The Designated Teacher for Looked-After and Previously Looked-After Children

Hertfordshire Designated Teacher Conference
November 2018

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Department for Education
Children and Social Work Act 2017: Corporate Parenting Principles

Seven principles that LA must have regard to in relation to looked after children and young people:

- to act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people;
- to encourage those children and young people to express their views, wishes and feelings;
- to take into account the views, wishes and feelings of those children and young people;
- to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners;
- to promote high aspirations, and seek to secure the best outcomes, for those children and young people;
- for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and
- to prepare those children and young people for adulthood and independent living.
Guidance for Designated Teachers

- New statutory duty commenced in September 2018 – for children who have left care through adoption or special guardianship
- Changes to guidance not restricted to new duties.
The Statutory Guidance:

- The most effective designated teachers have a leadership role in promoting educational achievement of these children.

- Governors, head teacher and school leadership team will need to consider the following to support the DT role:
  - Do they have the seniority, experience and skills to provide leadership and work with the leadership team, act as a champion and ensure a whole school approach.
  - Do they have the training opportunities, including time away from timetable commitments, to acquire and keep skills and knowledge. What are the resource implications?
The Statutory Guidance: A New Emphasis on Mental Health and Wellbeing

- Designated teachers should work with Virtual School Heads and (where available) schools leads for mental health to ensure all school staff have the skills to:
  - Identify signs of potential mental health issues and how to access further assessment and support (including making use of SENCO and LA support teams)
  - Understand the impact trauma, attachment disorders and other mental health issues can have on looked-after and previously looked-after children
- Designated teachers should work with senior leaders, parents and carers to put in place mechanisms for understanding the emotional and behavioural needs of previously looked-after children.
- See also Transforming children and young people’s mental health provision: a green paper published December 2017
Green Paper: the core proposals

- We will incentivise every school and college to identify a **Designated Senior Lead for Mental Health** to oversee the approach to mental health and wellbeing. All children and young people’s mental health services should identify a link for schools and colleges.

- We will fund new **Mental Health Support Teams**, supervised by NHS children and young people’s mental health staff, to provide specific extra capacity for early intervention and ongoing help. These teams will be linked to groups of primary and secondary schools and to colleges, providing interventions to support those with mild to moderate needs and supporting the promotion of good mental health and wellbeing.

- We will **trial a four week waiting time** for access to specialist NHS children and young people’s mental health services.
Funding and timeline for delivery

- We have modelled that to achieve a rollout of mental health support teams to at least a quarter of the country by the end of 2022/23 will cost £215m, to be tested through trailblazer sites. Ambition for a national rollout.

- DfE has committed up to £15-20m a year to train Designated School Leads until all schools and colleges have had the opportunity to train a lead.

- Preparation for the rollout of the new Mental Health Support Teams from 2018:
  - Expanding training provision for new mental health workforce
  - Recruiting initial trailblazer area
  - recruiting the first group of trainees to staff the new teams.
  - First wave of training from January 2019

- Trailblazer areas, operational from 2019, supported by robust evaluation to understand what works. Rollout to be determined by the success of the trailblazers
Training school Designated Senior Leads for Mental Health

We will incentivise the creation of Designated Senior Leads in schools & colleges by:

- Putting in place a high-quality **training package**, provided free of charge and with backfill cover (up to £95m over 5 years from 2019/20 academic year)

- Training is a vehicle for ensuring mental health is embedded within schools as part of a **whole-school approach**; plans, and expectations for teacher development

- In longer term, DfE will consider how this might be incorporated into a revised approach for **teacher development**, including how to link it with the NPQ curriculum, teaching schools and initial teacher training curriculum

Schools will need to identify a lead in order to be ready to work with a Mental Health Support Team as part of a trailblazer. The Designated Senior Lead training will help the school develop the role of that lead if they choose to do so.

**National roll-out of DfE/ NHSE’s schools/CYPMHS pilot**

- To lay the groundwork for better joint working and to encourage schools to identify a Lead early in order to make the most of the link with local children and young people’s mental health services.

- The second phase of the pilot is still ongoing until March 2019.

- DfE are preparing for a national procurement exercise commencing in October/November 2018, in preparation for issuing a contract for this work for March 2019
Looked-after Children Mental Health Assessment Pilots

- **DfE funded in up to 10 local areas** – links to trailblazers and other NHS work. Aim to improve the mental health and emotional wellbeing assessments children receive when they first enter care, so that they are:
  - thorough;
  - of **good quality**;
  - needs focused;
  - person centred;
  - provide **accurate** diagnosis of need; and
  - occur at the right **time**.

- **Supported by Anna Freud Centre** – pilots being selected as we speak!
For more information

Contact

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Guidance available at