



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

POLICY ON THE EDUCATION OF CHILDREN IN CARE

Date Approved	October 2017
Date for Review* <small>(*subject to any relevant changes in legislation or other appropriate guidelines)</small>	September 2020
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Author	LA/Head Teacher
Delegated Responsibility	N Bardsley / G Freeman

Approved by:	G Freeman
	G Freeman
	Governor
Date received by FGB	

At St Michael & All Angels Primary School, we believe we have a special duty to safeguard and promote the education of children in care, as corporate parents.

AIMS

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our children in care and give them access to every opportunity to achieve their potential and enjoy learning.

To fulfil our school's role as corporate parents in promoting and supporting the education of our children in care, by asking the question, '**Would this be good enough for my child?**'

IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated Teacher for Children in Care who will act as their advocate and co-ordinate support for them. Mr Neil Bardsley (Head Teacher) is our Designated Teacher for Children in Care.
- Nominate a school governor to ensure the needs of children in care at the school are taken into account at a school management level and to support the Designated Teacher. Mrs Grainne Freeman is our nominated school governor.
- Support the Designated Teacher in carrying out his/her role by making time available and ensuring that s/he attends training about children in care.

The Designated Teacher will:

- Maintain an up-to-date record of all children in care who are on the school roll. This will include:
 - status i.e. care order or accommodated
 - type of placement i.e. foster (long/short-term), respite, residential
 - name and contact details of social worker
 - contact details of carer and parent(s) (if appropriate)
 - details of any SEND
 - child protection information where appropriate
 - baseline information and test results
 - attendance figures
 - information about exclusions
- Ensure that there is a Personal Education Plan for each child/young person, to include appropriate targets and the above information. This must be compatible with the child's Care Plan and where applicable, include any other school plan, e.g. Education, Health and Care Plan, Individual Education Plan, Transition Plan, Pastoral Support Programme.
- Ensure a member of staff attends Review of Arrangement meetings about each child and/or prepares a written report which promotes the continuity and stability of their education.
- Liaise with the Education of Children in Care Service on a regular basis about the attainment, progress, emotional well-being and attendance of children in care.

- Ensure that if/when the child transfers school, all relevant information is forwarded to the receiving school as a matter of priority.
- Ensure systems are in place for the early identification of concerns about the progress or learning needs of children in care and the implementation measures to address this, in line with existing school policy.
- Ensure systems are in place to keep staff up-to-date and well-informed about the children in care at school where and when appropriate.
- Ensure all staff understand the impact of attachment difficulties and trauma on children's social and emotional development, mental health and learning, and how to address these needs.
- Ensure children in care, along with all children, are listened to and have equal opportunities to access pastoral support in school.
- Ensure they keep the school up-to-date with current legislation and the implications for the school in relation to children in care.
- Report to the governing body annually on the performance of the children in care on the school's roll.

All governors and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of children in care.

Children in Care Checklist for Governors

1. Background

- 1.1 Section 20 of the Children and Young Persons Act 2008 places a duty on the governing body of maintained schools to designate a member of staff (the designated person) as having responsibility to promote the educational achievement of children in care, who are registered pupils at the school
- 1.2 The designated teacher is a qualified teacher with the, '*seniority, professional experience and status to provide leadership, training, information and advice to others that will influence decisions about the teaching and learning needs of looked after children*'
- 1.3 The Children and Young Persons Act provides an overview of the role of the governors and Designated Teacher in raising the educational achievement of children in care in their school
- 1.4 The role of Designated Teacher for children in care became statutory as of **1st September 2009**. The recently published revised statutory guidance *Promoting the Education of Looked After Children* (July 2014) from the DfE clearly outlines the statutory role of the Virtual Head following the Children and Family Act and related expectations from schools/other partners.

2. Children in Care checklist for Governors

- 2.1 The following checklist reflects the roles and responsibilities of the governing body and the designated teacher. It takes into account government guidance in the present statutory guidance document.
- 2.2 It is expected that governing bodies will work in conjunction with members of the school's senior leadership team, in particular the designated teacher, to complete the checklist. The results should be used to identify what strengths and weaknesses the school has in terms of raising the educational achievements of children in care and what actions should be taken to rectify any known deficiencies.

Children in Care Check List

Name of School:

Designated Governor:

Designated Teacher:

The checklist is designed to be used in conjunction with the DfE guidance to assist governing bodies in ensuring that the needs of looked after children are addressed.

“School governors can make a positive difference to how children in care experience school. Governors can ensure that the needs of looked after children are considered at the planning and policy level and through monitoring and evaluation.”

- It is hoped that this document will support the gathering of evidence, the ongoing monitoring and evaluation of policy and procedure and enable an effective, focused, response to the issues for children in care. ECIC Improvement Officers are available to support this work.

Questions the governing body need to ask:		Response	Action needed/taken	Date
1.	Is there a Designated Teacher (with QTS) for children in care in post?			
2.	Does the Designated Teacher have the seniority, experience and status to provide leadership, training, information and advice to others re the teaching and learning needs of children in care?			
The Role of the Designated Teacher <i>'The governing body should monitor the effectiveness of the designated teacher'</i>				
3.	Does the Designated Teacher report to the governing body on a termly basis? Including:- Number of Leicestershire children in care. Number from other authorities. The attainment of children in care and individual targets			
4.	Is the Designated Teacher leading the process of individual target setting and tracking of the progress of children in care?			
5.	How does the progress of children in care compare with the progress of other groups in school?			

6.	Are the gaps between children in care and other children closing?			
Questions the governing body need to ask:		Response	Action needed/taken	Date
7.	Are the patterns of attendance and exclusion different for children in care?			
PERSONAL EDUCATION PLANS <i>'In partnership with the lead person in the local authority (in some cases the social worker) the Designated Teacher will be responsible for the implementation of the PEP and its review'</i>				
8.	Does the Designated Teacher attend all PEP meetings? Who else attends?			
9.	Have all your children in care had a PEP meeting in the last 6 months?			
10.	Do the PEP targets recognise/focus on identified achievement gaps and inform planning to ensure good outcomes?			
Questions the governing body need to ask:		Response	Action taken	Date
10.	Are any of the children in care at the school gifted and talented?			

11.	Do any have statements of special education needs/EHCP?			
12.	How are the needs of gifted and talented and statemented children being met?			
PLANNING				
13.	Does the Designated Teacher have sufficient time and resources to carry out their role effectively?			
14.	How are the teaching and learning needs of children in care reflected in school development plans and being met, in relation to interventions and resources?			
15.	What training has been attended recently by the Designated Teacher/Designated Governor, other staff concerning the education of children in care and/or attachment awareness/trauma-informed practice training? How has this been shared with all staff? What is the impact?			
16.	What training is delivered by the Designated Teacher in order to share knowledge and understanding about the education and well being of children in care, with staff?			
17.	How does the Designated Teacher work with the Virtual School and other agencies?			

18.	What actions are required to address the issues raised by the Designated Teachers reports?			
19.	To what extent do existing school policies acknowledge the particular needs of children in care? Including: SEN policy, behaviour policy, educational visits, home school agreements, homework policy, Gifted and Talented policy.			
20.	How does the school support children in care who are displaying challenging behaviour resulting from early trauma?			
Questions the governing body need to ask:		Response	Action taken	Date
21.	Are procedures in place to ensure that children in care transferring to a new school have all their educational documents transferred with them?			
22.	Children in care express concern about non essential background information being known about them by large numbers of people. Does the school policy on confidentiality address this?			
23.	How is the designated governor informed of the Celebration of Educational Success for children in care?			
24.	What percentage of children in care have exceeded expectations in terms of progress and attainment?			
25.	How safe are the school systems for protecting children in care?			

