



CHILDREN IN CARE

INTRODUCTION

Who are our Children in Care?

Children and young people become 'Children in Care' either if they have been taken into Care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most CiC will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their natural parent(s).

CiC will have a care manager who arranges their care plan.

The governing body of Boskenwyn and Germoe Primary Schools is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of Children in Care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in DfEE Circular 0269/2000 and DfEE/DOH Guidance 2000 and the Children Act (2004). The Children Act places a duty to safeguard Children in Care, to promote their educational achievements and to ensure that they are able to "achieve and reach their full potential". The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting by:

- prioritising education;
- having high expectations; closing the gap
- inclusion – changing and challenging attitudes;
- providing a safe environment
- achieving continuity and stability;
- early intervention – priority action; for academic and Social, Emotional and Mental Health
- Targeting for effective use of the Pupil Premium Plus termly funding
- listening to children, advocating and ensuring their voice is heard
- Employing strategies from Trauma Informed practice including PACE
- Maintaining constant critical review 'Would this be good for my child?'

The Guidance ensures:

- A designated teacher to over-see CiC
- Electronic Personal Education Plans (EPEPs) are in place for all Children in Care (for guidance see EPEPs for Children in Children in Care file in locked cabinet at Germoe).

This governing body is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHER

The Designated Teacher should:

- be an advocate for Children in Care;
- Identify Special Educational Needs and inform CiCESS if not previously identified
- ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status;

- ensure that an Electronic Personal Education Plan is completed (within 20 days of entering care or joining a new school). This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the ePEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The ePEP should inform and be reviewed termly. If the child has EHCP, ensure the 6monthly Care Review is held at the same time as the EHCP yearly review
- Maintain a register including essential details (CiCESS, care status, type of placement, name of social worker, area office and contacts)
- Initiate child protection concerns via Multi-Agency Referral Unit
- ensure that each Child in Care has an identified member of staff that they can talk to
- ensure entry to examinations for all Children in Care
- co-ordinate support for the child in the school and liaise with other professionals and carers as necessary
- ensure staff and governors receive relevant information and training
- ensure confidentiality for individual children and only share personal information on a need to know basis;
- provide written information to assist planning/review meetings and ensure attendance as far as possible;
- encourage Children in Care to participate in extra-curricular activities and out of hours learning;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- Support times of transition

ROLES AND RESPONSIBILITIES OF ALL STAFF

- as with all children, have high aspirations and celebrate the educational and personal achievement of Children in Care;
- Have awareness of the variety of issues that undermine a child's ability to engage in learning including feelings of loss, rejection, isolation, confusion and low self-esteem – see Angie Larcombe regarding Adverse Childhood Experiences as part of role as Trauma and Mental Health Informed Schools practitioner
- ensure entry to examinations for Children in Care;
- be familiar with the Guidance on Children in Care and respond appropriately to requests for information to support the completion of EPEPs and other documentation needed as part of review meetings;
- liaise with the Designated Teacher where a Child in Care is experiencing difficulty;

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

- ensure that admission criteria (Aided and Foundation) prioritise CIC, according to the Code of Practice on Admissions
- ensure all governors are fully aware of the legal requirements and Guidance for Children in Care;
- Know the number of Children in Care on role, ensure EPEPs in place, attainment and performance in relation to their peers, significant SEN, absences and exclusions
- Ensure CiCESS liaison and support for children with poor attendance and those at risk of exclusion
- ensure that there is a named Designated Teacher for Children in Care;
- nominate a governor who links with the Designated Teacher, receives regular progress reports and provides feedback to the governing body
- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.
- review the effective implementation of this policy, preferably annually and at least every three years.
- ensure that the school's other policies and procedures give Children in Care equal access in respect of:

- ▶ Admission to school and transitions between schools
- ▶ The National Curriculum and public examinations
- ▶ Additional educational support where this is needed.
- ▶ Extra-curricular activities and learning enrichment

TRAINING

Paula Blackburn/Angie Larcombe will be responsible for ensuring all staff are briefed on the regulations and practice outlined in the guidance from the DfES and DoH (as above).

Related Documentation

See CiCESS website on Cornwall intranet for related documentation and information:

<https://www.cornwall.gov.uk/education-and-learning/children-in-care-education-support-service-cicess-and-virtual-school-for-children-in-care-in-cornwall/>

and Pupil Premium Plus guidance on

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

**The Designated teacher for Children in Care is Paula Blackburn/Angie Larcombe
The Nominated Governor for Children in Care is Russ Monhemius**

Last approved by staff April 2017

Approved by Governors July 2020

Review date : July 2021

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P Blackburn Executive Head Teacher

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R Monhemius Chair of Governors

