

CHILDREN IN OUR CARE (CIOC) POLICY

Reviewed July 2018

By Helen Cook

**Succeeding
Together**

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Witton Park Academy

Background

The Policy sets out the ethos of the school in its approach to meeting the needs of Children in Our Care and the associated procedures.

There has been concern since the mid-seventies that the education of children in care has been neglected. Conversely, from about the same time, attention was also being drawn to the important part that successful schooling could play in helping children escape from social disadvantage. A joint report by the Social Services Inspectorate and OfSTED stated that the care and education systems were failing to promote the educational achievement of children in care and draw attention to:

- Poor exam success rates in comparison with the general population
- A high level of disruption and change in school placements
- Lack of involvement in extra-curricular activities
- Inconsistent or no attention paid to homework
- Underachievement in further and higher education

It is therefore essential that our school promotes the achievement of such vulnerable children.

(a) The Objectives of the Policy

To promote the educational achievement and welfare of children in our care

(b) Definition of children in our care

A child in care can have the following living arrangements:

They can be living with:

- foster carers
- in a children's home
- in a residential school
- with relatives, or
- with parents - under the supervision of the LA

(c) The Designated Person for children in our care is: Mr Wilkins

The Role of the Designated Person

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 our 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 our care and to promote the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils etc.
 - To hold a supervisory brief for all children in our 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 in our care in order to inform the school's development plan.
- To intervene if there is evidence of individual underachievement
- To develop and monitor systems for liaising with the Education Support Team, carers and the Social Worker for reporting and recording absence from school and by acting to address these issues through early and positive intervention.
 - To ensure the involvement of the Connexions Service/Information, Advice & Guidance Service with children in Years 10 and 11

Work with Individual Children in Our Care

- To work with individual children, to arrive at a statement about their circumstances that they would be happy to share with staff and/or pupils.
- To enable the child to make a contribution to the educational aspects of their Care Plan
- To ensure that, in liaison with the child's Social Worker, that each pupil has a Personal Education Plan. NB It is the responsibility of the Child's Social Worker to ensure that Personal Education Plans are in date.

Liaison

- To co-ordinate all education information in to the CIOC review meetings, so that any Personal Education Plans can inform the child's Care Plan.
- To attend or arrange for a suitable member of staff to attend, or to contribute in other ways to child care planning meetings.
- To be the named contact for colleagues.
- To report on the educational progress of all children in our care at school.

Training

- To develop knowledge of procedures by attending training events
- To cascade training to school staff as appropriate

(d) The Named Governor for Children in Our Care is: Mr Mills

The named governor in our school will report to the Governing Body on an annual basis:

- The number of looked after pupils in the school
- A comparison of test scores as a discrete group, compared with those of other pupils
- The attendance of pupils as a discrete group, compared to other pupils
- The level of fixed term/permanent exclusions
- How the Pupil Premium for Children In Our Care has been used
- Pupil destinations

The named governor should be satisfied that the school's policies and procedures ensure that children in our care have equal access to:

- The National Curriculum
- Public Examinations
- Careers Guidance
- Extra-Curricular Activities
- Work Experience
- Additional Educational Support

(e) Responsibility for children in our care in School

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is a child in the care of the Local Authority. The responsibility for the transfer of this information will be that of the Headteacher and/or the person named as the designated person within the school.

A classroom support assistant/teaching assistant will only need to have knowledge that the young person is being looked after 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 School's Designated Person.

(f) Admission Arrangements

On admission, records will be requested from the pupil's previous school. A meeting will be held with carer/parent/Social Worker as appropriate to complete base line information to inform the pupil's Personal Education Plan and clarify contact arrangements. A home school agreement will be drawn up with the primary carer. An appropriate school induction will take place. NB Schools must make a place available in Key Stage 2 and above for all Children In Our Care.

(g) Involving the Young Person

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this will be done in our school will depend on their age and

understanding. We will emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

We will establish the child/young person's views of their circumstances and support them through the Designated Person. We will ensure that a named teacher prepares the child for situations when they are asked about home, e.g. by other pupils in the playground.

(h) Communication with Other Agencies

Ideally, the Social Worker and the school's Designated Person will meet when the young person becomes subject to the care of the LA, or if already in the care of the LA when they join the school. This will enable information concerning the child's progress and circumstances to be shared.

It is part of our school policy that a copy of all reports (e.g. end of year) will be forwarded to the young person's Social Worker in addition to, for example, the foster carer or residential staff.

We will ensure that review meetings are co-ordinated, e.g. have an annual review of a Personal Education Plan with a SEN IPRA/Statement Review

(i) Assessment, Monitoring and Review Procedures

(ii)

Each child in our care in our school will have a Personal Education Plan. Areas for consideration will include:

- Attendance
- Achievement Record (academic or otherwise)
- Behaviour
- Homework
- Involvement in Extra Curricular Activities
- Relationship to Care Plan
- Special Needs (if any)
- Development Needs (short and long term development of skills, knowledge or subject areas and experiences)
- Long term plans and aspirations (targets including progress, career plans and aspirations)
- How has the Pupil Premium, for Children In Our Care, been used to raise the aspirations and academic achievement of the child.

Signed by Chair of Governors.....

Date.....