



Policy & Procedure Document:

Education of Care Experienced Children

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Setting Information:

Designated Person(s) for Children in Care	Yvonne Brown Tracy Ruscoe
Designated Person(s) for Children Previously in Care	Yvonne Brown Tracy Ruscoe
Manager	Yvonne Brown
Designated Committee Member for Care Experienced Children	Susan Kelly

Aims of the Policy

The Meadows Day Care Centre 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

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
- The Meadows will meet the needs of care-experienced children through effective liaison and integrated work with all key partners including the relevant Virtual School

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) 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
- e) 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 (GAO)

Roles and Responsibilities

The Manager and Committee

We, at the Meadows are committed to promoting improved educational life chances for all care experienced children. We will ensure that the Designated Person has appropriate seniority, qualifications and sufficient time and experience to fulfil this statutory role.

A named committee member will be nominated to link with the Designated Person and all committee members will be fully aware of the statutory guidance for care-experienced children.

We will monitor the role of the Designated Person to ensure that all care-experienced children make accelerated and rapid progress and that the whole school staff have relevant skills, knowledge and understanding.

Regular communication between the Manager and Committee Member and the Designated Person 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 The Meadows.

The Designated Person for Children in Care (DP)

The Designated Person for Children previously in Care (DP)

Our Designated Person and Designated Person of The Meadows will:

- 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

The Meadows Staff

Our staff will ensure 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 Person for advice and sharing accurate information and data with the Designated Person.

Our staff will hold high expectations of and aspirations for care-experienced children.

Policies and Procedures

Staff Development and Training

We will ensure that the Designated Person(s) are trained for the role when they come to post and will continue to support them to access on going professional development pertinent to the role

All staff are encouraged to participate in training that will enable them to meet the needs of care experienced children more effectively and the Designated Person will raise awareness of typical issues and barriers for these children at a whole school/setting level.

Admissions & Transitions

The Meadows prioritises the admission of care-experienced children.

The importance of a thorough and planned transition is recognised and this may include:

- Transition meetings between schools and settings
- The swift transfer of information between schools and settings
- Additional visits and identification of staff mentor and/or peer buddy
- Additional support and planning for care-experienced children at times of transition --
- Structured activities to say goodbye', in recognition of the impact of broken attachments and loss

Attendance and Punctuality

Attendance procedures will reflect the specific needs of care-experienced children.

Where there is a concern about attendance or punctuality The Meadows will speak to the carer, social worker and other relevant professionals including the Virtual School.

Pupil Premium Plus (PP+)

Where a care-experienced child is allocated pupil premium plus it is to be used for the benefit of their educational needs The Meadows will ensure that:

- The allocation of PP+ promotes high aspirations and seeks to secure the best educational outcomes
- The extra funding provided by the PP+ reflects the significant additional barriers faced by :CYP in care
- For children in care, the allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP)

Cambridgeshire Virtual School Contact Details

- <https://www.cambslearntogether.co.uk/cambridgeshire-school-improvement/cambridgeshire-virtual-school>
- 01223699563
- virtualschool@cambridgeshire.gov.uk
- Contact details for other Virtual Schools can be obtained by contacting
- Cambridgeshire Virtual School.