

Child in Care (CiC) Policy at Hadrian School

1. Introduction

Hadrian School believes that, in partnership with Newcastle Upon Tyne City Council as Corporate Parents, we have a special duty to safeguard and promote the education of Children in Care (CiC) and those who were previously CiC.

2. Rationale

Children in Care and those who were previously CiC are one of the most vulnerable groups in society. The majority of have suffered a disrupted childhood and experienced adverse events. It is nationally recognised that there is considerable educational under-achievement when compared to their peers. Children in Care and those who were previously CiC often achieve poor exam success rates in comparison to the general population. Fewer also progress to Higher Education or follow progression pathways that will lead to future economic success and well-being.

3. Aims

- To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.
- To support our Children in Care and those who were previously CiC and give them access to every opportunity to achieve to their potential and enjoy learning.
- To fulfil our schools' role as corporate parents to promote and support the education of our Children in Care and those who were previously CiC by asking the question, 'Would this be good enough for my child?'

4. Legal Framework

Under the Children Act 1989, a child is 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.

They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (Section 20),
- Children who are the subjects of emergency orders for their protection (Sections 44 and 46),
- Children who are the subjects of a care order (Section 31) or interim care order (Section 38),
- 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 are cared for on a voluntary basis are ‘accommodated’ by the Local Authority under Section 20 of the Children Act – they may live in foster care, in a Children’s Home or in a residential school.

The term ‘in care’ refers only to children who are subject to a care order by the courts under Section 31 of the Children Act 1989 – they may live with foster carers, in a Children’s Home, in a residential school, with relatives or with parents under supervision.

For all children who receive more than 75 days of ‘short breaks’ in every 12 months LAC status applies and an Independent Reviewing Officer is appointed. As the care arranged is not continuous, academic attainment does not have to be reported in the same way to the DfE.

All these groups are said to be ‘Children in Care (CiC)’. They may be looked after by Newcastle Upon Tyne Local Authority or may be in the care of another Local Authority but living in Newcastle.

A Previously Looked After child is a child adopted from the care of an English Local Authority under the Adoption Act 1976 or the Adoption and Children’s Act 2002 or who, immediately after being looked after by an English Local Authority, became the subject of a special guardianship or child arrangements order and are still subject to such orders.

This Policy is written in accordance with the statutory guidance from the Department for Education February 2018, issued under sections 20 [4] and 20A [4] of the Children and Young Persons Act 2008. This guidance will next be reviewed in 2023.

4.1 Hadrian School’s Response

- Nominate a Designated Teacher who will act as their advocate and coordinate support Children in Care and those who were previously CiC for them.
- Nominate a School Governor to ensure that the needs of this group in the school are taken into account at Leadership Level and to support the Designated Teacher.
- Support the Designated Teacher in carrying out their role by making time available and ensuring they attend relevant training for their specific role.

5. Roles & Responsibilities

5.1 Designated Teacher

The name of the Designated Teacher for Children in Care [CiC] and those who were previously CiC at Hadrian School is:

Alex Rayner, Deputy Head Teacher

Email: alex.rayner@hadrian.newcastle.sch.uk

It is the role of the Governing Body to support the Local Authority in its statutory duty to promote the educational achievement of CiC and previously CiC and ensure that the school admits any child who is looked after in line with the Admissions Code of Practice.

The Designated Teacher will support the Governors in executing their duties by:

- Ensuring that all staff, both teaching and non-teaching, have an understanding of the difficulties and educational disadvantage faced by CiC and previously CiC and that staff understand the need for positive systems of support to overcome them
- Maintaining accurate and up to date records of all CiC and previously CiC who are on the school roll. This will include:
 - Status i.e. Care Order or Accommodated
 - Type of Placement i.e. Foster, Respite, Residential
 - Name of Social Worker and contact details
 - Contact details of parents, carers, key workers in residential accommodation
 - SEN Information
 - Child Protection Information, where appropriate
 - Baseline Information and all test results
 - Attendance figures
 - Exclusions
- Ensuring that there is a Personal Education Plan for each Looked After child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. EHCP, and associated plans, Transition Plan, Pastoral Support Programme. Although children who have transferred out of Care will no longer be required to have a PEP, the Designated Teacher will continue to promote their educational attainment. This will involve maintaining links with VSHs, who have a duty to make advice and information available for the purposes of promoting the educational achievement of previously CiC
- Ensuring that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education
- Liaising with the Virtual School on a regular basis with regard to the performance, attendance and attainment of CiC and previously CiC
- Ensuring that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority

- Ensuring that systems are in place to identify and prioritise when CiC and previously CiC are underachieving and have early interventions to improve this in line with existing school policy
- Ensuring that the Pupil Premium is targeted at improving attainment and achievements. A summary of the impact of the Pupil Premium will be included on the school website
- Celebrating the success of all CiC and previously CiC and ensuring that they have equal opportunities to participate fully in the life of the school
- Ensuring that systems are in place to keep staff up to date and informed about CiC and previously CiC where and when appropriate
- Ensuring that CiC and previously CiC, along with all children, are listened to and have equal opportunity to pastoral support in school
- Ensuring that they keep the school up to date with current legislation and its implication for the school in respect of CiC and previously CiC
- Reporting to the Governing Body annually on the performance of the CiC and previously CiC who are on the roll of the school
- Attending relevant training and cascading knowledge and information to school staff where appropriate.

5.2 Designated Governor

The name of the Designated Governor for Children in Care [CiC] and those who were previously CiC at Hadrian School is:

Brian Harrison
Vice Chair of Governors

The named Governor will ensure that:

- A Designated Teacher is appointed;
- The teacher has undertaken appropriate training;
- The school's policies and procedure ensure that Children in Care and Previously CiC have equal access to a curriculum relevant to their individual needs and any additional support they may require;
- The Governing Body considers an annual report from the Designated Teacher; and
- Any issues the report may raise are acted upon.

The Report may include:

- A comparison of assessment results for CiC and previously CiC as a discrete group, compared with the attainment and progress of other pupils;
- The attendance of pupils as a discrete group, compared with other pupils;
- Any fixed term/permanent exclusions; and
- Pupil destinations.

6. Admission Arrangements

On admission, records (including the PEP) will be requested from the pupils' previous school/setting and a meeting will be held with carer/parent/social worker. A date will be agreed for a new E-Personal Education Plan to be written.

7. 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. It should be agreed at the PEP meeting what information parents will receive, this needs to be in line with the legal framework. The child's Social Worker will be able to advise on correspondence with parents and arrangements to seek consent for routine school activities.

8. Assessment, Monitoring and Review Procedures

Each CiC 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, success, specific areas of concern and include achievable outcomes. The PEP developed by Newcastle Local Authority is age group specific.

Areas for consideration will include:

- Attendance,
- Achievement Record,
- Behaviour,
- Homework,
- Involvement in Extra Curricular Activities,
- SEND,
- Support being provided,
- Use of Pupil Premium Plus.

The PEP will be updated at least every six months, as part of the Statutory Reviewing process. The PEP will be stored on the ePEP Portal and circulated to all key parties who attended the PEP meeting.

9. The Role of Newcastle LA

The role of Newcastle Upon Tyne Local Authority for Children in Care [CiC] and those who were previously CiC at Hadrian School is:

- Provide a Virtual Head Teacher who has responsibility for championing the education of CiC and previously CiC
- Lead the drive to improve educational and social care standards for CiC and previously CiC
- Ensure that the education for this group of pupils is as good as that provided for every other pupil

- Ensure that CiC and previously CiC receive a full-time education in a mainstream setting wherever possible
- Ensure that every CiC has a school to go to within 20 school days of coming into care or of coming to Newcastle Upon Tyne from another authority
- Make sure that each Child in Care has a PEP according to national guidance;
- Ensure that every school has a Designated Teacher for CiC and that these teachers receive appropriate information, support and training
- Ensure that appropriate support is provided whenever possible
- Provide advice and guidance for those CiC and Care Leavers in Further and Higher Education
- Be vigilant and proactive in identifying additional needs and the special education needs of CiC and previously CiC and work collaboratively with schools, other services and agencies to meet those needs
- Hold events that celebrate the achievement of CiC
- Consider the views of all CiC and previously CiC through a variety of strategies.

10. Newcastle LA Designated Contact

Newcastle upon Tyne Virtual School,
Head of the Virtual School:
Karl Harms
Education and Skills Division
Third Floor, Civic Centre
Newcastle upon Tyne
NE1 8QH
Tel 0191 277 3646 (ext. 23646) Mob 07977260535

Confirmation that the Child in Care Policy in respect of Hadrian School has been discussed by the Governing Body:

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____

Minute Reference: _____