

SCHOOL POLICY FOR THE EDUCATION OF CHILDREN IN CARE (Including previously looked after children)

INTRODUCTION (INCLUDING DEFINITION)

As for all our pupils, St Nicholas is committed to helping every Child-in-Care (CIC) and Previously Looked-After Children (PLAC) to achieve the highest standards they can.

Definitions

Children-In-Care (CIC): this term refers to C/YP (Children/Young Person) who are in local authority care for more than 24 hours, who fall into two main groups – i) children who are accommodated under a voluntary agreement with their parents (Section 20), ii) children who are the subjects of a care order (section 31) or an interim care order (section 38). C/YP may also be looked after under an emergency order for protection and/or be compulsorily accommodated.

Previously Looked-After Children (PLAC): C/YP who is no longer in local authority care because they are the subject of an adoption, special guardianship or child arrangement order, or were adopted from state care.

The Governing Body is committed to providing a high quality education for all pupils and will:

- Ensure a Designated Teacher for Children in Care is identified and enabled to carry out the responsibilities of the position.
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every CIC, in line with Kent's guidance on Personal Education Plans, and that of the Other Local Authorities (OLAs) that have C/YP placed in Kent who attend St Nicholas School.
- Identify a governor as Designated Governor for CIC (and PLAC).
- Monitoring the effective use of Pupil Premium Plus (PP+) and Post-16 Bursary funding, to help meet the needs of all CIC and PLAC.

The school will champion the needs of CIC and PLAC, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve the highest level possible.

This policy fully implements the Government guidance (2018): "The designated teacher for looked-after and previously looked-after children – statutory guidance on their roles and responsibilities": <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children> and Promoting the education of looked-after and previously looked-after children: <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>.

Aims

The aims of the St Nicholas School policy for Children-In-Care and previously Looked-After Children are to:

- ensure that school policies and procedures are followed for looked after children as for all children
- ensure that all CIC and PLAC have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure that looked after students take as full a part as possible in school activities

- ensure that carers and social workers of CIC and PLAC students are kept fully informed of their child's progress and attainment
- ensure that looked after students are involved, where possible, in decisions affecting their future provision.

POLICY INTO PRACTICE

Responsibility of the Headteacher

- Identify a Designated Teacher for Children in Care. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave. Due to the large number of CIC Support has been appointed.

RESPONSIBILITY OF THE DESIGNATED TEACHERS FOR CHILDREN-IN-CARE (DTCIC) and PREVIOUSLY LOOKED-AFTER CHILDREN

At St Nicholas School, we have a very high proportion of CIC and PLAC so have therefore named one DTCIC and 2 Deputy DTICIC. The Deputy Headteacher is the DTICIC and is responsible for liaison with the school Governing Body, line management of the Deputy DTCIC and LMCIC (Learning Mentor for Kent Children In Care), monitoring of all PLAC and the CIC who aged 16-18. The Deputy DTCIC are responsible for monitoring a caseload of pupils, largely (but not solely) based on their Assistant Headteacher responsibilities for the Primary and Secondary Departments.

- Ensure that procedures are in place to monitor the admission, progress, attendance and any other exclusions of Children in Care and take action where progress, conduct or attendance is below expectations, on their particular caseloads – based (largely) on primary, secondary or 16-18.
- Report on the progress, attendance and conduct of CIC and PLAC. OFSTED now select a number of CIC (and/or PLAC) tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Be the named person for any correspondence from social services.
- Attend regular LA and Virtual School Kent (VSK) Update training.
- Attend development meetings for the application of ePEP for pupils with SEN & D.
- Meet with CIC Governor on an annual visit/monitoring meeting.
- Attend SMT Behaviour, Attendance and Vulnerable Group monitoring meetings for CIC children.
- Produce Annual Report to Governors and complete the Vulnerable Pupils' SEF Audit (bi-annually).
- Attend (whenever practicable and possible) all PEP meetings and hold electronic PEP forms
- Liaison with the Learning Mentor for Kent Children-In-Care (LMCIC) to enable a sharing of information concerning the pupils on the caseload of each DTCIC keyworker.
- Liaise with and seek the support of the VSK Assistant Headteacher and the support officers for CIC PLAC, as required.

Responsibility of the Learning Mentor for Kent Children-in-Care (LMCIC)

- Hold at least three monitoring meetings per year with VSK (as part of the review of progress, behaviour and attendance for student from vulnerable groups), possibly alongside the DTCIC.
- In the absence of DTCIC, attend PEP or LAC meetings, where possible.
- Daily monitoring of attendance, well-being and learning issues for Kent CIC (see attached Job description for LMCIC).
- Monitor the well-being of CIC and PLAC from Kent on a termly basis and assess them using the SDQ tool/report this information to the DTCIC.
- Support in the monitoring of the effectiveness of PP+ funding for CIC and PLAC

Responsibility of the Extended Leadership Management Team

- Ensure attendance of all PEP, Annual Review and Parent's Evening Consultation meetings for their LAC students by teachers in their departments.
- Ensure teachers prepare reports for AR meetings and maintain PEP forms.

Responsibility of the Class Teacher

- Attend (where practicable) LAC/Statutory Care Review meetings. If unable to attend prepare and distribute a short report.
- Teach, monitor, assess and report on the achievements, behaviour and attendance of the CIC in their class/group.

Responsibility of the Governing Body

- Identify a nominated Governor for Children in Care, who will maintain correspondence with the DTCIC, including an annual CIC monitoring visit, with the bi-annual review of the vulnerable pupils' SEF audit form.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children in Care.
- Ensure the school has an overview of the needs and progress of Children in Care.
- Allocate resources to meet the needs of all CIC and PLAC.
- Ensure the school's other policies and procedures support their needs.
- Ensure the quality of targeted PP+ and Post-16 grant plans on an individual and group basis.

The Governing Body will receive a report once a year (normally in term 1) setting out:

1. The number of CIC pupils on the school's roll (if any).
2. Their attendance, as a discreet group, compared to other pupils.
3. Their attainment levels.
4. The number of fixed term and permanent exclusions (if any).
5. The destination of pupils who leave the school.
6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

Allocation of Pupil Premium Plus/Post-16 Bursary Funding – for CiC And PLAC

The decision on the current allocation of PP+ has been made by the DTCIC/Senior Leadership Team with the Governing Body and is described in the attached document 'The allocation of the Pupil Premium Grant'. The DTCIC maintains the plans for and records of the students' PP+, Early Years Premium and Post-16 Bursary Grants (as appropriate) and reviews the impact of and effectiveness of their implementation. The DTCIC works alongside the appropriate members of the Governing Body to review this process.

Student Mental Health

- LAC and previously-LAC are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated teachers will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.
- The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on LAC and previously-LAC, and knows how to access further assessment and support, where necessary.
- Boxall Profile or SDQs assessments may be used twice a year to help social workers and other relevant professionals to form a view about LAC and previously-LAC's current emotional wellbeing (at their request). Teachers will complete their element of the questionnaire to assist social workers in their assessment.
- The school's Designated Mental Health Lead will work alongside the DTCIC to promote the

wellbeing and mental health of LAC and previously-LAC. A key feature of our PP+ funding allocation with pupils may be in the receipt therapy from a member of the Creative Therapies Team.

Monitoring and Review

This policy will be monitored on a yearly basis by the Designated Teacher for Children-In-Care and Previously Looked-After-Children to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

Equality, Safeguarding and Equal Opportunities Statement

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;
- Foster good relations, and create effective partnership with all sections of the community;
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

Links to Other Policies

Positive Behaviour Support
Child Protection
Health and Safety
Anti – Bullying
Single Equality
SEND
Community Cohesion
Pupil Premium Grant statement
Staff Code of Conduct

STEPHEN KING

REVIEWED TERM 5 2022

RATIFIED BY CHAIRPERSON'S ACTION ON 18 JULY 2022.