

Laleham Gap School – LGS12 Designated Teacher Responsibility for Children in Care [CiC] Policy

Kent County Council

Education Learning and Skills Directorate



Date: May 2016
Next Review: May 2018
Owner: Assistant Head Teacher

Contents

1.0	Security Protective Marking	Page 3
1.1	Not Protectively Marked	
2.0	Summary of Changes	
2.1	Policy Review Date	Page 3
3.0	Introduction	Page 3
3.1	Guiding Principles	Page 4
4.0	Role of the Designated Teacher	Page 4
4.1	Role	Page 4
4.2	Responsibilities	Page 5
4.3	CiC placed by other LA's	Page 6
4.4	Monitoring	Page 6
5.0	Equality Impact Assessment	Page 6

Laleham Gap School – LGS12

Designated Teacher Children in Care [CiC] Policy

1. Security Protective Marking

Not protectively marked

2. Summary of Change

2.1 This policy is scheduled for review in May 2018.

3. Introduction

3.1 The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation* culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well-being within every aspect of the school's business for pupils, staff, governors and community stakeholders.

*Sex Discrimination Act 1976; Race Relations Acts 1976 & 2000; Childcare Act 2006; DDA 1995 & 2005; Civil Partnership Act 2004; Gender Recognition Act 2004; Equality Acts 2006 & 7 and Statutory Instruments.

The Governing Body acknowledge the priority in admission to school relating to Children in Care and those previously in care including special guardianship provisions for non-parents caring for children in long-term, secure placement, provided for under Section 115 within the Adoption and Children Act 2002 (the Act). As statutorily established by the Education Act 2011 in both mainstream and specialist settings.

“Looked after children and young people] are our children. We hold their future in our hands, and education is the key to that future.” (Education of Young People in Public Care, DfEE 2000)

Children and young people who are ‘Looked After’ are defined by the Children Act 1989 as children and young people who are:

- The subject of an interim or full time care or emergency protection order.
- Unaccompanied minors who are asylum seekers.
- Those accommodated with the agreement of their parent(s) or legal guardian.
- Those who are compulsorily accommodated as a result of criminal proceedings.

Those who have been in interim or full time care or adopted previously as defined in the Education Act 2011 with effect from September 2012.

3.2 GUIDING PRINCIPLES

1. Children and young people in care are entitled to have their views taken into account in any decisions affecting their lives and together with their carers should be actively involved in discussions and decisions about their education.
2. All Children in Care and young people are entitled to a full time education (in local mainstream schools where possible) that is appropriate to their individual needs and interests.
3. Everybody working with Children in Care and young people must make education a priority and ensure that joint working is driven by the needs of the child.
4. All Children in Care and young people must have equal access to services for children and young people regardless of their culture, race, religion, gender, disability or sexuality. Children and young people's diverse needs will be taken into account in accordance with the Race Relations (Amendment) Act 2002 and have priority within admissions criteria if they have been adopted in both mainstream and specialist setting.
5. Children in Care and young people must be provided with greater stability and continuity by minimising changes to their educational arrangements.
6. Encouragement and high expectations for each looked after child and young person are vital to ensure that they can reach their full potential. Everyone working with Children in Care and young people should believe in their abilities, have confidence in them and not have negative stereotypes of the group.
7. Children in Care and young people must receive support, advice and encouragement to pursue education and training beyond school leaving age in order to help them achieve their career ambitions.

4. Role of the Designated Teacher

4.1 ROLE OF THE DESIGNATED TEACHER

The school must ensure they have an appointed designated teacher for Children in Care and young people and they will be responsible for monitoring the progress of these children and young people, providing them with support and advice. Also -

- (a) Make the education a priority and identify key staff to take the strategic and operational responsibility for this.
- (b) Take positive action, where necessary, to secure continuity of education by identifying appropriate full time educational provision within statutory timescales.

(c) Ensure appropriate input by relevant staff to all young people's statutory reviews and, where possible, tries to co-ordinate reviews to minimise disruption to the child or young person.

(d) Support and encourage the school to adopt anti-bullying policies and strategies recognising that many children and young people looked after by local authorities have personal experience of bullying. This will be carried out in accordance with KCC's Policy on Bullying.

(e) Establish procedures with schools to make sure that the attendance is monitored and the relevant officers in education and social services are notified promptly when they are repeatedly absent.

(f) Provide a range of educational and training opportunities in a variety of settings, including vocational qualifications and modern apprenticeships that can be tailored to individual needs and will lead to positive outcomes.

(g) Promote access to facilities that enhance learning, such as up-to-date educational books and Information and Communication Technology (ICT) equipment.

(h) Promote access to study support facilities, particularly to catch up opportunities, assistance with literacy and numeracy and homework clubs.

(i) Encourage participation in learning activities, such as sports, drama, arts and music, which can help improve self-esteem and social skills.

(j) Provide practical support, guidance and encouragement to children and young people in care to enable them to make informed decisions about entering post-16 education, training or employment.

4.2 DESIGNATED CiC TEACHER'S RESPONSIBILITIES

- Ensure that all key staff understands their roles and responsibilities to promote better educational outcomes and know the facts and issues affecting children and young people in care.
- Provide appropriate support and training for staff to equip them with the knowledge and skills to be effective advocates e.g. teachers, support staff and governors. Training should promote fair and equal treatment, recognise and inform about the diverse backgrounds and challenge negative stereotypes of the group.
- Continue to improve the collection and sharing of data and use it to inform service improvements and ensure that information is processed fairly and lawfully and only used for the intended purpose in order to respect privacy and confidentiality, as required under the Data Protection Act 1998.
- Ensure that every child and young person has a Personal Education Plan (PEP) drawn up jointly by the school and social worker in consultation with the child, their parents and carers, and the relevant health professionals. This should establish clear goals building on the strengths of the individual child or young person; signal any special needs taking account of any health needs, and act as a record of achievement. The implementation of the PEP will be monitored as part of the Children in Care Review process and the plan updated in line with the individual's development.

- Enhance the processes to ensure early identification of children and young people who are repeatedly absent from school, and work to re-engage them with learning.

4.3 CHILDREN IN CARE PLACED IN KENT BY OTHER LA'S

In order to support the education of these children and young people we will:

- Implement a protocol which clarifies the responsibilities and expectations on placing authorities.
- Establish and maintain effective channels of communication between Kent services and placing authorities.
- Provide information for a Kent database of children and young people placed in Kent by other local authorities.

4.4 MONITORING

We will monitor the impact of this policy on the educational progress in key areas, including attendance, attainment at Key Stages and involvement.

Designated Teachers for LAC:

Assistant Head: Secondary Site; Assistant Head: Primary Site

Designated Governor for LAC:

Helen Rogers

5. Equality Impact Assessment

This policy has been assessed with regards to its relevance to race and diversity equality. As a result of this assessment, this policy has been graded as having a low potential impact.