



# Children in Care Policy

<b>DATE</b> September 2024	<b>REVIEW DATE</b> September 2025	<b>COORDINATOR</b> Emma Gilbert	<b>NOMINATED GOVERNOR(s)</b> Dave Madden
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## Overall aims

We aim to ensure that children in care excel. We aim to overcome their barriers to learning and enable them to leave us happy and secure in themselves, understanding that they do have control over their destiny and that education does matter. We will listen to what children in care tell us about what they want from their education and act on this.

Baydon St Nicholas CE (VA) Primary School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school, pupils should be provided with the opportunity to experience, understand and celebrate diversity.

## Objectives

Baydon St Nicholas Primary School will support children in care by:

- ensuring an effective induction when joining the school or when coming into care whilst already on the school roll
- balancing high levels of support with real challenge
- ensuring that each child has a high quality Personal Education Plan
- linking each child to a key person they relate well to
- making it a priority to know the children well and to build strong relationships
- developing strong relationships with carers, local authorities (including the Wiltshire Virtual School team) and specialist agencies
- encouraging and supporting children in care to take responsibility for their learning
- engaging children in care in learning outside the classroom and after-school activities
- intervening promptly if a problem emerges, such as with behaviour or attendance
- giving integrated support in school for each child in care so that they are not made to feel different from other children
- planning for future transitions e.g. to secondary school.

## Roles and responsibilities

**The Governor with special responsibility for children in care in this school is: Dave Madden**

**The designated teacher in this school is: Emma Gilbert**

## Personal Education Plans (PEPs)

All children in care must have a care plan which is drawn up and reviewed by the local authority which looks after them. The care plan must include a Personal Education Plan (PEP), which forms part of the child's official school record. The school and the Local Authority have a shared responsibility for making sure that the PEP is a useful document and for helping children in care to achieve and enjoy. Discussion about working together to make that happen through the content, implementation and review of the PEP should be done through a meeting involving the young person, carers, the social worker, a teacher and the Virtual School. If the young person has an Education Health and Care Plan this should be reviewed annually and should, where possible, tie in with the PEP.

## One to one tuition

Research has shown that children in care benefit from one to one tuition in English and/or maths even if they appear to be progressing in line with age related expectations. This school is committed to prioritising all children in care for one to one tuition.

## Additional funding

Children in care are entitled to additional funding to help improve their outcomes and narrow the gap between their outcomes and those of their peers. Which young people are eligible and the amount of such funding available will be determined by government policy.

The school is committed to ensuring effective use of this dedicated funding for all eligible children in care on roll to provide additional, personalised support to ensure accelerated progress in order to improve outcomes. The dedicated funding for children in Year R to Year 11 is currently called the Pupil Premium Grant for Looked After Children.

The appropriate use of allocated funding is assessed through the Personal Education Plan.

## Admission/Induction Arrangements

Children in care are a priority for admission and, as such, we will follow the statutory guidance on school admissions. On admission to the school or to care, carers will be given an introductory booklet about the school's expectations and processes and the child will meet with the designated teacher for children in care. The designated teacher will identify any relevant issues, academic or pastoral, and ensure the child is made to feel supported in our school. Consideration will be given to giving the child a peer mentor. On admission, records will be requested from the child's previous school. As soon as practicable after the records are received, a meeting will be held with the carer/parent, social worker, other relevant professionals and the child, as appropriate, to put together a new Personal Education Plan. This early meeting will ensure that communication systems are established early. If records are not received promptly, we will undertake our own assessment to make sure that the teaching and support received are appropriate. We will endeavour to meet the statutory time scales for PEPs as outlined in guidance.

When children already on school roll enter care the school will ensure that the student meets with the designated teacher as soon as possible and is fully informed of the school procedures and additional support arrangements available. A meeting with other parties will be arranged and PEP prepared as soon as possible in the same way as for those children already in care admitted to school.

At the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances).

Many children in care do not want school staff to be aware of their care status because it makes them feel 'different'. Therefore, we will negotiate with the child to identify who should be aware of their care status.

## School Trips and Special Activities

We aim to ensure that children in care enjoy as many extra-curricular opportunities as possible by reserving placements for them on trips or enrichment activities which they are eligible for and allowing sufficient time to gain the necessary consent. The responsibility for giving permission for school trips and enrichment opportunities is that of the social worker, although they often delegate this to foster carers. The person who may give permission will be clarified at the first PEP meeting. If in doubt we will always send consent forms to the social worker.

Given the delays that children in care experience in getting parental consent for school trips and activities, we will aim to ensure that children in care enjoy the same extra-curricular opportunities as other children by reserving placements for them on trips or on activities.

## Leaving Arrangements

When a child in care leaves the school we will find positive ways to say goodbye. We will also ensure the swift transfer of information to the next school.