



Leckhampton
C of E Primary School

Policy for the Education of Children In Care

Nationally, Looked After Children (LAC) or Children in Care (CIC) significantly underachieve and are at greater risk of exclusion when compared with their peers. Schools have a major part to play in ensuring that these children are enabled to succeed educationally by providing them with the best education possible.

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 CIC and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our school's role as corporate parents to promote and support the education of our CIC, by asking the question, **"Would this be good enough for my child?"**

Leckhampton C of E Primary School's approach to supporting the educational achievement of CIC is based on the following principles:

- Prioritising education.
- Promoting attendance.
- Targeting support.
- Having high expectations.
- Promoting inclusion.
- Achieving stability and continuity.
- Early intervention and priority action.
- Listening to children.
- Promoting health and well-being.
- Reducing exclusions and promoting stability.
- Working in partnership with carers, social workers and other professionals.

IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated Teacher for CIC who will act as their advocate and co-ordinate support for them. This is currently Miss Jane Gill.
- Nominate a school governor to ensure that the needs of CIC in our school are taken into account at a school management level and to support the Designated Teacher. This is currently Mr Martin Edden.
- Support the Designated Teacher in carrying out their role by making time available and ensuring that they attend training on CIC.

The role and responsibilities of the Designated Teacher for Looked After Children.

Designated Teacher (DT)

This role became statutory in September 2009 under the Children and Young Person's Act 2008 (the 2008 Act). The DT must be a qualified teacher working at the school in that role or a head teacher.

Ideally, he / she should be a senior member of staff who has enough status and experience to advise and provide training to school staff on issues relating to CIC. They need to be able to influence decisions about the teaching and learning of these children.

Responsibilities in school:

- Promoting the educational achievement of CIC on the school's roll.
- Helping school staff understand the issues that affect the learning of CIC and providing them with advice and support.
- Promoting good home – school links and the importance of education as a way of improving life chances for CIC.
- Communicating with and supporting carers of CIC.
- Removing any barriers to learning for CIC.
- Ensuring any CIC new to the school are assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Developing personalised learning packages for CIC in conjunction with the relevant teaching staff.
- Ensuring that the CIC in their school have a voice in setting targets for themselves.
- Championing for CIC.
- Leading on developing and implementing the ePEP within the school. The social worker is responsible for initiating the ePEP process and completing section A. The designated teacher is responsible for completing sections B and D and for checking that the child has completed section C online.
- Ensuring that Pupil Premium funding for any CIC is spent on addressing the targets in their ePEP.
- Monitoring the child's progress against the targets on the ePEP and extending these targets if they have been achieved.
- Monitoring the child's academic progress, including if the child leaves care.

- Ensuring the child makes a smooth transition to any new school and that the child's records are transferred without delay.
- Producing at least one annual report to the governing body which should include current progress, attendance and exclusions (if any), any concerns regarding behaviour, how the ePEP has been implemented and whether the actions put in place are effective in addressing the learning needs of CIC, how the DT works in partnership with the LA and training undertaken for carrying out the role effectively. The report must not mention the children's names for reasons of confidentiality.

For more information please see: ***The role and responsibilities of the designated teacher for looked after children – Statutory guidance for school governing bodies.***

<http://publications.teachernet.gov.uk/eOrderingDownload/01046-2009BKT-EN.PDF>

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

<http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00523-2009.pdf>

Improving the attainment of looked after children in primary schools – Guidance for Schools

<http://publications.teachernet.gov.uk/eOrderingDownload/01047-2009.pdf>

All governors and staff will:

- Support the Local Authority in its statutory duty to promote the educational achievement of Children In Care.

This policy links with a number of other school policies and it is important that Governors have regard to the needs of Children In Care when reviewing them:

- Special Educational Needs Policy
- Inclusion Policy
- Safeguarding Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Behaviour Policy
- Home-school agreement
- The School Code of Conduct
- Oversubscription criteria

This school will champion the needs of Children In Care, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve to the highest level possible.

Policy reviewed: February 2016

To be reviewed: Annually