



Ashford Oaks Primary School

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Headteacher Phil Chantler

Children in Care Policy January 2022

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Policy for the Education of Children in Care (CIC)

Ashford Oaks' approach to supporting the educational achievement of CIC is based on the following principles:

- Prioritising education
- Promoting attendance
- Targeting support
- Having high expectations
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Early intervention and priority action
- Listening to children
- Promoting health and wellbeing
- Reducing exclusions and promoting stability
- Working in partnership with carers, social workers and other professionals

Implications

- As for all our pupils, Ashford Oaks is committed to helping every CIC to achieve the highest standards they can. This can be measured by improvement in their achievements and attendance
- The Governing Body of Ashford Oaks is committed to providing quality education for all pupils and will:
- Ensure CIC are prioritised in the school's admission policy, in line with the Admissions Code of Practice.
- Ensure a Designated Teacher for CIC is identified and enabled to carry out the responsibilities set out below. is the Designated teacher for CIC at present
- 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
- Identify a Designated Governor for CIC. Sherrie Hogg is the designated Governor for CIC at present

When reviewing the policies below, the Governors will have regard to the needs of CIC:

Admissions Policy

Behaviour and Anti-Bullying Policy

Home School Agreement

Equal Opportunities

Child Protection

Special Educational Needs Policy

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

Responsibility of the Headteacher:

- Identify a Designated Teacher for CIC, whose role is set out below
- Ensure that procedures are in place to monitor the progress and attendance of CIC and take action where progress, conduct or attendance is below expectations
- Report on progress, attendance and conduct of CIC
- Ensure that staff in school receive relevant training, and act as an advisor to staff and Governors

Responsibility of the Governing Body:

- Identify a nominated Governor for CIC
- Ensure the school's other policies and procedures support their needs
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CIC

Procedures

- Monitor academic progress
- Support admissions
- Work to prevent exclusions
- Ensure that the school has a Designated teacher, and that the Designated Teacher is able to carry out his or her responsibilities as below
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of the CIC are met
- Support the school to reduce the exclusion of CIC and explore other options
- Receive a report once a year setting out:
 1. The number of looked-after pupils on the school's role (if any)
 2. Their attendance, as a discreet group, compared to other pupils
 3. Their assessment scores, as a discreet 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

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
- 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
- Ensure that Pupil Premium Plus (PP+) application deadlines are met
- Ensure that the focus of the PP+ funding application is agreed by all professionals working with the CIC and that it promotes high expectations of achievement by the CIC
- Ensure that each CIC 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
- Track academic progress and target support appropriately
- Co-ordinate any support for the CIC to join in extra-curricular activities and out of school learning
- Ensure, as far as possible, attendance at planning and review meetings
- Ensure that staff in school are aware of relevant guidance and act as an advisor to staff and Governors
- Set up urgent meetings with relevant parties where pupil is experiencing difficulties or at risk from 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
- Be aware that 60% of CIC say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's anti-bullying policy
- Ensure that the audit on attendance and numbers is returned to the CHIC Education Advisor every term

All our staff will:

- Have high aspirations for the educational and personal achievement of CIC, as for all pupils
- Maintain CIC's confidentiality and ensure they are supported sensitively
- Respond positively to a pupil's request to be the named member of staff whom they can talk to when they feel it is necessary
- Respond promptly to the Designated Teacher's requests for information
- Work to enable CIC to achieve stability and success with school
- Promote the self-esteem of all CIC
- Have an understanding of the key issues that affect the learning of CIC
- Be aware that 60% of CIC say they are bullied so work to prevent bullying in line with the school's policy

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