



THE BEMROSE SCHOOL

CHILDREN IN CARE [CiC] & LOOKED AFTER CHILDREN [LAC] POLICY

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1. INTRODUCTION

The Bemrose School aims to promote the educational achievement and welfare of pupils in the care of the local authority (or any other local authority).

Children in Care [CiC] and Previously Children in Care [PCiC] formerly Looked After Children [LAC] and Previously Looked After Children [PLAC] educational achievement and subsequent life chances are a real concern nationally. Pupils who are looked after require special and additional support in order to improve their situation.

We want to raise the achievement and life chances of all children. The Bemrose School is committed to ensuring that all children receive access to a broad and balanced curriculum which motivates and inspire them to learn. The gaps in CiC, and previously CiC learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress, the school therefore carries out careful planning, monitoring and evaluation to ensure the best possible outcomes for our CiC, and PCiC.

The key stakeholders at The Bemrose School are

- Designated Teacher for CiC & PCiC: Tracey White
- Governor with responsibility for CiC & PCiC: Joanne Baillie

This policy has been developed in consultation with the Local Authority.

The governing body is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes. This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational

achievement of Children in Care under section 52 of the Children Act 2004” (Nov 2005) and associated guidance on the education of CiC & PCiC. The link below includes the role and responsibilities of the designated teacher for CiC & PCiC.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting the education of looked-after children and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)

Statutory guidance for school governing bodies. Improving the Educational Attainment of Children in Care

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190241/01048-2009.pdf
- [Childcare Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [The Care Planning, Placement and Case Review \(England\) Regulations 2010 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Children \(Leaving Care\) Act 2000 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Children and Young Persons Act 2008 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Children and Social Work Act 2017 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Promoting the education of looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

2. THE AIMS OF THE SCHOOL ARE TO:

- Ensure that school policies and procedures are followed for Children in Care and Previously Children in Care] as for all children
- Ensure that all P/CiC have access to a broad and balanced curriculum
- Ensure that P/CiC benefit from school-based interventions, including additional interventions, even if they do not meet the criteria for that and to use the allocated Pupil Premium Plus (PP+) to ensure effective impact
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure that P/CiC pupils take as full a part as possible in all school activities
- Ensure that carers and social workers of P/CiC pupils are kept fully informed of their child's progress and attainment
- Ensure that P/CiC pupils are involved, where practicable, in decisions affecting their future provision.
- Work with other schools to share good practice in order to improve this policy

3. WHO ARE CHILDREN in CARE?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority.

They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subjects of a care order (sections 31 and 38) or interim care order
- Children who are the subjects of emergency orders for their protection (sections 44 and 46)
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's home, in a residential school, with relatives or with parents under supervision. Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's home or in a residential school. All these groups are said to be 'Children in Care CiC'. They may be looked after by our local authority or may be in the care of another authority but living in ours.

CiC reviews, involving the school, will take place up until an adoption order has been granted. However Pupil Premium Plus funding will continue for CiC until they are 16 years old.

Previously Children in Care are defined as a child who were previously 'looked after' but immediately after being looked after were adopted or became subject to a residence order/child arrangement order, or special guardianship order ('Looked after' means that the child was (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions).

4. The Designated Teacher

The Designated Teacher The designated person must be a qualified teacher. The role became statutory in September 2009 under the Children and Young Person's Act 2008. Ideally, the designated teacher should also be a senior member of staff who is able to influence decisions about the teaching and learning, plus promote the educational achievements of every CiC and previously CiC.

Some responsibilities of the designated teacher are to:

- Maintain a detailed record of all Children in Care and previously Children in Care – including information relating to current status, type of placement, name and contact details of Social Worker, Virtual School Head, relevant health

information, SEN status, PEP information, current and historic assessment information.

- Ensure that a Personal Education Plan (PEP) is completed when a child enters the school and is then reviewed at least every 6 months – this should take into account the opinions of the social worker, class teacher, carers and where possible the child and their parents/carers.
- Complete and keep PEPs updated, plus ensuring targets are SMART
- Working closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CiC and previously CiC are quickly and effectively responded to [1] [SEP]
- Co-ordinate support for the child in school, liaising where necessary with other professionals and carers
- Ensure that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by children in care and understand the need for positive systems to support them
- Ensure all information remains confidential, sharing only personal information on a need to know basis
- Prepare reports for and attend CiC meetings
- Monitor the educational progress of all Children in Care and previously Children in Care and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern
- Submit data as required to the Virtual School Head
- Produce at least one annual report for the link governor which should include information on staff training, links with external agencies and for each child: current progress, attendance, exclusions (if any), concerns regarding behaviour, how the PEP has been implemented and whether the plans put in place are effective in addressing the learning needs of the child. The report should not mention any child's name.

This is not an exhaustive list of expectations

5. ADMISSIONS

The Governing Body endorses Derby City Council policy. The Governing Body, as the Admission Authority, believes that admissions criteria should not discriminate against P/CiC pupils. This stance is also endorsed by the Derby City Admissions Forum. Due to care placement changes, CiC may enter school mid-term. It is vital that we give them a positive welcome. If necessary we may offer additional support and pre-entry visits to help the new pupil settle.

6. INCLUSION

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. Our P/CiC policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all P/CiC pupils.

7. ALLOCATION OF RESOURCES

The Governing Body will ensure that the school allocates resources to support appropriate provision for P/CiC, meeting the objectives set out in this policy. Staff are actively encouraged and supported to attend courses and termly LA Network meeting that helps them to acquire the knowledge and skills needed to support P/CiC. Part of the Designated Teacher's role is to develop awareness with school staff and Governors of issues associated with P/CiC.

Pupil Premium Plus (PP+) funding is used to "close the gap" in educational outcomes between P/CiC and their peers. PP+ funding for P/CiC is accessed through the schools own budget. PP+ for CiC is accessed through the Local Authority who has parental responsibility for the CiC.

8. Personal Education Plan

All CiC children must have a Personal Education Plan (PEP), which their social worker will take the lead in developing. The PEP is a record of the child's education and forms part of the overall Care Plan. It provides a clear and shared understanding about the teaching and learning provision to ensure academic progress. The social worker, parents, carers and the child may be invited to the PEP meeting to ensure the views of all stakeholders are considered. The school's role in this plan is crucial and at least one member of staff who knows the child well will attend the meeting to establish and subsequently review this.

Issues that may be discussed in the PEP:

- the child's strengths and weaknesses
- include the child's views on how they see they have progressed and what support they consider to be most effective
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the child
- It will also identify targets that will be reviewed during the next PEP meeting.

The PEP should set clear objectives or targets which relate to academic achievement as well as out of school activities and wherever necessary behavioural targets. If a child moves school, the PEP should be forwarded, as a matter of urgency, to the new school when known. In relation to previously CiC, although they no longer required a PEP, the designated teachers should continue to consider their educational needs. The designated teachers should maintain links with VSHs who must make advice and information available, in order to promote the educational achievement of this group of previously looked-after children

9. MONITORING THE PROGRESS OF LOOKED AFTER CHILDREN

The social worker for the CiC should initiate a Personal Education Plan – ePEP - within 20 days of joining the school, or of entering care, and ensure that the young person is actively involved. It is vital that the school assesses each CiC's attainment on entry to ensure continuity of learning.

The school will monitor and track the achievement and attainment of all pupils at regular intervals. CiC will require their ePEP to be reviewed, according to their needs, as initiated by the reviewing office or social worker, and the young person's views should be sought by the Designated Teacher and noted on the ePEP.

The Designated Teacher will know who all the CiC are in school and will have access to their relevant contact details including parents, carers and social worker, PEPs and attainment and progress data. The Designated Teacher will also know about any CiC from other Local Authorities. It is important that the school flags CiC status appropriately in the school's information systems so that information is readily available as required.

In the Headteachers report to Governors termly the report will contain anonymous information pertaining to the CiC and PCiC pupils relating to Attendance, behaviour and academic achievement.

9.1 MONITORING THE PROGRESS OF PCiC

The parental responsibility for a PCiC is with the adopted parent. There is no requirement to hold a PEP meeting for a PCiC but the school monitors and allocates PP+ funding for PCiC to meet the needs of the pupil.

The school encourages adopted parents to make themselves known so that PP+ funding can be gained by recording the pupil as PCiC on the January census return.

10. PARTNERSHIP WORKING

At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable P/CiC to achieve their potential. CiC Review meetings and ePEP meetings are an opportunity to further this partnership working.

We also recognise the important contribution that external support services make in supporting P/CiC. Colleagues from the following support services may be involved with individual P/CiC:

- Derby City Virtual School for CiC
- educational psychologists and SEN services
- adoption support workers

- medical officers
- school nurses
- The LA named nurse for Looked After Children
- CAMHS
- Education Welfare Officers
- Social Care Workers/ Children's Practitioners/ Residential Child Care Worker
- Youth Offending Service
- Multi-Agency Teams.

10.1 PARTNERSHIP WITH PARENTS/CARERS AND CARE WORKERS

At school we firmly believe in developing a strong partnership with parents/carers and care workers to enable P/CiC to achieve their potential. Review meetings are an opportunity to further this partnership working.

10.2 LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

We also recognise the important contribution that external support services make in supporting P/CiC. Colleagues from the following support services may be involved with individual P/CiC:

- CiC teams
- Educational psychologists and others from Local Authority SEN services
- CiC Nurses
- School nurses
- CAMHS
- Education Welfare Officers
- Social care worker/ Community care worker/ Residential child care worker
- Youth Offending Service
- School age parents' officer.

10.3 RECORD KEEPING

The Designated Teacher will know who are all the P/CiC in school and will have access to their relevant contact details including parents, carers and social worker. The Designated Teacher will also know about any P/CiC from other authorities. It is important that the school flags CiC status appropriately in the school's information systems so that information is readily available as required.

11. STAFF DEVELOPMENT

We encourage staff to attend courses that help them to acquire the skills needed to support P/CiC. Part of the Designated Teacher's role is to develop awareness of issues associated with P/CiC

12. LOOKED AFTER CHILDREN POLICY REVIEW AND EVALUATION

We consider the CiC policy to be important and we undertake a thorough review of both policy and practice each year.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of P/CiC when reviewing them:

- Admissions Policy
- The school code of conduct
- Behaviour Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Special Educational Needs Policy

Appendix A

ROLE OF THE GOVERNING BODY

The Governing Body has:

- appointed a member of staff to be responsible for P/CIC;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the school's admission criteria complies with current legislation therefore giving top priority for P/CIC in the event of over subscription;
- responsibility for ensuring P/CIC have equal access to admission to school, the National Curriculum, examinations, out of school learning and extra-curricular activities;
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to visit the school regularly, to liaise with the Executive Headteacher and the Designated Teacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Appendix B

ROLE OF THE EXECUTIVE HEADTEACHER

The Executive Headteacher will ensure that:

- the P/CIC policy is implemented;
- a designated teacher is in place who is an advocate for P/CIC;
- appropriate support and training is provided for the P/CIC teacher;
- ensure all school personnel and parents/parents are aware of and comply with this policy;
- all staff receive relevant training and are aware of their responsibilities;
- that tracking procedures are in place to monitor, admissions, attendance, exclusions, progress, behaviour and support;
- work closely with the link governor and the Designated Teacher;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- the Governing Body receives an annual report that outlines the following:
 - a. the number of P/CIC in the school
 - b. an analysis of academic progress, as a discrete group, compared to other pupils

- c. attendance figures compared to other pupils
- d. the level of fixed term and permanent exclusions compared to other pupils
- e. the number of complaints
- f. the destinations of P/CIC

Appendix C

ROLE OF THE DESIGNATED TEACHER

The Designated Teacher is a strong advocate for P/CIC and will ensure that:

- they will hold QTS and will be an advocate for P/CIC
- all P/CIC and their carers receive a positive and smooth induction into the school;
- an appropriate Personal Education Plan is completed within 20 days of the Looked After Children joining the school or entering care;
- Each P/CIC has an identified fully trained member of staff, other than the Designated Teacher, that they can talk to;
- Strong and positive home/school relationships are in place;
- P/CiC are included in all areas of school life;
- P/CIC are not bullied in any form by actively monitoring and preventing bullying by raising awareness through the school's anti-bullying policy;
- all staff and governors are kept up to date on all issues relevant to P/CIC and receive the necessary training;
- all P/CIC receive the necessary support within the school;
- strong links are in place with all agencies dealing with P/CIC;
- urgent multi agency meetings will be convened if a P/CIC is experiencing difficulties or at risk of exclusion;
- P/CIC have full access to the National Curriculum;
- out of hours learning and extra-curricular activities are promoted for P/CIC;
- procedures are in place to provide confidentiality for all P/CIC;
- academic progress, attendance and behaviour is tracked with appropriate support given;
- all information is transferred quickly and efficiently when P/CIC move to another school or phase;
- the nominated Governor is kept up to date;
- the Governing Body receives an annual report on P/CIC

Appendix D

ROLE OF THE NOMINATED GOVERNOR

The Nominated Governor will:

- work closely with the Executive Headteacher and the Designated Safeguarding Teacher ;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Appendix E

ROLE OF SCHOOL STAFF

All teaching and support staff will:

- be made aware of and will be familiar with the guidance on P/CIC
- liaise with the Designated Teacher to enable P/CIC to achieve stability, success and to overcome any problems they may experience;
- on request provide relevant information for Personal Education Plans and review meetings;
- encourage P/CIC to achieve their full educational and personal potential which will be celebrated at weekly achievement assemblies and the Annual Presentation of Awards;
- constantly endeavour to promote self-esteem;
- prevent bullying in line with the school's anti-bullying policy;
- accept a request to be a P/CIC's named person to whom they can speak with when they feel it necessary;
- maintain P/CIC confidentiality;
- ensure P/CIC are supported sensitively;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Appendix F

ROLE OF THE PARENTS

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school