



An Active Learning Trust School

## Children in Care (CiC) Policy 2024 - 2025



The *Active Learning* Trust



<b>DOCUMENT</b>	<b>Children in Care Policy</b>
<b>Lead author/initiator(s):</b>	B Griffiths
<b>Contact email address:</b>	<a href="mailto:BGriffiths@neale-wade.org">BGriffiths@neale-wade.org</a>
<b>Developed by:</b>	B Griffiths
<b>Approved by:</b>	Governors
<b>Approval Date:</b>	November 2024
<b>Review Date:</b>	September 2025
<b>Version No:</b>	1
<b>Review Timetable:</b>	Annually
<b>Review:</b>	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
<b>Purpose of Document:</b>	To give guidance on provision and support for Children in Care at Neale-Wade Academy
<b>Implementation:</b>	The procedures will be accessed via the Staff Share on the V Drive
<b>Dissemination:</b>	The procedures will be available to all staff, teaching and non-teaching

Neale-Wade Academy aims to promote the educational achievement and welfare of pupils within public care.

**Designated Teacher for Children in Care**  
**Delegated Responsibility for Children in Care**  
**Governor with responsibility for Children in Care**

**Mrs Laura Elliott**  
**Mr Billy Griffiths**  
**Mrs Katherine Nightingale**

The Governing Body is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes. We aim to contribute towards achieving the five outcomes of Every Child Matters, whatever the background or circumstances:

- Stay Safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

The aims of the academy are:

- Ensure that academy policies and procedures are followed for CIC as for all children
- Ensure that all CIC have access to a broad and balanced curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and ability
- Ensure that CIC pupils take as full a part as possible in all academy activities
- Ensure that carers and social workers of CIC pupils are kept fully informed of their child's progress and attainment
- Ensure that CIC pupils are involved, where practicable, in decisions affecting their future provision

### **Who are Children in Care?**

Under the Children Act 1989, a child is cared for 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 (Section 31) or Interim Care Order (Section 38)
- 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 (Section 21)

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 parents, 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 “Children in Care” – CIC. They may be cared for by the Local Authority or may be in the care of another authority but living in ours.

### **Admissions**

The Governing Board endorses Local Authority policy. The LA as the Admission Authority for the academy believes that admissions criteria should not discriminate against CIC pupils. Due to placement changes, CIC

may enter the academy 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.

## **Inclusion**

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

## **Allocation of Resources**

The Governing Board will ensure that the academy allocates resources to support appropriate provision for CIC, meeting the objectives set out in this policy.

## **Monitoring the Progress of CIC**

The *assigned Social Worker* should initiate a Personal Education Plan (PEP) within 20 days of joining the academy, or of entering care, and ensure that the young person is actively involved. It is vital that the academy assesses each CIC's attainment on entry to ensure continuity of learning.

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

## **Record Keeping**

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

## **Staff Development**

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

## **Partnership with Parents/Carers and Care Workers**

At Neale-Wade, we firmly believe in developing a strong partnership with parents/carers and care workers to enable CIC to achieve their potential. Review meetings are an opportunity to further this partnership working.

## **Links with External Agencies/Organisations**

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

- Virtual Schools
- Educational Psychologists
- Medical Officers
- School Nurse
- CAMHS
- Education Welfare Officers
- Social Worker

### **CIC 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.

## Appendix 1

### Roles and Responsibilities

#### Rationale for Roles and Responsibilities

CIC are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. For example, they may experience:

- A high level of disruption and change in school placements.
- Lack of involvement in extra curricular activities.
- Inconsistent or no attention paid to homework.

This may result in:

- Poor exam success rates in comparison with the general population.
- Underachievement in further and higher education.

#### The Designated Teacher/Delegated Responsibility will:

- Be an advocate for CIC within the academy
- Give regard to the impact of relevant decisions for CIC on both the CIC and the rest of the academy community
- Know who are all the CIC in Neale-Wade, including those in the care of other authorities, and ensure the availability of all relevant details from academy record-keeping systems as required
- Attend relevant training about CIC
- Act as the key liaison professional for other agencies and carers in relation to CIC, seeking advice from the CIC team when appropriate
- Ensure that CIC receive a positive welcome on entering Neale-Wade, especially mid year and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle
- Ensure that all CIC have an appropriate PEP that is completed within 20 days of joining Neale-Wade and ensure that the young person contributes to the plan
- Keep PEPs and other records up to date and input into PEPs in termly intervals
- Convene an urgent multi-agency meeting if a CIC is experiencing difficulties or is at risk of exclusion
- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- Act as the key adviser for staff and governors on issues relevant to CIC
- Ensure that care and academy liaison is effective including invitations to meetings and other College events
- Actively encourage and promote out of hours learning and extra-curricular activities for CIC
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a CIC transfers to another educational establishment
- Contribute information to CIC reviews when required
- Report to the Governing Board on CIC in the academy and inform of relevant policy and practice development
- Prepare reports for governors meetings to include:
  - The number of CIC on roll and the confirmation that they have a PEP
  - Their attendance compared to other pupils
  - Their attainment compared to other pupils
  - The number, if any, of fixed term and permanent exclusions

- The destinations of pupils who leave the Academy
- Attend governor meetings, as appropriate – such as the disciplinary and exclusion of CIC
- Arrange a mentor to whom the young person can talk, particularly when the pupil is new to the academy
- Ensure that any special educational needs are addressed