



# Cape Cornwall School

## Education Of Children In Care (CiC) And Previously Looked After Children (PLAC) Policy

**School Name:** Cape Cornwall School

**Dissemination:** Website and O: Drive

**Date policy approved by Governors:** November 2020

**Date policy becomes effective:** Immediately

**Review date:** November 2022

**Person responsible for Implementation and Monitoring:** Designated Safeguarding Lead/Designated CiC Teacher.

**Links to other relevant policies:** Behaviour, Child Protection/Safeguarding, Admissions.

### 1. Aim:

At Cape Cornwall School we aim to:

- Provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- Bring the educational attainments and progress of our Children in Care and Previously Looked After Children in line with those of their peers nationally or better.
- Make sure that CiC have access to education appropriate to their age and ability. This includes access to a broad and balanced curriculum.
- Ensure effective use of Pupil Premium Plus (for CiC) to support their education and progress.
- Support students' success and achievements, develop resilience and social and emotional skills, enhancing their life skills and opportunities.

### 2. Key Roles:

We have a Designated Teacher (DT) for Children in Care and Previously Looked After Children who acts as their advocate and co-ordinates support, liaising with carers, natural parents (as appropriate), social workers and other agencies on a wide variety of educational and care issues.

Mrs Julie Marsh (DSL & SENDCO and member of Senior Leadership Team), is the Designated Teacher and senior member of staff responsible for CiC and PLAC provision.

All staff and Governors are committed to ensuring improved educational life chances for Children in Care by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities and to establish and maintain appropriate reporting and monitoring procedures, both within the school and with other agencies.

Our Designated Teacher for CiC meets statutory regulations (September 2009). Mrs Julie Marsh is a qualified teacher and member of the Senior Leadership Team.

At Cape Cornwall School we:

- Participate in appropriate DT training and joint agency training.
- Maintain a register and track the progress of all Children in Care (this includes children both from in and out of Cornwall) and Previously Looked After Children (where this information has been shared with school).

This will include a record of:

- The contact person in the relevant Children in Care Education Support Service (CiCESS).
- Status i.e. Care Order.
- Type of placement e.g. foster, respite, residential, adoptive.
- Name of social worker, area office, telephone number.
- Ensure statutory documentation is kept up to date and is relevant to the child's needs and ability i.e. Personal Education Plan.
- Hold daily contact and telephone numbers of those who need to be contacted in an emergency or for any other concerns, e.g. name of young person, name of parent or carer or key worker in children's home.
- Share child protection or disability information (if appropriate), relevant health information, baseline information and all test results.
- Liaise with named officers in the LA with regard to exclusion, attendance and transition.
- Attend statutory reviews.
- If there are safeguarding concerns for a Child in Care, contact and advice will be sought from the Education Safeguarding Team and Central Referral Unit.

Cape Cornwall School has a Designated Governor for CiC and PLAC. Governors are kept informed of:

- Number of CiC and PLAC on school roll.
- Number of CiC with up to date PEPs.
- Overall attainment of CiC and PLAC in the school; progress compared to peers.
- Number of CiC and PLAC with SEND and EHCPs.
- Attendance of CiC and PLAC.
- Number of CiC and PLAC who have been excluded in previous 12 months.
- How the LA supports educational achievement of CiC and PLAC.
- How Pupil Premium money has been spent and the impact of this on attainment and wellbeing of CiC.

The DT has opportunities to attend appropriate training. School staff and Governors are aware of the DfE guidance, 'Promoting the Education of Looked After Children and Previously Looked After Children', February 2018, which includes:

- the duty of Local Authorities to promote the educational achievement of children in care, under Section 52 of the Children's Act 2004.
- that there is a dedicated Governor to champion and monitor the work of the school in supporting its children in care as part of a larger group of vulnerable children.
- that the school takes a proactive approach in co-operating with and supporting, the Local Authority with regard to the education of children in care attending the school.
- that the designated teacher and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the Head of School.

### **3. Whole school approach**

- The school celebrates the achievements of children in care and PLAC.
- Teachers have high expectations of the young person, encouraging achievement and ambition.
- The young person has a trusted adult in school who is able to take time to listen to them and has access to support and counselling in school, if required.
- There is clarity in relation to who is and is not allowed to collect the child from school.
- All teachers within the school are made aware of the needs of children in care and PLAC and actively promote their best interests.
- Adults in school are sensitive to the young person's wishes over what is known and by whom, regarding their care status.
- Effective assessment, recording and reporting practices are in place.
- Systems are in place to keep staff up to date and informed about children in care and PLAC.
- The Designated Teacher ensures that positive messages about behaviour and achievement are shared within the school and between school, carers and outside agencies and that high educational expectations are maintained.
- A nurturing approach and understanding of trauma and attachment is embedded to support children in care and PLAC.
- The school supports the engagement of children in care and PLAC in out-of-school -hours learning.
- Staff work in partnership with carers, agencies and parents (where appropriate).
- Carers are supported to value educational achievement and improve attendance.
- Teachers help CiC and PLAC begin to feel that they are fitting in and offer them a safe haven and a sympathetic ear in a crisis.
- Staff are aware that being or becoming a 'Child in Care' has a major impact on children's lives and that when considering children's learning or behaviour, all due consideration will be given.
- Teachers are aware of a variety of emotional issues and trauma that may undermine the young person's ability to engage in the learning process, including feelings of loss, rejection, isolation, confusion and low self-esteem.
- Teachers are aware of possible unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers.
- CiC have access to Pupil Premium Plus – £350 is allocated to every child, from day one of being in care, by the Virtual School Headteacher.

### **4. Special Educational Needs**

(See Cornwall SEND graduated response document – September 2020)

- All special educational needs are quickly identified and appropriate provision is made – early identification and action is key.
- Systems are in place to identify and prioritise when children in care and PLAC are underachieving and there are early interventions to improve this.
- Contact is made with the Virtual School for CiC and PLAC (CICESS) as soon as concerns are raised.
- If the child or young person has a Statement of special educational need or EHC Plan, then the annual review coincides with one of the six monthly Statutory Care Reviews/termly PEP meetings.
- Please refer to SEN Code of Practice for further information.

## **5. Admissions and transitions**

- CiC and PLAC have priority on school admissions.
- Children in Care and PLAC are prioritised in admissions procedures; students are admitted as quickly as possible, recognising the importance of re-establishing school stability for children in care and PLAC.
- Cape Cornwall School adheres to Cornwall Council School Admission protocols.
- On admission or transfer, all relevant information is obtained at the outset.
- Cape Cornwall School forwards appropriate documents, in a timely fashion, to any receiving school at the point of transition where the receiving school is made known.
- Cape Cornwall School makes every effort to provide continuity of schooling and educational experience.

## **6. Attendance**

- Where attendance is a concern, a 'first day of absence' procedure is used.
- Cape Cornwall School informs the Education Welfare Officer, social worker and Virtual School if there are any concerns about attendance.
- Attendance is discussed in all education meetings, celebrating success and setting realistic targets, if it is a concern.
- If a child is on a Protection Plan, the social worker and carer are contacted if the child is absent from school.
- Children in care and PLAC should not be taken out of school for holidays and Cape Cornwall School does not authorise term-time holidays for CiC and PLAC.
- There should be no unauthorised absences for CiC and PLAC.
- Safety plans are put in place where a CiC/PLAC is on a reduced timetable.
- Children Missing Education or Children Missing Out of Education (CME/CMOE) are also reported to the Virtual School.

## **7. Exclusion**

- Any child in care who is at risk of exclusion, is identified and contact made with the Virtual School, Education Welfare Officer, social worker and relevant professionals to put proactive strategies in place to avoid the child in care missing days from school.
- In the case of a fixed term exclusion, the carer (or persons holding parental responsibility) and the social worker are spoken to and within one day a letter is sent specifying the period and the reasons for the exclusion, date of return, outline of the rights of carers to make representations to the governing body where appropriate and details of arrangements made to enable the excluded student to continue his/her education.
- In the event of any exclusion, contact is made with the Virtual School (CICESS) with details of the exclusion, outlining the reasons why the child has been excluded, so that an appropriate response can be made.

## **8. Multi-agency liaison**

- The CiC and PLAC Designated Teacher liaises closely with carers, birth parents (if appropriate) and the student's social worker on a variety of issues including homework, kit and equipment required. It is important that positive messages about behaviour and achievement are shared.
- There is a well-planned and co-ordinated approach to meeting the young person's educational and social needs, for example, whether potentially disruptive changes in school can be prevented.
- There is a clear understanding about the role and responsibility of school staff in relation to the young person and the roles and responsibilities of the other professionals involved.

- School staff share positive perceptions and high expectations of the young person with other professionals but especially with the young person.
- The school is aware of and sensitive to the appropriate role of the natural parents.
- Designated teachers ensure that requests from the LA for statistical information held by the school are completed and returned on time to comply with statutory obligations.
- Each child in care is encouraged to access out of hours learning activities, realising the positive impact this may have on their self-esteem and learning.
- Cape Cornwall School supports the young person to have the opportunity to participate fully in planning and decision making about their education.

**9. At risk:**

- Cape Cornwall School shares information if they feel a CiC or PLAC is at risk in any way.
- Cape Cornwall School is aware and will have a safety plan in place with regards to CiC or PLAC at risk of absconding, going missing and/or at risk of exploitation.

**10. Implementation and Monitoring:**

The Designated Teacher is responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy and for monitoring and evaluating the quality of provision for CiC and PLAC.