



**St Newlyn East**  
Learning Academy



**Kernow Learning**  
Building Excellent Schools Together

## Children in Care Policy 2022-23

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Date adopted by LGB:	24.11 2022
Scheduled review date:	November 2023
Statutory or Best Practice policy:	Best Practice
Appendices:	No
School or Trust policy:	School

### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 510407 or email [stnewlyn@kernowlearning.co.uk](mailto:stnewlyn@kernowlearning.co.uk)

## **Designated Teacher for Children in Care: Mrs T Banks**

### **Introduction**

### **Who are our Children in Care (CIC)**

**Children and young people become 'Children in Care' either if they have been taken into Care by the local authority, or have been Accommodated by the local authority (a voluntary care arrangement). Most CIC will be living in foster homes but a smaller number may be in a children's home, living with a relative or even be placed back at home with their natural parent(s). CIC will have a care manager who arranges their care plan.**

The Local Governing Board of St Newlyn East Learning Academy is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes. The Local Governing Board of St Newlyn East Learning Academy recognises that, nationally, there is considerable educational underachievement of Children in Care, when compared with their peers, and is committed to implementing the principles and practice, as outlined in DfEE Circular 0269/2000 and DfEE/DOH Guidance 2000 and the Children Act (2004).

The Children Act places a duty to safeguard children in care, to promote their educational achievements and to ensure that they are able to "achieve to and reach their full potential". The Guidance recognises the collective responsibility of local authorities and schools to achieve good parenting and sets out six principles:

- **prioritising education;**
- **having high expectations;**
- **inclusion – changing and challenging attitudes;**
- **achieving continuity and stability;**
- **early intervention – priority action; and**
- **listening to children.**

The Guidance introduced **two** key measures:

- ❖ To ensure designated Teachers are nominated in every school
- ❖ To ensure Personal Education Plans (PEPs) are in place for all Children in Care

This Local Governing Board is committed to ensuring that Designated Teachers and staff are enabled to carry out their responsibilities effectively.

### **Roles and Responsibilities of the Designated Teacher**

The Designated Teacher should:

- be an advocate for Children in Care;
- promote a culture of high expectations and aspirations for how looked after children learn;
- ensure a smooth and welcoming induction for the child and carer/s (and parent/s where possible). Note any specific requirements, including care status;
- ensure that a Personal Education Plan is completed. This should be prepared with the child and the carer/s (and parent/s if possible), in liaison with the social worker and other relevant support workers/agencies. Where appropriate, the PEP should take account of any Individual Educational Plan (IEP), Pastoral Support Plan (PSP), Individual Behaviour Plan (IBP), career plan or any other relevant plans. The PEP should inform and be reviewed.
- ensure entry to examinations for all Children in Care;
- Co-ordinate support for the child in the Academy and liaise with other professionals and carers as necessary;
- ensure that the children in care benefit directly from Pupil Premium;
- be a source of advice for staff and members of the Local Governing Board about differentiated teaching strategies appropriate for



individual children;

- ensure confidentiality for individual children and only share personal information on a need to know basis;
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded.

### **Roles and Responsibilities of all Staff**

- as with all children, have high aspirations and celebrate the educational and personal achievement of Children in Care;
- ensure entry to examinations for Children in Care;
- be familiar with the Guidance on Children in Care and respond appropriately to requests for information to support the completion of PEPs and other documentation needed as part of review meetings;
- liaise with the Designated Teacher where a Child in Care is experiencing difficulty;

### **Roles and Responsibilities of The Local Governing Board**

The Local Governing Board of this Academy will:

- ensure that admission criteria prioritise Children in Care, according to the Code of Practice on Admissions;
- ensure all members of the Local Governing Board are fully aware of the legal requirements and Guidance for Children in Care;
- ensure that there is a named Designated Teacher for Children in Care; this is currently Joanne Jones.
- nominate a member of the Local Governing Board who links with the Designated Teacher, receives regular progress reports

and provides feedback to the Local Advisory Board; this is currently Evey Evison.

- for child protection and confidentiality reasons, ensure that information will be collected and reported in ways that preserve the anonymity, and respect the confidentiality of the pupils concerned.
- review the effective implementation of this policy annually.
- ensure that the Academy's other policies and procedures give children in care equal access in respect of:

- ❖ Admission to school

- ❖ The National Curriculum and public examinations

- ❖ Additional educational support where this is needed

- ❖ Extra-curricular activities

### **Training**

This policy is to be shared with and agreed by all staff and the Local Governing Board annually.