



St Peter's C.E. Primary School

**Promoting Educational
Achievement of
Children in Our Care (CIOC)**

September 2021

Our Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow

Matthew 13:1-23

St Peter's CE Primary School believes that in partnership with Blackburn with Darwen Borough Council as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children (LAC)/ Children In Our Care (CIOC).

Background

This policy sets out the ethos of the school in its approach to meeting the needs of Children In Our Care and the associated procedures. It is well documented that CIOC achieve less well in their education than their peers, therefore, it is essential that our school promotes the achievement of such vulnerable children.

(a) The Objectives of the Policy

To promote the educational achievement and welfare of Children In Our Care by:

- Providing a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- Giving them access to every opportunity to achieve to their full potential and enjoy learning.
- Fulfilling our schools' role as corporate parents to promote and support the education of CIOC, by asking the question, 'Would this be good enough for my child?'

In pursuit of this policy, our school will:

- Nominate a Designated teacher for CIOC.
- Nominate a school governor for CIOC.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training relevant to the role.

(b) Definition of Children In Our Care

CIOC are looked after by the Local Authority under an interim/ care order or accommodated under a voluntary agreement and can have the following living arrangements:

- with foster carers
- in a children's home
- in a residential school
- with relatives
- with parents – under the supervision of the LA

(c) The Designated Teacher for Children In Our Care in our school:

The Designated Teacher will follow as a minimum the nationally published statutory guidance:

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

The name of our Designated Teacher in school is Stacey-Jo Thomas/Martine Blokland. The Designated Teacher will:

- Maintain an up to date record of all CIOC who are on the school roll. This will include:
 - Status i.e. in care
 - Type of Placement i.e. Foster, respite, residential.
 - Name and contact details of social worker
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
 - SEN Code of Practice
 - Child Protection information when appropriate
 - Baseline information
 - Attainment data
 - Attendance figures
 - Exclusions

- In liaison with the social worker, ensure there is a Personal Education Plan for each child/young person and that this is completed in line with Local Authority requirements. Where applicable include any other school plan, e.g. IEP, Education Health and Care Plan, Transition Plan, Pastoral Support Programme.

- Work in collaboration with school staff, social worker, carer, child and other relevant parties to agree an appropriate, targeted use of pupil premium plus that meets the requirements of the local authority Virtual School policy.

- Ensure that a suitable member of staff attends LAC review meetings for each child or to contribute in other ways to the child's care planning meetings.

- Liaise with the Virtual School on a regular basis and provide data as requested in relation to attendance and attainment of CIOC.

- Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.

- Work with individual children, to arrive at a statement about their circumstances that they would be happy to share with staff and/or pupils

- Ensure that systems are in place to identify and prioritise when CIOC are underachieving and have early interventions to improve this in line with existing school policy.

- Have an understanding of the specific challenges faced by CIOC as a result of their experiences and work to enable the school to become trauma and attachment informed.

- Ensure that systems are in place to keep staff up to date and informed about CIOC where and when appropriate.

- Ensure that CIOC, along with all children, are listened and responded to in relation to their needs, wishes and feelings and have equal opportunity to pastoral support in school.

- Ensure that they keep the school up to date with current legislation, local policies and their implications for the school in respect of CIOC.
- Report on the educational progress of the CIOC who are on the roll of the school.
- Develop knowledge and good practice by attending relevant training events.
- Cascade training to school staff as appropriate.

(d) The Designated Governor for Children In Our Care

The school governing body will elect a named Designated Governor for CIOC.

The name of our Designated Governor in school is **Andrew Robinson/Fleur Green**. The Designated Governor will report to the Governing Body on an annual basis:

- The number of CIOC pupils in the school
- A comparison of attainment as a discrete group, compared with those of other pupils
- The attendance of pupils as a discrete group, compared to other pupils
- The level of fixed term/permanent exclusions
- How the Pupil Premium Plus for Children In Our Care has been used
- Pupil destinations

The named governor should be satisfied that the school's policies and procedures ensure that Children In Our Care have equal access to:

- The National Curriculum
- Public Examinations
- Extra-curricular Activities
- Additional Educational Support

(e) Responsibility for children in our care 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 will be that of the Headteacher and/or the person named as the designated teacher within the school.

A classroom support assistant/teaching assistant will only need to have knowledge that the young person is being 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 or the School's Designated Teacher.

(f) Admission Arrangements

On admission, records will be requested from the pupil's previous school. A meeting will be held with carer/parent/Social Worker as appropriate to complete base line information to inform the pupil's Personal Education Plan and clarify contact arrangements. A home school agreement will be drawn up with the primary carer. An appropriate school induction will take place.

(g) Involving the Young Person

It is important that a child/young person is aware that information is being recorded regarding their personal circumstances. How this will be done in our school will depend on their age and understanding. We will emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

We will establish the child/young person's views of their circumstances and support them through the designated teacher. We will ensure that a named teacher prepares the child for situations when they are asked about home, e.g. by other pupils in the playground.

(h) Communication with Other Agencies

Ideally, the Social Worker and the school's designated teacher will meet when the young person becomes looked after, or if already looked after when they join the school. This will enable information concerning the child's progress and circumstances to be shared.

It is part of our school policy that a copy of all reports (e.g. end of year) will be forwarded to the young person's Social Worker in addition to, for example, the foster carer or residential staff.

We will request that review meetings are co-ordinated, e.g. to have an annual review of a Personal Education Plan or SEN Statement combined with a Statutory Care Review.

The governing body will review this policy every three years. However it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Date:

Review due: September 2023