



Policy for the Education of Cared for Children (CFC) at St Margaret's Academy

The Policy Objective:

- To promote the educational achievement and welfare of cared for children

Designated Teacher for CFC for the school: **Sara Pike**

The Role of the Designated Teacher for CFC:

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by cared for children and young people and understand the need for positive systems of support to overcome them
- To inform members of staff of the general educational needs of CFC, and to promote the involvement of these children in extracurricular activities, home reading schemes, etc
- To act as an advocate for CFC
- To develop and monitor systems for liaising with carers and colleagues in Children's Services
- To monitor the educational progress of all CFC in order to inform the school's development plan
- To intervene if there is evidence of individual underachievement or absence from school
- To ensure that the educational targets within the Personal Education Plan are implemented fully and that all relevant staff are aware of them.
- To ensure best value when spending the additional budget share made available specifically for CFC to support achievement.
- To be responsible for the appropriate allocation of the Pupil Premium for CFC and to be accountable for how it is spent
- To report to the Board of Trustees at least on an annual basis on the outcomes for CFC
- To complete training for Designated teachers new to role and to attend other training as appropriate
- To support the Quality Assurance Process for schools on working with CFC
- To implement the Personal Education Plan for each child and review it as required
- To supervise the smooth induction of a CFC into the school

- To develop in-school strategies to promote and accelerate the achievement of CFC and close the gap between them and their peers
- To fully support additional learning opportunities that may be available from the Virtual School and partner agencies

Liaison:

- To liaise with the member of staff responsible for monitoring children on the Child Protection Register (Currently Sara Pike)
- To attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings and statutory reviews
- To cascade training to school staff as appropriate

The Role of the Trustees:

- Receive a report on an annual basis the following information:
 - The number of looked-after pupils in the school;
 - The level of fixed term/permanent exclusions;
 - The trustees should be satisfied that the school's policies and procedures ensure that looked-after pupils have equal access to:
 - The National Curriculum;
 - Additional interventions to support educational progress and access to extra curricular activities;

School Responsibility:

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 a Teaching Assistant to have knowledge that the young person is in care 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 Headteacher or the Designated Teacher for Cared for Children

Admission Arrangements:

On admission, records will be requested from the pupil's previous school and a meeting will be held with carer/parent/Social Worker as appropriate - but always involving someone with parental responsibility. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

Involving the Young Person:

It is important that the young person is supported to complete the Pupil Voice section of the Personal Education Plan by the Designated Teacher to inform the PEP and review meetings.

Communication with Other Agencies:

It is important 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.

Assessment, Monitoring and Review Procedures:

Each pupil in care will have a Personal Education Plan (PEP) that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. Areas for consideration will include:

- Attendance;
- Achievement Record (academic or otherwise);
- Behaviour;
- Extended learning opportunities;
- Involvement in Out of School Hours 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 ^{SEP} aspirations).
- The PEP will be updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer.

Reviewed June 2022