



# Beamont Collegiate Academy

## **EDUCATION OF CHILDREN IN CARE [CiC] POLICY**

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Signature of Chair to the Curriculum & Learning Committee	G Porter
Signature of Academy Principal	A Moorcroft
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## 1. Introduction

- 1.1 There has been concern since the mid-Seventies that the education of children in care has been neglected. Conversely, from about the same time, attention was also being drawn to the important part that successful schooling could play in helping children escape from social disadvantage.
- 1.2 In 1995 a joint report by the Social Services Inspectorate and Ofsted stated that the care and education systems were failing to promote the educational achievement of children in care and drew attention to;
- Poor exam success rates in comparison with the general population
  - A high level of disruption and change in school placements
  - Lack of involvement in extracurricular activities
  - Inconsistent or no attention paid to homework
  - Underachievement in further and higher education
- 1.3 It is, therefore, essential that schools and academies promote the achievement of such vulnerable children, who may also face additional barriers because of their race, ethnicity, religion and beliefs, sexual orientation or because they are disabled.
- 1.4 Beamont Collegiate Academy has this policy for Children in Care that is subject to review and approval by the Governing Body. The policy sets out not only the ethos of the Academy in its approach to meeting the needs of children in care but also the procedures that will ensure participation and learning for all.
- 1.5 The Children Act (1989) introduced changes in terminology. The term 'in care' now refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'Children in Care'. Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode or over 120 days a year.
- 1.6 It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with;
- Foster carers
  - In a children's home
  - In a residential school
  - With relatives, or
  - Even with parents under supervision.
- 1.7 Similarly, an 'accommodated' child can be living;

- In foster care
- In a children's home, or
- In a residential school.
- Private foster care

1.8 This policy incorporates requirements set out in the statutory guidance on the duty to promote the educational achievement of children in care under section 52 of the Children Act 2004.

## **2. The Objective of this Policy**

2.1 To promote the educational achievement and welfare of pupils who are CiC.

## **3. The Designated Teacher for Children in Care**

3.1 The name of the Designated Teacher for Children in Care is Matthew Reynolds

3.2 It is their duty to ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them;

3.3 They will inform members of staff of the general educational needs of children who are in care, and promote the involvement of these children in homework clubs, extra-curricular activities, home reading schemes, student councils, etc;

3.4 They will also act as an advocate for children and young people in care and develop and monitor systems for liaising with carers and colleagues in Children's Services.

3.5 The Designated Teacher holds a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to Academy staff and carer(s), and that this information is kept up to date.

3.6 They will monitor the educational progress of all children who are looked-after in order to inform the Academy's development plan and intervene if there is evidence of individual underachievement, absence from the Academy or internal truancy.

3.7 They will ensure that the educational targets within the Personal Education Plan are implemented fully and that all relevant staff are aware of them and ensure best value when spending the additional budget share made available specifically for children looked after to support achievement.

- 3.8 It is also part of their role to advise on the rationale for the allocation of the Personal Education Allowance during the Personal Education Planning meeting and be responsible for the appropriate allocation of the Pupil Premium for Children in Care and to be accountable for how it is spent.
- 3.9 The Designated Teacher will also report to the Governing Body at least on an annual basis (preferably each term) on the outcomes for children in care.

#### **4. Working with Individual Children in Care and Young People**

- 4.1 The Designated Teacher will work with individual children and young people, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or pupils;
- 4.2 They will enable the child to make a contribution to the educational aspects of their Care Plan and implement a Personal Education Plan for each child and review it as required in the notes of guidance as this will contribute to the educational component of their care plan.
- 4.3 They will ensure that a Home-Academy Agreement is drawn up with the primary carer and signed by the Social Worker and supervise the smooth induction of a new looked after child into the Academy.
- 4.4 The Designated Teacher will develop in-school strategies to promote and accelerate the achievement of children in care and close the gap between them and their peers and fully support additional learning opportunities that may be available from the Virtual School and partner agencies.
- 4.5 This training may be accessed in Warrington through the Virtual School for Children in Care, led by Melissa Young. He can be contacted on 01925 443159 or [myoung@warrington.gov.uk](mailto:myoung@warrington.gov.uk). The role of the virtual school is to monitor the educational outcomes and work collaboratively with all partners to ensure that children in care achieve their full potential and to narrow the outcome gaps with their peers.

#### **5. The Designated Teacher and Liaison**

- 5.1 It is the responsibility of the Designated Teacher to liaise with the member of staff responsible for monitoring children on the Child Protection Plans;
- 5.2 They will help communication with the care setting staff so that the Personal Education Plan can inform the child's Care Plan and attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews.

5.3 They will also ensure the speedy transfer of information between agencies and individuals, and report on the progress of all children in care on the school role to the Local Authority Parenting Officer as requested.

## **6. Training and the Designated Teacher**

6.1 The Designated Teacher will develop knowledge of Children's Services procedures by attending training events organised by the Local Authority and in particular the Virtual School.

6.2 They will cascade training to Academy staff as appropriate.

6.3 They will also participate in area cluster groups for additional training and to share good practice.

## **7. The Designated Governor**

7.1 The name of the Governor with special responsibility for Children in Care in Beamont Collegiate Academy is Mark Eccleston

7.2 The named Governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information;

- The number of looked-after pupils in the Academy
- A comparison of test scores as a discrete group, compared with those of other pupils
- The attendance of pupils as a discrete group, compared to other pupils
- The level of fixed term/permanent exclusions
- Pupil destinations.

7.3 The named Governor should be satisfied that the Academy's policies and procedures ensure that looked-after pupils have equal access to;

- The National Curriculum
- Public examinations
- Additional interventions to support educational progress e.g. as outlined in the DfE publication Making Good Progress
- Careers information, advice and guidance
- Additional education support
- Extra-curricular activities
- Work experience.

- 7.4 The named Governor will be expected to have completed training on the Education of Children Looked After (Governors edition). This training may be accessed in Warrington through the Virtual School for Children in Care.

## **8. The Academy's Responsibility**

- 8.1 It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Principal and/or the Designated Teacher for Children in Care.
- 8.2 It is appropriate for a classroom support assistant to have knowledge that the young person is in care only when directly involved in the teaching of the young person.
- 8.3 In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Principal or the Designated Teacher for Children in Care.

## **9. Admission Arrangements**

- 9.1 On admission, records will be requested from the student's previous school and a meeting will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility. This will provide information to inform the Personal Education Plan. An appropriate Academy induction will take place.
- 9.2 Education Law defines who is a parent vary widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.

## **10. Involving the Child or Young Person**

- 10.1 It is important that a child or young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the Academy, the Social Worker, and their carer(s) are working together to promote their education.
- 10.2 It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan review meetings

10.3 It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground.

## **11. Communication with Other Agencies**

11.1 Beamont Collegiate Academy will ensure that a copy of all reports (e.g. End of Year reports) is forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School.

11.2 The Academy and education and social work colleagues within Children's Services will endeavour to co-ordinate their review meetings, e.g. to have an Annual or a Statement Review and a Personal Education Plan meeting or review.

11.3 It is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if the Academy is considering an exclusion, there is a change of care placement or there are significant attendance issues.

## **12. Assessment, Monitoring and Review Procedures**

12.1 Each student in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. Areas for consideration will include;

- Attendance
- Achievement Record (academic or otherwise)
- Behaviour
- Extended learning opportunities
- Involvement in Out of School Hours Activities
- Special needs (if any)
- Development needs (short and long term development of skills, knowledge or subject areas and experiences)
- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Allocation of additional funding to support the young person to achieve

12.2 The PEP will be updated and reviewed at least annually or at the point of any major change. The Designated Teacher is accountable for the implementation of the educational targets within the Plan.

12.3 The named Governor will report annually to the Governing Body on the progress of all looked-after children against the key indicators outlined above.

**13. Monitoring and Review of this Policy**

13.1 The Designated Teacher will review this policy at least annually and more often when legislation and guidance changes.

13.2 Its implementation and effectiveness will be monitored by the Designated Teacher and the Governing Body.

13.3 This policy will be promoted and implemented throughout Beamont Collegiate Academy.