

Hartington Primary Church of England School

POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE IN CARE

Date: March 2016

Aim

To ensure that children at Hartington Church of England Primary School, through their education: enjoy and achieve; are healthy; stay safe, make a positive contribution to society and achieve economic well-being.

Our Principles

Our school accepts that we are all corporate parents, either legally or because we are in loco parentis. As corporate parents we accept that we have to be challenged by the question, 'Is this good enough for my child?'

We are committed to working together to ensure that the education of children who live in care enables them to achieve our overall aim. We will overcome differences between professionals and be child and solution focused.

Our pupils will have timely access to an education that meets their needs.

We will seek to ensure, that whenever possible, our pupils will not miss or be excluded from education: we will always work together to find solutions and alternatives for individual cases which support a fully inclusive curriculum.

Our pupils will feel safe at Hartington Church of England Primary School and our aspiration is that they will also enjoy learning. A child who does not feel safe or enjoy learning will not learn; how children feel about their school is important to us: we will listen and always respond in an appropriate manner following guidelines, procedures and policies in place within the school..

ROLES AND RESPONSIBILITIES:

Designated Teachers

The designated teachers for Children in Care are: Mrs Tracy Blackwell and Mrs Rachel Gardner. These teachers will act as the child's advocate and co-ordinate support for them as per statutory guidance:

The designated Role for the Children in Care:

<http://publications.teachernet.gov.uk/eOrderingDownload/010462009.pdf>

If other parts of this role are delegated, we will clarify which parts and to whom, for all those who are involved with the child.

The Designated Teacher will:

Know all the children in care at Hartington Primary Church of England School and those who have recently left care e.g. through adoption, special guardianship, becoming 'relevant' or 'former relevant' [post 16] and who will therefore still need support.

- Make sure the child's voice is heard and responded to in a way that best supports and represents their needs.
- Promote a culture of high expectations and aspirations for the achievement of children in care

- Have sufficient up to date knowledge and training in the education, care and health [physical and psychological] needs of Children in Care at our school and to be able to respond helpfully and proactively to these needs. To support and challenge staff and seek support and advice from professionals when they reach the limits of their professional knowledge.
- Ensure a full data set [achievement history, current and target levels and attendance] for Children in Care is recorded in the PEP, tracked and monitored
- Ensure appropriate interventions and assessments are carried out so barriers to learning are overcome and record these in the PEP
- Make sure that Children in Care are prioritised in support arrangements and that carers understand the importance of supporting learning at home
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school, ensuring that all children in care have an up to date high quality personal education plan with multi agency support for SMART targets which will enable the child achieve their potential.
- Work closely with other agencies, sharing information as appropriate.
- Ensure that there are well supported plans for transitions to their next school and/or placement of care.
- Attend training and disseminate to all necessary personnel.
- Keep Governors and SLT (Senior Leadership Team) up to date with the needs, issues and outcomes for Children in Care by including Children in Care as an agenda item twice yearly within the SEND report for the meeting of the Full Governors.

Governors

The nominated and named governor is Mrs Barbara Davis and she will:

- Ensure that the needs of Children in Care in our school are taken into account at a management level and to support the Designated Teachers.
- Support the Designated teachers in carrying out their role by making time available and ensuring that they attend training on Children in Care.
- Ensure that the needs and outcomes of Children in Care are incorporated in all policy decisions wherever relevant.
- Ensure the school's work with Children in Care is reviewed at least annually by the SLT and Governing Body, using the governors report proforma.
- Attend relevant and appropriate training to promote greater understanding and knowledge regarding these children.

Senior Leadership Team (SLT)

- Listen to and take account of the views of Children in Care.
- Review regularly provision and outcomes for Children in Care.
- Follow guidance/statutory guidance on admissions, exclusions etc.
- Prioritise Children in Care in resource decisions and ensure that resources directly targeted at Children in Care [Pupil Premium money for special needs etc.] are used directly for them.

- Work with, support and challenge wider partnerships in providing the best possible educational provision and support for children in care at Hartington Church of England School.
- Ensure Children in Care have access to the best of what our school has to offer and that barriers to do with being in care which might make this difficult are overcome.
- Promote multi agency working and a solution focused child centred approach.
- Ensure the outcomes for Children in Care are tracked, monitored and appropriate interventions are put in place and included in the PEP.

DEALING WITH KEY CHALLENGES

Admissions

- We will act in accordance with the law and admissions codes as they apply to the School.
- Work with the Local Authority and other authorities to plan for admissions, by ensuring that a 'pre admission professionals [and if appropriate PEP] meeting' is held and that support arrangements are in place
- Ensure the PEP is reviewed within 28 days of admission.

Access to appropriate curriculum

Children in Care will have access to the best curriculum that we can offer. We will work proactively with others to ensure that the curriculum is developed to meet needs.

Access to support at School and LA intervention and children in receipt of an Education Health Care Plan

- We will work proactively to ensure children's needs are assessed early and their needs met.
- Where this involves support or assessment from other agencies the designated teacher or person nominated by them will take the lead in ensuring that this is in place.
- We expect, direct, clear, timely advice from professionals, including attendance at meetings.

Preventing exclusion and improving attendance

- The Local Authority will be informed of fixed term exclusions.
- Where attendance is falling or low our school will work with other agencies, including EWO (Education Welfare Officer), to address the underlying issues and ensure a plan is in the PEP.
- Our school will work, when necessary, with other agencies [including foster carer, social worker, psychology services] on prevention strategies. We will seek support in a timely manner according to the availability of resources [including from the Virtual School] if a pattern of exclusion is developing and ensure plans to address issues are in the PEP.
- Funding and resources already in the school's budget to prevent exclusion [e.g. Pupil Premium] will be used for this purpose.
- Our aim is to never exclude a child in care.
- Permanent exclusions will only occur when all other options have been exhausted or because of a one off extreme incident.
- Where a permanent exclusion can be anticipated because of a developing pattern of behaviour, alternatives will be found before this occurs.

- If there is a permanent exclusion or managed transfer, we will not take a child off roll until a new placement is found. The current placement will take a lead in working with others to find an alternative placement.

Communication and Sharing information

- We will share attendance, exclusion, target setting, achievement data and plans.
- We will respond to requests marked urgent within 24 hours and within an hour in emergencies.
- In other cases we will adhere to statutory or agreed timescales.

Multi-agency working

- We will work proactively with other agencies to meet the needs of children in care and will contribute to the development of these services through training.

Supporting transitions

- We will not change education placements without a multi-agency review of the PEP and agreement by all those involved, unless in emergency, in which case a review of the PEP will be held within 20 days.
- The Designated Teacher from the next education placement will be invited to the professionals and PEP meetings in the current placement. The Designated Teacher in the current placement will attend professionals and PEP meetings in the new placement as requested and appropriate with other professionals as required.
- From Year 4 onwards, a plan for 'next steps' will be written into the PEP.

Working with other LAs

- We will expect other LAs to provide the same support for their children in care in our school, as we do for our children, including planning, funding and support. This will include all the stipulations of this policy and a particular emphasis on: Pre planning for new education placements. Where there are issues, a pre placement admissions meeting should be held with all professionals involved.
- Continuing financial support.
- Continuing professional support via the PEP process.

Measurable outcomes and method for review

The policy, its operation and strategic implications will be reviewed annually by the Governing Body. This will be against the following criteria:

- Achievement
- Attendance
- Fixed and permanent exclusion.
- Timely access to appropriate provision – includes admissions.
- Improving multi agency working - key statistic PEP completion and quality.

Adopted by governing body on: _____

Chairperson: _____ Date: _____

Head teacher: _____ Date: _____

Review Date: March 2017