



Policy:	Queen Katharine Academy – Children in Care Policy
Owner:	Clare Roberts
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## 1. Our aim is:

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

Research shows that CiC and PCiC attainment is significantly lower than that of the general population and the educational attainment gap widens with age. We will promote aspirational and ambitious educational outcomes for CiC and PCiC by giving them access to every opportunity so that they can achieve their full potential.

## 2. Definitions

### 2:1 Children in Care (CiC)

The term child in care refers to children who are looked after or accommodated by a Local Authority for more than 24 hours. This can happen under a number of arrangements:

- a) Children who are accommodated under a voluntary agreement with their parents (section 20)
- b) Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
- c) Children who are subject to emergency orders for their protection (sections 44 and 46)
- d) 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)

### 2:2 Children Previously in Care (CPiC)

The term children previously in care refers to children who are no longer in care through:

- a) Adoption (including state adoption from outside the UK)
- b) A Special Guardianship Order (SGO)
- c) A Child Arrangement Order (CAO)

## 3. Roles and Responsibilities

### 3:1 Queen Katharine Academy 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 Support (DS) for CiC to offer regular support and mentoring to children and sharing of information carers and parents where appropriate.
- 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 DS
- Support the DT and/or DS 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 DT and DS in carrying out their roles.

### 3:2 Academy Committee 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 and DS 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

### 3:3 The Designated LAC Teacher (DT) will:

- Complete relevant training to ensure they have sufficient up to date knowledge to enable them to respond proactively and reactively.
- Seek support and advice from professionals when they reach the limits of their professional knowledge.
- 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 all CiC throughout the school.
- 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.
- Provide training, information, challenge and advice to the wider staff team that will promote educational outcomes for this cohort.
- Ensure children known to social care are encouraged and prioritised to participate fully in the breadth of school life including high quality enrichment experiences targeted to individual interests, needs and aspirations.
- Support transitions to new year groups at the end and start of each academic year.
- Support any transitions to new schools/colleges by providing information, attending meetings and ensuring a timely transfer of school file.
- Raise awareness of curriculum sensitivities including 'hotspots' and planning for charity or celebration events.
- Raise awareness among the wider staff of the impact of the lived experiences of children known to social care and how this can affect their learning and development.
- Ensure that positive role models of care-experienced adults are embedded within the curriculum.
- Ensure each Child in Care has an up to date, complete and high quality Personal Education Plan.
- Be the key point of contact in school for school colleagues, Virtual School and external agencies.
- Work in partnership with other agencies, carers and parents sharing information as appropriate.
- Oversee the allocation of the PP+ grant for CiC (alongside the relevant Virtual School) and CPiC (in collaboration with families). For PCiC this will include ensuring they are accurately identified within the October census.
- Regularly report to the governing body and SLT on the use of PP+; attainment and progress; attendance and enrichment for CiC via an annual report and any other necessary communication.

#### **3:4 The Designated LAC Support (DS) will:**

- Complete relevant training to ensure they have sufficient up to date knowledge to enable them to respond proactively and reactively.
- Seek support and advice from professionals when they reach the limits of their professional knowledge.
- Know all the CiC in their school and those who have recently left care and who will therefore still need support.
- Will take the lead on monitoring attendance for CiC.
- Will carry out wellbeing weekly check-in with all CiC and daily when appropriate.
- Will provide a safe space and time to reset when appropriate for CiC.
- Will be the key point of contact for regular updates for CiC carers and social workers.
- Will assist the Designated Teacher with their job duties.

#### **3:5 The Subject Leads will:**

- Will ensure that the teachers on their team have high aspiration for the educational outcomes for CiC and PCiC. They will support students by giving them priority on all possible additional subject support sessions/boosters and extracurricular trips.
- When a student is unable to attend on-site provision, they will assist the Designated Teacher in evaluating if the alternative site provisions are offering appropriate and aspirational tasks in their subjects.
- When there is SEMH reasons for a student being unable to attend classes they will provide CiC and PCiC students with appropriate independent subject specific work.

#### **3:6 The Progress Leaders will:**

- Will ensure that they have high aspiration for the educational outcomes for CiC and PCiC when they are monitoring students' overall performances. They will also support by giving them priority on all possible additional support sessions/boosters and extracurricular trips.
- They will have a named progress team support worker who is responsible for being a key worker for all CiC and PCiC. They will liaise with the DT and DS as and when necessary. See appendix 2 for 2024 to 2025.

#### **3:7 The teachers will:**

- Complete termly monitoring forms for CiC and where appropriate PCiC as these are paramount for obtaining

and allocating PP+ funding – See appendix A.

- Promote relational practice and a culture of high expectations and aspirations for the achievement of all CiC and PCiC.
- Proactively seek advice and guidance to ensure that barriers are minimised and they are best able to provide well-matched teaching and learning opportunities for CiC and PCiC. This will include ensuring that specific needs are considered and planned for in particular curriculum ‘hotspots’ such as RE, RSE, PSHE, Science, English and assemblies.

#### **4. Dealing with key challenges**

##### **4:1 Admissions**

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

##### **4:2 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.
- Where possible PSHE will be taught to CiC by the Designated Looked After Children’s Teacher, Ms Roberts or the subject lead Ms Doughton.

##### **4:3 Access to support for children including those with SEND and SEMH**

- The DT and DS will work proactively with QKA SEND team to ensure CiC and PCiC needs are assessed as early as possible and their needs met.
- The DT and DS will work proactively with QKA Early Help to ensure CiC and PCiC access to support through school is accessed as early as possible.
- The DT and DS will take the lead in ensuring support or assessment from other agencies is in place.

##### **4:4 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 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.

##### **4:5 Communication and Sharing information**

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

## 5. Appendix

1. Example CiC subject teacher monitoring form - please click on below link  
[https://forms.office.com/Pages/ResponsePage.aspx?id=nowK81Jo8E2Ms5kmm08dZvMUo84uVNNLtRtTk-g\\_VmJUQ041SVFEOURFVkBSE5LRzRBNTA1MkhQSi4u](https://forms.office.com/Pages/ResponsePage.aspx?id=nowK81Jo8E2Ms5kmm08dZvMUo84uVNNLtRtTk-g_VmJUQ041SVFEOURFVkBSE5LRzRBNTA1MkhQSi4u)
2. Progress lead assistant who are key worker for CiC and PCiC 2024 to 2025  
Year 7 - Maggie Jones  
Year 8 – Andrea Townsend  
Year 9 – Jodie Elliott  
Year 10 – Lorraine Granger  
Year 11 – Rachael Barker

