

Policy for the Education of Children in Care

Camborne Science and International Academy



Approved by:	Governors' Policy Committee	Date: 6 th December 2019
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Last reviewed on:	11 th December 2018
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Next review due by:	December 2020
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All CSIA policies are reviewed by the Governors' Policy Committee (which meets termly), according to a fixed schedule. On extremely rare occasions, there may be circumstances where an event (for example, a change in legislation/national guidance), necessitates a policy being amended immediately, outside of this schedule.

Where this is necessary, the Principal will seek permission from the Chair of the Governors' Policy Committee, to amend the policy immediately. The Principal will then confirm details of any amendments with all members of the committee by email and the policy will be reviewed at the next scheduled meeting of the committee.

At Camborne Science & International Academy we believe that all Children in Care should have equitable access to excellent educational provision and achieve their target grades. We, as a school community, aim to be champions for Children in Care and take a proactive approach to support their success, recognising that we as school have a vital role to play in promoting children and young peoples social and emotional development.

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).

Our aims to support Children in Care

- 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* to support education
- 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 be good enough for my child?'
- Have a Designated Teacher (DT) for Children in Care and Vulnerable Students Co-ordinator (VSC) 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.

DESIGNATED TEACHER FOR CHILDREN IN CARE

(Statutory regulations from September 2009)

The Designated Teacher must:

- **Be a qualified teacher, head teacher, 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
- 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.

At CSIA the Designated Teacher for Children in Care is Andrew Oates (Vice Principal) and the Vulnerable Students Co-ordinator is Jill Carter.

Jill Carter will fulfil the day to day operational requirements of the role of the Designated Teacher and this will be monitored by Andrew Oates, 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', July 2014 DfE)

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', July 2014 DfE)

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).

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.**
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- 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', July 2014 DfE.
 - 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.

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 special, 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 can 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 (minimum £300 a term) (via Head of the Virtual School) in school to support literacy and maths (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.
- 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:

- In the event that a Child in Care is absent for 3 days (for both authorised and unauthorised reasons), the Attendance Officer will need to contact their social worker by email or phone.
- Inform Education Welfare Officer/Social Worker/Virtual School if any concerns about attendance.
- 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.

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 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 natural 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.

Related documentation:

Related information and documentation can be found at www.cornwall.gov.uk/cicess

Raising standards of achievement: 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 primary schools
DCSF 2009

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

Special Educational Needs
SEN Code of Practice 2015