



Education of Children in Care and Children Previously in Care Policy

Policy Date: September 2024

Renewal Date: September 2025

Lead Person: Assistant Principal for Inclusion, Rosanna
Basnett-Barker.
Supported by Second in Faculty for Inclusion,
Cathy Lavery

Ashlawn School

Introduction

The policy is informed by the following Department for Education (DfE) document:

The Designated Teacher for Children in Care/Designated Support Teacher for Children in-Care and Children Previously in Care. Statutory guidance on their roles and responsibilities

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf
(DfE February 2018)

The Governors at Ashlawn School are committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The Governors recognise the need to champion performance, for children in care (CIC) and children previously in care (CPIC) and are committed to improving outcomes for them.

The Governors are committed to ensuring that CIC and CPIC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CIC and CPIC
2. A Designated Teacher for CIC and CPIC
3. Personal Education Plans (PEPs) for all CIC
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CIC and CPIC
5. The Designated Teacher will have enough time to fulfil the requirements of their role (e.g. attending PEP and CIC meetings, completing ePEP)
6. All staff in school will have a clear understanding of the issues that affect CIC and CPIC; their learning needs; how to support them in school and issues relating to confidentiality
7. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group

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The role of the Designated Teacher for Children in Care (CIC) and Children Previously in Care (CPIC)

1. The designated teacher/designated support teacher are the central point of initial contact within Ashlawn School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher/designated support teacher has a leadership role in promoting the educational achievement of every CIC and CPIC on the school's roll. This involves, working with the Virtual School to promote the education of CIC and CPIC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.
3. The designated teacher/designated support teacher takes lead responsibility for ensuring school staff understand the things which can affect how CIC and CPIC learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher/designated support teacher promotes the educational achievement of CIC and CPIC by contributing to the development and review of whole school policies.
5. The designated teacher/designated support teacher promotes a culture in which CIC and CPIC:
 - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
 - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support
 - Are encouraged to participate in school activities and in decision making within the school and the care system
 - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult
6. The designated teacher/designated support teacher are a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CIC or CPIC; and the use of Assessment for Learning (AfL) approaches to improve the short and medium term progress of CIC and CPIC, and help them and their teachers understand where they are in their learning (including any knowledge gaps), where they need to go, and how to get there.
7. The designated teacher/designated support teacher work directly with CIC and CPIC and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.

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8. The designated teacher/designated support teacher have lead responsibility for the development and implementation of PEPs for CIC within school in partnership with others as necessary.
9. The designated teacher/designated support teacher are responsible for ensuring that the PEPs are completed within statutory timescales, as outlined in the PEP guidance.
10. The designated teacher/designated support teacher work closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CIC and CPIC are quickly and effectively responded to.
11. The designated teacher/designated support teacher are aware that the Virtual School provides information and advice to parents and designated teachers on meeting the needs of CPIC. The designated teacher/designated support teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School for advice on meeting their individual needs.

Roles and responsibilities of all staff

All staff in this school will:

1. Have high expectations of CIC and CPIC's learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
3. Understand how important it is to see CIC and CPIC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their in-care or previously in-care status.
4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
6. For CPIC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

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Roles and responsibility of the Governing body

The Governors of this school will:

1. Ensure all Governors are fully aware of the legal requirements and guidance for CIC and CPIC.
2. Ensure that there is a named designated teacher for CIC and CPIC.
3. Through the designated teacher/designated support teacher, hold the school to account on how it supports its CIC and CPIC (including how the Pupil Premium Plus is used) and their level of progress.
4. Be aware of whether the school has CIC and CPIC and how many (no names).
5. Liaise with the Principal to ensure that the designated teacher/designated support teacher is enabled to carry out her/his responsibilities in relation to CIC and CPIC.
6. Ensure the designated teacher/designated support teacher is able to access training needed to fulfil their roles. Virtual School Heads agree that, as minimum, designated teachers/designated support teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CIC and CPIC.
7. Support the Principal, Designated Teacher and other staff in ensuring the needs of CIC and CPIC are met.
8. Review the effective implementation of this policy, preferably annually and at least every three years.

This policy was established, and approved for implementation by the Governing body.

Signed by the Chair of The AIM Board: Duncan Mills
Dated: September 2024
The name of our appointed Designated Governor is: Jessica Buckingham
The name of our school's Designated Teacher is: Rosanna Basnett-Barker
This policy is to be next reviewed on: September 2025