



Westfield Primary School Policy for the Education of Children in Care

School is a prime place where Children in Care meet other children, make friendships, and can join in and be appreciated. Children in Care often report that school is a place of consistency and continuity for them, providing routine in what can be otherwise very turbulent lives. School staff will need to be aware of children's emotional vulnerability while at the same time working to keep them firmly focused on their educational progress.

Children in Care have a right to expect the outcomes we want for every child – that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes, schools should fulfil their statutory duty to ensure that every child in care achieves the highest educational standards he or she possibly can. As a school, we will strongly endeavour to support all Children in Care within our school, regardless of which Local Authority they are in care with, to maximise their full potential.

Westfield Primary School believes that as Corporate Parents we have a special duty to safeguard and promote the education of Children in Care.

As a school, we aim:

- To provide a safe and secure environment, that values education and believes in the abilities and potential of all children.
- To narrow the gap in attainment between our Children in Care and their peers.
- To adhere to the premise of the question, **'Would this be good enough for my child?'** in our aspirations for Children in Care and in all that we do to support them.

In pursuit of this policy we will:

- Designate **two** nominated teachers for Children in Care, who will undertake all the statutory responsibilities of that role

The Designated Teachers are:

Mrs. Claire Dawes and Mr. Kevin Dawes

They will:

- Maintain a register of all Children in Care, including those from other local authorities. This will include a record of:
 1. Status i.e. care order or accommodated.
 2. Type of Placement e.g. foster, respite, residential.
 3. Name of Social Worker, area office, telephone number.
 4. Daily contact and telephone numbers where appropriate e.g. name of young person, name of parent or carer or key worker in children's home.
 5. Share, when appropriate, Child Protection/disability information.
 6. Baseline information, ongoing academic progress and all test results.
 7. Comparative peer group academic data.
 8. Details of any additional support being received.
 9. Named officers in the LA with regard to exclusion issues, attendance issues and transition issues.
- Ensure that there is an up to date and effective Personal Education Plan for each child which includes appropriate and challenging educational targets ensuring academic progression (ie: within section 52 Children Act 2004 timelines and guidance). This must be compatible with the child's care plan and form part of any other school plan, e.g. Statement, Transition Plan, Pastoral Support Programme.
- Complete termly progress reports on all Children in Care within their school and submit these to the Virtual School Head for Children in Care to ensuring early intervention into any underperformance.
- Ensure that they attend care planning meetings on each child and/or always prepares a written report that promotes the continuity and stability of their education for these meetings.
- Ensure that they prepare a written report for the statutory Looked After Children's reviews.
- The whole school staff group will ensure that Children in Care are not discriminated against in terms of attendance, truancy and exclusions. In addition the Designated Teachers will ensure that the appropriate senior managers are made aware of any mitigating circumstances that need to be taken into account before considering a sanction for the child/young person.
- Ensure that should a child in care be identified as at risk of exclusion, contact is made with the Virtual School Head for Children in Care

(01928 704560) and the Exclusions/Placement Officer (01928 704380 ext 3618) immediately in an effort to avoid this from happening and to discuss alternatives. Other authorities will have different contact details.

- Prioritise Children in Care for access to any appropriate additional in-school and external support services available. This will include amongst others priority access to Education Psychology Service, SEN Service, Education Welfare Service, additional tutoring, and mentor support.
- Ensure that on admission or transfer, all relevant information is obtained at the outset.
- Ensure that systems are in place, to keep staff up to date and informed about Children in Care within the school.
- Ensure that Children in Care are listened to and have access to support and counselling in school.
- Ensure that as the Designated Teachers, they participate in appropriate training provided.
- Ensure that they pass on information to the Governing Body at least termly on the performance of their Looked After Children.

Our School Governors will:

- Ensure compliance with the Statutory Regulations and Guidance on the role and responsibilities of the Designated Teacher for Looked After Children
- Have regard to and work within the 'Supporting Looked After Learners' Governor Guidance.
- Nominate a designated Governor for Looked After Children
- Ensure that Governors attend the local authority's training on the education of Looked After Children
- Work in partnership with parents and agencies.
- Support carers to value educational achievement and improve attendance.
- Celebrate the achievements of Looked After Children.

Monitoring and Evaluation

- The Designated Teachers will ensure that the Governors have access to and consider a half termly report on the progress and educational needs of Children in Care. This should be used as a baseline for comparing the school's own results for Children in Care and include, where age appropriate: SATS results, attendance figures, exclusion issues, changes in home placements, PEP completion dates, reviews and interventions to raise achievement. The Governing body will monitor and evaluate the progress made by individuals and all the children using the same criteria used for other children in the peer group.
- The report will also include intervention strategies such as study support, learning mentor support, home contracts, Pastoral Support Plans, referrals to the Education Support Service for Children in Care, counselling support, etc. and information about non-academic progress in extra curricular activities.
- The report will also include training undertaken by the Designated Teachers, work with LA Virtual School Heads or their equivalents, and multi-agency working.
- The Governing body will ensure, in discussion with the Headteacher, that all school policies consider the needs of Children in Care. These policies, for example, exclusion/admission, access to school support systems, will also highlight how the school supports/responds to the needs of Children in Care, compared to their peers.

Signed:

Date:

Signed:

Date: