Designate Teacher Policy
for
Children in Care (CinC) /Previously in Care (PCinC) or Children with a Social Worker

Southam Primary School

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1. Introduction

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of children under section 52 of the Children Act 2004" and associated guidance on the education of Children in Care (CiC), Previously Children in Care. (PCiC) & Children with a Social Worker (CWSW)

Southam Primary School recognises that children of these cohorts can experience specific and significant disadvantages within a school setting and is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. It recognises the need to champion performance, for children in care, previously children in care and Children with a Social Worker and is committed to improving outcomes for them ensuring that these cohorts are supported as fully as possible that they reach their potential in all areas. The children of this cohort may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances.

Southam Primary School recognises the very specific needs that these children may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Southam Primary School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every child can be successful. We believe that this school has a major part to play in ensuring that children can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing.

2. Roles and Responsibilities

2.1. Head Teacher

- Identify a Designated Teacher for Children in Care and Previously Children in Care & a Designated Person for Children with a Social Worker, whose roles are set out below.
- Quickly identify another appropriate person should the Designated Teacher / Designated Person leave the school or take sick leave.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Children in Care / Previously Children in Care and Children with a Social Worker and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of Children in Care / Previously Children in Care and Children with a Social Worker to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

2.2. Governing Body

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of Children in Care / Previously Children in Care and Children with a Social Worker.
- The Education (Admission of Looked After Children England) Regulations 2006. Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).
- Ensure that the school has an overview of the needs and progress of
- Allocate resources to meet the needs of Children in Care / Previously Children in Care and Children with a Social Worker.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher / Designated Person and that they are enabled to carry out their responsibilities as below.
- Support the Head teacher, the Designated Teacher/Designated Person and other staff in ensuring that the needs of Children in Care / Previously Children in Care and Children with a Social Worker are recognised and met.
- Receive a termly report setting out:
    - The number of Children in Care / Previously Children in Care and Children with a Social Worker on the school's roll (if any).
    - Their attendance, as a discrete group, compared to other pupils.
    - Teacher Assessments, as a discrete group, are compared to other pupils.

- The number of fixed term and permanent exclusions (if any).
- The information for reports should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

2.3. The Designated Teacher for Children in Care (CiC) & Previously Children in Care (PCiC)

The designated teacher is responsible for:

- Promoting the educational achievement of every CiC and PCiC on the school's roll
- Collaborating with the Virtual School to promote the education of CiC and PCiC
- Promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised
- Taking responsibility for ensuring school staff understand the things which can affect how CiC and PCiC learn and achieve and how the whole school supports the educational achievement of these pupils
- Complete the annual Strength and Difficulties questionnaire (SDQ) for each CiC
- Advocating for CiC when the behaviour policy is being implemented, promoting relational approaches and reasonable adjustments
- Promoting a culture in which CiC and PCiC; can discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning, are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support, are encouraged to participate in school activities and in decision making within the school and the care system, believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult
- Being a source of advice for teachers about differentiated teaching strategies appropriate for individual pupils.
- Promoting and utilising assessment to improve process, identify gaps and implement appropriate support and interventions.
- Working directly with CiC and PCiC and their carers, parents or guardians
- Initiating, Developing and implementing Personal Education Plans (PEPs) for CiC in partnership with others. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly. Reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition. Itis vital that the child/young person is aware of information being recorded, in what circumstances and

who will have access to it. How this is shared with them will depend on their age and level of understanding.

- Collaborating closely with the Lead DSL regarding safeguarding concerns.
- Recognising the importance of providing additional admission and transition support to Children in Care who may be admitted school midterm. The school recognises that CinC are an 'excepted group' and will be prioritised as to the schools over subscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006)
- Managing and maintaining an up-to-date records for CiC and PCiC and will ensure that relevant information is made known to appropriate staff.
- Sharing information with school staff on a "need to know" basis. The Designated Teacher will discuss what information is shared with which school staff at the PEP meetings. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Exclusions

Southam Primary School recognises that this cohort maybe particularly vulnerable to exclusions. Where there is a risk of exclusion the school will try every practicable means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion. The child or young person's Personal Education Plan will reflect strategies to support the child and where relevant those employed in the Pastoral Support Plan. All relevant measures and resources will be considered to provide support and provide alternative educational packages to prevent an exclusion from happening.

Confidentiality

Information on Children in Care will be shared with school staff on a "need to know" basis. The Designated Teacher will discuss what information is shared with which school staff at the PEP meeting. Once this has been agreed with the social worker, carer, young person, and other parties, complete confidentiality is to be maintained.

Record keeping and information Sharing

The Designated Teacher will keep an up-to-date record of CiC and PCiC and school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan will be initiated within 20 school days of the Children in Care starting at the school or being taken into care and will be reviewed regularly and as necessary and appropriate to meet the needs of the Child in Care.

The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly. Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition. Itis vital that the Looked After Child or Young Person is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

2.4. The responsibility of all staff

- Have high aspirations for the educational and personal achievement of CiC/PCiC & Children with a Social Worker, as for all pupils.
- Maintain confidentiality and ensure they are supported sensitively.
- Work to enable stability and success within school.
- Promote the self-esteem of children
- Understand the key issues that affect the learning CiC/PCiC and Children with a Social Worker.
- Be aware that 60% of CiC say they are bullied so work to prevent bullying in line with the school's policy.

3. Admission arrangements

We recognise that due to care arrangements CiC may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle. The school recognises that CiC are an 'excepted group' and will prioritise CiC in the school's over subscription criteria following the DfE Admissions Code (Admissions of Looked After Children (England) Regulations 2006).

4. Links with other agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the CiC including Social Care teams; Educational Psychologist; Health Services, CAMHS; Youth Offending Teams.

5. Staff development and training

Arrangements will be made to ensure that the Designated Teacher / Designated Person are kept up to date with developments relating to the education and attainment of these cohorts; CiC/PCiC & Children with a Social Worker.

Other staff will receive relevant training and support to enable them to work sympathetically and productively; including to those who are underachieving or at risk of underachieving or who have additional needs. These may include EAL, being Gifted and Talented or having learning or physical needs. Teachers with responsibility for Special Educational Needs provision will be informed of those children who have learning needs and will work with them appropriately.

6. Support and resources

The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for CiC/PCiC and Children with a Social Worker, meeting the objectives set out in this policy.

7. Children with a Social Worker (CWSW)

Children who have, or have ever had, an allocated social worker face significant, long-term barriers to educational attainment and are statistically more vulnerable to persistent absence, exclusion, and safeguarding risks. The legal framework governing children with a social worker in schools requires close collaboration between education settings and local authorities to safeguard pupils and improve their academic outcomes.

The Designated Safeguarding Lead (DSL) Emma Longworth has specific responsibility for tracking, promoting, and championing the educational outcomes and welfare of this cohort:

- Children in Need (CIN) under Section 17 of the Children Act 1989.
- Children on a Child Protection Plan under Section 47 of the Children Act 1989.
- Children who have previously had an allocated social worker within the past six years

The Designated Person is responsible for:

- Ensuring that staff receive appropriate training on how trauma, attachment difficulties and adverse childhood experiences (ACEs) impact learning and behaviour.
- Maintaining an accurate, secure, and confidential cohort register
- Monitoring the academic progress, internal behaviour logs, suspensions, and attainment data of this cohort. Ensure any additional learning needs and gaps are identified early and appropriate interventions implemented.
- Supporting transitions
- Children with a social worker are at a higher risk of persistent absence and attendance is a critical protective factor. The DSL will notify he child's allocated social worker on the first day of any unexplained absence. If a pupil with a social worker is persistently

absent (below 90%) or severely absent (below 50%), this will be treated as a safeguarding concern. Attendance strategy updates are integrated into review meetings.

- Establishing regular mechanisms to listen to the concerns, aspirations, and views of the pupils and their parents/carers, ensuring their perspectives shape the support provided.
- Suspensions and Exclusions: If a pupil in this cohort is at risk of suspension or permanent exclusion, the school will contact the social worker and the Virtual School Head to explore alternative interventions before a final decision is made.

8. The Role of the Virtual School

In line with expanded statutory duties, the school actively collaborates with the local authority's Virtual School. While the Virtual School holds operational duties for CiC, their strategic role extends to all children who have or have had a social worker.

- The school will share attendance and attainment data with the Virtual School when requested.
- The DSL will work with the Virtual School to implement interventions that promote the educational outcomes of these cohorts.

VIRTUAL SCHOOL INFORMATION			
Children in Care (CiC)	Previously Children in Care (PCiC)	Children with a Social Worker (CWSW)	Kinship Care
Education settings to identify a Designated Teacher to hold statutory responsibility. An Education Adviser / Officer from the Virtual School monitors education and provides advice to social worker and designated teachers for each pupil aged 2-18 years. Education settings should add these pupils to their Census. Eligible settings are entitled to Early Years Pupil Premium which is paid directly to settings;	Designated Teacher holds statutory responsibility in education settings. An Education Adviser from the Virtual School provides information and advice to settings, parents and a range of professionals around improving educational outcomes for pupils aged 2-18yearswho attend a Warwickshire education setting. Education settings should add these pupils to their Census.	A member of SLT is advised to oversee this cohort e.g. DT or DSL. An Education Adviser provides strategic information, advice and support to colleagues in education and social care for pupils aged 0-18 years who attend a Warwickshire education setting. Schools are advised to record pupils with open CIN or CP plans on their Management Information Systems. S	A member of SLT is advised to oversee this cohort e.g. DSL. An Education Adviser from the Virtual School provides advice and information, on request to all kinship carers and schools where they have a query and permission has been given. There is no PP+ funding. Funding may be accessible for families via the support fund for kinship carers.

schools can request Pupil Premium Plus via the PEP. A termly electronic personal education plan (ePEP)is required	Eligible children are entitled to Early Years Pupil Premium / Pupil Premium Plus which is paid directly to settings. An education plan is advised.	Support for these pupils can be part of Pupil Premium provision. There is no PP+ funding. CIN &CP plans should include attendance or education targets.	A written plan is advised where there are educational or attendance concerns.

Children who are known (or previously known) to Children's Social Care			
Children in Care (CiC)	Previously Children in Care (PCiC)	Children with a Social Worker (CWSW)	Kinship Care
Children who are **looked after by LA.** **Section 20** Child Looked After (CLA) Known as Child in Care (CiC) in LA Parental Responsibility (PR) remains with parent / guardian **Section 44 & 46** Emergency Care Order Usually when police protection is required **Section 38** Care Order PR given to Local Authority (LA) **Section 31** Full Care Order PR given to LA	Children who have **previously been in the care** of an English or Welsh local authority or from 'state care' outside of England / Wales, but are no longer due to: **Special Guardianship Order (SGO)** Guardian has PR following an order made by the family court. Child lives permanently with the guardian. **Child Arrangement Order (CAO)** Granted by a family court who determine who a child can live with and/or stay with and for how long. **Adoption Order**	All **children educated in a LA setting** who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding and/or welfare reasons. It includes all children aged 0 to 18 across all education settings subject to: **Section 17** **Child in Need (CiN)** Allocated a social worker **Section 47 Child Protection (CP)** Allocated a social worker as a child is at risk of significant harm. **Ever-6 CWSW** Ever-6 CWSW refers to children who have had a social worker within the last six years.	Children who have **not been in the care of a local authority** & live with someone other than their birth parent/s. They typically live with a relative or close family friend under one of these formal, legal orders: **Special Guardianship Order (SGO)** **Child Arrangement Order** **(CAO)** **Adoption** Advice is not given around pupils in informal arrangements such as: **Informal Kinship Care Private Foster Care**