



WENSLEY FOLD CE PRIMARY ACADEMY

## CHILDREN IN OUR CARE (CIOC) POLICY

### MISSION STATEMENT

*The school values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all.*

### DEFINITION

Children in Our Care (CIOC) is a term that refers to children for whom the Local Authority is sharing parental responsibility. This can happen either with parental agreement or when a Court makes a Care Order. The child may be living with foster carers, in a residential unit, with family members or sometimes with their parents. These children are therefore subject to corporate parenting.

Wensley Fold CE Primary Academy recognises that CIOC may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

### COMMITMENT TO CIOC

Nationally, CIOC significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences, and compounded by instability in their personal circumstances. Helping CIOC succeed and providing a better future for them is a key priority in our school.

Wensley Fold Primary Academy recognises that CIOC can experience specific and significant disadvantage within a school setting, and is committed to ensuring they reach their potential in all areas. We are aware that CIOC 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.

Wensley Fold Primary Academy is committed to enhancing the achievement and welfare of CIOC in the following ways:

- Having high expectations for the child and ensuring equal access to a balanced and broadly based education.
- Recording, monitoring, and improving the academic achievement of the child in addition to their health and wellbeing.
- Achieving stability and continuity.
- Prioritising reduction in exclusions and promoting attendance.
- Promoting inclusion through challenging and changing attitudes.
- Promoting good communication between all those involved in the child's life and listening to the child.
- Maintaining and respecting the child's confidentiality wherever possible. Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of CIOC.
- Ensuring an appropriately trained Designated Teacher is appointed, who will be responsible for all CIOC.

- All CIOC will have a Personal Education Plan (PEP) drawn up between the school, the child, and the child's social worker, which will identify the child's individual needs and the support they require

### **RESPONSIBILITY OF THE HEADTEACHER**

- Identify a Designated Teacher for CIOC, whose role is set out below.
- Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CIOC and take action where progress, conduct or attendance is below expectations.
- Report on the progress, attendance and conduct of CIOC to all parties involved.
- Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

### **RESPONSIBILITY OF THE GOVERNING BODY**

The named governor for CIOC is Mrs Mary Hargreaves

- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of CIOC.
- Ensure the school has an overview of the needs and progress of CIOC.
- Allocate resources to meet the needs of CIOC.
- Ensure the school's other policies and procedures support their needs.
- Ensure that the school has a Designated Teacher, and that the Designated Teacher is enabled to carry out his or her responsibilities as below.
- Support the Headteacher, the Designated Teacher and other staff in ensuring that the needs of CIOC are recognised and met.

Receive a report once a year setting out:

- The number of CIOC on the school's roll (if any).
- Their attendance, as a discreet group, compared to other pupils.
- Their Teacher Assessment, as a discreet group, compared to other pupils.
- The number of fixed term and permanent exclusions (if any).
- The destinations of pupils who leave the school.
- The information for this report should be collected and reported in ways that preserve the anonymity and respect the confidentiality of the pupils concerned.

### **THE ROLE OF THE DESIGNATED TEACHER**

Government Guidance says that the Designated Teacher should be "someone with sufficient authority to make things happen... should be an advocate for CIOC, assessing services and support, and ensuring that the school shares and supports high expectations for them."

The Designated Teacher is Mrs Karen Jack

The 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 each CIOC 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 CIOC that is necessary within school.
- Ensure confidentiality for individual pupils, sharing personal information on a need to know basis.
- Encourage CIOC to join in extra-curricular activities and out of school learning.
- Monitor the spending of Pupil Premium Plus – *see Appendix A*
- Ensure, as far as possible, attendance at planning and review meetings.
- Act as an advisor to staff and Governors, raising their awareness of the needs of CIOC.
- Set up timely meetings with relevant parties where the pupil is experiencing difficulties in school or is at risk of 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 CIOC say they are bullied, so will actively monitor and prevent bullying in school by raising awareness through the school's antibullying policy.
- Ensure that attendance is monitored

#### **THE RESPONSIBILITIES OF ALL STAFF**

All our staff will:

- Have high aspirations for the educational and personal achievement of CIOC, as for all pupils.
- Maintain CIOC's confidentiality and ensure they are supported sensitively.
- Respond promptly to the Designated Teacher's requests for information.
- Work to enable CIOC to achieve stability and success within school.
- Promote the self-esteem of all CIOC
- Have an understanding of the key issues that affect the learning of CIOC
- Be aware that many of CIOC say they are bullied so work to prevent bullying in line with the School's policy.

#### **EQUAL OPPORTUNITIES**

All children are included and have parity of access to all curricula and extra-curricular opportunities in line with the school SEN / Inclusion / Equal Opportunities policies.

#### **REVIEW**

The policy will be reviewed every two years, through, and by consultation with the staff, the Head teacher and the Named Governor and taking into account the monitoring of children's work and assessment procedures.

Any amendments to the policy arising from the review procedures will go to consultation with staff and Governors for discussion, approval and ratification.

**K G JACK**  
**CIOC DESIGNATED TEACHER**  
**Reviewed by the Governing Body November 2019**

**APPENDIX A**

WENSLEY FOLD CE PRIMARY ACADEMY  
**PUPIL PREMIUM PLUS PROVISION MAP 2017 -2018**



Name:	Date of Birth:	Year Group:
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Target	Intended Provision	Cost of Provision	Intended Impact	Review	Date
		Total Cost			

**TRACKING**

Significantly below	Working Towards	National Standard	Greater Depth
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	Entry	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Leaving
S and L								
Reading								
Writing								
Maths								

Teacher:	Date:
Headteacher:	Date:

Additional Information: