

**School Policy for the Education of Children in Care (CiC)
and Previously Looked After Children (PLAC)**

Audience:	School and academy staff, Local Governing Bodies
Adopted:	November 2020 Reviewed November 2021 Review November 2022

**Other related
policies /
procedures**

Provide a safe and secure environment, which values education and believes in the abilities and potential of all children.

Close the gap - bring the educational attainments of our Children in Care and PLAC in line or better to those of their peers.

Ensure appropriate use of Pupil Premium Plus* to support education

Make sure that they have access to education appropriate to their age, ability and emotional understanding. This includes access to a broad, balanced and appropriate curriculum. *Due to the Covid-19 pandemic, should the school have to close classes or the school ensure our children have access to online learning, access to an IT device and that regular contact with our children is maintained.*

and PLAC.

All settings are required to have a DT for CIC and PLAC who will act as their advocate and coordinate support for them, liaising with carers, birth parents (as appropriate), social workers and health on a wide variety of educational and care issues. This person will be required to make financial decisions in the best interest of the child.

All staff and governors are committed to ensuring improved educational life chances for CIC and PLAC by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities. Also, to establish and maintain appropriate reporting and monitoring procedures, both within the school and with other agencies.

PREVIOUSLY LOOKED AFTER CHILDREN (PLAC)

Once a child leaves local authority care, a child is no longer looked after. However, their educational, social and emotional needs will not instantly change. Previously looked after children keep the educational entitlements they had while in care. This is the case for children who leave care through:

an adoption

CIC have access to Pupil Premium Plus from September, £350 will be allocated to every child from day one of being in care by the Virtual School head. School will receive this at the end of each term. A bid can be made via the EPEP to top this up by a further £350 if required. See Education Endowment Fund / Sutton trust for guidance on use, good practice and impact of PP+.

Special Educational needs: see Cornwall SEND graduated response document

Any special educational needs are quickly identified and appropriate provision is made early identification and action is key

Ensure that systems are in place to identify and prioritise when CIC and PLAC are underachieving, and have early interventions to improve this

Contact needs to be made with the Virtual School for CIC and PLAC as soon as concerns are raised

If the child or young person has a statement of special educational need or EHC Plan, then ensure the annual review coincides with one of the six monthly Statutory Care Reviews / termly PEP meetings; dates can be obtained from the social worker.

Please refer to SEN Code of Practice for further information

Admissions and transitions:

CIC and PLAC have priority on school admission

admit students as quickly as possible, recognising the importance of re-establishing school stability for CIC and PLAC.

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Exclusion:

Identify any CiC who is at risk of exclusion and contact the Virtual School Education Welfare Officer, Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school

Ensure in the case of a fixed term exclusion that the carer (or persons holding parental responsibility) and the Social Worker have been spoken to and within one day a letter has been sent specifying the period and the reasons for the exclusion, date of return, outline of the rights of carers to make representations to the governing body where appropriate and details of arrangements made to enable the excluded pupil to continue his/her education.

Make sure in the event of any exclusion, contact is made with the Virtual School with details of the exclusion outlining the reasons why the child has been excluded so that an appropriate response can be made.

Multi-agency liaison:

The CiC and PLAC DT will need to liaise closely with carers, birth parents (if

kit and equipment required. It is important that positive messages about behaviour and achievement are shared

There should be a well-planned and co-ordinated approach to meeting the young

changes in school can be prevented

There needs to be clear understanding about the role and responsibility of school staff in relation to the young person and the roles and responsibilities of the other professionals involved

School staff will need to share positive perceptions and high expectations of the young person with other professionals but especially with the young person

The school should be aware of and sensitive to the appropriate role of the natural parents

To attend PEPs in the summer term for those who are going to transition to your school/establishment.

To ensure the education sections of the PEP are completed to a good standard (assessed as green by the Virtual School).

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To submit your PEP within 10 working days of the PEP meeting being held.

To complete a PEP every term (at the very least).

If there is a change of date for a PEP meeting you will ensure the date is amended on Welfare Call to reflect this.

To inform the Virtual School of any changes you require or if there are any issues in order for them to be resolved at an early stage.

It is a statutory requirement for a DT to attend one training session (Induction/Network/Conference) with the Virtual School per term. This will be entered

Appendix 1.

Designated Teacher's Guide to completing a Personal Education Plan

Overview

Every Child in Care between the ages of 3 & 18 must have a Personal Education Plan (PEP) whether they are in; Early Years, Education, Training, Employment or NEET. *This is to be extended to two year olds attending an EY setting*

Cornwall Virtual School uses an electronic PEP (ePEP) system called Welfare Call.

<http://extranet.welfarecall.com/>

Please note you will not have access to the Welfare Call system until you have a CiC attending your establishment. It is the DT role to complete the PEP for education

The PEP must be completed in a manner that supports requests made by the school to support a child in their learning and also backs up requests for additional funding.

There is an expectation that the ePEP is fully completed on the Welfare Call system within 10 working days of the PEP meeting having taken place.

Collate the data and information beforehand for;

Attainment (Secondary schools it is advisable to email teachers a week in advance to get their report on attitudes to learning, progress and achievements)

Attitudes to learning

Attendance & Exclusion information

Pupil View

Compile a list of who is involved with the child CAMHS, Ed Psych etc

termly DT Forums, or induction and joint agency training with The Virtual School *there is a requirement to attend to comply with your annual safeguarding return (the S175/157)*

If there are safeguarding concerns for a CiC or PLAC, contact and advice should be sought from The Virtual School and MARU (Multi-agency referral unit) as per safeguarding procedures.