



Castle View
Enterprise
Academy

Cared for and Previously Cared for Children Policy

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SIGNATURES:

CEO Head of School	Mrs J. Bridges Mrs J. Owens
Chair of Governors	Mrs H. Mottram

Purpose

To promote the educational achievement and welfare of cared for children (CfC) and Previously Cared for children (CfC) Castle View Enterprise Academy (CVEA) can be a source of stability for children who may have been subject to emotional distress and disruption. The Academy can be a place where children form and maintain positive relationships with adults and their peers, provide a place where they feel safe and secure which in turn allows them to thrive.

At Castle View Enterprise Academy, we believe that CfC and PCfC have distinct identities, aspirations and particular needs as a result of their experiences. This can lead to them having specific and significant disadvantages within a school setting compared to their peers. CVEA believes that the educational experience of all students should be positive and empowering; its aim, to create a climate which is conducive to success and supports the student to achieve their true potential in all areas.

Aims and Objectives

- To create an environment which provides continuity and stability.
- To help build self-confidence and self-esteem.
- To work in partnership with professionals and families.
- To encourage robust, home-school links.
- To support and improve educational progress and promote achievement.
- To ensure that CfC and PCfC have equal access to the curriculum at CVEA and associated nationally recognised examinations such as GCSEs.
- To identify the roles and responsibilities of staff in providing for CfC and PCfC.
- To ensure that the CVEA's anti-bullying strategies and equal opportunities policies encompass CfC and PCfC.
- To develop close liaison with, and effective co-operation between all relevant agencies involved in the care of CfC and PCfC e.g. Social Services, Department of Health and Educational Social Worker (ESW), Virtual Schools.

Rationale

CfC and PCfC are one of the most vulnerable groups in society. The majority of CfC and PCfC have been exposed to or experienced significant trauma in the form of adverse childhood experiences (ACES) including abuse or neglect, loss and/or rejection from the adults in their lives. When children experience these stressful and difficult experiences, it can have a long-term impact on their learning as well as their ability to link and process information, retain knowledge and interact with others. It is nationally recognised that there is considerable educational underachievement when compared to their peers and they are at greater risk of suspension and permanent exclusion. This can result in poor exam attainment in comparison with the general population with fewer CfC and PCfC progressing to Higher Education and following progression pathways that will lead to future economic success and well-being.

Policy (Legal Framework)

Under the Children Act 1989 (updated 2004), a child is considered Cared for by a local authority if they are in their care or provided with accommodation for more than 24 hours by the local authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20).
- Children who are the subject of a care order (section 31) or interim care order (section 38).
- Children who are the subject of emergency orders for their protection (sections 44 and 46).
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term **‘in care’** refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a children’s home, in a residential establishment, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are **‘accommodated’** by the local authority under section 20 of the Children Act – they may live in foster care, in a children’s home or in a residential establishment.

All these groups are said to be **‘Cared for children’** (CfC). They may be cared for by Together for Children (Sunderland) or may be in the care of another authority but living or being educated in the Sunderland area.

‘Previously Cared for children’ are those who “are no longer cared for by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Wellbeing (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or were adopted from ‘state care’ outside England and Wales. Previously cared for children can also be children who have returned into the care of their parents after positive assessments have taken place.

State care is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

Each local authority is required to appoint an officer to make sure their duty to promote the educational achievement of CfC and PCfC is properly discharged; this officer is called the Virtual School Head.

Introduction

Castle View Enterprise Academy aims to promote the educational attainment and achievement of CfC and PCfC as well as their welfare and emotional well-being.

The Designated Teacher for CfC is Miss G M Woollett, Assistant Vice Principal, who is also the Designated Safeguarding Lead.

The Governor with special responsibility for CfC is Mrs Elouise Leonard-Cross, who is also the Safeguarding Governor.

The Governing Body is committed to providing quality education for all its students based on equality of access, opportunity and outcomes.

This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational achievement of Cared for children and previously Cared for children under section 52 of the Children Act 2004 (Nov 2005) and associated guidance on the education of CfC from “The designated teacher for Cared for and previously cared for children Statutory guidance on their roles and Responsibilities” February 2018.

Keeping Children Safe in Education September 2022 contains information on what schools and colleges **should** do and sets out the legal duties with which schools and colleges **must** comply. It should be read alongside Working Together to Safeguard Children 2018 (updated July 2022) which applies to all the schools.

The Children Act 1989 sets out the legal framework.

We aim to contribute towards Every Child Matters:

- Staying safe.
- Being healthy.
- Enjoying and achieve.
- Making a positive contribution.
- Achieving economic wellbeing.

This Academy believes in the principles of good parenting as noted below and supports the corporate parents and carers of CfC by:

- Giving priority to education.
- Listening to children.
- Providing stability and continuity.
- Taking corporate responsibility.
- Promoting inclusion.
- Raising standards.
- Intervening early.
- Promoting early year’s experiences.
- Celebrating success.

The Governing Body endorses the Sunderland City Council Policy for the admission of CFC including “Promoting the education of Cared for children” (statutory guidance for local authorities) 2018 section 23 which prioritises the admission of CfC. The Governing Body of Castle View Enterprise Academy, as the admissions authority, will admit students to the school in accordance with the following criteria as a matter of priority ‘Cared for’ children – a child that is ‘Cared for’ by a Local Authority in accordance with Section 22 (1) of the Children Act 1989 (b) and a child who was Cared for, but ceased to be so, because of adoption (or becomes subject to a child arrangements order, residence order or special guardianship order).

Due to care placement changes, CfC may enter the Academy mid-term.

The Academy believes that it is vital that it gives each CfC a positive welcome and full support to their induction which will help them settle and be part of our learning community as quickly as possible. Section 24 of guidance to local authority states that in year fair access protocols do **NOT** apply to CfC in secondary education.

Inclusion

This policy recognises that all students are entitled to a broad and balanced curriculum. Our CfC policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the Academy makes appropriate provision for all CfC and PCfC.

Allocation of Resources

The Governing Body will ensure that the Academy allocates resources to support appropriate provision for CfC and PCfC, meeting the objectives set out in this policy.

It will work in partnership with Sunderland Virtual School for CfC and other Virtual Schools for students who are from other local authorities, to ensure that CfC receive the full range of support to which they are entitled to ensure they make progress and achieve.

DfE Guidance for Pupil premium: virtual school heads’ responsibilities states the ‘Virtual School Head should be involved at the earliest opportunity and is responsible to distribute the funding to schools or early years settings.’

Monitoring the Progress of Cared for children

Each local authority is required to appoint an officer to make sure their duty to promote the educational achievement of CfC and PCfC is properly discharged; this officer is called the Virtual School Head. The duties of this position are defined in the DfE statutory guidance “Promoting the education of Cared for children and previously Cared for children” (February 2018).

Section 32 of guidance states the virtual school ensures that a PEP (either paper based or electronic) must be initiated within ten working days of becoming CfC and start of the first placement. An initial version must be available for the twenty working-day review of the care plan.

The Academy assesses each CfC’s attainment on entry to ensure continuity of learning. Section 38 states the PEP should link to but ‘not duplicate’ other plans. Nor should the PEP conflict with or contradict information in any other plan.

Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP Review meetings and to provide copies of the PEP to the social worker, specialist teacher from Sunderland Virtual School, or other Virtual Schools where the child is from another Local Authority, and other agencies. Targets in the PEP should be reviewed termly and the PEP updated every term (Section 41). In Sunderland, PEP's are carried out for Sunderland children termly and for other local authorities, it is twice a year.

Record Keeping

The Designated Teacher knows all the CfC and previously CfC in the Academy and has access to their relevant contact details including parents, carers, Sunderland Virtual School specialist staff, or other Virtual School specialists for those CfC who are from other local authorities, teacher/support worker and social worker.

The status of CfC and PCfC is identified within the Academy's information systems so that information is readily available as and when required.

Staff Development

We encourage staff to attend courses that help them to acquire the skills needed to support CfC and PCfC. Part of the Designated Teacher's role is to raise awareness of issues associated with CfC and PCfC within the academy and disseminate information.

Partnership with parents/carers and care workers

We believe in developing a strong partnership with parents/carers and care workers to enable CfC and PCfC to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further strengthen this collaboration and partnership working.

Links with external agencies and organisations

We recognise the important contribution that external support services make in supporting CfC and PCfC. Colleagues from the following support services may be involved with individual CfC and PCfC:

- Social care worker/ community care worker/ residential child care worker.
- Sunderland Virtual School for Cared for children (Cared for children in Education Team).
- Other Virtual Schools for Cared for children from other Local Authorities.
- Educational Psychologists and others from Local Authority SEN services.
- Medical Officers.
- School Nurses.
- CYPS/CAMHS.
- Education Welfare Officers.
- Youth Offending Service.
- External Learning Providers.

Roles and Responsibilities

The Designated Teacher will:

- Be an advocate for CfC within the Academy.
- Be proactive in identifying ways in which the Academy can raise attainment of CfC.
- Work in partnership with Sunderland Virtual School, and/or other Virtual Schools for those students who are from other Local Authorities, providing termly progress data on the progress of CfC.
- Give regard to the impact of relevant decisions for CfC on both the Cared for child and the rest of the Academy community.
- Know all the CfC and PCfC in the Academy, including those in the care of other authorities, and ensure the availability of all relevant details from the Academy record- keeping systems as required.
- Attend relevant training about CfC and disseminate information and good practice to other staff.
- Influence the Academy policy and practice for CfC and PCfC.
- Act as the key liaison professional for other agencies and carers in relation to CfC, seeking advice from Sunderland Virtual School, and/or other Virtual Schools for those students from other Local Authorities, when appropriate.
- Ensure that CfC receive a positive welcome on entering the Academy, especially mid- year, and offer additional support wherever possible such as a pre-entry visit to help the new student settle.
- Ensure that all CfC have an appropriate PEP that is completed within ten days of joining the Academy, or of entering care, and ensure that the young person contributes to the plan.
- Arrange and contribute to PEP Review meetings.
- Keep PEPs and other records up to date and review PEPs at transfer and at termly intervals.
- Monitor the targets set out in the PEP.
- Convene an urgent multi-agency meeting if a CfC is experiencing difficulties or is at risk of exclusion; Section 27 of statutory guidance, 'Head teachers should, as far as possible, avoid excluding any CfC.
- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual student.
- Act as the key adviser for staff and the Academy Governing Body on issues relevant to CfC.
- Ensure that care and the Academy liaison is effective including invitations to meetings and other Academy events.
- Actively encourage and promote out of hours learning and extracurricular activities for CfC.
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a CfC transfers to another educational placement.
- Report to the Academy Governing Body on CfC and PCfC in the Academy and inform of relevant policy and practice development.
- Agree with the social worker the appropriate people to invite to parents' evenings and other events.
- Prepare reports for the Governing Body to inform and share information at meetings to include:
 - a. The number of CfC and PCfC on roll and the confirmation that all CfC have a Personal Education Plan – PEP.
 - b. Their attendance compared to other students.
 - c. Their attainment (using internal data and external data) compared to other students.

- d. The number, if any, of suspensions and permanent exclusions.
- e. The destinations of students who leave the school.
- Attend Governing Body meetings as appropriate – such as the admission, disciplinary and exclusion of CfC.
- Prepare reports of the CfC and PCfC and share with link governor termly all relevant data including their progress against PEP targets (CfC) attendance, academic attainment and current attainment.
- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEND.
- Encourage all CfC to engage in a range of extra-curricular activities to encourage self- confidence and self-worth.
- Ensure that each CfC and PCfC has identified key adult that they can talk to at school.
- Attend training as required and keep fully informed of latest developments and policies regarding CfC.

All school staff will:

- Positively promote the raising of a CfC or PCfC students' self-esteem.
- Have high expectations of the educational and personal achievements of CfC and PCfC students.
- Keep the Designated Teacher informed about a CfC and PCfC students' progress.
- Understand how important it is to see CfC and PCfC as individuals rather than as a homogeneous group, not publicly treated differently from their peers, and ensure any CfC or PCfC is supported sensitively and that confidentiality is maintained.
- Follow the academy procedures.
- Be familiar with the Academy policy and guidance on CfC and respond appropriately to requests for information to support PEPs and review meetings.
- Liaise with the Designated Teachers where a CfC is experiencing difficulties.
- Work in partnership with Sunderland Virtual School, and/or Virtual Schools from another local authorities.
- Work with other agencies to prevent a CfC or PCfC students behaviour leading to an official suspension and only use exclusions in line with the Academy's Student Behaviour policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
- Keep appropriate records, confidentially as necessary, and make these available to the Designated Teacher, Sunderland Virtual School for CfC and PCfC, and other virtual schools for those students who are from other local authorities, and professionals/ parents/carers/students as appropriate.
- Make extra copies of reports available when required.
- Ensure that all CfC and PCfC students are offered and access the regular mentoring session with the designated CfC mentor. The mentor will support the CfC/PCfC using a range of strategies that meet the individual needs of each CfC/PCfC and in a way that is appropriate and accessible to them e.g. academic support in subjects where the CfC/PCfC is finding topics difficult to master or being an advocate for the student when they find it difficult to verbalise their concerns.

- Be aware of the impact of trauma (including abuse, neglect, loss and separation) on children's development and their ability to build relationships, and how this might affect their behaviour.
- Use effective classroom strategies to meet the needs of CfC and PCfC and be aware that some curriculum content may trigger difficult emotions, such as school work on "family".

The Academy Governing Body will:

- Ensure that the admission criteria and practice prioritise CfC according to the DFE Admissions Code of Practice and Statutory Guidance March 2022.
- Ensure all Governing Body members are fully aware of the legal requirements and guidance for CfC.
- Ensure there is a Designated Teacher for CfC (Section 9 of statutory guidance).
- Liaise with the Principal, Designated Teacher and all other staff to ensure the needs of CfC are met.
- Identify a Governing Body member with special responsibility for CfC.
- Nominate a Governing Body member with responsibility for CfC who links with the Designated Teacher.
- Receive regular reports from the Designated Teacher via the Governing Body link person.
- Ensure that the Academy's policies and procedures give CfC equal access in respect of:
 - a. Admission to the Academy.
 - b. National Curriculum and examinations, both academic and vocational.
 - c. Out of Academy learning and extra-curricular activities.
 - d. Additional educational support.
 - e. Work experience and careers guidance.
- Annually review the effective implementation of the Academy policy for CfC.
- In the event of exclusion, ensure that the Designated Teacher is invited to the exclusion meeting of the CfC.
- Challenge the Designated Teacher in a robust and rigorous manner to ensure that CfC's attainment and achievement is in line with non-CfC.

All Local Authorities will:

- Provide a Virtual Headteacher who has responsibility for championing the education of CfC.
- Provide a specialist team to provide a wrap-around service for CfC as part of the Virtual School's responsibility.
- Lead the drive to improve educational and social care standards for CfC.
- Ensure that the education for this group of students is as good as that provided for every other student.
- Ensure that CfC receive a full-time education in a mainstream setting wherever possible.
- Ensure that every CfC has an Academy to go to within ten days of coming into care or of coming to Sunderland from another authority.
- Make sure that each CfC has a PEP according to national guidance.

- Ensure that every Academy has a Designated Teacher for CfC and that these teachers receive appropriate information, support and training.
- Provide alternative educational provision where appropriate.
- Ensure that appropriate support is provided whenever possible.
- Work with others to provide smooth transitions at the end of the Foundation Stage and Key Stages 1, 2 and 4 and at any mid-phase transfer including options advice and guidance for Key Stage 3-4 transition.
- Be vigilant and proactive in identifying additional needs and the special educational needs of CfC and work collaboratively with schools/ academies, other services and agencies to meet those needs.

Together for Children contact details for the Education of Cared for children are:

Virtual School for Cared for children contacts

The structure is as follows

Sunderland Virtual Acting
Headteacher Anita Swales
Mobile: 07880080285
anita.swales@togetherforchildren.org.uk

Castle View Enterprise Academy Virtual school caseworker: Tim Worley
0191 5615775
Mobile: 07785469309
timothy.worley@togetherforchildren.org.uk

Gateshead Virtual School caseworker
Jill Oliver
Tel: 0191 433 8522
Mob: 07712545898
Email: jilloliver@gateshead.gov.uk

Middlesbrough Virtual School caseworker–
Emma Bate
Tel- 01642728203
Email- Emma_Bate@middlesbrough.gov.uk

Hartlepool Virtual school caseworker
Valerie Brackstone
Email: Valerie.brackstone@hartlepool.gov.uk

Business Support at Sunderland Virtual school Leanne
Greenlaw 0191 5615776
Leanne.greenlaw@togetherforchildren.org.uk

Sunderland Data Lead Amy
Comb 0191 5615767

One to One Support

Students may require additional support as part of their Personal Education Plan (PEP) both academically and pastorally. This must be applied for where appropriate or supplied from their designated funding.

Personal Education Plan (PEP)

Every CfC needs a PEP which ensures access to services and support; contributes to stability; minimises disruption and broken schooling; signals particular and special needs; establishes clear goals and acts as a record of progress and achievement.

The PEP should be an integral part of the CfC's Care Plan, which is drawn up by Social Services, in close collaboration with the child, their family, the social worker, teachers and primary carers. It should be agreed as soon as possible and at least within ten school days of entering care or of joining a new school. The PEP will normally be reviewed concurrently with the Care Plan, i.e. within twenty-eight days, three months, six months etc. but it is good practice to review at least termly.

The CfC and SEN

- The needs of the CfC should be known to the SENCo, the designated teacher, their carer and their social worker.
- Their PEP should detail their needs and the support already provided.
- It is important to ensure that any special educational needs are identified and assessed.
- We must not assume that all CfC have special educational needs.
- It is essential to respond to emotional, behavioural and mental health needs with well-planned support.
- It is important to promote inclusive policies within the context of the Academy's robust pastoral systems.

CfC Policy Review and Evaluation

We undertake a thorough review of both the Cared for children Policy and practice each year. The outcomes of this review inform the Academy Development Plan and the CfC policy for the following academic year. The annual review will be summarised and an impact statement will be produced reflecting the strengths and opportunities for development for the CfC provision at CVEA.

Linked Policies

- Teaching and Learning Policy.
- Single Equality Policy.
- Child Protection Policy.
- Special Educational Needs and Disability Policy.