Killisick
Junior School

Believe • Achieve • Succeed

Child in Care (CiC) School Policy Statement

2026/2027

Policy review dates and summary of changes:

Date of Review	Changes made by	Summary of changes made	Date implemented
30/11/2023	Richard Jones	Updated for new academic year	01/12/2023
02/09/2024	Richard Jones	Updated for new academic year	02/09/2024
15/08/2025	Richard Jones	Updated for new academic year. Changes to key staff	01/09/2025
20/09/2026	Kristabel Beeley	Updated for new academic year. Changes to key staff	21/09/2026

Rationale:

It is recognised that Children in Care are the most vulnerable group in our society and our schools. They are often living with the effects of trauma and loss and have had to cope with disruption in both their living arrangements and schooling. These experiences can mean there are barriers to learning.

All Children in Care (CiC) have the right to receive a quality full time education which matches their needs and enables them to reach their full potential.

This policy sets out how our school is going to support the learning and development of children in care despite their early experiences.

Aims:

- To ensure that school policies and procedures are followed for CiC as for all children
- Having high aspirations for CiC
- Ensure a personalised curriculum approach is taken in order to meet an individual child/young person's needs, making all reasonable adjustments to achieve this and ensuring the curriculum is broad and balanced
- Promote early intervention when necessary to minimise risk of exclusion or reduced attendance
- Work with all agencies, particularly the Virtual School, to ensure relevant support is sought to support CiC in the school
- Use all appropriate funding mechanisms e.g. pupil premium, to accelerate progress
- Ensure Personal Education Plans are up to date and completed in order to support the education of CiC
- Promote where possible CiC to participate in decisions around education
- Offer opportunities to join in school life including after school clubs, trips and activities

Who Are Children in Care

- Children and young people who are subject to interim or full care orders under section 31 of the Children Act 1989
- Children and young people who are voluntarily accommodated under section 20 of the Children Act 1989
- Children and young people who are accommodated for their protection by the courts or remanded into care by the courts.

Children and young people will be in care by a local authority other than the authority in which this school sits. Therefore, this school may have children in care, who are living in the local authorities area but in care under another authority e.g. Nottingham City, Derbyshire, Leeds etc etc

Parental responsibility is shared with social care when children are subject to interim or full care orders. Parents retain parental responsibility if a child or young person is voluntarily in care under section 20.

Admissions

A child in care or young person may enter the school mid-term and will be made welcome and accommodated to settle.

The Admissions Code 2010 prioritises children in care for admissions and also children formally in care and now adopted or with carers under special guardianship/residency orders.

The school will work closely with other schools and authorities to ensure no delays are encountered for children in care or young people being admitted.

Exclusions

This school recognises that CiC are very vulnerable to exclusion due to the trauma and loss they have experienced affecting their ability to engage in the school setting.

Should a CiC become at risk of exclusion (fixed or permanent) the school will alert the Virtual School immediately and work with all agencies to avoid wherever possible exclusion.

The school's behaviour policy reflects the standard of behaviour expected however the school will work flexibly and proactively to ensure CiC are not excluded.

Roles and Responsibilities:

The Designated Teacher is the Rebekah Evans **(SENCO)**. This person will be a qualified teacher and will be a senior person with the school setting.

This member of staff will be responsible for:

- An advocate for the child in school and be at a level that can affect change if required
- Be responsible to ensure or statutory duties of the school are carried out e.g. report to governors, ensuring personal education plan is up to date
- Know who the CiC are in school and hold confidential up to date records
- Be the liaison for agencies, carers, social workers and virtual school staff around educational needs of the CiC
- Attend relevant meetings including the statutory looked after reviews and personal education planning meetings or designate an appropriate replacement
- Be the key person in school or ensure the CiC has a key person in school to ensure wishes and feelings are heard and the child or young person has a confident in school
- Actively monitor attainment and progress of CiC in the school and intervene early to ensure appropriate progress can be made
- Attend training on needs of CiC in educational settings and ensure knowledge disseminated through the school staff so that consistency and understanding is the ethos of the school

- Be the point of contact for other schools for transitions at key times, e.g. year 6 to 7, outward transfers
- Ensure that all funding available to support CiC education is used effectively to close the gap (in line with the Authorities Closing the Gap Strategy)
- Ensure that the virtual school is in receipt of teacher assessment data at required points in the year and any other statutory data collection on CiC is completed
- Co-ordinate with SENCO if the CiC as SEN in accordance with the Code of Practice for SEN
- Ensure that guidance and is provided for future career further education opportunities are explored appropriately

Record Keeping:

CiC in the school should have a personal education plan (PEP) within 20 days of going into care. If a child moves to the school as a CiC then an up-to-date PEP should be part of the record exchange from previous educational settings.

The PEP is an important document for supporting the educational needs of CiC and should be supported by documents already used by the school to ensure progress and attainment are monitored appropriately.

Looked after reviews are a statutory meeting and may require a report which should be held in a confidence file.

CiC in the school should have a confidential file which will hold relevant information to support the child or young person in the educational setting.

Details of carers, birth parents, social workers etc should all be kept in the confidential file with contact information in case of emergency being readily available as with other pupils in the school.

Should a CiC have to leave the school the Designated Teacher will ensure, as soon as they are aware of which school the CiC has moved to, are forwarded and contact made with the Designated Teacher of the receiving school.

Partnership Working:

- The school will proactively work with the Virtual School.
- The school will proactively work with Social Care staff
- The school will proactively work with parents/foster carers
- The school will proactively work with all other agencies, e.g. CAMHS, to support the education of the CiC in the school setting

Governing Bodies:

The school's Governing Body will appoint a Governor with specific responsibility for CiC in the school.

This Governor will receive, at minimum, a report from the Designated Teacher, on the progress and attainment of the CiC in the school. Confidentiality requires this report not to contain named children and young people and the report will not be published as a public document.

This Governor will ensure that all allocated funding to support CiC in the school is spent appropriately to support educational progress e.g. pupil premium.

This Governor will ensure this policy is adhered to and will offer to support the school in any way that will positively promote the welfare and progress of CiC within the school.

Racial, Equality & Equal Opportunities Statement:

All children will have equal and inclusive access to the curriculum regardless of their gender, race, disability or ability. This school will ensure everyone can work or learn in an environment that is free from racial intimidation and harassment and have the opportunity to achieve their full potential.