

Bournes Green Infant School

Education of Children in Public Care - Contact List

KEY CONTACTS WITHIN THE SCHOOL (Spring 2017)

DESIGNATED PERSON	NAME:	CONTACT NUMBER:
	Mrs Carol Sheern (Headteacher)	01702 587099

NOMINATED GOVERNOR FOR CHILDREN IN PUBLIC CARE	NAME:	CONTACT NUMBER:
	Miss Deborah Lennen-Wood	01702 587099

Bournes Green Infant School

Education of Children in Public Care

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust, in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Admissions, Assessment, Equal Opportunities and Racial Equality, Role of Co-ordinator, Special Educational Needs, Early Years, Learning and Teaching, Child Protection, the Home School Agreement and Able, Gifted and Talented.

Our aims are:

- To promote the educational achievement and welfare of all children in public care.
- To ensure that our vision applies to them.

Admission Arrangements

On admission the young person's records are requested as a matter of urgency and a Personal Education Plan (PEP) meeting will be arranged to take place within twenty days. This meeting will be attended by the carer/ parent and social worker and the young person themselves as far as is appropriate.

The school will plan an induction programme for children in public care. Children in public care experience a number of transitions between placements but also between schools. We assist in managing this process by ensuring the accurate and speedy transfer of records and plans.

Involving the Young Person

It is important that the young person is aware that information is being shared about their personal circumstances. How this is shared with them depends on their age and understanding, but they will be reassured that everyone is working together to support their education.

It is important to establish the child's view of changes in their circumstances and that they are prepared for situations where they may be asked about home.

The child is consulted on all aspects of their PEP, according to their age and understanding and will receive their own copy of all or parts of it, if appropriate.

Partnership with Other Agencies

As far as is practical, the school arranges for reviews of all areas of the child's progress to take place at the same time e.g. the review of a Provision map or an annual review would take place at the same time as the PEP review.

We ensure that all school reports are sent to the young person's social worker in addition to the foster carer. It is also necessary for the social worker to give consent for school visits, unless other arrangements have been made with the approval of the social worker.

The social worker for children in public care is informed of any attendance issues at the earliest opportunity and as a matter of concern if there is more than ten days absence. She and the advisory teacher will also be advised of any significant behavioural difficulties and any other change in the young person's circumstances e.g. a move of carer or school.

Assessment, Monitoring and Review Procedures

The initial PEP must be put in place within twenty days of the young person coming into care and is then reviewed after three months and subsequently every term or six monthly, depending on the responsible local authority. It will be available at each child's case review as it forms part of that review. **It is the responsibility of the school, in partnership with the child's social worker and carer, to ensure every young person in public care has an up to date PEP.**

The PEP includes important information on:

- Personal information
- Contact details
- Attendance
- Achievement and Behaviour
- Involvement in extra curricular activities
- Special needs, if applicable
- Long term plans and aspirations

Southend Borough Council use Welfare Call, a computerised program which may be personalised for each child. This program is used for all PEPs.

Roles and Responsibilities:

It is important that all teaching staff who work with the child are aware that they are looked after by the Local Authority. It is the responsibility of the Headteacher or designated teacher to ensure that this information is disseminated. The following people have key roles to play and specific responsibilities in promoting the well-being and educational attainment of children in public care:

- The designated teacher
- All staff working in the school
- The Governing Body
- A named governor with responsibility for children in public care

The role of the designated teacher:

Within-school systems

- To ensure that all staff are aware of the difficulties and educational disadvantage faced by children in public care and understand the need for positive systems of support to overcome them
- To keep up to date with local multi-agency procedures for this group of children and inform members of staff of the general educational needs of children and young people in public care
- To promote the involvement of children in public care in school homework clubs, extra curricular activities etc.
- To act as an advocate for children in public care
- To hold a supervisory brief for all children in public care, to ensure all relevant information is available to school staff and carers, and that this information is kept up to date
- To monitor the educational progress of all children and young people in public care, and ensure that this information is used to inform the planning of provision for this group
- To ensure the attendance of children in public care is monitored and that ten days absence is reported to the social worker for children in public care
- To intervene if there is evidence of individual underachievement, absence from school or internal truancy
- To reach an understanding with individual children of the circumstances that they would be happy to share with staff and other children and manage the extent of information sharing about the young person's circumstances
- To ensure, in partnership with the child's social worker and carer, that each child has a Personal Education Plan
- To ensure the smooth induction of a new child in public care into the school
- To liaise with other members of staff responsible for related policies, for example monitoring children on the Child Protection Register

Liaison with other agencies

- To develop and monitor systems for liaising with carers and the Local Authority

- To help co-ordinate education and social care review meetings so that the Personal Education Plan can inform the Care Plan
- To attend, arrange for someone else to attend, or to contribute in other ways to the social care planning meetings
- To be the named contact for colleagues in Education and Social Care
- To ensure the speedy transfer of information between agencies and individuals, and report on the progress of children in public care in the school

Responsibilities of all staff in the school:

- Have high aspirations for the educational and personal achievement of children in public care
- Ensure that all children in public care are supported sensitively
- Respond promptly to the designated teacher's request for information about children in public care
- Work to enable children in public care to achieve stability and success within school
- Promote the self-esteem of all children in public care; maintain confidentiality; and ensure that no child is stigmatised in any way
- Support the implementation of children's Personal Education Plans

The role of the Governing Body:

- Ensure that the school has a designated teacher and that that teacher is enabled to carry out their responsibilities
- Support the Headteacher, the designated teacher and other staff to ensure the needs of children in public care are recognised and met
- Ensure all governors are aware of the legal requirements and guidance on the education of children in public care
- Nominate a governor to take a special interest in this area of the school's work
- Monitor the educational attainment of children in public care

The role of the named governor:

The named governor will receive a report on a termly basis stating:

- The number of children in the school who are in public care
- A comparison of test scores or teacher assessments as a discrete group, compared with those of other children
- The attendance of children as a discrete group, compared with other children
- The level of fixed term/permanent exclusions
- Child destinations

The named governor should be satisfied that the school's policies and procedures ensure that children in public care have equal access to:

- The National Curriculum
- Public examinations
- Additional educational support
- Extra curricular activities

Success criteria

- All children in public care have PEPs, which are reviewed in line with the required termly/six monthly time-scales, as appropriate.
- All children in public care meet their individual end of year targets, as appropriate (e.g. national curriculum levels in core subjects, target grades for external exams).
- As a group, the educational attainment of children in public care is at least as good as the average performance of children in the school.
- The attendance of children in public care as a group is at least as good as the average for the school.
- The proportion of children in public care who are the subject of exclusions is no greater than the proportion of this group in the school as a whole.

Review

This policy was approved by the Governing Body Spring 2016

It will be reviewed in accordance with the Key Documentation and Policy Review Cycle