

# Appendix 2

## Revised statutory guidance for virtual school heads and designated teachers

### Government consultation

CHILDREN AND FAMILIES SERVICE

## Key changes to duties introduced in the Children and Social Work Act 2017 are:

- **A duty** on LAs to make **advice and information** available to parents, carers , DTs in schools and any other person in the LA for the purpose of promoting the educational achievement of **previously** looked after children
- **A duty** on the governing body of a school to designate **a member of staff at the school** to have **responsibility for promoting** the educational achievement of **previously** looked after children

## **Key changes to duties introduced in the Children and Social Work Act 2017**

- These new duties apply to children who leave care as a result of adoption, special guardianship or child arrangement order and children adopted from state care abroad.

## **New sections for schools**

- Raising awareness, staff training, special educational needs and mh
- Expands the section on the relationship of the DT to others beyond the school to include LAs and carers and parents
- Emphasises the need for DTS to build links with VSHs and professionals beyond the school and highlights working with the VSH to help ensure early intervention for behavioural issues and to minimise exclusions.
- Includes 2 excellent annexes, page 29 and a glossary, page 34

# Governors

Governors have 3 overall responsibilities, they will need to ensure that for the two groups, LAC and previously looked after children (previously Looked After Children) that they:

1. have designated a member of staff (an appropriately qualified and experienced teacher or head teacher) with the responsibility for promoting the educational achievement of LAC and previously looked after children on the school roll
2. that the DT has undertaken appropriate training to carry out the role
3. that they, and the DT, follow the guidance

### **3 reasons the Govt think we need statutory guidance and a statutory role of DT in school to support LAC and previously looked after children needs?**

LAC and previously looked after children have often experienced

- disrupted learning, gaps, impact of experiences emotionally create barriers to progress, complexity of the fragmented educational experience and high incidence of SEN.
- LAC and previously looked after children do not perform as well as non-LAC at KS2 and KS4
- to ensure that the support to LAC and previously looked after children offered by schools is not seen in isolation, that there is a wide range of support mechanisms /significant adults that contribute to educational achievement.

**For further information contact**

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