



Soham Village College

Care Experienced Children Policy

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Staploe Education Trust
Excellence through partnership



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1. Aims of the Policy

Soham Village College aims to promote the excellent educational achievement and welfare of all pupils in care or those who have previously been in care. We aim to take a proactive approach to support their success recognising our pivotal role in supporting both their educational achievement and social and emotional development.

We will achieve this by:

- Promoting regular attendance
- Having consistently high expectations and aspirations
- Placing the highest priority on their education
- Promoting access and inclusion in all areas of school life
- Providing a stable learning environment
- Valuing the voice of the child
- Promoting social, emotional and mental health
- Working in partnership with parents, carers, social workers and other professionals
- Providing a high-quality education which is inspiring and challenging

Who are Care-Experienced Children?

Under the Children Act 1989, Children in Care (CiC) are those children who are subject to a care order by the courts under Section 31 and they may be living with foster parents, in a children's home, or with relatives or parents but sharing parental responsibility with the Local Authority. Those children who are classed as a 'child previously in care' (CpiC) are those who have been placed in care or provided with accommodation for more than 24 hours by the Local Authority.

These children can fall into 4 main groups:

1. Children who are accommodated under a voluntary agreement with their parents (Section 20)
2. Children who are the subjects of a Care Order (Section 31) or Interim Care Order (Section 38)
3. Children who are the subjects of Emergency Orders for their protection (Sections 44 and 46)

4. 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 have previously been in care include those children that are no longer in care either through:

1. Adoption
2. A Special Guardianship Order (SGO)
3. A Child Arrangement Order (CAO)

2. Roles and Responsibilities

Designated Teacher for Children in Care and those Previously in Care	Ms Katie Hardwick
Advisory Body member with responsibility for Children in Care and those Previously in Care	Mrs Kate Barnes

The Headteacher and Advisory Body

The Headteacher and Advisory Body of Soham Village College are committed to promoting improved education life chances for all care-experienced children. The college will ensure that the Designated Teacher has qualified teacher status and sufficient time and experience to fulfil this statutory role.

Our named Advisory Body Member will monitor the role of the Designated Teacher to ensure that all care-experienced children receive access to a broad and balanced curriculum in order for them to achieve their full potential.

Regular communication between the Headteacher, Advisory Body and the Designated Teacher includes the sharing of the following information:

- The number of care-experienced children on roll
- Compliance and quality of individual CiC's Personal Education Plan
- The use and impact of the Pupil Premium+ 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 Soham Village College

The Designated Teacher for Children in Care and those Previously in Care (DT)

Our Designated Teacher at Soham Village College will:

- Champion our CiC within all areas of the college
- Have a full and up-to-date knowledge of relevant statutory guidance and attend relevant training as required

- Know who all of the care-experienced children are
- Have a lead responsibility in promoting and raising the educational achievement of every care-experienced child on the school roll
- Ensure every CiC has a high-quality Personal Education Plan (PEP) and regularly monitor the progress towards the desirable outcomes
- Monitor the effective spend of the pupil premium+ grant to maximise educational outcomes for care-experienced children
- Ensure the social, emotional, mental health and well being needs of our care-experienced children are recognised and prioritised.
- Ensure that any Special Educational Needs are addressed.
- 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 key liaison professional for other agencies and individuals in relation to care-experienced children
- Actively encourage and promote home learning and involvement with extra-curricular activities.
- Report to our Advisory Body and inform of relevant policy and practice development.

School Staff

Staff are encouraged to attend training sessions that will help them to meet the needs of our care-experienced children more effectively, particularly surrounding attachment and trauma. The Designated teacher raises awareness of typical issues and barriers for these students at a whole school level.

3. Policies and Procedures

Admissions and Transitions

In line with national guidance, Soham Village College prioritises the admission of care-experienced children.

We will:

- Ensure a warm welcome to our school by providing an appropriate induction scheme for all of our care-experienced children to ensure a smooth and successful transition which includes carers and parents as appropriate.
- Forward the appropriate documents, in good time, to the receiving school at the point of transition (where the receiving school is made known).
- Make every effort to provide continuity of an educational experience
- Ensure that care-experienced children receive high quality advice and guidance to support transition into Post-16 provision.

- Liaise with carers, social workers and educational establishments to help manage transitions effectively.

Attendance and Punctuality

We will make attendance a priority in any education meeting, celebrating success and setting realistic targets if it is a concern. Where there is a concern about attendance or punctuality Soham Village College will speak to the child, carer/parent, social worker and other relevant professionals including the Virtual School where a child is in care.

Exclusions

Soham Village College will make every effort to avoid excluding a care-experienced child, in recognition of the impact of their early experiences and what their behaviour may have been communicating. We also recognise there may be increased risk of disengagement from school, due to their early experience of broken attachments and loss.

If the child is in care, we will discuss the rationale for exclusion with the relevant Virtual School. The Virtual School may be contacted for advice if the child was previously in care, with consent from the carers/parents. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion and ensure that educational provision is in place from day one (for CiC). The exclusion will be used to plan the successful access, inclusion and reintegration of the student.

Pupil Premium Plus (PP+)

Where a care-experienced child is allocated PP+, it will be used for the benefit of their educational needs. We will ensure that:

- The allocation of PP+ promotes high aspirations and aims to secure the best educational outcomes for the child
- For CiC, the allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP).

4. Policy Review

This policy will be reviewed every three years. This may be brought forward as required by the School or Trust to reflect changes in supporting guidance.