



Hollinswood Primary School & Nursery

Children in Care Policy

April 2017



INTRODUCTION

Hollinswood Primary School & Nursery believes that in partnership with Telford & Wrekin Council as Corporate Parents, we have a special duty to safeguard and promote the education of Children in Care. We recognise that, nationally, pupils in care have significantly underachieved compared with their peers. We intend, through this policy, to promote the inclusion, well-being and achievement and support them to achieve at a similar level to all T&W children.

AIMS

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- 'Close the Gap' by bringing the educational attainments of our Children in Care in line to those of their peers.
- Making sure that they have access to education appropriate to their age and ability. This includes access to a broad and balanced curriculum.
- Identifying our schools' role to promote and support the education of our Children in Care.
- To fulfil our school's role as corporate parents to promote and support the education of Children in Care, by asking the question, 'Would this be good enough for my child?'
- All settings are required to have a Designated Teacher (DT) for Children in Care who will act as their advocate and coordinate support for them, liaising with carers, natural parents (as appropriate) and social workers and the Virtual School on a wide variety of educational and care issues.
- To support our Children in Care and provide them with the opportunity to achieve to their potential and enjoy learning.

IN PURSUIT OF THESE AIMS WE WILL

- Nominate a Designated teacher for Children in Care who will act as their advocate and co-ordinate support for them. Glenn Atkinson (Head) and Kath Osborne (Deputy)
- Nominate a school governor to ensure that the needs of Children in Care in the school are taken into account at a school management level and to support the Designated Teacher. Governors – Andrew Thomas and Terry Bowen
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Children in Care.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

INTRODUCTION

The Designated Teacher for Children in Care should be a senior member of staff with sufficient authority to influence school policy and practice. The named teachers in this school are Glenn Atkinson (Head) and Kath Osborne (Deputy)

The Designated teachers will:

- Be an advocate for all children in this school who are in care.
- Ensure confidentiality for individual children and only share personal information on a need to know basis.
- Maintain up to date records of all Children in Care who are on the school roll. This will include:
 - Status i.e. care order or accommodated.
 - Type of Placement i.e. Foster, residential, family or friends.
 - Name of Social Worker, and contact details
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
 - Adherence to SEND Code of Practice 2015 (where applicable)
 - Exclusions
 - Baseline data and termly attainment information*
 - Daily/Weekly Attendance figures*
 - Termly record of PPG+ spending*

* NB. This data is recorded on the Virtual School's ARBOR information management system

- Ensure a welcome and smooth induction for the child and their carer.
- Liaise with the social worker (and the Virtual School where applicable) to ensure that a Personal Education Plan (PEP) is completed as soon as possible (and within 20 school days of the pupil joining the school and/or being taken into care)
- Complete a termly PEP (alongside the child's social worker) following the PEP guidance quality document (available from the VST)
- Ensure that the PEP for each child/young person includes a record of the child's thoughts and feelings, a review/evaluation of educational progress and the setting of appropriate targets aimed at ensuring continued progress and engagement.

The Pupil Education Plan (PEP) is the core educational plan for children in care who are of school age. The purpose of the PEP is to set out a high quality educational template for the YP and all those involved within the extended corporate family to follow and contribute to. A quality PEP should chart and plan educational provision that maximises academic progress and promotes high aspiration.

- The PEP should be compatible with the child's/young person's Care Plan and, where applicable, link with any other school plan, e.g. Statement of Special

Educational Needs, and associated plans, Transition Plan, Pastoral Support Programme.

- Ensure PPG+ spending is focused on improving educational outcomes for the child in care
- Ensure the child, carer(s), social worker and other relevant parties receive early notification of school based meetings, parents evenings and other events and that communication, both written and verbal, remains regular and positive.
- Ensure that someone is available to attend CiC Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
- Ensure that each pupil in care has an identified member of staff they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes. **Members of staff who take on this role may need to be supported by someone from the school – pastoral staff: They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Teacher for Child Protection.**
- Inform the responsible social worker when a child in care is absent from school without notification.
- Inform the carer/Social Worker, the LA and the Virtual School of any exclusions.
- Promote the involvement of children in care in school clubs and extra-curricular activities.
- Attend relevant training and cascade to school staff, where appropriate. Liaise with the Virtual School Team on a regular basis with regard to the performance, attendance and attainment of Children in Care. Complete a referral to the Virtual School for Inclusion mentor support if required.
- Ensure that systems are in place to identify and prioritise when Children in Care are underachieving and have early interventions to improve this in line with existing school policy.
- Ensure that Children in Care, along with all children are listened to and have equal opportunity to pastoral support in school.
- Ensure that they keep the school up to date with current legislation and its implications for the school in respect of Children in Care.
- Report to the Governing Body annually on the performance of the Children in Care who are on the roll of the school.
- Circulate relevant information in a summary sheet to the education staff working with the child in care identifying the key issues and key adults involved.
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

ROLES AND RESPONSIBILITIES OF ALL STAFF

The school staff will:

- Ensure any child in care is sensitively supported and that confidentiality is maintained.
- Have high aspirations for the educational and personal achievements of children in care.
- Respond appropriately to requests for information to support the completion of Personal Education Plans and other documentation needed as part of review meetings.
- Contribute to the designated teacher's requests for information on educational attainment and needs, as appropriate.
- Provide a supportive climate in school, enabling children in care to achieve stability.
- Collaborate/meet with other staff involved with the child on a regular basis to share experience/approaches and seek support if required.

ROLES AND RESPONSIBILITIES OF THE GOVERNING BODY

The governing body will:

- Ensure that there is a named Designated Teacher for Children in Care and that (s)he is enabled to carry out his/her responsibilities.
- Support the Headteacher, Designated Teacher and other staff in ensuring the needs of Children in Care are met.
- Nominate a governor who links with the Designated Teacher and who takes a special interest in this area of the school's work.

RESPONSIBILITY OF THE NOMINATED GOVERNOR(S)

The Nominated Governors in this school are **Mr Andrew Thomas and Mr Terry Bowen.**

The Nominated Governor(s) will:

- Liaise with the Designated Teacher to ensure that a report is presented to the Governing Body on an annual basis which includes:
 - The number of Children in Care in the school (without detail or name)
 - The educational attainment as a discrete group, compared with that of other pupils.
 - The attendance of pupils as a discrete group, compared to other pupils.
 - Any fixed term/permanent exclusions.
 - The destinations of pupils who leave the school.
- Ensure that the school's other policies and procedures give Children in Care equal access in respect of:
 - Admission to school
 - The National Curriculum and public examinations
 - Additional educational support where this is needed.
 - Extra curriculum activities

- Work experience and careers guidance
- Monitor PPG+ funding to ensure it is used appropriately to enhance the educational performance of children in care

All Governors and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of Children in Care.

REVIEW

This policy will be reviewed as to its effective implementation on an annual basis and updated as appropriate.

Date Created	April 2017
Date Approved	27 th April 2017
Approved By	Health & Safety and Safeguarding Committee
Date for Review	April 2018

