

Enderby Road Infant School

Policy for Children in Care



PERSON RESPONSIBLE FOR POLICY:	Head Teacher
APPROVED: GOVERNING BODY	DATE: 27-2-24
SIGNED:	ROLE: Chair of Governors
TO BE REVIEWED:	Spring 2027

ENDERBY ROAD INFANT SCHOOL

POLICY FOR LOOKED AFTER CHILDREN

The Governing body of Enderby Road Infant and Nursery School is committed to providing quality education for all of its pupils, based on equality of opportunity, access and outcomes. This governing body recognises that, nationally, there is considerable educational underachievement of children in residential and foster care, when compared with their peers, and is committed to implementing the principles and practice as outlined in: Section 52 of the Children Act 2004 (educational achievement and PEP's); the joint DfES/DOH Guidance May 2000 (designated teachers and key duties); Section 106 of the Education Act 2005 (Admissions) and adhering to the North Lincolnshire Protocols, Procedures and Guidance for Improving the Education and Health of Children in Care "Creating Success for Children in Care".

CIC = Child/children in Care

Aims:

- To ensure that all children in care expect and experience the same outcomes as their peers whilst promoting and prioritising the achievement, attendance and general well-being of each 'looked after' child.

Responsibilities:

Governors

- The designated governor will ensure that information regarding children in care is collated. The governor will report periodically to the governing body regarding children in care and their achievement.
- They will ensure a designated teacher is appointed who: will be a qualified teacher; has sufficient seniority to lead the work of colleagues to promote the achievements of children in care; will co-ordinate tasks delegated to support staff.
- They will ensure that they receive as a minimum an annual report about progress in relation to CIC; ensure that adequate resources and training are available; ensure that school policies take account of the needs of CIC.

The designated governor is Mrs C Lloyd.

The Designated Governor will:

- ensure the school has a current policy for children in care
- ensure looked after children have equal access to all areas of the curriculum
- meet with the designated teacher at least annually

The Headteacher will:

- designate a teacher to take responsibility for the welfare and education of looked after children
- ensure that the designated governor and the designated teacher attend all appropriate training
- ensure that accurate attendance records are maintained for each child in care and that regular liaison with the Education Welfare Service takes place as required

The designated teacher is Mrs J Smeaton (Headteacher)

The Designated Teacher will (duties in the Children & Young Peoples Act 2008):

- ensure that any child in care is made to feel welcomed and valued
- act as an advocate *CIC* in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances
- attend the PEP meeting and will ensure that the commitment made by the school is carried out in line with the North Lincolnshire PEP Format
- ensure that all necessary meetings take place, attending and contributing to them as necessary
- ensure that parents /carers receive all appropriate information and invitations to all relevant meetings
- monitor the educational progress of all *CIC* and intervene, in cooperation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern
- keep a secure file with all relevant information for each child / young person - this file will be transferred promptly to the relevant new school if the child / young person moves educational establishment (CPOMS)
- link closely with class teacher as appropriate
- ensure that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by *CIC* and that they understand the need for positive systems to support them, whilst maintaining high expectations for their educational achievement
- provide, where necessary, additional support to allow *CIC* to access the curriculum effectively and catch-up on any work missed
- present the Governing Body with a termly report regarding all *CIC* in the school
- receive training in: their role; reasons for underachievement; personal education plans and contribution to the statutory review; board framework of the care system and its impact on a child's education and emotional; psychological and social impact of care

Governing bodies should receive regular reports from the designated teacher.

The report will enable the governing body to make overall judgements about the designated teacher role in the context of wider school planning.

The report should cover the following areas:

- any workload issues as a result of the number of *CIC* on roll and the number of local authorities involved
- progress overview for *CIC* who have been on roll during the last 12months in relation to all pupils at the school
- whether the pattern of attendance and exclusions for looked after children is different to that of all children
- any process or planning issues from personal education plans
- whether any are identified as gifted and talented and how those needs are being met
- whether any have special educational needs and whether those needs are being met
- how the teaching and learning needs of *CIC* are reflected in school development plans and are being met in relation to interventions and resources

- training provided for the designated teacher in order to impart knowledge and understanding about the education and well-being of children in care to colleagues
- the impact of any of the school's policies for example on charging for educational visits and extended school activities, on children in care.

To protect a child's need for confidentiality, the report will not mention individual children by name

The governing body and the school leadership team will consider what picture the information is providing and what needs to be done to address any issues in relation to:

- whether the designated teacher has sufficient time and resources to carry out their role effectively
- any training, support and development needs required to ensure that the role can be carried out effectively
- the extent to which school policies take account of the particular needs of children in care
- whether the school is making the fullest use of all available resources, such as one-to-one tuition and pupil premium, in order to provide the maximum opportunity for children in care to achieve expected progress within Key Stage 1

Admission Arrangements

Children in care are a priority for admission and, as such, we will follow the Local Authority published admission criteria.

Complaints

These will be dealt with under the school normal complaints procedure.

Agreed by staff: January 2024

Approved by Governors: January 2024

Review Date: Spring 2027