



Policy for Cared for Children at Kings Ash Academy

a) The Objective: To promote the educational achievement and welfare of Cared for Children

b) The Name of the Designated Teacher for Cared for Children is Mrs L. Ford

c) The Role of the Designated Teacher for Cared for Children

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by Cared for Children and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Cared for Children, and to promote the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils etc.
- To act as an advocate for Cared for Children;
- To develop and monitor systems for liaising with carers, Children's Services and the Virtual School.
- To hold a supervisory brief for all Cared for Children 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 Cared for Children in order to inform the school's development plan;
- To intervene if there is evidence of individual underachievement or absence from school.

Work with Individual Cared For children :

- To enable the child to make a contribution to the educational aspects of their care plan;
- To help ensure that each pupil has a Personal Education Plan (the PEP should be initiated by the young person's social worker);

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- To help coordinate education and Cared for Children review meetings, so that the Personal Education Plan can inform the child's care plan;
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings;
- To be the named contact for colleagues in Children's Services and the Virtual School; and
- To ensure the speedy transfer of information between agencies and individuals.

Training:

- To develop knowledge of Children's Services and the Virtual School's procedures by attending training events organised by the Local Authority; and
- To cascade training to school staff as appropriate

d) The name of the Board member with special responsibility for Cared for Children is: tbc

Commented [1]: tbc

e) The role of that Board member

The named Board member will report to the Board on an annual basis:

- a comparison of data as a discrete group, compared with those of other pupils;
- the attendance of pupils as a discrete group, compared with other pupils;
- the level of fixed term/permanent exclusions; and
- the impact of the Pupil Premium.

The named Board member should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:

- the national curriculum;
- additional educational support; and
- extra-curricular activities.

f) Responsibility for Cared for Children 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 being looked-after by the Local Authority. The responsibility for the transfer of this information should be that of the Head teacher and/or the Designated Teacher for Cared for Children .

It is appropriate for Teaching Assistants to have knowledge that the young person is being cared-for only 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 Head of School or the Designated Teacher for Cared for Children .

g) Admission Arrangements

On admission, records (including the P.E.P.) will be requested from the pupil's previous school and a meeting will be held with carer/parent/social worker, within 2 weeks of the child starting a new school. A date will be agreed upon for a new Personal Education Plan. An appropriate school induction will take place.

h) 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 their education.

i) 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 and the Virtual School.

Children's Social Care, the Virtual School and schools 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.

j) Assessment, Monitoring and Review Procedures

Each cared-for pupil will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in developing. This will identify specific areas of concern and include achievable targets. It will also identify how the Pupil Premium will be used and its impact. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Homework;
- Involvement in extra-curricular activities;
- Special needs (if any);
- Development needs (short and long term development of skills, knowledge or subject areas and experiences); and
- Long term plans and aspirations (targets including progress, career plans and aspirations).

An electronic system ePEP online is used across the local authority. This will be updated termly.

The named Board member will report annually to the Trust in conjunction with the Designated Teacher on the progress of all Cared for Children using the Virtual School Annual Report template.

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