



# **Cavendish Close Infant and Nursery School**

**Designated teacher for  
looked-after and  
previously looked-after  
children policy.**

**2020-2021**

<b>School name:</b>	<b>Cavendish Close Infant and Nursery School</b>
<b>Designated Teacher for LAC:</b> <b>If different, Designated Teacher for PLAC:</b>	<b>Miss A Harker (Teacher)</b>
<b>Governor with responsibility for LAC and PLAC:</b>	<b>Mrs C Moore (Chair of Governors)</b>

## Together, We Can All Shine!

At Cavendish Close Infant School we are all stars

We want our children to achieve our **STAR Expectations** and succeed in life within an ever changing world.



<b>S</b>	Super learners
<b>T</b>	Try our best
<b>A</b>	Able to make safe, healthy and happy choices
<b>R</b>	Respectful and kind

Together, every day, we reach for the stars.  
Together, we can all shine.

### Rationale

At Cavendish Close Infant and Nursery School, we believe all children can achieve, thrive and shine. We have high expectations and aspirations for each and every child. We are committed to ensuring that they reach their potential in all areas through quality education. We recognise that LAC and PLAC can experience specific and significant disadvantages and we are committed to ensuring equal access to a balanced and broad education that meets the need of the individual. We are inclusive of all abilities, regardless of any disadvantages. As stated in DfE 'Guidance on the Education of Looked After Children' -May 2000: "LAC/ PLAC have a right to expect the outcomes we want for every child – that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being."

LAC and PLAC may have faced significant trauma in the form of adverse childhood experiences (ACES), such as abuse, neglect, loss, rejection. Exposure to these adverse and stressful experiences, can have a long-lasting impact on their learning, as well as their social and emotional wellbeing and skill set.

It is our duty to put strategies in place that allow all children to succeed. National progress and attainment data shows that some do well, but overall there is considerable educational underachievement of LAC/PLAC when compared with their pairs, as well as a greater risk of exclusion. That is why the Children Act 1989 (“the 1989 Act”) (as amended by the Children Act 2004 (“the 2004 Act”)) places a duty on local authorities, disseminated to schools, to promote the educational achievement of looked after children.

We are committed to implementing the principles and practise outlined in Dfe ‘Guidance on the Education of Looked After Children’ (May 2000) and Section 52 of the Children Act 2004.

At Cavendish Close Infant and Nursery School we inspire, ignite and nurture children’s passion and thirst for knowledge, dedication and commitment to learning. We encourage our children to lead their own learning and we give them the tools they need to be successful in education and beyond. We provide an environment that is conducive to children feeling safe and happy, enabling them to thrive and flourish. At our school we are passionate and positive leaders and role models, and understand the important role we play in raising aspirations and cultivating ambition; support the children to overcome any disadvantage.

**Together we can all shine.**

### Context

The needs of LAC and PLAC should be kept in mind in all other policies, in particular in conjunction with the following:

- Pupil Premium Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy

Common barriers for disadvantaged children include; less support from home, poor attendance and punctuality and the need for more flexible behaviour management. Every child has their own story and they need a tailored approach to their unique challenges.

### Definition

When is a child ‘looked after’?

The term ‘looked after’ has a specific, legal meaning, based on the Children Act 1989: a child is ‘looked after’ by a local authority if they fall into one of the following:

- The child is in accommodation commissioned and provided by the Local Authority for more than 24 hours. (Children Act 1989, Section 20 and 21)
- The child is the subject of an Emergency Protection Order, Interim Care Order or Care Order either living at home or placed away from home with relatives, friends or local authority carers. (Children Act 1989, Part IV)
- The child is remanded to Local Authority Care.
- The child is subject to a Secure Order under the Children Act 1989.
- The child is placed for adoption but the adoption order has not been made.
- The child is an unaccompanied minor.
- The child is in receipt of a series of Short Term Breaks as part of a Family Support plan for periods of 24 hours or more. (These children are only looked after for the time that they are placed away from home and do not need to be on your register of Looked After Children; nor do they need Personal Education Plans.)

When is a child 'previously looked after'?

A child is previously looked after when:

- They are no longer LAC by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014) because they are the subject of:
  - adopted.
  - a special guardianship order (SGO) or child arrangement order.
- Or were adopted from 'state care' outside England and Wales. 'State Care

### **Barriers and Priorities**

LAC/ PLAC may (or may not) have some of the following issues:

- Low self esteem.
- Poor education standards or gaps in learning due to time out of school.
- Delayed social/ emotional/ cognitive development.
- Be bullied or bully others.
- Be prone to mental health issues.
- Difficulties concentrating or engaging.
- Be isolated with few friends.
- Display challenging behaviour.
- At risk of exclusion.
- Attachments issues.

- Introverted or poor interpersonal skills.

This makes them an extremely vulnerable group in terms of education and future life-choices. We are dedicated to supporting these children as fully as possible by ensuring the following is in place:

1. Admission arrangements are in place (with some limited exceptions), to give priority to LAC, children adopted from care under the Adoption and Children Act 2002 and those who left care under a 'Special Guardianship Order' or 'Residence Order' in their oversubscription criteria. The law gives a local authority that looks after a child the right to direct the admission authority of any maintained school to give them a place. This applies, even where the school is currently full, or is in another local authority area.
2. The Governing board must ensure that:
  - a designated teacher is appointed; who promotes the educational achievement of all LAC/ PLAC who are on the school roll.
  - the teacher undertakes appropriate training;
  - it considers an annual report from the designated teacher; and
  - it acts on any issues that the report raises promptly.
3. Regulations specify that the role of a designated teacher should be carried out by:
  - a qualified teacher, within the meaning of section 132 of the Education Act 2002, who has completed the appropriate induction period (if required); or
  - the headteacher or acting headteacher at the school.
4. Ensuring that all LAC have a personal education plan (PEP) that addresses all aspects of education including health and wellbeing, outlining appropriate support to promote progress.
5. All LAC/PLAC children will be identified and monitored through Pupil Premium procedures in school such as PP registers and One Page Profiles. As a school we have also compiled a register for 'Children At Risk of Disadvantage' which gives our school definition of disadvantage. This includes criteria used to support our assessment of what disadvantages our children face. We use our 'school disadvantage criteria' document as a tool to reflect on the depth of disadvantage our vulnerable children face. (see Pupil Premium Policy)
6. Ensure that effective communication and appropriate information sharing is taking place (where relevant) with carers/ parents, social workers and Virtual School, such as child's progress and attainment updates/ concerns.
7. Ensure all adhere to confidentiality policies, by maintaining and respecting the child's confidentiality wherever possible.
8. Promoting attendance and positive learning values.
9. Every child has their own story, with their own unique challenges, therefore support we give is bespoke and differentiated to their needs.

## Roles

### Designated Teacher

The Designated Teacher should:

- Be an advocate for LAC/ PLAC.
- Ensure there is a smooth transition when starting, or leaving, the school for child and carer. This includes sharing information in a prompt manner.
- Ensure that LAC/ PLAC have equal access to the curriculum. As well as opportunities to fully embrace all aspects of school life, such as participating extra-curricular activities.
- Record any specific requirements of LAC/ PLAC, including care status, adhering to confidentiality procedures such as keeping it in lockable storage or secure password protected computer devices.
- Ensure that a Personal Education Plan (PEP) is completed as soon as possible. This should be written in liaison with child, carer, social worker, and any other support workers/ agencies, at least every 6 months.
- Involve the LAC/ PLAC, where possible, in decisions about their education. These views can be recorded, but not limited to, the 'voice of the child' template (appendix 1).
- Keep PEPs and other records up to date.
- Attend and contribute to LAC review meetings.
- Ensure staff receive relevant information or updates in relation to LAC/ PLAC. Information on LAC/PLAC will be shared on a 'need to know basis'.
- If a child is experiencing any difficulties or is at risk of being excluded the Designated Teacher will arrange urgent meetings with the relevant parties.
- Build a relationship with LAC/ PLAC in the school. Get to know them and have an understanding of their needs, experiences and preferences. Ensure that they have someone in school that they feel comfortable to talk to (not necessarily the Designated Teacher).
- The Designated Teacher is required to feedback to governors once a year.
- The Designated Teacher is should have awareness of any changes to legislation or guidance, as well as actively attending relevant courses or network meetings that helps them to acquire the knowledge and skills needed to fully support LAC/ PLAC.

### All staff

It is all staff's responsibility to:

- Ensure that any LAC/PLAC is supported sensitively and that confidentiality is maintained. All staff should be discrete; being conscious of using appropriate language to not stigmatise or isolate the child for example "ask your mums and dads

at home...". Work based on diversity of 'families' should be embedded in the curriculum. This creates a climate of acceptance and ensures, as with all children, that no LAC/ PLAC is stigmatised.

- Where working directly with LAC/PLAC liaise with the Designated Teacher to complete PEPs including sharing an overview such as: up-to-date attainment and progress information, areas of need, changes in circumstances, observations of child's wellbeing as appropriate. This may also include providing examples of their work.
- Respond positively to LAC/ PLAC request to speak to named person that they can talk to.
- Provide a supportive environment to enable a LAC/ PLAC to achieve stability within setting.
- Have high aspirations for educational and personal achievement of LAC/ PLAC.
- Actively promote self-esteem of LAC/ PLAC.
- Maintain and share One Page Profiles with the Designated Teacher.

### **Governing Body**

It is the governing body's responsibility to:

- Ensure all governors are fully aware of the legal requirements and guidance for LAC/PLAC.
- Be aware of how many LAC/PLAC children the school has at any time.
- Ensure there is a named Designated Teacher for LAC/ PLAC and that they:
  - Promote the educational achievement and be advocate for all LAC/ PLAC.
  - undertake all designated teacher duties outlined in the DfE statutory guidance "The designated teacher for looked after and previously looked children" Feb 2018.
  - undertakes appropriate training.
- Liaise with Head Teacher to ensure that the Designate Teacher is enabled to carry out their responsibilities, and has the required training, time and resources to carry out their role.
- Support Head Teacher, Designated Teacher and other staff in ensuring the needs of LAC/ PLAC are met.
- The Governing Body will ensure that the school allocates resources to support appropriate provision for LAC/ PLAC. Ensuring LAC has equal access to the curriculum.
- Have a nominated Governor who:
  - links with the Designated Teacher.
  - receives regular progress reports.
  - feedback to the Governing Body. (These reports will not include any names of individuals for child protection/ confidentiality reasons). This should include

number of children on school's roll, their attendance (as a discreet group compared to other pupils), their progress and attainment (as a discreet group compared to other pupils), number of any exclusions, the destinations of LAC pupils who leave the school.

- Review the effective implementation of this policy, preferably annually, and that other school policies that also support LAC/ PLAC are up-to-date. Ensuring that the policy is coherent and reflects existing/ new/ amended statutory guidance.

**Cavendish Close Infant School staff with relevant responsibilities:**

Name of Designated Safeguarding Lead: Mrs C Diffin (Headteacher)

Contact details:

Telephone: 01332 662239

Email: [Safeguarding@cavclosei.derby.sch.uk](mailto:Safeguarding@cavclosei.derby.sch.uk)

Names of Deputy Designated Safeguarding Leads:

Mrs C Howett (Deputy Headteacher) and Mrs N Asghar (Assistant Headteacher)

Contact details:

Telephone: 01332 662239

Email: [Safeguarding@cavclosei.derby.sch.uk](mailto:Safeguarding@cavclosei.derby.sch.uk)

Other staff with safeguarding responsibilities:

Mrs R Vincett (Inclusion Leader)

Mrs R Dearie and Mrs J Leadbeater (Safeguarding and Learning Champions)

Contact details:

Telephone: 01332 662239

Email: [Safeguarding@cavclosei.derby.sch.uk](mailto:Safeguarding@cavclosei.derby.sch.uk)

Name of Designated Safeguarding and LAC/ PLAC Governor: Mrs C Moore (Chair of Governors)

Contact details:

Telephone: 01332 662239

Email: [Admin@cavclosei.derby.sch.uk](mailto:Admin@cavclosei.derby.sch.uk)

Name of Designated Teacher for Looked After /previously Looked After Children and Learning Champion:

Miss A Harker (Teacher)

Contact details:

Telephone: 01332 662239

Email: [Admin@cavclosei.derby.sch.uk](mailto:Admin@cavclosei.derby.sch.uk)

Pupil Premium Learning Leader:

Mrs M Unwin-Rose (Teacher)

Contact details:

Telephone: 01332 662239

Email: [Admin@cavclosei.derby.sch.uk](mailto:Admin@cavclosei.derby.sch.uk)

Designated Lead for Mental Health and Well-being: Mrs A Orme (Personal Development Leader)



Contact details:

Telephone: 01332 662239

Email: Admin@cavclosei.derby.sch.uk

Governor for Mental Health and Well-being: Mrs M Willis (Inclusion Governor)

Contact details:

Telephone: 01332 662239

Email: Admin@cavclosei.derby.sch.u

### **Partnership Working**

At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable P/LAC to achieve their potential. LAC Review meetings and ePEP meetings are an opportunity to further this partnership working.

We also recognise the important contribution that external support services make in supporting LAC/ PLAC. Colleagues from the following support services may be involved with individual LAC/ PLAC:

- Derby City Virtual School for LAC
- educational psychologists and SEN services
- adoption support workers
- medical officers
- school nurses
- The LA named nurse/s for Looked After Children (see Appendix 4).
- CAMHS
- Education Welfare Officers
- Social Care Workers/ Children's Practitioners/ Residential Child Care Worker
- Youth Offending Service
- Multi-Agency Teams.

The Derby Virtual School has a role in supporting and giving information for LAC/ PLAC to parents, schools, social workers and other relevant persons. The duties of the Virtual School Head are defined in the DfE statutory guidance "Promoting the education of looked after children and previously looked after children" – Feb 2018. Their contact details can be found in Appendix 2.

### **Procedures**

#### **Personal Education Plans (PEP)**

- The social worker for the LAC should inform the school of a child becoming looked after (or a LAC joining the school). They should initiate a Personal Education Plan – PEP - within 10 days of joining the school, or of entering care.

- It is vital that the school assesses each LAC's attainment on entry to ensure continuity of learning.
- A PEP meeting with social worker, carers, Derby Virtual School and any other relevant agencies/ workers is attended by the Designated Teacher. To discuss LAC progress and attainment, review of previous targets/ progress made, update on Pupil Voice, etc. PEP completion date will be agreed at this meeting.
- Expectation for education / PEP meetings:
  - If a young person has no SEND we would expect 3 PEPs a year to be completed.
  - If, for example, a young person has an EHCP Review in the Spring term we would expect the EHCP Review to be uploaded into the Documents section of the PEP in the Spring Term and 2 further PEPs to be completed, one in Autumn Term and one in the Summer Term.
- The Designated Teacher will discuss the new SMART targets and any intended application for funding.
- The young person should be actively involved, either by attending the meeting and/ or sharing their views in another way, such as by Designated Teacher prior to meeting. (Appendix 1).
- We have robust arrangements in place to ensure that any special educational needs are reflected in the PEP and addressed through the Special Education Needs and Disability (SEND) framework as soon as possible.
- Once completed the form is submitted to Derby Virtual School, which is then assessed and quality assured by Derby Virtual School Head Graeme Ferguson. The Designated Teacher will be informed of any successful funding bids so that they can implement the targets, liaise with relevant staff and monitor implementation and progress.
- Targets are personalised and designed to support children in their area of need. One of the targets should focus on developing reading skills/ love of reading.
- PEPs should be reviewed regularly at least every 6 months, or more if necessary.
- PEPs vary in content depending on whether it is for EYS or KS1 and upwards child.

### **Pupil Premium Plus (PPP)**

The Pupil Premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Pupil Premium Plus (PPP) funding is used to "close the gap" in educational outcomes between LAC/ PLAC and their peers.

PPP for LAC is accessed through the Local Authority who has parental responsibility for the LAC. We will allocate the PPP funding to support appropriate provision for individual LAC, meeting the objectives set out in this policy and the child's PEP. We will work in partnership with the child's virtual school to ensure that LAC receive the full range of support to which they are entitled to.

PPP funding for PLAC will go directly into the schools budget if the child is listed as PLAC on the January census.

At the time of writing this policy, The Secretary of State for Education outlines schools currently receive £1345 for each pupil premium child and £2345 for every pupil premium plus child with the goal to raise the attainment of disadvantaged pupils of all abilities to reach their potential.

EYPP+ is available for EYFS settings where looked after children attend 15 hours or more. Derby City Virtual School will make an annual payment of £300. The child is eligible from the term after they are 3 until they attend FS2.

Please refer to Pupil Premium Policy for further strategy and action plans for our school.

### **Individualising Support**

We will ensure that the additional support we provide for LAC/ PLAC is effective by:

- Looking at the individual needs of each child and identifying their strengths and barriers to learning.
- Ensuring class teachers, support staff and Designated Teacher communicate regularly.
- Providing high quality, timely, and meaningful interventions.
- Working with other agencies to bring in additional expertise.
- Providing support for parents and carers to help them support their children's learning at home.
- We know that 'every interaction is an intervention' and we give LAC/ PLAC children a chance to talk.

### **Our Key Principles**

We feel that by following the key principles below, we believe we can maximise the impact of our pupil premium spending for these children.

### **Our Learning Values**

- *We think of good ideas*
- *We think of different ways to do things*
- *We are confident to try new challenges*
- *We learn from our mistakes*
- *We ask for help when we need it*
- *We are happy to teach our friends*
- *We enjoy finding things out and exploring*

- ***We ask clever questions***
- ***We always try our best***
- ***We are resilient, we keep on trying***

### **Building Belief**

We will provide a culture where:

- Staff believe in ALL children and no child is left behind
- There are “no excuses” made for underperformance and class teachers are accountable in pupil progress meetings
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mindsets towards learning
- Strategies from the Teaching and Learning Handbook are used frequently in the classroom to enable all children to access learning and succeed.

### **Analysing Data**

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and areas for development.
- Teachers identify areas of development for LAC/ PLAC children at assessment points throughout the year during Pupil Progress meetings.
- A Harker (Designated Teacher) to communicate with LAC/ PLAC class teachers for up-to-date assessment data, as well as working closely with M Unwin-Rose (Pupil Premium Learning Leader) to monitor and assess progress.
- One page profiles are created, updated and reviewed regularly. They outline current assessment and the targets identified to address areas of need.

### **Ensuring Quality First Teaching**

We will continue to ensure that **all** children across the school receive consistently good teaching, with increasing percentages of outstanding teaching achieved by using our senior leaders to:

- Set high expectations.
- Ensure consistent implementation of the strategies from our Teaching and Learning Handbook.
- Share good practice within the school using the ‘Learning Lenses’ (Chris Quigley).
- Draw on external expertise and research from the Education Endowment Foundation (EEF).
- Provide high quality CPD through half termly Pupil Premium Learning meetings.
- Improve assessment through joint moderation and peer observations.

### **Maximising Learning Time**

We will make best use of the time children have to keep up through:

- Improving attendance and punctuality so that every child can be an attendance 'HERO'.
- Providing early intervention such as 'Talk Boost', Early Talk Boost', 'Read It Write It'.
- Timetable opportunities for intervention throughout the day.
- Quality First Teaching for all in the first instance –children access Wordwise, Power Maths and Challenge Time using our whole school timetable.

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, work scrutiny, observations, learning walks, staff, parent/ carer/ pupil voice etc.
- Assessment information is collected termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each half-term and the progress of target children is reviewed – M. Unwin-Rose to review pupil premium data and A. Harker to review LAC/ PLAC data.
- Regular feedback about performance is given to children and parents and carers
- 'One Page Profiles' are regularly updated with what interventions children are accessing and what the anticipated impact will be.
- M. Unwin-Rose is the Pupil Premium Learning Leader (Since September 2019)
- Pupil Premium Learning Champions take a leading role in developing Quality First Teaching across school. A Harker has been a Learning Champion since September 2020. C Brown has been a Learning Champion since February 2021.
- A. Harker has been Designated Teacher since June 2020
- All teaching staff and support staff are pupil premium champions.
- A designated governor is given responsibility for Pupil Premium and LAC/ PLAC. Mrs C Moore took on these roles in September 2016. M. Unwin-Rose meets regularly with Mrs C Moore to discuss developments in the Pupil Premium Strategy, and A. Harker to feedback on LAC/ PLAC.

### **Monitoring the progress of LAC**

The school will monitor and track the achievement, attainment and progress of all LAC at regular intervals. LAC will require their PEP to be reviewed, according to their needs, as

initiated by the Reviewing Officer, Social Worker or Designated Teacher. The young person's views should be sought by the Designated Teacher and noted on the PEP.

The Designated Teacher will know who all the LAC are in school and will have access to their relevant contact details including parents, carers and social worker, PEPs and attainment and progress data. The Designated Teacher will also know about any LAC from other Local Authorities. It is important that the school flags LAC status appropriately in the school's information systems so that information is readily available as required.

### **Monitoring the progress of PLAC**

The parental responsibility for a PLAC is with the adopted parent. There is no requirement to hold a PEP meeting for a PLAC but the school monitors and allocates PPP funding for PLAC to meet the needs of the pupil.

The school encourages adopted parents to make themselves known so that PPP funding can be gained by recording the pupil as PLAC on the January census return.

The LAC/ PLAC policy will be reviewed annually. A report from the designated teacher on outcome of P/LAC pupils is brought to the Governing Board annually.

We have categorised three parts to our 'Pupil Premium Strategy Plan' (please see Pupil Premium Policy) as per government guidance which identify our main barriers to learning for our children and how we will try to overcome them:

### **'Teaching Priorities'**

Lack of experiences in pupils' lives results in limited vocabulary and background knowledge which presents a barrier to new learning.

### **Our priorities will be;**

- A rich curriculum around quality texts enables pupils to explore and experience the world around them, build and connect knowledge and vocabulary, use of strategies in the Teaching and Learning Handbook. Purchase half termly year group 'topic' high quality texts 6 times per year for all children.
- Targeted reading 'catch up' through the 'Read it Write it' intervention - improving fluency with phonics as well as vocabulary teaching and explicit reading comprehension skills. (Intervention delivered by trained Teaching Assistants)

**'Targeted Academic Support'**

Educational gaps made by long periods of time spent away from the classroom prevents a large barrier for the most vulnerable children plus lack of support from home and vulnerable parents and carers.

**Our priorities will be;**

- Language focused interventions for those children who have speech, language and communication barriers. Language Link, Speech Link, SALT referrals.
- Talk Boost and Early Talk Boost for those with barriers for communication and language (Intervention delivered by trained Teaching Assistants)

**'Wider Strategies'**

Improving attendance and readiness to learn for the most disadvantaged pupils

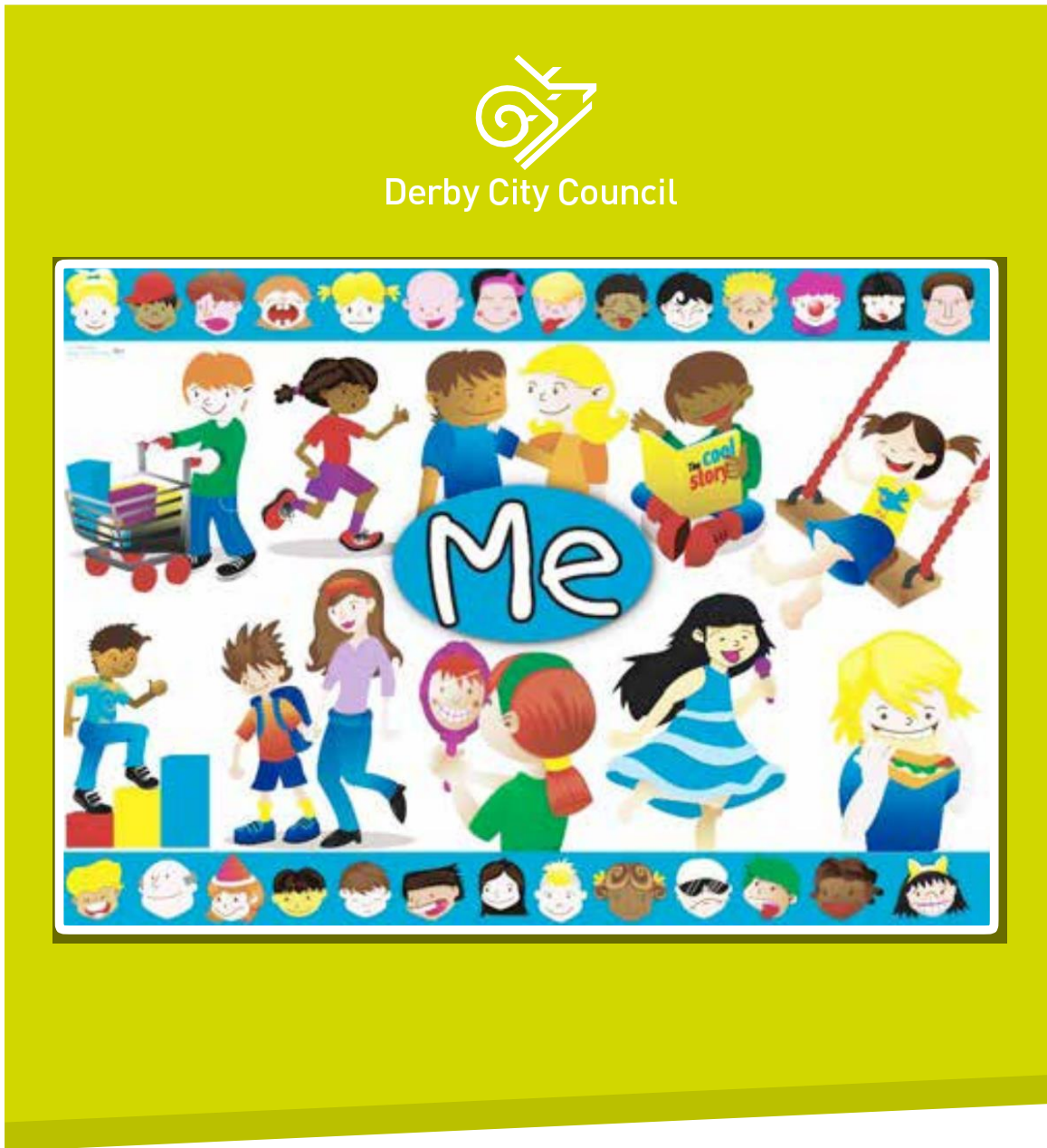
**Our priorities will be;**

- Targeting engagement for hard to reach parents and carers with a communication strategy to build relationships and improve engagement with school, attendance, value of education and support aspiration building. Support our families with uniform, and learning resources where needed to remove barriers to ensure all children are in school. School trips and educational visits. Rewards for good attendance.
- Engage learners, specifically our most vulnerable, to support them to settle to learn with a range of social and emotional strategies (Mood Monsters, Time for us, Check ins with parents and carers)

Policy written – May 2022

To be reviewed – May 2023

**APPENDIX 1 – Pupils Voice**



Name .....

School.....



**Please fill  
in these  
questions  
and hand it  
back to us**

# My Education

1. At nursery/school I feel – please tick the words that describe how you feel



Happy



Ok



Worried

2. I like playing with the...

.....  
.....

3. My friends are called...

.....  
.....

4. I am good at...

.....  
.....

5. I don't like...

.....  
.....

6. At home I need help with...

.....  
.....

7. At nursery/school I need help with...

.....  
.....

# My Targets

1. Subjects I would like more help with are – please tick all that apply



Maths



English



Writing



Spelling

Other .....

2. Who helps me at home with my school work – please tick all that apply:

Foster carer

Key worker

Social worker

Myself

Other please write below



.....

3. Are you worried about anything else in school – please write below

.....

4. To help me I would like school to – please write below

.....

5. Is there anything you would like to talk about at the meeting about your school work?

.....

# My Behaviour

1. I think my behaviour at school is – please tick the words that describe how you feel



Great



Ok



Struggling

Other .....

2. If I am upset, what helps me calm down – please write below

.....

# My Future

## 1. My Plan

Please tick  
one box

Moving to the next year group in my current school

Moving to another school

## 2. When I think about this change I feel

Please tick  
one box



I am happy about this change

I need some more help with this change



I am worried about this change

## 3. Job I would like to do in the future

I know what job I would like to do in the future, this is...

Please write below



**APPENDIX 2 – Derby City Virtual School for LAC contact details are:**

<b>Graeme Ferguson</b>	<b>Virtual School Head Teacher</b>
<b>Email</b>	<b><a href="mailto:Graeme.ferguson@derby.gov.uk">Graeme.ferguson@derby.gov.uk</a></b>
<b>Telephone</b>	<b>01332 640362</b>
<b>Mobile</b>	<b>07812301044</b>
<b>Susannah Beadle</b>	<b>Specialist Education Officer for LAC</b>
<b>Email</b>	<b><a href="mailto:susannah.beadle@derby.gov.uk">susannah.beadle@derby.gov.uk</a></b>
<b>Telephone</b>	<b>01332 642385</b>
<b>Mobile</b>	<b>07748624716</b>
<b>Kate Harm</b>	<b>Specialist Education Officer for LAC</b>
<b>Email</b>	<b><a href="mailto:kate.harm@derby.gov.uk">kate.harm@derby.gov.uk</a></b>
<b>Telephone</b>	<b>01332 641439</b>
<b>Mobile</b>	<b>07812300954</b>
<b>Catherine Ward</b>	<b>Specialist Education Officer for LAC</b>
<b>Email</b>	<b><a href="mailto:catherine.ward@derby.gov.uk">catherine.ward@derby.gov.uk</a></b>
<b>Telephone</b>	<b>01332 640346</b>
<b>Mobile</b>	<b>07391414150</b>
<b>Sarah Parkman</b>	<b>Specialist Education Officer for LAC</b>
<b>Email</b>	<b><a href="mailto:sarah.parkman@derby.gov.uk">sarah.parkman@derby.gov.uk</a></b>
<b>Telephone</b>	<b>01332 640637</b>
<b>Mobile</b>	<b>07748624716</b>
<b>Liz Williams</b>	<b>Specialist Education Officer for LAC</b>
<b>Email</b>	<b><a href="mailto:elizabeth.williams@derby.gov.uk">elizabeth.williams@derby.gov.uk</a></b>
<b>Telephone</b>	<b>01332 640342</b>

**APPENDIX 3 – Key National Documents**

- Promoting the Educational Achievement of Looked After Children - Statutory Guidance for Local Authorities February 2018
- Guidance on the Education of Looked After Children' May 2000
- The Children Act 1989, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017.
- The designated teacher for looked after and previously looked after children- Statutory Guidance February 2018
- Governance handbook for trustees of academies and multiacademy trusts and governors of maintained schools DfE January 2017 (6.4.12 Looked After Children)
- The Care Planning, Placement and Case Review (England) Regulations 2010, as amended.
- Exclusion from maintained schools, academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion, 2012
- Department for Education, School Admissions Code, Feb 2012
- Supporting Looked After Learners - A Practical Guide for School Governors 2005
- Advice on the Education of Summer Born Children, July 2013

**APPENDIX 4 – LA nurses for LAC**

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The children in care team is a statutory service undertaking health assessments for all children in care. When a child is placed in care they have an initial health assessment with one of their doctors. Over 5's will then have a review health assessment every year and under 5's have two per year. This is a holistic assessment where health needs can be identified with a clear health care plan. The children in care nurses also offer low level intervention where needed and will signpost to relevant specialist services.

They attend professional and children's meetings to represent health.

They offer advice, health education and health promotion.

They cover Derby City with a 20 miles radius.