

**PENRYN COLLEGE**

**Education of Children in Care Policy**

**Approved by:** Full Governing Body – July 2017

**Responsible SLT member:** Kirstie Oliver

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At Penryn College all Children in Care have an equitable access to excellent educational provision and achieve at the same level when compared to all Cornwall children.

We as a school community are champions for Children in Care and take a proactive approach to support their success, recognising that we as school have a vital role to play in promoting children and young people's social and emotional development.

***As Corporate parents we need to look to 'improve the experience of children in care and their life chances' Cornwall Children and young person's plan - CiCESS (Children in Care Education Support Service)***

**Our aims to support our Children in Care:**

- Provide a safe and secure environment, which values education and believes in the abilities and potential of **all** children.
- Eliminating the gap - Bring the educational attainments of our Children in Care in line to those of their peers.
- Ensuring that Children in Care have access to education appropriate to their age and ability. This includes access to a broad and balanced curriculum.
- Identifying our role as a school community (teachers, TA's and Governors) to promote and support the education of our Children in Care.
- Asking the question, 'Would this be good enough for my child?'
- Providing a dedicated Designated Teacher (DT) for Children in Care who will acts as advocate and coordinator of support for CiC. To liaise with carers, natural parents (as appropriate) and social workers on a wide variety of educational and care issues and in the production of the PEP (Personal Education Plan).

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 compete tasks and responsibilities. Also, to establish and maintain appropriate reporting and monitoring procedures both within the school and with other agencies.

**DESIGNATED TEACHER FOR CHILDREN IN CARE – Kirstie Oliver**

Maintains a register of all Children in Care at Penryn College. To include the:

- Contact person in the relevant Children in Care Education Support Service (CiCESS).
- Status of the Child in Care i.e. care order or accommodated.
- Type of Placement e.g. foster, respite, residential, adoptive.
- Name of Social Worker, area office, telephone number
- Up to date statutory documentation - PEP Personal Education Plan (termly) and Quality Assessments by the CiCESS team.

**"The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential." (Promoting the Educational Achievement of Looked After Children DCSF March 2010)**

- 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.
- Relevant Child Protection/disability information shared if appropriate (if not appropriate to share, indicate the confidential nature of the information) with Safeguarding Officer and Education Safeguarding team and Single Central Referral Unit.
- Relevant health information.
- Records and updates baseline information and all test results.
- Ensures that systems are in place to keep staff up to date and informed about Children in Care.
- Participation and training in appropriate Designated Teacher training and joint agency training.

- If there are safeguarding concerns for a Child in Care, contact and advice should be sought from Education Safeguarding team and Single Central Referral Unit

“The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances.” (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

### **GOVERNORS – What every CiC Governor should know:**

***Number of CIC on school roll***

***Number of CIC with up to date PEPs***

***Overall attainment of CIC in the school / performance compared to peers***

***Number of CIC with SEN and statements***

***Authorised and unauthorised absence levels of CIC***

***Number of CIC who have been excluded in previous 12 months***

***How LA supports educational achievement of CIC***

- Our Governing body ensures the DT has opportunity to attend training. School staff and governors are aware of the DCSF Statutory guidance March 2010.
- Understand duty on local authorities to promote the educational achievement of Children in Care, under Section 52 of the Children’s Act 2004.
- At Penryn College there is a team of dedicated Governors who champion and monitor the work of the school in supporting its Children in Care as a part of a larger group of vulnerable children.
- Governors at Penryn College take a proactive approach in co-operating with, and supporting, the relevant Local Authority with regard to the education of Children in Care attending the school.
- Governors ensure teachers and staff are aware of and enabled to carry out their responsibilities effectively with the full support of the head teacher with regards supporting CiC at Penryn College.

### **Whole school approach:**

#### **At Penryn College we will:**

- Celebrate the achievements and progress of Children in Care.
- Have high expectations of **all** students at Penryn College and encourage achievement and ambition.
- Ensure Children in Care have a special, trusted adult who is able to take time to listen to them and have access to support and counselling in school if required.
- Make sure relevant staff are clear on who is and is not allowed to collect the child from school and are updated on changing situations to ensure the safety and protection of the child.
- Provide teachers within the school an awareness of the needs of Children in Care and actively promote their best interests.
- Be sensitive to the young person's wishes over what is known and by whom regarding their care status and current situation.
- Ensure effective assessment, recording and reporting practices are established.
- Establish a culture 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.
- Support and encourage the engagement of Children in Care in out of school hours learning.
- Work in partnership with carers and agencies and parents (where appropriate) and support carers to value educational achievement and improve attendance.
- Make sure staff are aware that being or becoming ‘in Care’ has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given.
- Use information professionally on a variety of issues 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.

- Be 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 and how this may impact on particular themes/topics/schemes of work.
- Hold ourselves to account for suitable use of Pupil Premium (£1900 per year) in school to support academic attainment and progress (ensuring we adhere to national guidance on Pupil Premium and refer to Sutton Trust Toolkit for impact)

### **Special Educational Needs / Gifted and Talented:**

#### **At Penryn College we will:**

- Identify Children in Care with special educational needs/Gifted and talented abilities and make appropriate provision.
- Ensure that systems are in place to identify and prioritise when Children in Care are underachieving and have early interventions to improve this (or contact is made with CiCESS where there is concern).
- Co ordinate dates if the child or young person has a statement of special educational need, to ensure the annual review coincides with one of the care planning reviews to organise with named Social Worker.

### **Admissions and Transitions:**

#### **At Penryn College we will:**

- Ensure that on admission or transfer all relevant information is obtained at the outset.
- Forward appropriate documents, in a timely fashion, to any receiving school at point of transition where the receiving school is made known.
- Make every effort to provide continuity of schooling and educational experience.
- Prioritise Children in Care within schools own admissions procedures and admit students as quickly as possible recognising the importance of re-establishing school stability for Children in Care.
- Adhere to Cornwall Council School Admission protocol.

### **Attendance:**

#### **At Penryn College we will:**

- Establish an attendance protocol to be in contact with Carers/parents where attendance is a problem.
- Inform Education Welfare service / Social Worker / CiCESS if there any concerns about attendance.
- Acknowledge attendance in any education meetings, celebrating success and setting realistic targets if it is a concern.
- Ensure Social worker and Carer are contacted if child is absent from school if child is on protection plan.

### **Exclusion:**

#### **At Penryn College we will:**

- Identify any Child in Care who is at risk of exclusion and contact the Children in Care Education Support Service (CiCESS), Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school.
- Ensure in the case of a fixed term (or permanent) exclusion that the carer (or persons holding parental responsibility) and the Social Worker have been spoken to and within one day a letter has been 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 pupil to continue his/her education.
- Make sure in the event of any exclusion, contact is made with the Children in Care Education Support Service (CiCESS) with details of the exclusion outlining the reasons why the child has been excluded so that an appropriate response can be made.

### **Multi-agency liaison:**

#### **At Penryn College we will:**

- Liaise closely (via Designated Teacher) with carers, birth parents (if appropriate) and the pupil's social worker on a variety of issues, including homework, kit and equipment required and that important positive messages about behaviour and achievement are shared.
- Ensure there is a well planned and co-ordinated in approach to meeting the young person's educational and social needs, for example, whether potentially disruptive changes in school can be prevented.
- Have 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.
- Share positive perceptions and high expectations of the young person with other professionals but especially with the young person.
- Show sensitivity to the appropriate role of the natural parents.
- Ensure that requests from the LA for statistical information held by the school are completed and returned on time to comply with statutory obligations.
- Encourage each child in care to access out of hours learning activities realising the positive impact this could have on their self –esteem and learning
- Support the young person to have the opportunity to participate fully in planning and decision making

### **Personal Education Plans (PEPs):**

#### **At Penryn College we will:**

"The PEP is the joint responsibility of the local authority and the school." (*Promoting the Educational Achievement of Looked After Children DCSF March 2010*)

- Ensure that there is a Personal Education Plan for each child to include appropriate targets. This must be compatible with the child's Care Plan held by the Social Worker, and form part of any other school plan. E.g. Statement, New EHC plan (Sept 2014) Transition Plan, Pastoral Support Programme, Pathway Plan at Post 16.
- Contribute to the process whereby all Children in Care have a high quality Personal Educational Plan (PEP) in place within 10 days of starting the school. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (IEP, PSP, Statement of Educational Need)
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff in order that any Child in Care has the opportunity to fulfil and achieve the targets set.
- PEP's are recorded on pupil profiles and shared with subject teachers.
- Support referrals for the Personal Education Allowance (PEA) for CIC who are at risk of underachieving academically through discussions at PEP meetings
- Hold a PEP meeting for every statutory care review, involving the Social worker, foster carers, young person and parent if appropriate (*See brief PEP Guidance on website*)

### **Related Documentation:**

See CiCESS website on Cornwall intranet for related documentation and information

[www.cornwall.gov.uk/cicess](http://www.cornwall.gov.uk/cicess)

Raising standards of achievement: [www.education.gov.uk](http://www.education.gov.uk) (as of May 2010)

*Promoting the Educational Achievement of Looked After Children Statutory Guidance for Local Authorities*  
DCSF March 2010

*Improving the Educational Attainment of Children in Care (Looked After Children)*  
DCSF 2009

*Improving the Attainment of Looked After Children in primary schools*

DCSF 2009

*Improving the Attainment of Looked After Children in secondary schools*

DCSF 2009

Special Educational Needs

*SEN Code of Practice 2014*

*Statutory Guidance on Promoting the Health of Looked After Children* DH/DCSF November 2009

**The Headteacher or designated teacher will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.**