



Part of the Tibberton CE Primary School and
St Lawrence CE Primary School Federation

Education of Children in Care Policy

Revised: Autumn Term 2020

Consultation with staff and Governors

and adoption of policy: Autumn Term 2020

Review date: Autumn Term 2021

Introduction

Tibberton C.E Primary School and St Lawrence CE Primary School believe 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 of these children in our school.

1. Aim

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our Children in Care and give them access to every opportunity to achieve to their potential and enjoy learning.

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?'

2. Role and Responsibility of the Designated Teacher

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 teacher at this school is Helen Osterfield.

The Designated teacher 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 an up to date record 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, telephone number.
- Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
- SEN Code of Practice – School Action/School Action Plus

- where appropriate.
 - Baseline information and all test results.
 - Attendance figures
 - Exclusions
- Ensure a welcome and smooth induction for the child and their carer.
 - Liaise with the social worker 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).
 - Ensure that the PEP for each child/young person includes appropriate targets. This must 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 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 and the LA of any fixed or permanent 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 Corporate Parenting Team on a regular basis with regard to the performance, attendance and attainment of Children in Care.
- 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 (without naming individual children).
- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

3. 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.

4. 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.

5. Responsibility of the Nominated Governor

The Nominated Governor 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.

The designated governors are **Rachel Baugh/Sandra Davies.**

All Governors and staff will:

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

6. Review

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

APPENDIX 1

This report proforma fulfils the statutory guidance requirement for the annual Designated Teacher's (DTs) report to governors regarding the support and progress of Children in Care (CiC), also referred to as Looked After Children (LAC). This report is underpinned by The Education of Children in Care Policy and handbook – January 2017

NB

- i. To protect confidentiality, it is important to ensure that the report does not mention individual children by name.
- ii. The Virtual school must ensure that statutory requirements are met, so when completed, please email a copy to virtualschool@telford.gov.uk

Thank you.

Designated Teacher's Annual report to Governing Body on Children in Care

Name of School		
This report covers the period	From (Date)	To (Date)
Name of Designated Teacher (DT) for Children in care		
Name of the Designated Governor (DG) for Children in Care		

A. Roles and Responsibilities

1. What is the position of the Designated Teacher within the school's structure? What other roles does he/she fulfil?				
2. Has the school adopted the Telford Virtual School Education of Children in Care Policy?	YES		NO	
	Date adopted by Governing Body		If NO please comment	
3. What specific training has been undertaken and by who?	Training / by whom		Date(s)	
4. How often does the DT meet with the DG regarding CiC?	Termly?	More Often?	Less Often?	
5. Has the Designated Teacher (or other nominated person) attended the Virtual School's termly network meetings?	YES		NO	
	Comment:		Comment:	
6. How many children in care attend the school and in what year groups	No. of Children	Year Group	No. of Children	Year Group
7. How many Children in care are from local authorities other than Telford & Wrekin	Local authorities (Number of Children) i.e. Staffordshire (2)			
8. How many Children in care have statements of SEND or EHCPs	No. of Children		Areas of need	
			Communication, Language, Interaction	
			Cognition, Learning	
			Behavioural, Emotional, Social Physical, Sensory	
9. Do all Children in Care have up to date, high quality Personal Education Plans (PEPs)?	YES		NO	
	Comment:			
10. Have there been any issues with completing PEPs?	YES		NO	
	Comment:			

B. Attainment and Progress

11. Do Children in Care have good achievement in English and Maths (How many perform below age related expectations, at age related expectations or exceed age related expectations)	No. of Children		Achievement Indicator
			Achieving below age related expectations in E&M
			Achieving at age related expectations in E&M
			Achieving above age related expectations in E&M
			Achieving below age related expectations in E
			Achieving at age related expectations in E
			Achieving above age related expectations in E
			Achieving below age related expectations in M
			Achieving at age related expectations in M
		Achieving above age related expectations in M	
12. Do Children in care make good progress in English and Maths? (Not Achieving Expected Levels of Progress, Achieving Expected Levels of Progress or Exceeding Expected Levels of Progress given their respective starting points?)	No. of Children		Progress Indicator
			Not Achieving Expected Levels of Progress in E&M
			Achieving Expected Levels of Progress in E&M
			Exceeding Expected Levels of Progress in E&M
			Not Achieving Expected Levels of Progress in E
			Achieving Expected Levels of Progress in E
			Exceeding Expected Levels of Progress in E
			Not Achieving Expected Levels of Progress in M
			Achieving Expected Levels of Progress in M
		Exceeding Expected Levels of Progress in M	
13. Have there been any in-year admissions or in-year transfers for Children in Care	No. of Children		Admission types
			In-year admissions
			In-year transfers
14. What number of Children in care achieved 90+% Attendance in the last year	No. of Children		Attendance
			90+%
			Below 90%
15. How many Children in care would be categorised as having persistent absence (below 85%)	No. of Children		Comment:
16. How many Children in Care have been excluded from school? Was work provided from the first day of exclusion?	No of children	Total no, of days excluded	Comment:

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17. How many Children in Care have been excluded for more than 5 days consecutively? What provision was made for their education from day 6?	No. of Children		Comment:
18. Do all Children in care receive their full educational entitlement of 25 hours per week?	YES	NO	Comment if NO:

C. Pupil Premium

19. What is the total amount of Pupil Premium Grant received for Children in care (PPG+)	LA	No. of Children	PPG received
	T&W		
20. How has this Pupil Premium been used to support Children in Care in raising their level of academic achievement / aspiration? (please provide a brief commentary with amounts spent)	Commentary:		
21. What have been the outcomes from the interventions funded through PPG? How effective were they in raising achievement / improving progress?	Commentary:		

D. Evaluation of Support for CiC

22. How effective has support and guidance been from T&W agencies and services? If non-applicable leave blank	Agencies and Services	Excellent			Poor	
	Social workers / Other care professionals	1	2	3	4	NA
	Education Psychology	1	2	3	4	NA
	CAMHS	1	2	3	4	NA
	Virtual School	1	2	3	4	NA
	Other:	1	2	3	4	NA
	Comment:					

23. How effective has support and guidance been from other LA agencies and services?	Agencies and Services	Excellent			Poor	
	Social workers / Other care professionals	1	2	3	4	NA
	Education Psychology	1	2	3	4	NA
	CAMHS	1	2	3	4	NA
	Virtual School	1	2	3	4	NA
	Other:	1	2	3	4	NA
	Comment:					

Signature of Designated Teacher	
Signature of Designated Governor	
Date	
For Virtual School Use	
Date report received	

email to virtualschool@telford.gov.uk