



Exmouth
Community
College
Academy Trust

CHILDREN IN CARE POLICY AND PROCEDURES

Policy Details	Date
Written by	Henrietta Miles
Reviewed by	Nick Smith
Ratified by	Curriculum
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INTRODUCTION

Who are our Children in Care?

Children and young people come into 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 board of Exmouth Community College is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. This governing board recognises that, nationally, there is considerable educational under achievement 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 to and reach their full potential". The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- prioritising education;
- having high expectations;
- inclusion – changing and challenging attitudes;
- achieving continuity and stability;
- early intervention – priority action; and
- listening to children.

The Guidance introduced two key measures:

- To ensure designated Teachers are nominated in every school
- To ensure Personal Education Plans (PEPs) are in place for all Children in Care.

This governing board is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively. The Designated Teacher's name is published on the school website, and at the time of writing the Designated Teacher is Nick Smith. Any changes to the Designated Teacher will be communicated to staff and governors via email.

ROLE AND RESPONSIBILITY OF THE DESIGNATED TEACHERS

The Designated Teachers should:

- be an advocate for Children in Care;
- 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 a 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 PEP 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 PEP should inform and be reviewed
- 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.

ROLES AND RESPONSIBILITIES OF ALL STAFF

- timely submission of requests for progress comments towards multi agency meetings.
- as with all children, have high aspirations and celebrate the educational and personal achievement of Children in Care;
- 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 PEPs and other documentation needed as part of review meetings;
- liaise with the Designated Teacher where a Child In Care is experiencing difficulty

UNACCOMPANIED ASSYLUM SEEKERS (UASC)

UASC are designated as children in care. The designated teacher will work with carers, the Virtual School and Advocates for Unaccompanied Asylum Seeking Children to oversee their progress in school.

Alongside the responsibilities above, the designated teacher will work with the ESOL coordinator to:

- ensure that UASC have access to specialist language support
- have support to adjust to the cultural differences on being in the UK
- have their individual and cultural needs recognised

ROLE AND RESPONSIBILITY OF THE GOVERNING BOARD

The designated governor for Children in Care is Daryl Wilkerson.

The governing board of this school will:

- ensure that admission criteria (Aided and Foundation) prioritise LAC, according to the Code of Practice on Admissions
- ensure all governors are fully aware of the legal requirements and Guidance for Children in Care;
- 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 board
- the annual progress report will include the following information and be presented to the governing board in the Autumn Term
 - number of CIC on school roll.
 - number of CIC with up to date PEPs.
 - overall attainment of CIC in the school / performance compared to peers.
 - number of CIC with SEN and statements.
 - authorised and unauthorised absence levels of CIC.
 - number of CIC who have been excluded in previous 12 months.
 - how LA supports educational achievement of CIC.
- 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
 - ▶ The National Curriculum and public examinations
 - ▶ Additional educational support where this is needed. Extra curricular activities
 - ▶ Work experience and careers guidance.

TRAINING

The Head Teacher, Designated Teacher and Professional Development Co-ordinator 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).

This policy should be read in conjunction with the Equality Policy. No one will unlawfully disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.

This policy is also compliant with General Data Protection Regulation.