Cambridgeshire Virtual School

Cambridgeshire County Council

Manea Pre-school

Care experienced children policy

DESIGNATED PERSON FOR CHILDREN IN CARE	Louise Arlott
DESIGNATED PERSON FOR CHILDREN PREVIOUSLY IN CARE	Louise Arlott
HEADTEACHER / MANAGER	Nicky Froggatt
DESIGNATED GOVERNOR / COMMITTEE MEMBER FOR CARE-EXPERIENCED CHILDREN	Caroline Barnes

Aims of the Policy

Manea Pre-school will champion the individual needs of all care-experienced children enabling them to learn, aspire, thrive and achieve their maximum potential.

This will be achieved by:

- Placing the highest priority on their education
- Promoting regular attendance
- Having high expectations and aspirations
- Promoting access and inclusion in all areas of school life
- Promoting stability and continuity
- Supporting early intervention
- Valuing the voice of the child
- Promoting social, emotional and mental health and well-being
- Working in partnership with parents, carers, social workers and other professionals

1.1 Guiding Principles

- The voice of the child is of paramount importance
- All care-experienced children will receive high quality care which is inspiring and challenging, resulting in the best possible outcomes, thus closing the gap between these children and those who are not care experienced
- Every care-experienced child will have a positive experience which promotes social and emotional learning and wellbeing alongside the curriculum of the EYFS to ensure readiness for adulthood
- Manea Pre-school will meet the needs of care-experienced children through effective liaison and integrated work with all key partners including the relevant Virtual School

1.2 Definitions

Under the Children Act 1989, children in care are looked after by a Local Authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. This can happen under a number of arrangements.

a) Children who are accommodated under a voluntary agreement with their parents (section 20)
b) Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
c) Children who are subject to emergency orders for their protection (sections 44 and 46)
d) 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 have previously been in care include those children that are no longer in care through:

a) Adoption
b) A Special Guardianship Order (SGO)
c) A Child Arrangement Order (CAO)

Roles and Responsibilities

2.1 The Head Teacher / Manager and Governing Body / Committee

We, Manea Pre-school are committed to promoting improved educational life chances for all care-experienced children. We will ensure that the Designated Person has appropriate seniority, qualifications and sufficient time and experience to fulfil this statutory role.

A named governor/committee member will be nominated to link with the Designated Person and all governors will be fully aware of the statutory guidance for care-experienced children.

We will monitor the role of the Designated Person to ensure that all care-experienced children make accelerated and rapid progress and that the whole school staff have relevant skills, knowledge and understanding.

Regular communication between the Head Teacher / Manager and Governing Body / Committee Member and the Designated Person should include:

- The number of care-experienced children on roll
- Compliance and quality of individual children's Personal Education Plan (for Children in Care)
- The use and impact of the Pupil Premium Plus grant in raising outcomes
- Attendance and exclusion data (in comparison to children who are not care-experienced)
- Progress and attainment data (in comparison to children who are not care-experienced)
- Destinations for care-experienced children that leave Manea Pre-school.

2.2 The Designated Person for Children in Care (DP)
The Designated Person for Children previously in Care (DP)

Our Designated Person and Designated Person of Manea Pre-school will:

- Have a full understanding of relevant statutory guidance and attend relevant training as required
- Have a lead responsibility in promoting and raising the achievement of every care-experienced child on the pre-school roll
- Ensure every child in care has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress towards desirable outcomes
- Monitor the effective spend of the pupil premium plus grant to maximise outcomes for children in care
- Ensure the social, emotional, mental health and well-being needs of care-experienced children are recognised and prioritised
- Take the lead responsibility for helping all pre-school staff to understand the factors that can affect how care-experienced children learn and achieve, any barriers they might face and the impact of trauma and poor attachments
- Act as the key liaison professional for other agencies and individuals in relation to care-experienced children
- Share confidential and personal information on a need to know basis only
- Actively encourage and promote home learning and extra-curricular activities
- Recognise the impact of transition and plan accordingly

2.3 Manea Pre-school Staff

Our staff will ensure their part in embedding a 'care-experienced children friendly culture' which is attachment-aware and trauma-informed. This may include attending training, referring to the Designated Person for advice and sharing accurate information and data with the Designated Person.

Our staff will hold high expectations of and aspirations for care-experienced children.

Policies and Procedures

3.1 Staff Development and Training

We will ensure that the Designated Person(s) are trained for the role when they come to post and will continue to support them to access ongoing professional development pertinent to the role.

All staff are encouraged to participate in training that will enable them to meet the needs of care-experienced children more effectively and the Designated Person will raise awareness of typical issues and barriers for these children at a whole school/setting level.

3.2 Admissions & Transitions

Manea Pre-school prioritises the admission of care-experienced children.

The importance of a thorough and planned transition is recognised and this may include:

- Transition meetings between schools and settings
- The swift transfer of information between schools and settings
- Additional visits and identification of staff mentor and/or peer buddy
- Additional support and planning for care-experienced children at times of transition
- Structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

3.3 Attendance and Punctuality

Attendance procedures will reflect the specific needs of care-experienced children.

Where there is a concern about attendance or punctuality Manea Pre-school will speak to the carer, social worker and other relevant professionals including the Virtual School.

3.4 Exclusions

Manea Pre-school will make every effort to avoid excluding a care-experienced child, in recognition of the impact of their early experiences and what their behaviour may have been communicating. We also recognise there may be increased risk of disengagement from pre-school, due to their early experience of broken attachments and loss.

If the child is in care, before acting, we will discuss the rationale for exclusion with the relevant Virtual School. The Virtual School may be contacted for advice if the child was previously in care, with consent from the carers / parents. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion. Exclusion will not be used as a sanction, but instead will be used to plan successful access, inclusion and reintegration.

3.5 Pupil Premium Plus (PP+)

Where a care-experienced child is allocated pupil premium plus it is to be used for the benefit of their educational needs. Manea Pre-school will ensure that:

- The allocation of PP+ promotes high aspirations and seeks to secure the best outcomes
- The extra funding provided by the PP+ reflects the significant additional barriers faced by CYP in care
- For children in care, the allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP)

Cambridgeshire Virtual School Contact Details

- https://www.cambslearntogether.co.uk/school-improvement/cambridgeshire-s-virtual-school-for-looked-after-children/
- 01223 699883
- virtualschool@cambridgeshire.gov.uk
- *Cambridgeshire Virtual School*

Contact details for other Virtual Schools can be obtained by contacting Cambridgeshire Virtual School.