

## **Combe Pafford School Policy:**

### **Education of Cared for Children, Previously Cared for Children and Care Experienced Children.**

#### **INTRODUCTION**

The following Department for Education (DfE) document informs the policy:

- The Designated Teacher for Cared for Children, Previously Cared for Children and Care Experienced Children.

Statutory guidance on their roles and responsibilities can be found below.

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

The governing body of Combe Pafford is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. We follow a holistic approach through our three-circle curriculum: 'Academic', 'Personal and Social Development' and 'Work Related Learning.'

This policy includes requirements set out in statutory guidance on the duty on local authorities to promote the educational achievement of Cared for Children under Section 52 of the Children Act 2004 (November 2005) and associated guidance on the education of CFC. The governing body recognises the need to champion performance for Cared for Children (CFC) and Previously Cared for Children (PCFC) and Care Leavers, and is committed to improving outcomes for them.

The governing body is committed to ensuring that CFC, PCFC and Care Leavers are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CFC, PCFC and Care Leavers
2. A Designated Teacher for CFC, PCFC and Care Leavers
3. Personal Education Plans (PEPs) for all CFC
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CFC and PCFC
5. All staff in school will have a clear understanding of the issues that affect CFC, PCFC and Care Leavers; their learning needs; how to support them in school and issues relating to confidentiality.
6. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

#### **THE ROLE OF THE DESIGNATED TEACHER FOR CARED FOR CHILDREN, PREVIOUSLY CARED FOR CHILDREN AND CARE EXPERIENCED CHILDREN**

1. The designated teacher is the central point of initial contact within Combe Pafford School. He or she will ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a role in promoting the educational achievement of every CFC and PCFC on the school's roll. This involves, working with the Virtual School Head to promote the education of CFC and PCFC and promoting a whole school culture where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

3. The designated teacher takes lead responsibility for ensuring school staff understand the things that can affect how CFC and PCFC learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher promotes the educational achievement of CFC and PCFC by contributing to the development and review of whole school policies.
5. The designated teacher promotes a culture in which CFC and PCFC:
  - Are able to 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.
6. The designated teacher (DT) is a source of advice for teachers about differentiated teaching strategies appropriate for individual pupils who are CFC or PCFC, the designated teacher will work alongside the class teacher to ensure CFC and PCFC make the best possible progress. These strategies can include support with Attachment and/or Developmental Trauma to meet pupils' SEMH (Social, Emotional and Mental Health) needs.
7. The designated teacher works directly with CFC and PCFC and their carers, parents or guardians to:
  - Promote good home-school links.
  - Support progress by paying particular attention to effective communication.
  - Ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home.
  - Ensure they are aware of how the school teaches key skills such as reading and numeracy.
  - Encourage high aspirations and work with the child to plan for their future success and fulfilment.
8. The designated teacher has lead responsibility for the development and implementation of PEPs for CFC within school in partnership with others as necessary.
9. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Head as outlined in the PEP guidance.
10. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CFC and PCFC are quickly and effectively responded to.
11. The designated teacher is aware that the Virtual School Head provides information and advice to parents and designated teachers on meeting the needs of PCFC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School Head for advice on meeting their individual needs.

## **ROLES AND RESPONSIBILITIES OF ALL STAFF**

All staff in this school will:

1. Have high expectations of CFC and PCFC learning and set targets to accelerate educational progress.
2. Be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour.
3. Understand how important it is to see CFC and PCFC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their cared for or previously cared for status.
4. Appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
5. Have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority, which looks after the child.
6. For PCFC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

## **ROLE AND RESPONSIBILITY OF THE GOVERNING BODY**

The governing body of this school will:

1. Ensure all governors are fully aware of the legal requirements and guidance for CFC, PCFC and Care Experienced Children.
2. Ensure there is a designated governor for CFC, PCFC and Care Experienced Children who works alongside the designated teacher.
3. Ensure that there is a named designated teacher for CFC, PCFC and Care Experienced Children..
4. Through the designated teacher, hold the school to account on how it supports its CFC and PCFC (including how the Pupil Premium Plus is used) and their level of progress.
5. Be aware of whether the school has CFC and PCFC and how many (no names).
6. Liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CFC and PCFC.
7. Ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CFC and PCFC.
8. Support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CFC and PCFC are met.
9. Review the effective implementation of this policy, preferably annually and at least every three years.

Education for Cared for Children, Previously Cared for Children and Care Experienced Children. 2023

**This policy was established, and approved for implementation by the full Governing Body**

November 2023