



Cranbrook Education Campus

Policy: Education of Children in Care/Looked After Children

Other relevant school policies and statements include:

Ted Wragg Multi Academy Trust Attendance Policy

Cranbrook Education Campus Behaviour for Learning: Rewards, Reflection and Reset

Nominated Governor: Steve Wilkinson

Policy Date: May 2022

Review Date: May 2023

Overall Aims and Commitments

At Cranbrook Education Campus, we believe that all Children in Care/Looked After Children, and those previously in Care, should have equitable access to excellent educational provision and achieve at a similar level to all children. We aim to be champions for Children in Care/Looked After Children and those previously in Care and take a proactive approach to support their success, recognising that we have a vital role to play in promoting their educational achievement and social and emotional development. To do this we commit to:

- Ensuring that Personal Education Plan (PEP) is up-to-date and of a high standard;
- Supporting Children in Care/Looked After Children to raise their aspirations and ambition;
- Giving the children and young people a voice and an active role in the decisions made;
- Ensuring that the Designated Teacher in each Phase (Primary & Secondary) contributes to the deeper understanding of everyone in the school who may be to be involved in supporting Children in Care/Looked After Children to achieve, so that each staff member keeps Children in Care/Looked After Children in mind;
- Fostering positive attitudes and behaviours;
- Developing their Spiritual, Moral, Social and Cultural Development and providing a curriculum that will develop their cultural capital to enable the children with the opportunity for a successful future and the skills to become a good citizen.
- Providing continuity and 'normality' for those who may have been subject to emotional distress, abuse and disruption;
- Ensuring that they have a trusted adult who they feel they can go to for support during the school day;
- Ensuring they have the best provision the school can offer to help them make good progress in all areas;
- Working closely with the Virtual School, Carers and Social Workers to ensure the best possible care and support for the children;
- Providing a safe and secure environment, which values education and believes in the abilities and potential of all children;
- Bringing the educational attainment of our Children in Care/Looked After Children in line with those of their peers;
- Making sure that Children in Care/Looked After Children have access to education appropriate to their age and ability - this includes access to a broad and balanced curriculum to develop the whole child;
- Balancing high levels of support with challenge and high expectation to ensure rapid progress and aspirational goals;
- Having a Designated Teacher (DT) for Children in Care/Looked After Children who will act as their advocate and coordinate support for them, liaising with staff, carers, parents (as appropriate) and Social Workers on a wide variety of educational and Care issues;
 - As an All-Through Campus we have a Designated Teacher for each phase (Primary & Secondary)
- Working alongside the Social Worker, PEP Coordinator, Area Learning Advocate and other professionals to ensure that each Child in Care/Looked After Child has a current, good quality Personal Education Plan (PEP) in place which includes challenging, curriculum-based targets and numerical progress targets and is an effective tool which supports the young person and helps them make excellent progress;
- Ensuring that Pupil Premium Plus funding is used to provide additional, personalised support as identified in the Personal Education Plan;
- Closely monitoring each child's attendance and academic progress, working and sharing information in a timely manner with the Virtual School to help ensure each child achieves the best possible educational outcomes;
- Ensuring there is a well-planned and coordinated approach to meet the child's educational and social needs.
- Planning for future transitions effectively.

School Leadership Responsibilities

Our School Leadership Team have the responsibility to:

- Nominate a School Governor to meet regularly with the Designated Teacher, to ensure that the needs of Children in Care/Looked After Children in the school are taken into account at a school leadership level and to support the Designated Teacher;
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training to support Children in Care/Looked After Children;
- Support the child to engage fully in planning and decision making;
- Liaise closely with the Virtual School, Carers, parents (if appropriate) and the child's Social Worker on a variety of issues, including homework, kit and equipment required;
- Share positive messages about behaviour and achievement;
- Have a clear understanding about the role and responsibility of staff in relation to the child and the roles and responsibilities of the other professionals involved;
- Share positive perceptions and high expectations of the child with other professionals but especially with the child;
- Be aware of, and sensitive to, the appropriate role of the parents;
- Ensure that requests from the LA for statistical or other information held by the school are completed and returned on time, to comply with statutory obligations;
- Encourage each of our Children in Care/Looked After Children to access out of hours learning activities realising the positive impact this could have on their self-esteem and learning.

Admissions and Transitions

We will:

- Prioritise the admission of Children in Care/Looked After Children, and those who have been adopted or who have a Special Guardianship Order, within our own Admissions procedures in order to admit students without delay, recognising the importance of re-establishing school stability for Children in Care/Looked After Children;
- Arrange a Planning for Success meeting as outlined in the [Devon County Council Protocol for Supporting Children in Care/Looked After Children in Schools](#);
- Ensure that all Children in Care/Looked After Children meet the Designated Teacher regularly who will identify any relevant issues, academic or pastoral;
- Ensure a warm welcome to our school by providing appropriate induction for all Children in Care/Looked After Children, following the Protocol for supporting Children in Care/Looked After Children in Schools so that there is a smooth and successful transition which includes Carers and parents where appropriate;
- Meet with the Area Learning Advocate to make sure that on admission or transfer all relevant information records are obtained at the outset;
- Forward appropriate documents, in a timely fashion, to any receiving school at the point of transition (where the receiving school is made known) including organising transition meetings where needed;
- Make every effort to provide continuity of schooling and educational experience;
- Where appropriate, ensure that Children in Care/Looked After Children receive timely and high-quality advice and guidance to support the transition into Post-16 provision;
- Liaise with Carers, previous schools and other professionals to help to effectively manage transitions;

- We recognise that Children in Care/Looked After Children often need higher levels of transition support and will use the [Devon County Council Transition Guidance](#) and provide children and young people with the Transition Booklet.

Attendance

We will:

- Promote the attendance of Children in Care/Looked After Children, and where the attendance for a Child in Care/Looked After Child becomes a concern and falls below 95%, inform the Virtual School and work with them and the EWO to improve attendance;
- Implement a first day of absence procedure for all Children in Care/Looked After Children whose attendance falls below 95%;
- Inform the Carer / Area Learning Advocate / Education Welfare Service / Social Worker / Parents (if appropriate) if there are any concerns about attendance;
- Make attendance a priority in any education meeting, celebrating success and setting realistic targets if it is a concern.

Exclusions

We recognise that the challenging behaviour of some Children in Care/Looked After Children and those previously in Care is strongly related to traumatic life experiences.

We will:

- Aim to use alternatives to exclusion as a sanction for Children in Care/Looked After Children, for example restorative approaches and the Relational Support Plan;
- Inform the Virtual School as soon as there is an exclusion or a risk of exclusion;
- Actively follow the [DCC Protocol for Supporting Children in Care/Looked After Children](#) in Schools;
- Engage with interventions provided by the Virtual School and the Educational Psychology Service to avoid exclusion, such as the REDS (Reducing Exclusions in Devon Schools) programme.

Personal Education Plans (PEPs) and Personal Education Allowance (PEA)

We will:

- Hold a PEP meeting each term for every Child in Care/Looked After Child that involves the Social Worker, Foster Carers, child and parent (if appropriate). Additional attendees may include the Designated Teacher, Careers South West, Educational Psychologist, Education Welfare Officer, Area Learning Advocate, PEPCo etc;
- Ensure that the views of the child are central to the PEP meeting and encourage them to attend;
- Ensure that the PEP is of a high quality for each child and includes appropriate targets;
- Make certain that following the writing of a PEP, any educational recommendations in the PEP will be shared with all appropriate staff, in order that all our Children in Care/Looked After Children have the opportunity to fulfil and achieve the targets set;
- Ensure that Pupil Premium Plus funding is carefully targeted to improve the educational outcomes of the Child in Care/Looked After Child and used as identified in the Personal Education Plan;
- Make or support applications for a [Personal Education Allowance \(PEA\)](#) eg. those who are at risk of under-achieving academically or for extra-curricular activities through discussions at PEP meetings;

School Trips and Special Activities

We aim to ensure that Children in Care/Looked After Children enjoy as many extra-curricular opportunities as possible by reserving places for them on trips or enrichment activities for which they are eligible. Although no

specific Children in Care/ Looked After Children funding is available to subsidise the cost of these activities, pupils and families who are eligible may receive financial support under Pupil Premium allocation.

Key Definitions

Who are our Children in Care/Looked After Children?

Most Children in Care/Looked After Children will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their parent(s) sharing parental responsibility with the Local Authority.

Under the Children Act 1989, a child is in the Care of the Local Authority if they are provided with accommodation for more than 24 hours by the Authority. This includes the following:

- Children who are accommodated by the Local Authority under a voluntary agreement with their parents;
- Children who are the subject of a Care Order or Interim Care Order;
- Children who are the subject of Emergency Orders for the protection of the child.

Who are our Children Previously in Care?

- A Previously Looked After Child is one who is no longer looked after in England and Wales because they are the subject of an Adoption, Special Guardianship Order or Child Arrangements Order which includes arrangements as to with whom the child is to live, or when the child is to live with any person, or has been Adopted from state care outside England or Wales and;
- A child is in 'state care' outside England and Wales if they are in the Care of, or accommodated by, a public authority, a religious organisation or any other organisation, the sole or main purpose of which, is to benefit society.