

SCHOOL POLICY FOR THE EDUCATION OF CHILDREN IN CARE

As for all our pupils, St Nicholas is committed to helping every Child in Care (CiC) to achieve the highest standards they can.

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 /ePEP.
- Identify a governor as Designated Governor for CiC.

The school will champion the needs of CiCs, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve the highest level possible. The school will assist the Local Authority Virtual School (East Kent) in developing 'best practice' approaches for Children in the Care with additional Special Educational Needs and Disabilities.

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 CiCs Support has been appointed.

RESPONSIBILITY OF THE DESIGNATED TEACHER FOR CHILDREN IN CARE

- 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.
- Report on the progress, attendance and conduct of CiCs. OFSTED now select a number of CiCs, 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 Update training.
- Attend development meetings for the application of ePEP for pupils with SEN & D.
- Meet the Designated CiC Governor at least twice a year to discuss issues and progress, and finalise the Annual Report to Governors.
- Attend SMT Behaviour, Attendance and Vulnerable Group monitoring meetings for CiC children.
- Produce Annual Report to Governors, in collaboration with the Designated CiC Governor, 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 DTCiC Support to enable a sharing of information concerning the pupils on the caseload of each DTCiC keyworker

RESPONSIBILITY OF THE SENIOR LEADERSHIP TEAM (DTCiC Support).

- Hold at least 3 monitoring meetings per year (as part of the review of progress, behaviour and attendance for student from vulnerable groups).
- In the absence of DTCiCs, attend PEP meetings, where possible.

RESPONSIBILITY OF THE SENIOR MANAGEMENT TEAM

- Ensure attendance of all PEP, Annual Review and Parent's Evening Consultation meetings for their LAC students by teachers.
- 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 CiCs in their class / group.

RESPONSIBILITY OF THE GOVERNING BODY

- Designate a Governor for Children in Care, who will keep in touch with the DTCiC, including meeting him/her at least twice a year to discuss issues and progress, finalise the Annual Report to Governors, and monitor 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 Children in Care.
- Ensure the school's other policies and procedures support their needs.
- Ensure the quality of targeted PPG 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) to enable it to make overall judgements about the DTCiC role in the context of wider school planning. The report will set 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. Any workload issues arising as a result of the number of CiC pupils on the school roll.
7. The training received by the DTCiC in order to impart knowledge and understanding about the education and well-being of CiC to colleagues.
8. An update on work conducted during the year with the Local Authority Virtual School (East Kent).

9. How the teaching and learning needs of CiC are reflected in the School Development Plan and are being met in relation to interventions and resources e.g. targeted PPG.
10. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

PERSONAL EDUCATION PLANS (PEPs)

St. Nicholas School will organise 3 ePEPs per year (as per statutory guidance to follow the same schedule as our Autumn and Spring parents evenings and summer School Report (with optional meetings) i.e. Term 2, 4 and 6. In addition to this the pupils' progress, attainment and educational provision will be reviewed formally at their annual EHCP review. During the PEP meetings we will provide feedback from the pupils, attendance information, a brief report from the teacher, a review of the pupil's progress against their targets and a short discussion about the use and effectiveness of their pupil premium grant (or Post-16 bursary allowance).

For the 3 ePEPs per year, CiC pupils will have access to the symbolised SEND student views materials, their attendance will be reported, the EHC Plan and its termly target review (scanned copy) will be attached. In addition to this a short report on progress, termly school subject data, any specific programmes (BSPs, feeding programmes, shared goals etc) will be attached. The application for Pupil Premium (if appropriate) will be made on a termly or annual basis via the ePEP using the "Severe and Complex" option.

Application for potential Achievement Inclusion Fund (AIF) grants can be made via the PEP meeting or Child in Care Review.

ALLOCATION OF PUPIL PREMIUM GRANTS / POST-16 BURSARY

The decision on the current allocation of PPG 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' PPG, 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.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary. At least two monitoring visits will be conducted by the CiC Governor each year to provide assurance to the Governing Body that the provision for and progress of Children in Care is the best it can be and accords with statutory guidance. An Annual Report will be created by the DTCiC in collaboration with the Designated Governor and presented to the Governing Body. It will also be shared with the Senior Leadership Team.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES

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.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To 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.

LINKS TO OTHER POLICIES

Behaviour
Home school agreement
Safeguarding
Health and Safety
Anti – bullying
SEN
Community Cohesion
Pupil Premium Grant statement

STEPHEN KING
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