



TWO RIVERS
HIGH SCHOOL



Child in Care (CIC) & Previously Care Experienced (PCE) Policy

Two Rivers School

The Objective

To promote the educational achievement and welfare of Children in Care (CIC) and Previously Care Experienced (PCE).

The Name of the Designated Teacher(s) for Children In Care and Previously Care Experienced:

Claire Cope-Collins – Primary School
Jayne Gazey-French – High School

The Role of the Designated Teacher for Children in Care and Previously Care Experienced

Within School:

- To cascade information to upskill staff in trauma attachment, ACES awareness.
- To appreciate that care experienced children will have experienced separation and trauma in their lives. To acknowledge that these issues do not disappear when performance is achieved.
- to ensure that all staff, both teaching and non-teaching, are aware of the difficulties faced by Children in Care and Previously Care Experienced and understand the need for positive systems of support to overcome them.
- to inform members of staff of the general educational needs of Children in Care and Previously Care Experienced and to promote the involvement of these children in extra curricular activities, school councils etc.
- to act as an advocate for Children in Care and Previously Care Experienced.
- to develop and monitor systems for liaising with carers, social workers and the Virtual School for Children in Care.
- to hold a supervisory brief for all Children in Care and Previously Care Experienced 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 Care and Previously Care Experienced in order to inform the school's development and provision/intervention planning, thereby ensuring that the attainment 'gap' is closing.
- to intervene if there is evidence of individual underachievement, absence from school or internal truancy.
- to ensure the involvement of LA Careers Advisers with Year 11 Children in Care and Previously Care Experienced.
- to report to the Local Governing Board of the school on Children in Care and Previously Care Experienced progress (see model proforma available from the Virtual School) on a termly basis.
- To review policies to ensure they meet the needs of the CIC/PCE carer.

Work with Individual Children in Care:

- to enable the pupil to make a contribution to the educational aspects of their Care Plan.
- helping to ensure that each pupil has a Personal Education Plan - PEP or Early Years PEP (aged 3 to end of Reception Year).
- to ensure that a Home-School Agreement is drawn up with the primary carer and signed by the Social Worker for High School pupils.

- Designated Teacher is responsible for ensuring each Child in Care has a current PEP and that it is reviewed and updated termly and will inform statutory reviews of the Care Plan.
- To see each child as an individual with unique family circumstances.
- To build links with carers/social workers so we are informed of any changes/meetings with both families etc. enabling us to support the child fully.

Liaison:

- to liaise with the member of staff responsible for monitoring children on the Child Protection Register - Safeguarding DSL and DDSL.
- to help co-ordinate education and PEP reviews so that they can inform the pupil's Care Plan. Link to termly IEPs and PEPs.
- to attend, when appropriate, or arrange for someone else to attend, Children in Care and Previously Care Experienced Care Plan meetings.
- to be the named contact for colleagues in the Virtual School.
- Liaise with Family Support Workers to support carers/parents when required.
- to forward information on Staffordshire Children in Care and Previously Care Experienced current and target levels to the Virtual School (see PEP document).
- to ensure the speedy transfer of information between agencies and individuals.

Training:

- to develop knowledge of legislation and good practice by attending training events organised by the Virtual School and cascade to school staff as appropriate.
- to keep up-to-date on new initiatives and reports.
- to develop strategies to improve our approach as an attachment and trauma informed school.

The name of a Governor with special responsibility for Children in Care and Previously Care Experienced:

Jenny Jenkins

The Role of that Governor

The named governor will ensure reporting to the Local Governing Board on an annual basis:

- a comparison of levels/results as a discrete group.
- the attendance of pupils as a discrete group.
- the level of fixed term/permanent exclusions.
- pupil destinations.

The named governor will ensure a school's self audit of provision for Children in Care and Previously Care Experienced is undertaken.

The named governor should be satisfied that the school's policies and procedure ensure that Children in Care and Previously Care Experienced have equal access to:

- the full curriculum and extra-curricular activities.
- public examinations.
- careers information, advice and guidance.

- additional educational support.
- work experience.
- therapeutic support

Responsibility for Children in Care in School

It is important that all teaching staff that 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 Headteacher/Executive Headteacher and/or the Designated Teacher for Children in Care and Previously Care Experienced.

It is appropriate for a Learning Support/Teaching Assistant to have knowledge that the young person is 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/Executive Headteacher or the Designated Teacher for Children in Care and Previously Care Experienced.

Responsibility for Children - Previously Care Experienced

To acknowledge that children's needs don't disappear once they are moved to permanency (adoption, SGO). They still require staff to support them therapeutically through their school life.

Post PCE Pupil Premium is a set amount per year. The criteria for spending are not ring fenced for that child but it will be transparent so that it benefits the child and their needs. Parents/carers know their child best and will contribute to discussions about how they can be best supported to meet their potential in all areas of learning.

School staff and Designated Teacher will be aware of areas of the curriculum that may be a trigger for the child (family tree, child development, talk about families, baby photos (changes). Teachers will adjust activities and be mindful when planning topics.

Admission Arrangements

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker. A date will be agreed for a PEP meeting, taking reference to statutory timescales. An appropriate school induction will take place.

Involving 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 the child's education. The child will attend for part of the PEP meeting, if it is appropriate and beneficial to the child.

Communication with Other Agencies

Schools should 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.

Schools, including the Virtual School and Education Services should endeavour to co-ordinate their Review Meetings e.g. to have an Annual Review of an EHCP combined with a Statutory Care Review.

Schools, including the Virtual School and Education Services will need 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 child in care will have a Care Plan that will include a PEP. School will play an active role in contributing to those areas of the PEP that are education related e.g.

- SMART target setting.
- identification of current and target levels.
- how additional resources are being utilised to meet educational targets (e.g. the Pupil Premium, Personal Education Allowance).
- Attendance.
- involvement in Extra Curricular Activities.
- Special Educational Needs.
- long term plans and aspirations.
- Therapeutic Intervention to support wellbeing.
- Child's voice (to be included).

The PEP will be updated termly, as part of the Statutory Reviewing Process. PEPs will be completed half-termly when deemed necessary by Social Worker/School or Virtual School.

Annual Reviews and Children in Care Reviews to be attended by the Designated Teacher if this is required.

The named governor will ensure annually reporting to the Local Governing Board on the progress of all Children in Care and Previously Care Experienced against the key indicators outlined above.