CWCF and PCWCF may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct equipment, as well as stigma about their circumstances.

Longfields Primary School is committed to enhancing the achievement and welfare of CWCF and PCWCF working together with the Virtual Schools in the following ways:

- ❖ Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- ❖ Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- ❖ Achieving stability and continuity.
- ❖ Prioritising reduction in exclusions and promoting attendance.
- ❖ Promoting inclusion through challenging and changing attitudes.
- ❖ Promoting good communication between all those involved in the child's life and listening to the child.
- ❖ Maintaining and respecting the child's confidentiality wherever possible.
- ❖ Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of Children we care for.
- ❖ Ensuring an appropriately trained Designated member of staff (Emma Goodes) is appointed, who will be responsible for all Children we care for.

- ❖ Working alongside the SENCO in the school for any children with a SEN crossover.
- ❖ Supporting children with SEN through EHCPs and pupil profiles.
- ❖ All CWCF and PCWCF will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require.

Roles and Responsibilities

Headteacher

- Identify, or be, the Designated Teacher for CWCF and PCWCF, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CWCF and PCWCF and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CWCF and PCWCF to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Ensure that Pupil Premium funding is used to good effect, for the benefit of all disadvantaged students and for the whole student body. This funding should not be assigned to individual students, but a cumulative amount to improve learning experiences and progress

Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CWCF and PCWCF.
- Ensure the school has an overview of the needs and progress of CWCF and PCWCF.
- Allocate resources to meet the needs of CWCF and PCWCF
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Head teacher, the Designated Teacher and other staff in ensuring that the needs of CWCF and PCWCF are recognised and met.
- Receive a report once a year setting out:
 - The number of CWCF and PCWCF students on the school's roll (if any).
 - Their attendance, as a discrete group, compared to other pupils.
 - Their Teacher Assessment, as a discrete group, compared to other pupils.
 - The number of fixed term and permanent exclusions (if any).
 - The destinations of pupils who leave the school.
- The information for this report should be collected and reported in ways that preserve anonymity and respect the confidentiality of the pupils concerned.

Designated Teacher

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen, who should be an advocate for CWCF and PCWCF assessing services and support, and ensuring that the school shares and supports high expectations for them." It is strongly recommended that this person should be a member of the Senior Leadership Team.

Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews.
- Ensure that each CWCF and PCWCF has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes.
- Track academic progress and target support appropriately.
- Coordinate any support for the CWCF and PCWCF that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage CWCF and PCWCF to join in extracurricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of CWCF and PCWCF.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion
- Ensure the speedy transfer of information between individuals, agencies and if the pupil changes school – to a new school.
- Be proactive in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Be aware that 60% of CWCF and PCWCF say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy.
- Ensure that attendance is monitored.

Staff

All our staff will:

- Have high aspirations for the educational and personal achievement of CWCF and PCWCF, as for all students.
- Maintain CWCF and PCWCF confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable CWCF and PCWCF to achieve stability and success within school.
- Promote the self-esteem of all CWCF and PCWCF.
- Have an understanding of the key issues that affect the learning of CWCF and PCWCF.
- Be aware that 60% of CWCF and PCWCF say they are bullied so work to prevent bullying in line with the School's policy.