

# Policy for the Education of Children in Care (CiC) and Previously Looked After Children (PLAC)

## Camborne Science and International Academy



<b>Approved by:</b>	The Principal	<b>Date:</b> 27 March 2023
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### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: [enquiries@cambornescience.co.uk](mailto:enquiries@cambornescience.co.uk)

## SECTION 1 – AIMS and OVERVIEW

At Camborne Science & International Academy we believe that all Children in Care should have equitable access to excellent educational provision and achieve their full educational potential. We, as a school community, aim to be champions for Children in Care and take a proactive approach to support their success. We recognise that we, as a school, have a vital role to play in promoting children and young peoples' social and emotional development, alongside their academic endeavours. We are wholeheartedly committed to supporting Children in Care and ensuring that pupil voice is in the centre of our provision.

The term 'Children in Care' includes:

- Those children who are in care through a care order under section 31 of the Children Act 1989.
- Those accommodated on a voluntary basis through an agreement with their parents under section 20 of that Act, or agreement with of the child if they are over 16.
- Children placed away from home under an emergency protection order.
- Children on police protection/remand/detention (section 21 of the Children Act).

NB: we also recognise previously looked after children (PLAC) and those on a Special Guardianship Order (SGO) and keep a central record of these pupils, offering appropriate support, as required. Previously looked after children are defined by The Department of Education as those who: "are no longer looked after by a local authority in England and Wales (as defined by the children Act 1989 or Part 6 of the Social Services and Wellbeing (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangement order".

### Our aims to support Children in Care and PLAC students:

- Provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- Close the gap - bring the educational attainments of our Children in Care in line to those of their peers.
- Ensure appropriate use of Pupil Premium Plus\* funding to support education and positive outcomes.
- Make sure that Children in Care have access to education appropriate to their age and ability; this includes access to a broad and balanced curriculum.
- Identify our school's role to promote and support the education of our Children in Care.
- Ask the question: 'Would this provision be good enough for my child?' and ensure that provision is amended, as needed.
- Have a Designated Teacher (DT) for Children in Care and DSLs who will act as the advocates of CiC and coordinate support for them, liaising with carers, natural parents (as appropriate) and social workers on a wide variety of educational and care issues.
- All staff and governors are committed to ensuring improved educational life chances for Children in Care by ensuring that the relevant personnel have reasonable support and time to compete tasks and responsibilities. Also, to establish and maintain appropriate reporting and monitoring procedures, both within the school and with other agencies.

## SECTION 2 – CHILDREN IN CARE (CiC) at CSIA.

### DESIGNATED TEACHER FOR CHILDREN IN CARE

(Statutory regulations from September 2009)

The Designated Teacher must:

- ***Be a qualified teacher, head teacher or EY setting manager.***
- Maintain a register of all Children in Care (this includes children from both in and out of Cornwall).
- The register will include a record of: the contact person in the Virtual School for CiC (CiCESS), Care status, type of placement (e.g. foster, respite, residential, adoptive), name of Social Worker, area office, telephone number, email address.
- Liaise with SENCo and other members of staff on a 'need to know' basis.
- Ensure statutory documentation is kept up to date and is relevant to the child's needs and ability i.e. termly Personal Education Plan.
- Advocate for the CiC at CSIA.

At CSIA the Designated Teacher for Children in Care is Joanna Greet, Assistant Principal: SENCo (Emily Quinn for maternity cover) and the supporting DSLs are Jill Carter and Beverly Jefferson.

Jill Carter and Beverly Jefferson will fulfil the day to day operational requirements of the role of the Designated Teacher and this will be monitored by Joanna Greet (Emily Quinn), who will ensure that the responsibilities of the role are met in full.

### The Personal Education Plan (PEP)

(taken from 'Promoting the education of looked after children', DfE: July 2014)

31. All looked after children must have a care plan, of which the PEP is an integral part.

32. All of those involved in the process of developing the PEP should use it to support the personalised learning of the child.

33. The PEP (pre-school to age 18) is an evolving record of what needs to happen for looked after children to enable them to make expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances.

34. The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school. Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together. All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

### PEP content

(taken from 'Promoting the education of looked after children', DfE: July 2014)

35. The range of education and development needs that should be covered in a PEP includes:

- Access to a nursery or other high quality early years provision that is appropriate to the child's age (e.g. pre-school, playgroups) and that meets their identified developmental needs.
- On-going catch-up support for those who have fallen behind with school work (including use of effective intervention strategies).
- Provision of immediate suitable education where a child is not in school (e.g. because of temporary or permanent exclusion).
- Appropriate transition support where needed, such as when a child begins to attend a new school or returns to school (e.g. moving from pre-school, primary to secondary school or following illness or exclusion), or when a child has a plan for gradual reintegration.

37. The Designated Teacher leads on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

Information to be recorded includes:

- Daily contact and telephone numbers of those who need to be contacted in an emergency or for any other concerns. For example, name of young person, name of parent or carer or key worker in children's home.
- Share Child Protection / disability information if appropriate (if not appropriate to share, indicate the confidential nature of the information).
- Relevant health information.
- Baseline information and all test results.
- Named officers in the LA with regard to exclusion issues, attendance issues and transition issues.
- The child is entitled to decide who attends their Children in Care Statutory Reviews (6 monthly); if school do not attend they need to submit a written report that promotes the continuity and stability of the students' Personal Education Plan.
- Participate in appropriate termly DT training and joint agency training.
- If there are safeguarding concerns for a Child in Care, contact and advice should be sought from Education Safeguarding team and MARU (Multi-Agency Referral Unit) and the social worker for the young person should be informed.

**GOVERNORS** - what every Designated Governor for CIC should know:

- Number of CIC on school roll.
- Number of CIC with up to date PEPs.
- Overall attainment of CIC in the school/performance compared to peers.
- Number of CIC with SEN and statements/EHC Plans.
- Authorised and unauthorised absence levels of CIC.
- Number of CIC who have been excluded in previous 12 months.
- How LA supports educational achievement of CIC.
- Use of Pupil Premium Plus spend and impact on attainment.
- The Governing body should ensure the DT has opportunity to attend training.
- School staff and governors are aware of the 'Promoting the education of looked after children', DfE: July 2014.
- There is a duty on local authorities to promote the educational achievement of Children in Care, under Section 52 of the Children's Act 2004 (still remains in place despite act updates).

- There is a dedicated Governor or committee to champion and monitor the work of the school in supporting its Children in Care as a part of a larger group of vulnerable children.
- Take a proactive approach in co-operating with, and supporting, the relevant Local Authority with regard to the education of Children in Care attending their school.
- Designated teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the head teacher and governing body.

### Whole School Approach:

- The school celebrates the achievements of Children in Care.
- Teachers should have high expectations of the young person, encouraging achievement and ambition.
- The young person will need to have a trusted adult in school that is able to take time to listen to them and have access to pastoral support if required.
- For young Children in Care, there should be clarity in relation to who is and is not allowed to collect the child from school.
- All teachers within the school are made aware of the needs of Children in Care and actively promote their best interests.
- Adults in school will need to be sensitive to the young person's wishes over what is known and by whom regarding their care status.
- Effective assessment, recording and reporting practices are established.
- Ensure that systems are in place to keep staff up to date and informed about Children in Care.
- The Designated Teacher ensures that positive messages about behaviour and achievement are shared within the school and between school, carers and outside agencies, and that high educational expectations are maintained.
- Support the engagement of Children in Care in out of school hours learning.
- Staff work in partnership with carers and agencies and parents (where appropriate).
- Support carers to value educational achievement and improve attendance.
- Teachers can help the individual begin to feel that they are fitting in and offer them a safe haven and a sympathetic ear in a crisis.
- Staff are aware that being or becoming 'in care' has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given.
- Teachers need to be aware of a variety of issues that may undermine the young person's ability to engage in the learning process, including feelings of loss, rejection, isolation, confusion and low self-esteem.
- Teachers need to be aware of possible unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers.
- CIC are given access to Pupil Premium Plus (up to £350 a term, via Head of the Virtual School) in school to support positive educational outcomes (see Virtual School policy on use of Pupil Premium Plus and Sutton Trust for further information).

### Special Educational Needs:

- Any special educational needs are quickly identified and appropriate provision is made.
- Ensure that systems are in place to identify and prioritise when Children in Care are underachieving, and have early interventions to improve this.
- Contact needs to be made with the Virtual School as soon as concerns are raised.

- If the child or young person has a statement of Special Educational Need or EHC Plan, then ensure the annual review coincides with one of the six monthly Statutory Care Reviews/termly PEP meetings; dates can be obtained from the social worker.
- Reasonable adjustments and Quality First Teaching approaches, alongside the Graduated Response, are implemented to promote progress for CiC and additional needs (for further information, please see the school's SEN/D Policy)
- Please refer to SEN Code of Practice and Cornwall's SEN File for further information.

### Admissions and transitions:

- Ensure that on admission or transfer, all relevant information is obtained at the outset from previous schools.
- We will forward appropriate documents, in a timely fashion, to any receiving school at point of transition where the receiving school is made known.
- Make every effort to provide continuity of schooling and educational experience.
- Prioritise Children in Care within schools own admissions procedures and admit students as quickly as possible, recognising the importance of re-establishing school stability for Children in Care.
- Awareness of 'Placement of pupils out of their chronological year group', Cornwall Council Guidance (2014/15 )

### Attendance:

- CSIA protocol for attendance is followed if a CiC is absent from school; contacted on the first day of absence by 9.30am.
- In the event that a Child in Care is absent and no reason has been established, the social worker will be contacted by email or phone on the first day of absence to inform by the Year Team (support from a DSL will be available, if needed). For absences longer than 3 days, the social worker will be contacted by email or phone to inform.
- Inform Education Welfare Officer/Social Worker/Virtual School if any concerns about attendance for a Child in Care.
- Acknowledge attendance in any education meetings, celebrating success and setting realistic targets if it is a concern.
- If a child is on a protection plan, ensure social worker and carer are contacted if child is absent from school.
- Children in Care should not be taken out of school for holidays.
- There should be no unauthorised absence for a Child in Care.

### Exclusion:

- Identify any Child in Care who is at risk of exclusion and the Virtual School, Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school.
- Ensure in the case of a fixed term (or permanent) exclusion that the carer (or persons holding parental responsibility) and the Social Worker have been spoken to and within one day a letter has been sent specifying the period and the reasons for the exclusion, date of return, outline of the rights of carers to make representations to the governing body where appropriate and details of arrangements made to enable the excluded pupil to continue his/her education.

- Make sure in the event of any exclusion, contact is made with the Virtual School with details of the exclusion outlining the reasons why the child has been excluded so that an appropriate response can be made.

### Multi-agency liaison:

- The CiC Designated Teacher and Vulnerable Students Co-ordinator will need to liaise closely with carers, birth parents (if appropriate) and the pupil's social worker on a variety of issues including homework, kit and equipment required. It is important that positive messages about behaviour and achievement are shared.
- There should be a well-planned and co-ordinated approach to meeting the young person's educational and social needs, for example, whether potentially disruptive changes in school can be prevented.
- There needs to be clear understanding about the role and responsibility of school staff in relation to the young person and the roles and responsibilities of the other professionals involved.
- School staff will need to share positive perceptions and high expectations of the young person with other professionals but especially with the young person.
- The school should be aware of and sensitive to the appropriate role of the biological parents.
- Designated Teachers should ensure that requests from the LA for statistical information held by the school are completed and returned on time to comply with statutory obligations.
- Encourage each child in care to access out of hours learning activities realising the positive impact this could have on their self-esteem and learning.
- Support the young person to have the opportunity to participate fully in planning and decision making.

### SECTION 3 – PREVIOUSLY LOOKED AFTER (PLAC) students:

We have high expectations for all our pupils and, as such, identify and support children with previous care experience (defined as PLAC) to achieve their full potential. Please see the aims and overview outlined in Section 1 of this Policy.

As such:

- Information regarding PLAC students can only be disclosed by those with parental responsibility. CSIA endeavour to collect this information via the admissions process and provide further opportunities, via letter, annually.
- Parents/carers must provide evidence, for example, a copy of the legal order, or a confirmation letter from the local authority which placed their child.
- In 2013 the DfE introduced Pupil Premium Plus for Looked After and Previously Looked After Children. In doing this, the DfE acknowledged the impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life.
- CSIA utilise Pupil Premium Plus funding to support PLAC students to achieve highly.

For further support:

The Adoption Service has a dedicated team for adoption support – the Family Plus Team. The team also supports families with a Special Guardianship Order and Child Arrangement Orders. The Family Plus

Team includes social workers who have expertise with children and adoption, youth workers, therapy specialists and also expert psychologists specialising in working with adopted and looked after children and young people. They can be contacted by an adoptive/SGO/CAO family on 01872 322200 or at [adoption@cornwall.gov.uk](mailto:adoption@cornwall.gov.uk).

#### **SECTION 4 - Related documentation:**

Related information and documentation can be found at: <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/children-and-young-people-in-care/>

Cornwall's Virtual School – Awenna: <https://www.cornwall.gov.uk/schools-and-education/awenna-cornwall-virtual-school/>

Raising standards of achievement: [www.education.gov.uk](http://www.education.gov.uk) (as of May 2010)

*Promoting the Educational Achievement of Looked After Children Statutory Guidance for Local Authorities:* DFE July 2014

*Improving the Educational Attainment of Children in Care (Looked After Children)*  
DCSF 2009

*Improving the Attainment of Looked After Children in secondary schools*  
DCSF 2009

The designated teacher for looked-after and previously looked-after children Statutory guidance on their roles and responsibilities: February 2018

Promoting the education of looked-after children and previously looked-after children Statutory guidance for local authorities: February 2018

Special Educational Needs: *SEN Code of Practice 2015*