



**ASHFIELD  
SCHOOL**

# **CHILDREN IN CARE (CIC) AND PREVIOUSLY CIC POLICY**

**Date of issue:** 01/09/2021



## Introduction

Ashfield School is committed to providing quality education for all of its students, based on equality of access, opportunity and outcomes. This policy includes requirements set out in "Promoting the education of Children in Care" (CIC)

Deputy Headteacher, Mr Derek Nicholls is the Designated Teacher for Ashfield School

CIC Welfare Officer, Kerry Barnes works closely with Mr Nicholls and is Ashfield School's point of contact for LCIC, their carers and any other professionals working with the CIC.

Designated Governor, Mr Shaun Pollard is the link Governor for CIC.

This Policy will be reviewed by Designated Teacher, Mr Nicholls on a regular basis to ensure it remains current and incorporates all revisions made to local or national guidance. This policy as a minimum will be reviewed once a year during the Autumn term, provided to the Governing Body for approval and sign off at the first Autumn Term meeting.

Role	Name	Contact Details
Designated Teacher	Mr Derek Nicholls	01623 455000 <a href="mailto:Derek.nicholls@ashfield.notts.sch.uk">Derek.nicholls@ashfield.notts.sch.uk</a>
CIC Welfare Officer	Mrs Kerry Barnes	01623 45500 <a href="mailto:Kerry.barnes@ashfield.notts.sch.uk">Kerry.barnes@ashfield.notts.sch.uk</a>
Designated Governor	Mr Shaun Pollard	01623 455000 <a href="mailto:Shaun.pollard@ashfield.notts.sch.uk">Shaun.pollard@ashfield.notts.sch.uk</a>
MASH (Multi-agency Safeguarding Hub)		0300 500 80 90
Emergency Duty Team	Outside of office hours	0300 456 4546

Children in Care - CIC - are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers

For example, they may experience:

- A high level of disruption and change in school placements
- Lack of involvement in extracurricular activities
- Inconsistent or no attention paid to homework

This may result in:

- Poor exam success rates in comparison with the general population
- Underachievement in further and higher education

The majority of children who remain in care are there because they have suffered abuse or neglect. The 'Every Child Matters': Change for Children programme aims to improve outcomes for all children. To date the outcomes achieved by CIC have been unacceptably poor and the Government is committed to addressing this disparity. As corporate parents we all have a part to play in this by vigorously applying the principles of good parenting by:

- giving priority to education
- listening to children
- providing stability and continuity
- taking corporate responsibility
- promoting inclusion
- raising standards
- intervening early



- celebrating success

## Our Aims

With regards to CIC aims of Ashfield School are to:

- Ensure that all CIC have access to a broad, balanced and inclusive curriculum
- Provide a differentiated curriculum appropriate to the individual's needs and abilities
- Ensure that CIC take as full a part as possible in all school activities
- Ensure that carers, social workers/child practitioners of CIC are kept fully informed of their child's progress and attainment
- Ensure that CIC are involved in decisions affecting their future provisions

## Policy

Under the Children Act 1989 a child is legally defined as 'CIC' by a local authority if he or she:

- Is provided with accommodation for a continuous period of more than 24 hours
- Is subject to a care order
- Is subject to a placement order

## Procedure

### Admissions

Ashfield School believes that the admissions criteria should not discriminate against CIC. It is vital that these students receive a positive welcome. If necessary CIC students may need to be offered additional support and pre-entry visits to help the student settle.

### Inclusion

This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum and reinforces the need for teaching that is fully inclusive. Ashfield School will ensure that appropriate provision is made for all CIC. The Governing Body will ensure that the school makes appropriate provision for all CIC.

### The PEP (Personal Education Plan)

All young people who are CIC must have a PEP, this may also be referred to as an ePEP, an electronic version of a PEP. The PEP must be used to support personalised learning of the child. CIC children will require their PEP to be reviewed according to their needs. The young person's views will be sought and noted on the PEP. The school will work with other professionals and the child's carers to use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.

### Record Keeping

The Designated Teacher will know who all of the CIC children are and will have access to their relevant contact details including, carers and social workers. The Designated Teacher will also know about any CIC placed in the school from other authorities. A child's CIC and status will be recorded in SIMS.

A report to Governors is prepared annually and throughout the year governors are informed of CIC numbers and any concerns are highlighted.

### Allocation of Resources

Ashfield School ensures that resources are allocated to support appropriate provision for CIC, meeting the objectives set out in this policy.

### Staff Development

Ashfield School encourages staff to attend courses that help them to acquire the skills needed to support CIC. Part of the Designated Teacher's role is to develop awareness of issues associated with CIC.



## Partnership with parents/carers and care workers

Ashfield School firmly believe in developing a strong partnership with parents/carers and care workers to enable CIC children to achieve their potential. Review meetings are an opportunity to further this working partnership.

## Links with external agencies/organisations

Ashfield School recognises the important contribution that external support services make in supporting CIC. Colleagues from the following support agencies may be involved with individual CIC:

- CIC Team in Local Authorities
- Educational Psychologists/wider SEN team
- CIC nurses
- NHS and other addiction/abuse services
- CAMHS, child psychologists
- Social Care worker/community care worker/child practitioner
- Residential childcare worker
- Youth offending services
- Outside Education providers
- Voluntary sector agencies such as Young Minds

## The Role of the Designated Teacher

- To lead in promoting the educational achievement of every CIC on our school role
- To take lead responsibility for ensuring staff understand the things which can affect how CIC learn
- To ensure there is effective induction for CIC starting school, new to Ashfield School and new to care
- To ensure that transition to the next phase of education are supported effectively, including careers advice and guidance.
- To ensure that there are no barriers to CIC accessing the general activities and experiences our School offers to all of its pupils.
- Promoting a culture in which CIC:
  - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning
  - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support
  - Are encouraged to participate in school activities and in decision making within our school and the care system
  - Believe they can succeed and aspire to further and higher education or highly skilled jobs
  - Can discuss difficult issues (such as SEND, bullying, attendance) in a frank manner with a sympathetic and empathetic adult
- To be a source of advice for teachers regarding appropriate differentiation
- To work promptly with CIC and their carers to
  - Promote good home - school links
  - Support progress by paying particular attention to effective communication with carers and other professionals
  - Encourage high aspirations and working with the child to plan their future success and fulfilment
  - To have lead responsibility for the development and implementation of CIC children's PEP within school in partnership with others as necessary



- To work closely with school Safeguarding to ensure that any Safeguarding concerns regarding CIC are quickly and effectively responded to

### **All School Staff will:**

- Follow school procedures
- Keep the Designated Teacher informed about CIC children's progress
- Have high expectations of CIC's learning and set targets to accelerate educational progress
- Are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences and how this may affect the child's behaviour
- Understand how important it is to see CIC as individuals rather than as a homogenous group, not publicly treat them differently from their peers
- Appreciate the importance of the CIC's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, the child's own understanding of how they are being supported
- Have the level of understanding they need of the role of social workers, Virtual School Heads and carers and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.

### **Monitoring and Evaluation**

This policy will be monitored by the Designated Teacher

### **Implementation and Review**

This policy will be made available to all staff, parents, carers and governors, published on the School website. This policy will be reviewed annually.

