

Children In Care (Looked After Children)

Aspire - Challenge – Achieve

Owner	Approval	By Whom	Review
K Belcher J Curson	Dec	Governors	Annually

The South Lincolnshire Academy Trust Children In Care

Each Trust school has a nominated Designated Teacher (DT). This is to ensure that whenever one of the pupils becomes looked after, or a new child in care is **admitted** to the school there is a teacher who is already trained to carry out this important role.

Designated Teacher allocation

ROLE	NAME	CONTACT DETAILS
Designated Children In Care Leads (DT)	Brett Sinclair - Trust Katie Belcher GA Jemma Curson SA Glenn Martin CA Matt Sammy BA	07548914300 07592940663 07738616582 07813302829 07704766073
Designated Children In Care Managers (School based)	Julia Kettle/Jo Carver BA Michelle Ryan/Charlotte Berry SA Jo Whitehead GA Laura Bell CA	01778 422365 01775 722484 01205 870693 01775 820254 01775 820254
Trust SENCO	Karen Joel	joelk@bourneacademy.org
Designated Support for Children In Care (SLT member)	Mark Bryan (BA) Ian Billingham (SA) Chris Wright (GA) Matt Leonard (CA)	bryanm@bourneacademy.org ian.billinghurst@spaldingacademy.org.uk cwright@gilesacademy.co.uk matt.leonard@cowleyacademy.org.uk
Chief Executive Officer	Lucy Conley	07931300510

Aims of the Policy

SLAT schools will champion the individual needs of all care-experienced children enabling them to learn, aspire, thrive and achieve their maximum potential.

This will be achieved by:

- Placing the highest priority on their education
- Promoting regular attendance
- Having high expectations and aspirations
- Promoting access and inclusion in all areas of school life
- Promoting stability and continuity
- Supporting early intervention
- Valuing the voice of the child
- Promoting social, emotional and mental health and well-being
- Working in partnership with parents, carers, social workers and other professionals

1.1 Guiding Principles

- The voice of the child is of paramount importance
- All care-experienced children will receive high quality education which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these children and those who are not care experienced
- Every care-experienced child will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood
- SLAT will meet the needs of care-experienced children through effective liaison and integrated work with all key partners including the relevant Virtual School

1.2 Definitions

Under the Children Act 1989, children in care are looked after by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. This can happen under a number of arrangements.

- a) Children who are accommodated under a voluntary agreement with their parents (section 20)
- b) Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
- c) Children who are subject to emergency orders for their protection (sections 44 and 46)
- d) Children who are compulsorily accommodated - this includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement (section 21).

Children who have previously been in care include those children that are no longer in care through:

- a) Adoption
- b) A Special Guardianship Order (SGO)
- c) A Child Arrangement Order (CAO)

Roles and Responsibilities

2.1 The Head Teacher and Governing Body

The Chief Executive Officer at SLAT is committed to promoting improved educational life chances for all care-experienced children. The Deputy Chief Executive Officer and Heads of School (Designated Safeguarding Leads/Designated Teacher) for each school will lead and manage the provision for all assigned Children in Care. The assigned Governor for Safeguarding will also review and regulate the provision in place for Children in Care.

Regular communication between the Chief Executive Officer, DCEO and Governor should include:

- ✓ The number of care-experienced children on roll
- ✓ Compliance and quality of individual children's Personal Education Plan (for Children in Care)
- ✓ The use and impact of the Pupil Premium Plus grant in raising educational outcomes
- ✓ Attendance and exclusion data (in comparison to children who are not care-experienced)
- ✓ Progress and attainment data (in comparison to children who are not care-experienced)
- ✓ Destinations for care-experienced children that leave SLAT schools

2.2 The Designated Teacher for Children in Care (DT) The Designated Person for Children previously in Care (DP)

Will have;

- ✓ Have a full understanding of relevant statutory guidance and attend relevant training as required
- ✓ Have a lead responsibility in promoting and raising the educational achievement of every care-experienced child on the school roll
- ✓ Ensure every child in care has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress towards desirable outcomes
- ✓ Monitor the effective spend of the pupil premium plus grant to maximise educational outcomes for children in care
- ✓ Ensure the social, emotional, mental health and well-being needs of care-experienced children are recognised and prioritised
- ✓ Take the lead responsibility for helping all school staff to understand the factors that can affect how care-experienced children learn and achieve, any barriers they might face and the impact of trauma and poor attachments
- ✓ Act as the key liaison professional for other agencies and individuals in relation to care-experienced children
- ✓ Share confidential and personal information on a need to know basis only
- ✓ Actively encourage and promote home learning and extra-curricular activities
- ✓ Recognise the impact of transition and plan accordingly

2.3 SLAT Schools staff

Staff will ensure they play their part in embedding a 'care-experienced children friendly culture' which is attachment-aware and trauma-informed. This may include attending training, referring to the Designated Teacher for advice and sharing accurate information and data with the Designated Teacher.

Our staff will hold high expectations for care-experienced children along the Trust motto of **ASPIRE - CHALLENGE – ACHIEVE.**

Main points for the purposes of this guidance:

- a child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act
- a previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any persons, or has been adopted from 'state care' outside England and Wales
- a child is in 'state care' outside England and Wales if s/he is in the care of/or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society. Looked-after children Section 20 of the 2008 Act places the following duties on governing bodies

2.4 Personal Education Plan (PEP)

Every child in care must have a care plan, part of which is the PEP. A PEP should support a child's personalised learning from pre-school to age 18. It is a record of what needs to happen to enable them to fulfil their potential.

The quality of the PEP is the joint responsibility of:

- The local county council
 - Virtual school heads
 - schools
 - Designated Teachers
 - Allocated Social Workers
 - Carers and other professionals
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- Every looked after child must have a personal education plan (PEP), which is used to support the child in fulfilling their educational potential.
 - The PEP is an evolving record of what needs to happen for the child to enable them to make their expected progress.
 - The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.
 - All the relevant bodies, such as the LA, the designated teacher and other teachers, will work with the child in creating the PEP.
 - The PEP will include access to nursery provision that is appropriate to the child's age.
 - On-going, catch-up support will be made available for children who have fallen behind with work.
 - If a child is not in school because of suspension or exclusion, suitable education will be provided by the LA.
 - If a child is moving to a new school, transitional support will be provided and will be factored into their PEP.
 - Support will be provided to help the child meet their aspirations, including:
 - Support to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications.
 - Careers advice, guidance and financial information about further education, training and employment.
 - The PEP will include extended services such as afterschool clubs, study support and leisure interests.
 - Support will be provided for improving attendance and behaviour

The meetings will include a review of the child's progress, discussion about their future needs and decisions about funding and can contributed to via the online PeP form (eep).

2.5 Communicating with Agencies

- The school will ensure that copies of all relevant reports are forwarded to the looked after children's social workers, in addition to carers or residential social workers.
- The school will co-ordinate their review meetings, for example, hold their annual review of looked after children with their statutory care review.
- The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.

2.6 Staff Responsibilities

- Staff will be aware of looked after children in their classes and provide them with support and encouragement.
- Staff will preserve confidentiality and show sensitivity and understanding.
- Staff will be vigilant for signs of bullying
- Staff will promote the self-esteem of looked after children.

2.7 Associated Policies

This policy has due regard to legislation including, but not limited to, the following:

- The Children Act 1989
- The Care Planning, Placement and Case Review (England) Regulations 2010
- The Children (Leaving Care) Act 2000
- The Children and Young Persons Act 2008
- The Children and Families Act 2014

This policy will be implemented in conjunction with the Trust's:

- Admissions Policy.
- Code of Conduct.
- Behaviour Policy.
- Home School Agreement.
- Child Protection Policy.
- Special Educational Needs Policy

Children In Care – A Trust Strategy



ACADEMIC ACHIEVEMENT: ACADEMIC

AIM: To reduce under-achievement of Children in Care through tracking of academic progress, targeted interventions, and increasing academic engagement beyond normal school hours including directed tuition when requested.

Strategy	Description	Resources
Data Analysis	4Matrix is used to assist with this work. This allows a more detailed analysis of CIC student performance. Data is generated for all care review points against aspirational targets.	
Tracking and intervention	The progress of CIC students against their target ranges (for KS3 students) or KS4 target is tracked at each AOL point. CIC students who are underachieving in 3 academic subjects or more are put onto an academic report tracker. Short term targets are set for the students and their progress is then closely monitored over a 6-week period by the CIC Coordinator.	TLR of KS3 Data Tracker.
Tracking and monitoring	The CIC Coordinator has a CIC Progress folder for each child in which they record the full range of school reports and data points, completion of work and effort shown by PP students on a weekly basis. The folder contains tracking sheets for each class taught. Seating plans need to show that CIC are placed next to other students who will have a positive impact on their learning. Where students are found to not be engaging with work to the desired level interventions are to be put into place either through the class teacher, Head of Department, Year Lead or CIC Lead.	CPD for departments as plan is rolled out across school

ACADEMIC ACHIEVEMENT: LITERACY & NUMERACY

AIM: To reduce any gaps in the levels of literacy and numeracy that may have an adverse effect on the overall progress made by Children In Care.

Strategy	Description	Resources
Love of Reading	The 'Love of Reading' programme is used in Year 7 & 8 form time programme in years 7 & 8 to promote enjoyment of reading and to widen student experience of different types of reading linking to key themes. This is monitored through Heads of House.	Reprographics cost – booklets for recording progress
Phonics intervention	For CIC students with lower literacy levels small group intervention run through pm reg time	Member of staff delivering intervention
Accelerated Reader	KS3 reading programme for students who need extra support with their reading progress.	Library Books
Reading	A small group intervention run through form time who need extra support on the Accelerated Reader scheme.	
Handwriting Club	Small group interventions for students who need support in order to improve their handwriting. Pupil Premium students are identified who need this support.	
Success Maker	Used to support CIC identified through the internal assessment system	
Numeracy - KS3 Tracking and Support	Monitor AOL/ATL grades at each data point. Students requiring support invited to one PM reg intervention session with Maths Numeracy Lead. During these sessions students have the opportunity to complete homework with support if they have no homework then Numeracy Lead organises a variety of intervention/catch up activities. This intervention takes place across all ability ranges including the most able.	
Numeracy – KS4 Tracking & Support	Monitor AOL/ATL grades and PPE grades at each data point. Students requiring further support are seen by a member of the Maths department.	

ACADEMIC ACHIEVEMENT: RESOURCES

AIM: To ensure that Children in Care are fully supported with resources

Strategy	Description	Resources
Uniform	Families who struggle financially with uniform costs are given support to ensure CICs have the correct uniform.	
Equipment	Families who struggle financially with equipment costs are given support to ensure CICs have the correct equipment. This includes buying all the ingredients for Food lessons for CICs as it is vital to promote a healthy diet for these students. CICs are given a calculator in KS4 Mathematics.	
Revision Resources	All CICs in Year 11 are given revision resources for their lessons – revision guides, exam materials etc	

ENRICHMENT & ENGAGEMENT EXTRA CURRICULAR OPPORTUNITIES

AIM: To ensure that Children In Care have full access to the full range of extra-curricular opportunities available to all, and an increased engagement through promotion of extra learning opportunities.

Strategy	Description	Resources
Revision Sessions	To tackle the identified barrier of engagement outside of school hours in the crucial exam years a comprehensive programme of Easter and Half Term revision sessions delivered. An emphasis is placed on ensuring engagement of CIC's in this programme through the pastoral support teams.	Sessions are delivered by a wide range of staff across most departments.
Study Skills	Over the two year period of Key Stage 4 a variety of GCSE Success evenings are run. The aim is to improve study skills and engage parents in their child's learning. Particular focus is given to the attendance of CIC's – if any of these students miss the evening sessions then they attend another session during school time.	

ENRICHMENT & ENGAGEMENT ATTENDANCE

AIM: To ensure attendance of Children In Care is in line or above all other students.

Strategy	Description	Resources
Key Focus Group	One of the key groups that is a standing item in all attendance strategy meetings.	
Standing item in Year lead weekly meetings	The Attendance manager has weekly meetings with the Pastoral Mentor to discuss CIC in particular.	
Early warning intervention	All Children In Care are identified by the Attendance tracking system. Any absence is then shared with the Safeguarding team, Year Leads and SEN department for immediate follow up.	

ENRICHMENT & ENGAGEMENT CAREERS & IAG

AIM: To ensure that Children In Care are given appropriate advice and guidance and encouraged to make aspirational choices.

Strategy	Description	Resources
Careers	All CIC are given one-to-one meetings during Year 10. The Careers Co-ordinator liaises with the pastoral support to track their progress with applications.	Careers Advisor
IAG	The destinations of all CIC are monitored through Year 11 – The Head of Sixth Form, Head of Year 11 and Careers Advisor takes a lead on this. This has ensured that Destination Data for this group was excellent.	
Careers Programme through PSHE	A wide range of visitors are brought into school in order to inspire students – particularly important in raising the aspiration of Children In Care. These are co-ordinated through the PSHE days. Careers guidance is provided in Year 9 & Year 10 to inspire students to achieve higher grades and build aspiration.	

WELLBEING: BEHAVIOUR

AIM: To promote high standards of behaviour in all students recognising that Children In Care are often more likely to need pastoral support.

Strategy	Description	Resources
Behaviour Support	A core part of the Behaviour Leads' work is promoting and ensuring high standards of behaviour in all students and this will impact largely on Children In Care. This is done through a variety of means: 1. Working with individual students and parents, setting targets for behaviour, and tracking. 2. Supporting teachers in the classroom and around the school. 3. Working with the safeguarding team and the attendance officer.	
Rewards	The behaviour lead through pastoral leads will ensure that CIC are well represented in the school's rewards programme – that they are receiving recognition for work and are represented in rewards 'Super Prize Draw' and Celebration Days.	
Pastoral support	The School has a non-teaching pastoral manager who leads a non-teaching team of Year leads who ensuring that Children In Care are appropriately supported.	Year Leads and behaviour manager
Focused meeting	Weekly pastoral meetings have a standing item agenda on CIC. This ensures that they receiving specific focus.	1x lesson per week with Year Leads and behaviour manager
Sims Discover system	The school uses the Discover system from SIMs that allows pastoral staff to run reports on CIC to allow direct intervention	Programme
Period 6 support sessions	Pastoral staff run Period 6 sessions to support CIC. These are run after school on a weekly basis. This is for all year groups.	
Homework club	This club is run by Pastoral staff to support on a weekly basis.	
Strike card system	All CIC are allocated a strike card every term so that they can be entered into the termly reward draw.	Cards and reward vouchers
Student referral Unit and On call support	All CIC are highlighted on the system if they are flagged as activating On Call system. This system is run by the schools SRU manager.	
Pastoral Reports	All CIC are 'open' to enhanced pastoral support via the report system.	

WELLBEING: SAFEGUARDING

AIM: To ensure that all students including Children In Care are safeguarded effectively.

Strategy	Description	Resources
To ensure that all students feel safe in school.	To provide a supportive and open environment in school and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully and actions taken to follow up on any concerns raised.	
Designated Support	All Children In Care have access to the Safeguarding team including the DSL	
MyConcern system	The system is used effectively to ensure all students including CIC are supported safely and a reporting system exists which is consistent and fit for purpose	
Staff training	Training for all staff on safeguarding takes place annually with refreshers throughout the academic year. All Children In Care are recorded and staff made aware.	
Non-teaching support team	A team of non-teaching year leads support the safeguarding of the CIC by consistently ensuring that they are checked and monitored.	

WELLBEING: PERSONAL DEVELOPMENT

AIM: To ensure that all Children In Care are encouraged and supported in developing all avenues of their lives. They are actively encouraged to take part in the wider events of the school and to embrace all elements of personal development the school offers.

Strategy	Description	Resources
To ensure that all students know who to speak to and where to access support for any concerns.	<p>To offer a centralised place for students to share their concerns with a member of the pastoral team, knowing that their concerns will be taken seriously and acted up on. This can be anything from issues with homework/friendships/problems at home and also to encourage aspirations and build on confidence.</p> <p>In Year 7 we teach about how to cope with the transition from a primary and secondary school, think about good and bad friendships. We signpost that should they need any help and guidance they should see the year or pastoral leads. We teach about how to stay safe on the internet, bullying and cyberbullying, again signposting who they can see for support.</p>	
SMSC strategy	All CIC follow the SMSC programme delivered in tutor time. This covers all aspects of social development and personal development.	
Collapsed focus days	All CIC are allocated places on each of the schools focus days. These focus on age appropriate content that supports the schools SMSC/PSHE programmes and involves a number of external guest speakers and trips out.	
Cultural understanding & tolerance	<p>All students are taken on a trip to a mosque and Peterborough cathedral. This allows them to experience other faiths and history and to challenge potential prejudice. The trip is 100% funded and meals are provided for CIC.</p> <p>We examine the importance of diversity in Britain and in particular the importance of equality and discrimination. We inform the students about the law on discrimination and make them aware of their rights.</p>	
Mental health and wellbeing	<p>We teach about how to keep our body and minds healthy in Years 7 and 8, examining the importance of a healthy diet on the body and the mind. We teach about the importance of not comparing our bodies and looks to what is seen in the social media and how this can affect your mental and physical health. Again, signposting who they can see for support. We have units on mental health in Y8 and in Y11. This is supporting students through any mental health issues and how they can be dealt with. E.g. reframing failure, resilience. This is important for Y11</p>	

	<p>prior to their exams. We teach the students how to support their mental health well-being, e.g. meditation. We ensure signposting to support students in any help they require, all pastoral leads and year leads are made aware of the units to help and support as much as they can.</p>	
Careers	<p>Careers guidance is provided in Y10 and 9 to inspire students to achieve higher in their grades and explain how this can support their career choice. We give the students a variety of options after their GCSEs. We signpost where they can go to for extra information and guidance.</p>	
Financial wellbeing	<p>Budgeting and financial issues are incorporated into PSHE days from 2019. These will support and prepare the schools for living in the wider world. This is incorporated into the SMSC programme in Y9 and 10.</p>	