



**Policy for Children-in-Care (CIC)
and
Previously Looked-After Children
(Post LAC)**

1. Introduction

As for all our pupils, Meadowfield School is committed to helping every Child-in-Care (CIC) and Previously Looked-After Children (Post LAC) to achieve the highest standards they can.

2. Definitions

Children-In-Care (CIC): this term refers to C/YP (Children/Young Person) who are in local authority care for more than 24 hours, who fall into two main groups:

- i) children who are accommodated under a voluntary agreement with their parents (Section 20),
- ii) children who are the subjects of a care order (section 31) or an interim care order (section 38).

C/YP may also be looked after under an emergency order for protection and/or be compulsorily accommodated.

Previously Looked-After Children (Post LAC): C/YP who is no longer in local authority care because they are the subject of an adoption, special guardianship or child arrangement order, or were adopted from state care.

The Governing Body is committed to providing a high quality education for all pupils and will:

- Ensure a Designated Teacher for Children in Care is identified and enabled to carry out the responsibilities of the position.
- Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every CIC, in line with Kent's guidance on Personal Education Plans, and that of the Other Local Authorities (OLAs) that have C/YP placed in Kent who attend Meadowfield School.
- Identify a governor as Designated Governor for CIC (and Post LAC).
- Monitoring the effective use of Pupil Premium Plus (PP+) and Post-16 Bursary funding, to help meet the needs of all CIC and Post LAC.

The school will champion the needs of CIC and Post LAC, raise awareness and challenge negative stereotypes about them, in order to ensure that they achieve the highest level possible.

This policy fully implements the Government guidance (2018): "The designated teacher for looked-after and previously looked-after children – statutory guidance on their roles and responsibilities: <https://www.gov.uk/government/publications/designated-teacher-for-lookedafter-children> and Promoting the education of looked-after and previously looked-after children: <https://www.gov.uk/government/publications/promoting-the-education-of-lookedafter-children>.

3. Aims

The aims of the Meadowfield School policy for Children-In-Care and previously Looked-After Children are to:

- ensure that school policies and procedures are followed for looked after children as for all children
- ensure that all CIC and Post LAC have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure that looked after students take as full a part as possible in school activities

- ensure that carers and social workers of CIC and PLAC students are kept fully informed of their child's progress and attainment
- ensure that looked after students are involved, where possible, in decisions affecting their future provisions

4. Policy into Practice

Responsibility of the Principal

- Identify a Designated Teacher for Children in Care. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Children in Care and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Children in Care. OFSTED now select a number of Children in Care, tracking their results and the support they have received.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

Responsibility of the Governing Body

- Identify a nominated Governor for Children in Care.
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children in Care.
- Ensure the school has an overview of the needs and progress of Children in Care.
- Allocate resources to meet the needs of Children in Care.
- Ensure the school's other policies and procedures support their needs.

The Governing Body will:

- Monitor the academic progress of Children in Care, through an annual report (see below).
- Ensure that Children in Care are given top priority when applying for places in accordance with the school's oversubscription criteria.
- Work to prevent exclusions and reduce time out of school, by ensuring the school implements policies and procedures to ensure Children in Care achieve and enjoy their time at the school, by recognising the extra problems caused by excluding them and by not excluding them except as a last resort.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Principal, the Designated Teacher and other staff in ensuring that the needs of Children in Care are recognised and met.
- Receive a report once a year setting out:
 1. The number of looked-after pupils on the school's roll.
 2. Their attendance, as a discrete group, compared to other pupils.
 3. Attainment levels as a discrete group, compared to other pupils.
 4. The number of fixed term and permanent exclusions (if any).
 5. The destinations of pupils who leave the school.
 6. The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

Responsibility of the Designated Teacher for Children in Care and Previously Looked After Children

At Meadowfield School Our Designated Teacher will:

- Ensure a welcome and smooth induction for the child and their carer, using the Personal Education Plan to plan for that transition in consultation with the child's social worker and VSK.
- Ensure that a Personal Education Plan is completed with the child, the social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews, or in agreement with the IRO, ensure the PEP is held before the Child in Care review.
- Ensure that each Child in Care has an identified member of staff that they can talk to. This need not be the Designated Teacher, but should be based on the child's own wishes. Members of staff who take on this role may need to be supported by someone from the school's wellbeing team. They should also be alert to any child protection issues, any disclosures that pupils may make, and know what action to take. They should link closely therefore with the school's Designated Safeguarding Lead/Deputy
- Track academic progress and target support appropriately
- Co-ordinate any support for the Children in Care that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage Children in Care to join in extra-curricular activities and out of school learning.
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of Children in Care.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of exclusion.
- Ensure the speedy transfer of information between individuals, agencies and – if the pupil changes school – to a new school.
- Be pro-active in supporting transition and planning when moving to a new phase in education.
- Track academic progress and target support appropriately.
- Promote inclusion in all areas of school life.
- Raise awareness in secondary schools that Children in Care are automatically entitled to an allowance (the Bursary) if they go into the sixth form

Responsibility of the Class Teacher

- Attend (where practicable) LAC/Statutory Care Review meetings. If unable to attend prepare and distribute a short report.
- Teach, monitor, assess and report on the achievements, behaviour and attendance of the CIC in their class/group.
- Keep the DTCIC informed of any changes or concerns reported by external agencies/carers regarding Post LAC and CIC students.

Allocation of Pupil Premium Plus/Post 16 Bursary Funding for CIC and Post LAC

- The decision on the current allocation of PP+ has been made by the DTCIC/Senior Leadership Team with the Governing Body
- The DTCIC maintains the plans for and records of the students' PP+, Early Years Premium and Post-16 Bursary Grants (as appropriate) and reviews the impact of and effectiveness of their implementation.
- The DTCIC works alongside the appropriate members of the Governing Body to review this process.

5. Student Mental Health

- CIC and previously-CIC are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated

teachers will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.

- The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on CIC and previously-CIC, and knows how to access further assessment and support, where necessary.
- Boxall Profile or SDQs assessments may be used twice a year to help social workers and other relevant professionals to form a view about LAC and previously-LAC's current emotional wellbeing (at their request). Teachers will complete their element of the questionnaire to assist social workers in their assessment.
- The school's Wellbeing Team will work alongside the DTCIC to promote the wellbeing and mental health of CIC and previously-CIC. A key feature of our PP+ funding allocation with pupils may be in the receipt of therapy.


6. Monitoring and Review

This policy will be monitored on a yearly basis by the Designated Teacher for Children-In-Care and Previously Looked-After-Children to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

7. Equalities, Safeguarding and Equal Opportunities Statement

Meadowfield School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

 School Policy Approved by Leadership Team	
Policy Adopted	Date: February 2024
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Next Review	Date: Academic Year 2025/26