



The Marlborough Science Academy Children In Care Policy	
Responsible Governing Body Committee:	Personnel Committee
Policy type:	Statutory
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Adopted by:	Full GB
Author:	David Bridgland
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April 2016	July 2016	Y
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Other policies/procedures linked to this policy:

Whole School Behaviour Procedures SP23
Teaching and Learning Policy GP38

Equal Opportunities GP09
Anti Bullying Policy GP15
Special Education Needs Policy GP21
Child Protection Policy and Safeguarding GP11

POLICY FOR CHILDREN IN CARE

1. Introduction

Marlborough believes that it is essential to promote the achievement of all vulnerable groups in the school, and this includes those students who are deemed as children in care. It believes that successful schooling can play an important part in helping children escape from this social disadvantage.

Marlborough understands the term 'in care' to refer to children who are subject to care orders and to children who are cared for on a voluntary basis by the local authority. These accommodated children also include those children in receipt of respite care.

Those children with a care order could include those living with:

- Foster carers
- In a children's home
- In a residential school
- With relatives
- Or with parents- under a supervision order of CSF

Similarly an accommodated child can be living

- In foster care
- In a children's home
- In a residential home

In conclusion this policy incorporates requirements set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children's Act 2004.

The Policy

The Objective

To promote the educational achievement and welfare of students in care.

The Name of the Designated Teacher for Children in Care for the school

David Bridgland

The Role of the Designated Teacher for Children in Care

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of children who are in care, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc;
- To act as an advocate for children and young people in care;
- To develop and monitor systems for liaising with carers and colleagues in CSF;
- To hold a supervisory brief for all children in care, e.g. to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date;
- To monitor the educational progress of all children who are looked-after in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy;
- To inform the planning for children in care by the Youth Connexions Service at the Year 8 Connexions Conference.
- To ensure that the educational targets within the Personal Education Plan are implemented fully and that all relevant staff are aware of them.
- To ensure best value when spending the additional budget share made available specifically for children looked after to support achievement.
- To advise on the rationale for the allocation of the Personal Education Allowance during the ePEP meeting.
- To be responsible for the appropriate allocation of the Pupil Premium grant for children looked after and to be accountable for how it is spent
- To report to the Governing Body at least on an annual basis (preferably each term) on the outcomes for children looked after.
- To have completed the iLearn on-line learning tool specifically for Designated teachers and to attend other training as appropriate
- To support the Quality Assurance Process for schools on working with children looked after.
- Work with Individual Children in Care
- To work with individual children, possibly alongside a carer, to arrive at a statement about their care arrangements and circumstances that they would be happy to share with staff and/or students;
- To enable the child to make a contribution to the educational aspects of their Care Plan;
- To implement the Hertfordshire ePEP for each child and review it as required in the notes of guidance as this will contribute to the educational component of their care plan;
- To ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker;
- To supervise the smooth induction of a new looked after child into the school.
- To develop in-school strategies to promote and accelerate the achievement of children in care and close the gap between them and their peers.
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies
- Liaison:
- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;

- To help communication with CSF staff so that the ePEP can inform the child's Care Plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews;
- To be named contact for colleagues in CSF;
- To ensure the speedy transfer of information between agencies and individuals, and report on the progress of all children in care on the school role to the Corporate Parenting Officer as requested.
- Training:
- To develop knowledge of CSF procedures by attending training events organised by the Local Authority and in particular the Virtual School;
- To cascade training to school staff as appropriate.
- To attend the annual Designated Teachers conference and participate in area cluster groups for additional training and to share good practice
- To complete the iLearn on-line learning module

Governor

The name of a Governor with special responsibility for Children in Care in the school is Sarah Prestridge

The role of that governor

The named governor will report to the Governing Body on an annual basis using the report from the Designated Teacher as source information:

- The number of looked-after students in the school;
- A comparison of test scores as a discrete group, compared with those of other students;
- The attendance of students as a discrete group, compared to other students;
- The level of fixed term/permanent exclusions; and
- Student destinations
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The named governor should be satisfied that the school's policies and procedures ensure that looked-after students have equal access to:

- The National Curriculum;
- Public examinations;
- Additional interventions to support educational progress e.g. Making Good Progress
- Careers and Youth Connexions guidance;
- Additional education support;
- Extra-curricular activities; and
- Work experience

The named Governor will be expected to have completed the iLearn on-line learning module on the Education of Children Looked After (Governors edition). This training may be accessed via the Virtual School page on the Grid, or www.learningpool.com/hertfordshire.

The Marlborough Science Academy Responsibility

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the Head Teacher and/or the Designated Teacher for Children in Care.

It is appropriate for a classroom support assistant to have knowledge that the young person is in care only when directly involved in the teaching of the young person.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the Headteacher or the Designated Teacher for Children Looked After.

Admission Arrangements

On admission, records will be requested from the student's previous school and a meeting will be held with carer/parent/social worker as appropriate – but always involving someone with parental responsibility. This will provide information to inform the ePEP. An appropriate school induction will take place.

Involve the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is supported to complete the Student Voice section of the ePEP by the Designated Teacher to inform the ePEP and Care Plan review meetings

It is important to establish the child's view of their changed circumstances and what they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other students in the playground.

Communication with Other Agencies

The Marlborough Science Academy will ensure that a copy of all reports (e.g. End of year reports) should be forwarded to the young person's Social Worker in addition to the foster carer or Residential Social Worker and if appropriate parent/s and the Virtual School.

The Marlborough Science Academy will endeavour to coordinate all meetings with social work colleagues at CSF.

The Marlborough Science Academy believes it is important to exchange information between formal reviews if there are significant changes in the young person's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

Assessment, Monitoring and Review Procedures

Each student in care will have a Care Plan that will include an ePEP that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Extended learning opportunities;
- Involvement in Out of School Hours Activities;
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and

- Long term plans and aspirations (targets including progress, career plans and aspirations).

The ePEP will be updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation of the educational targets within the Plan.

The named governor will report annually to the Governing Body on the progress of all looked-after children against the key indicators outlined above.

Education Law defines who is a parent very widely. It includes anyone who has parental responsibility for a child or who has care for them. This means it is possible for someone who does not have parental responsibility to be a 'parent' because they have care of the child in question for example the foster carer.

Ref

Section 576 Education Act 1996

Children Act 1989 (amended)

'If this were my child' (Local Government Information Unit 2003)

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last adopted and agreed by the Governing Body on 7th March 2013.

Signature Date

Head Teacher

Signature Date

Chair of Governors

Signature..... Date.....

Governor responsible for Children in Care

Signature..... Date.....

DSP