



Policy:	Queen Katharine Academy – Children in Care Policy
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Unity of Purpose

Trust | Diversity | Excellence | Transformation



Queen Katharine
Academy

Children in Care Policy



Queen Katharine Academy believes that in partnership with Peterborough City Council as Corporate Parents we have a special duty to safeguard and promote the education of Children in Care (CiC) and those previously in care (PCiC)

Our aim is:

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our CiC and PCiC and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our CiC and PCiC , by asking the question, **'Would this be good enough for my child?'**

We will:

- Nominate a Designated Teacher (DT) for CiC who will act as their advocate and co-ordinate support for them and who has qualified teacher status.
- Nominate a Designated Person (DP) for PCiC to offer information advice and guidance to parents and support for the child.
- Nominate a school governor to ensure that the needs of CiC and PCiC in the school are taken into account at a school management level and to support the DT and DP
- Support the DT in carrying out their role by making time available and ensuring that they attend training on CiC, are able to attend Child Care Reviews and complete Personal Education Planning tasks.
- Support the DP in carrying out their role.

The DT will:

- Know all the CiC in their school and those who have recently left care and who will therefore still need support
- Make sure the young person's voice is heard and responded to.
- Promote a culture of high expectations and aspirations for the achievement of CiC throughout the school.
- Have sufficient up to date knowledge and training about the education, care and health needs of CiC to be able to respond proactively, support and challenge staff and seek support and advice from professionals when they reach the limits of their professional knowledge.
- Ensure that support by other staff continues should the child cease to be in care.
- Ensure each Child in Care has an up to date, complete and high quality Personal Education Plan.
- Assess the child's needs and request Pupil Premium Grant to improve outcomes at the start of each term through a PEP meeting and the setting of SMART targets.
- Ensure appropriate interventions and assessments are carried out so barriers to learning are overcome and record these plans in the PEP.
- Make sure that CiC are prioritised in support arrangements and that carers understand the importance of supporting learning at home
- Work closely with other agencies, sharing information as appropriate.
- Attend training
- Keep Governors and SLT up to date with the needs, issues and outcomes for CiC via an annual report and any other necessary communication.
- The DT will support any transitions to new schools by providing information, attending meetings and ensuring a timely transfer of school files.

Academy Committee

We will nominate an Academy Committee member who will:

- Ensure that the needs of CiC and PCiC are taken into account at a school management level.
- Support the DT in carrying out their role by ensuring they have the time to fulfil the role to a high level and that they attend training about CiC.
- Ensure that the needs and outcomes of CiC are incorporated in policy decisions wherever relevant
- Ensure the school's work with CiC is reviewed at least annually by the SLT and Governing Body
- Attend training

DEALING WITH KEY CHALLENGES

Admissions

- We will act in accordance with the law and admissions codes and give timely access to school places to CiC and PCiC.

Access to appropriate curriculum

- We will ensure that CiC and PCiC have access to the best curriculum that we can offer.
- We will work proactively with others to ensure that the curriculum meets their needs and ensure that staff are aware of any issues that could cause additional distress e.g. discussions around family , Mothering Sunday ...and approach these with sensitivity.

Access to support for children including those with SEN

- We will work proactively to ensure children's needs are assessed early and their needs met.
- The DT and DP will take the lead in ensuring support or assessment from other agencies is in place.

Preventing exclusion and improving attendance

- We will adopt the processes of the external attendance monitoring service commissioned by PVS , Looked After Call .
- Where attendance is falling or low we will work with other agencies, including the Attendance Service, to address issues and ensure a plan is in the PEP.
- We will work with other agencies [including foster carer, social worker, psychology services and Virtual School] on strategies to prevent exclusion. The school will seek, accept and be provided with support in a timely manner according to the availability of resources, if a pattern of exclusion is developing and ensure plans to address issues are in the PEP.

Our aim is to never exclude a child in care:

- Permanent exclusions will only occur when all other options have been exhausted, or because of a one off extreme incident.
- Where the potential for a permanent exclusion can be anticipated e.g. because of a developing pattern of behaviour, alternatives will be found before this occurs.
- If there is a one off extreme incident, we will meet with the Virtual School prior to any decision about permanent exclusion.
- Where a managed transfer or move to full time alternative provision is agreed, we will not take a child off roll until a new placement is found. The current placement will take a lead in working with others to find an alternative placement.
- We will provide work from the first day of any fixed term exclusion.

Communication and Sharing information

- We will share attendance, exclusion, target setting and achievement data and any other school plans requested by PVS.