



# **Child In Our Care Policy**

(previously Looked After Children – LAC)

Rosebrook Primary School

<b>Document Control Table</b>			
<b>Document title</b>		Child In Our Care Policy	
<b>Author (name and job title)</b>		Hayley Smith CIOC Designated Teacher/DSL	
<b>Version number</b>		2	
<b>Date of last approval</b>		March 2024	
<b>Approved by</b>		Local Academy Committee	
<b>Date of review</b>		January 2026	
<b>Document History</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of revisions</b>
1	February 2024	Hayley Smith	New policy written
2	12 <sup>th</sup> June 2024	Mark Smith	Updated to new format

# Contents

1. Purpose .....	4
2. Legal Framework.....	4
3. Roles and Responsibilities .....	5
3.1. Designated Teacher.....	5
3.2. Head Teacher .....	5
3.3. Local Academy Council .....	5
4. Assessment, Monitoring and Review Procedures .....	6

The name of the Designated Teacher for Children In Our Care (CIOC) and children previously in our care is: Hayley Smith.

## 1. Purpose

To promote the educational attainment, achievement, progression and welfare of Children In Our Care (CIOC) whether they are in the care of Stockton Local Authority or the care of other local authorities. The local authority has a statutory role to play for all children in its care and acts as a Corporate Parent. In light of the extension of the role of Designated Teachers and The Virtual School Head this policy will also make reference to previously looked after children who are adopted, have an special guardianship order or a child arrangements order (previously residence order).

## 2. Legal Framework

Under the Children Act 1989, a child is in the care of the local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (Section 20)
- Children who are the subjects of emergency orders for their protection (Sections 44 and 46)
- Children who are the subjects of a care order (Section 31) or interim care order (Section 38)
- 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)

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 school.

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 school, with relatives or with parents under supervision.

For all children who receive more than 75 days of ‘short breaks’ in every 12 months CIOC status applies and an Independent Reviewing Officer is appointed. As the care arranged is not continuous academic attainment does not have to be reported in the same way to the DfE. A Personal Education Plan is not required for these children and they do not qualify for pupil premium plus, however schools will attend a child’s CIOC Review and provide a report in relation to their education.

Nationally all these groups are said to be “Looked After Children” (LAC). In Stockton we know these children as Children In Our Care (CIOC). They may be looked after by our local authority or may be in the care of another authority but living in ours.

For the purpose of this policy, previously looked after children include those:

- that were adopted from care
- that left care under a Special Guardianship Order
- that left care under a Residential Order on or after 14 October 1991 (under the Children Act 1989);

- that left care through a Child Arrangement Order

### **3. Roles and Responsibilities**

#### **3.1. Designated Teacher**

- Knowing who all the CIOC are in school and ensuring that availability of all relevant details from school record-keeping systems as required.
- Attending relevant training about CIOC and acting as the key liaison professional for other agencies and carers in relation to CIOC
- Promoting a culture of high expectations and aspirations for how CIOC should learn.
- Helping school staff understand the issues that affect the learning of CIOC such as differentiated teaching strategies appropriate for individual children and in making full use of Assessment for learning (AFL)
- Removing the barriers to learning for CIOC.
- Ensuring any CIOC new to the school are welcomed positively and assessed when they start at the school to identify strengths and weaknesses in their learning. This will be used to inform planning and teaching.
- Ensuring that the CIOC in their school have a voice in setting learning targets for themselves.
- Leading on developing and implementing the PEP within the school. The social worker is responsible for initiating the PEP process completing the front page of the PEP form.
- Monitoring the child's progress against the targets on the PEP and extending these targets if they have been achieved.
- Ensuring the child makes a smooth transition to their Secondary school and that the child's records are transferred.

#### **3.2. Head Teacher**

Identify a Designated Teacher for Children In Our Care.

It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave. In this case responsibility would be passed to the Head Teacher.

Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of Looked After Children and take action where progress, conduct or attendance is below expectations.

Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

#### **3.3. Local Academy Council**

- Support the Local Authority in its statutory duty to promote the educational achievement of children in our care.
- Ensure that the Designated Lead is given the appropriate level of support in order to fulfil their role.
- Ensure that, through their training and development, the Designated Lead has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand the respond to the specific teaching and learning needs of CIOC.

- The Governing Body, in partnership with the Head teacher, is responsible for monitoring how well the role is working.

#### **4. Assessment, Monitoring and Review Procedures**

Each child in our care will have a Personal Education Plan (PEP). A PEP is a coordinated document that involves collaboration between the school and social worker. The Designated teacher will take responsibility for the educational plan. This will identify, success, specific areas of concern and include achievable targets.

Areas for consideration will include:

- Essential pupil information
- Contact and care information
- Education/(Provision)
- SEND
- PEP meeting and attendance log
- Attendance records
- Attainment and progress
- Pupil views
- Parent/Carer views
- Careers planning
- Post 16 planning
- PEP outcomes (SMART targets) and use of pupil premium plus
- School change planning
- Next PEP arrangements

The PEP will be reviewed and updated termly, as part of the Statutory Reviewing process carried out by Children's Social Care.