



Children and Young People in Care Policy

Designated Person - Julie Marriott

Designated Person - Liza-Jane Rawlings

Designated Person - Nikki Tuffnell

Governor with responsibility for Safeguarding - Heidi Jones

June 2018

To reviewed by June 2020

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Other related school policies and documents

Safeguarding Policy

Child Protection Records Transfer, Retention and Archiving Policy

E-Awareness Policy

Social Networking Policy

Section 11 Audit

Recruitment Policy

Code of Conduct for staff

Code of conduct for Governors

Induction Policy

Single Central Register

Speak Up Policy

Sexting leaflet for parents and children

Parental License Policy

Complaints Policy

Behaviour Policy

Anti-bullying Policy

Attendance Policy

Introduction

William Reynolds Primary School and 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 children in Telford & Wrekin.

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?'
- There is 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 give them access to every 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.
- 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.
- 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

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 in this school is [Miss Julie Marriott](#).

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 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 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 and inclusion mentor from the virtual) following the PEP guidance quality document
- Ensure that the PEP for each child 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 PEP will be compatible with the child's person's Care Plan and, where applicable, link with any other school plan, e.g. Educational Health care Plan, Transition Plan or Pastoral Support Programme.

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.

- 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, parent teacher consultation and other events and that communication, both written and verbal, remains regular and positive.
- Ensure that someone is available to attend CiC Reviews for each child and prepares a written report which promotes the continuity and stability of their education.
- Ensure that each child 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 will be supported by a Designated Safeguarding Lead (DSL) in the school. They will need to be alert to any child protection issues, any disclosures and know what action to take.
- 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 (*NB a proforma for this report is available*)
- 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 responsibility 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 with other staff involved with the child on a regular basis to share experiences, approaches and seek support if required.

Roles and responsibility of the Governing Body

The Governing Body will:

- Ensure that there is a named Designated Teacher for Children in Care and that she is enabled to carry out 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

The Nominated Governor in this school is [Mrs. Heidi Jones](#)

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: (Appendix A)
- 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.(NB a proforma is available for this report)
- 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.

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

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 –

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.

Name of school		
This report covers the period	From (date)	To (date)
Name of Designated Teacher (DT) for Children in care		
Name of the Nominated Governor (NG) 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 NG 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	Number of Children	Year Group	Number of Children	Year Group
7. How many Children in Care are from local authorities other than Telford & Wrekin	Local authorities (Number of Children)			
	Eg. <i>Staffordshire (2)</i>			
8. How many Children in Care have statements of SEND or EHCPs	Number 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 <u>Below Age Related Expectations</u> , <u>At Age Related Expectations</u> or <u>Exceed Age Related Expectations</u>)	Number 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
<p>12. Do Children in care make good progress in English and Maths? (<u>Not Achieving Expected Levels of Progress</u>, <u>Achieving Expected Levels of Progress</u> or <u>Exceeding Expected Levels of Progress</u>) Given their respective starting points?</p>	Number 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	
<p>13. Have there been any in-year admissions or in-year transfers for Children in Care</p>	Number of Children	Admission types
		In-year admissions
		In-year transfers
<p>14. What number of Children in care achieved 90+% Attendance in the last year</p>	Number of Children	Attendance
		90+%
		Below 90%
<p>15. How many Children in care would be categorised as having persistent absence (below 85%)</p>	Number of Children	<p>Comment:</p>

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:
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?	Number of Children		Comment:
18. Do all Children in care receive their full educational entitlement of 25 hours per week?	YES	NO	Comment if NO:

19. What is the total amount of Pupil Premium Grant received for Children in care (PPG+)	LA	Number of Children	PPG received
	Telford & Wrekin		
	20. How has this Pupil Premium been used to support Children in Care in raising their level of academic achievement /	Commentary:	

aspiration? (please provide a brief commentary with amounts spent)	
21. What have been the outcomes from the interventions funded through PPG? How effective were they in raising achievement / improving progress?	Commentary:

C. Pupil Premium

D. Evaluation of Support for CiC

22. How effective has support and guidance been from T&W 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:					

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 Nominated Governor	

Date	
For Virtual School Use	
Date report received	

email to virtualschool@telford.gov.uk