

Education of Care Experience Children Policy

Policy type	Statutory/Non-Statutory
Author	Education Team
Last updated	September 2022
Reviewed	Adrian Ball
Approved by	Adrian Ball
Release date	August 2026
Review cycle	Annually
Description of changes	Rebranding from DEMAT to Grace Schools

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1. Definitions

Under the Children Act 1989, children in care are 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 Local Authority. This can happen under a number of arrangements.

- Children who are accommodated under a voluntary agreement with their parents (section 20)
- Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
- Children who are subject to 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 (section 21)
- Children who have previously been in care include those children that are no longer in care through:
 - Adoption
 - A Special Guardianship Order (SGO)
 - A Child Arrangement Order (CAO)

2. Application of this Policy

The policy is applicable to all employees (permanent and temporary) of Grace Schools. Where applicable, it is also applicable to all Volunteers supporting Grace Schools.

The above definitions are included for reference purposes for both Academy and Central Team staff to enable clarity and transparency when applying this policy.

3. Purpose and Scope

3.1. Aims of the Policy

All Grace Schools Academies will champion the individual needs of all care-experienced children enabling them to learn, aspire, thrive, and achieve their maximum potential.

This will be achieved by:

- Placing the highest priority on their education
- Promoting regular attendance
- Having high expectations and aspirations
- Promoting access and inclusion in all areas of Academy life
- Promoting stability and continuity
- Supporting early intervention
- Valuing the voice of the child
- Promoting social, emotional, and mental health and well-being
- Working in partnership with parents, carers, social workers, and other professionals

3.2. Guiding Principles

- The voice of the child is of paramount importance.
- All care-experienced children will receive high quality education, which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these children and those who are not care experienced.
- Every care-experienced child will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood.
- All Grace Schools pupils are entitled to a knowledge-rich curriculum where knowledge is valued, specified, well sequenced, and taught to be remembered.
- All Grace Schools Academies will meet the needs of care-experienced children through effective liaison and integrated work with all key partners including the relevant Virtual Academy.

4. Roles and responsibilities

4.1. Grace Schools Trust Board

Are committed to promoting improved educational life chances for all care-experienced children. They will ensure that the Designated Teacher for children in care has qualified teacher status, appropriate seniority and sufficient time and experience to fulfil this statutory role.

4.2. Hub Director

The Hub Director will be fully aware of the statutory guidance for care-experienced children.

4.3. Grace Schools Inclusion Lead

The Grace Schools Inclusion Lead will liaise with Headteachers to ensure that all Designated Teachers receive the appropriate training. In addition, Trust wide aggregated information on the effectiveness of this policy will be collected and presented to the CEO and Trust Board.

4.4. The Headteacher

The Head Teacher and Hub Director will monitor the role of the Designated Teacher to ensure that all care-experienced children make accelerated and rapid progress and that the whole Academy staff have relevant skills, knowledge and understanding.

Regular communication between the Head Teacher and Hub Director and the Designated Teacher should include:

- The number of care-experienced children on roll
- Compliance and quality of individual children's Personal Education Plan (for Children in Care)
- The use and impact of the Pupil Premium Plus grant in raising educational outcomes
- Attendance and exclusion data (in comparison to children who are not care-experienced)
- Progress and attainment data (in comparison to children who are not care-experienced)
- Destinations for care-experienced children
- Promoting the Education of Looked-after Children and Previously Looked-after Children

4.5. The Designated Teacher (DT) and Designation Person (DP)

The Designated Teacher and Designated Person of will:

- Have a full understanding of relevant statutory guidance and attend relevant training as required.
- Have a lead responsibility in promoting and raising the educational achievement of every care-experienced child on roll.
- Ensure every child in care has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress towards desirable outcomes.
- Monitor the effective spend of the pupil premium plus grant to maximise educational outcomes for children in care.
- Ensure the social, emotional, mental health and well-being needs of care-experienced children are recognised and prioritised.
- Take the lead responsibility for helping all Academy staff to understand the factors that can affect how care-experienced children learn and achieve, any barriers they might face and the impact of trauma and poor attachments.
- Act as the key liaison professional for other agencies and individuals in relation to care-experienced children.
- Share confidential and personal information on a need-to-know basis only.
- Actively encourage and promote home learning and extra-curricular activities.
- Recognise the impact of transition and plan accordingly.

4.6. Academy staff

Grace Schools staff will ensure their part in embedding a 'care-experienced children friendly culture'. This may include attending training, referring to the Designated Teacher for advice and sharing accurate information and data with the Designated Teacher.

5. Policy and Processes

5.1. Staff Development and Training

The Designated Teacher and Designated Person must be trained for the role when they come to post and will continue to support them to access ongoing professional development pertinent to the role.

All staff are encouraged to participate in training that will enable them to meet the needs of care-experienced children more effectively and the Designated Teacher will raise awareness of typical issues and barriers for these children at a whole academy level.

5.2. Admissions

In line with national guidance, all Grace Schools Academies prioritise the admission of care-experienced children.

The importance of a thorough and planned transition is recognised, and this may include:

- Transition meetings between Academies.
- The swift transfer of information between Academies.
- Additionally, Academy visits and identification of staff mentor and/or peer buddy.
- Additional support and planning for care-experienced children at times of transition.
- Structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss.

5.3. Attendance and Punctuality

Academy attendance procedures will reflect the specific needs of care-experienced children. This may include reasonable adjustments such as celebrating 100% attendance despite incidents of non-attendance due to care placement moves.

Where there is a concern about attendance or punctuality the Designated Teacher will speak to the child, carer / parent, social worker, and other relevant professionals including the Virtual Academy where a child is in care.

5.4. Suspensions and Exclusion

Grace Schools Academies will make every effort to avoid excluding a care-experienced child, in recognition of the impact of their early experiences, but do retain the right to exclude where necessary.

If the child is in care, before acting, the rationale for suspension or exclusion will be discussed with the relevant Virtual Academy. The Virtual Academy may be contacted for advice if the child was previously in care, with consent from the carers / parents. If there is no option other than suspension, then every attempt to reduce the number of days of the suspension and ensure that educational provision is in place from day one (for children in care).

5.5. Pupil Premium Plus (PP+)

Where a care experienced child is allocated pupil premium plus, it is to be used for the benefit of their educational needs through:

- The allocation of PP+ promotes high aspirations and seeks to secure the best educational outcomes.
- The extra funding provided by the PP+ reflects the significant additional barriers faced by Children and Young People in care.
- For children in care, the allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP).

6. Legislation

The Children Act 1989, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017.

The Care Planning, Placement and Case Review (England) Regulations 2010.

7. Associated Policies and Documents

This Policy/Procedure should be read in conjunction with the following Grace Schools Policies/Procedures:

- Safeguarding and Child Protection Policy
- Exclusions Policy
- Behaviour Policy
- Special Educational Needs and Disabilities Policy
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8. Version control

<i>No.</i>	<i>Status of document/changes</i>	<i>Prepared by</i>	<i>Reviewed by</i>	<i>Approved by</i>	<i>Date of approval</i>	<i>Date of review</i>
1.	Published	Grace Schools Inclusion Lead	CEO	CEO	14/09/2022	September 22
2.	Rebranded	Governance Team	CEO	CEO	August 2026	August 2028

This policy will be reviewed on a biennial basis.