



Henley Green Primary School Children in Care School Policy

Adopted by the Leadership team – Autumn 2026

Ratified by full Governors –

To be reviewed- Autumn 2027

School Policy for Children in Care

“An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils’ varied life experiences and needs”.

The above quote is taken from ‘Evaluating Educational Inclusion – Guidance for Inspectors and Schools’ (DfES 2000) and forms the rationale for this policy.

We are also aware that Children in Care constitute a group in the sense that they may share common experiences as a result of having been taken into Public Care, but that they are also individuals and members of other groups. We will take this into account when planning to meet their needs and avoid any action that may lead to stigmatisation.

Aim

The aim of this policy is to promote educational inclusion for Children in Care, to enable them to access the full range of educational opportunities available to them and reach their potential, both academically and personally.

Objectives

Children in Care in this school will

- receive an appropriate level of monitoring and support
- have access to the full range of educational and extra-curricular opportunities.

Teachers and other staff in this school will

- receive an appropriate level of training on the issues affecting the educational achievement and psychological well-being of Children in Care and use this to guide their interactions with them.
- plan for and meet the individual needs of Children in Care.

The Looked After Co-ordinator and Senior Management will

- identify, arrange and/or deliver training to staff to enable the above to take place.
- ensure the development of effective and inclusive strategies to address the needs of Children in Care
- ensure the smooth transfer of information within school and between school, carers and other agencies.

1. Induction

To ensure a supportive and sympathetic induction for Children in Care admitted to our school, the following arrangements are in place.

- a friend allocated to each child to help them settle.
- a prospectus and all current information is given to the Carer.
- previous schools and social workers contacted
- all necessary information e.g. meal arrangements, collection etc. is in place.

2. Pastoral Support

To ensure Children in Care continue to receive an appropriate level of support the following arrangements are in place.

- the Designated Teacher will support the child, pastorally and academically.

- due regard will be given to assessment data.
- all staff involved with the child will be aware of the situation.
- appropriate arrangements will be made if there are any concerns.

3. Information

- The school's Designated Teacher is Ms Lynsey Jewkes.
- The Designated Teacher will seek and receive information about the academic attainment and other educational issues affecting the learning of newly admitted Children in Care at an early stage and pass this on to relevant staff to avoid unnecessary breaks in learning. This will include the Personal Education Plan if in place. If there is no current PEP, the Designated Teacher will liaise with the Social Worker to ensure this is part of the initial meeting in school.
- The Designated Teacher will talk to young people about the information to be recorded about their personal circumstances and make it clear that this is in order to help all the people involved in their lives work together to help them in school. The nature of this conversation will depend upon the age and level of understanding of the young person.
- Information about the academic attainment of all Children in Care in school will be collected as follows:
 1. Data
 2. Teacher Records
 3. Personal Records of Achievement
 4. Standardised and school tests
 5. Attendance (for purposes of correlation)
- This information will be analysed by the Designated Teacher to measure the attainment of Children in Care against the school population as a whole.
- Information about the attendance of Children in Care will be collected as follows:
- The Designated Teacher will monitor attendance.
- This information will be analysed by the Virtual School Representative to identify individuals or groups of Children in Care whose attendance is poor so early intervention can take place.
- Information about the behaviour of Children in Care will be collected as follows:
- By normal school procedures where appropriate.
- All information will be analysed by the Designated Teacher to identify individuals or groups of Children in Care who are at increased risk of exclusion so early intervention can take place.

4. Strategies

4.1 Curriculum

If a Child in Care appears to be having difficulties with the curriculum or to be failing to engage with it, this will be addressed as follows:

- The SENDCO will look at all possible contributory factors and gather a wide range of evidence in conjunction with other relevant staff
- The Designated Teacher will look for factors which may be masking underlying learning difficulties.
- The Designated Teacher will talk to the child, after the class teacher has spoken, and if it is deemed necessary.
- The Code of Practice will be accessed.

- Support agencies will be contacted if appropriate.

We recognise that there are factors, which may prevent Children in Care from achieving as highly as they could, even if there are no apparent learning difficulties. To ensure that under-achievement does not go unrecognised, the attainment of each Child in Care will be tracked and compared to previous results. If progress is not as could be expected, normal school procedures will be used.

We are aware that certain aspects of the curriculum, for example activities to mark Mother's Day or to investigate family history may cause difficulties for Children in Care and we will ensure this is handled sensitively by planning alternative but relevant activities.

4.2 Attendance

If a Child in Care is identified as having poor attendance or punctuality.

- The Social Worker and carers will be contacted by the Children and Families Worker (Schools), (previously Education Welfare Officer) or Designated Teacher to gain their support and collect any relevant information.
- The School will continue to work with the Children and Families Worker (Schools), (previously Education Welfare Officer) who will be involved fully in planning and delivering strategies to improve attendance.
- All usual school strategies will be employed.

4.3 Behaviour

We recognise that psychological trauma and lack of continuity in the lives of Children in Care may lead to challenging behaviour in school and that it is especially important to employ positive behaviour strategies in these circumstances. The following arrangements are in place to address behaviour problems at an early stage:

- The Social Worker and carers will be contacted by the Designated Teacher as soon as behaviour problems are identified or if there are significant changes to the behaviour of a Child in Care.
- When or before the usual school strategies are invoked, due reference will be given to the particular situation.
- If the problem continues, the Social Worker, carers and staff from support services such as the Educational Psychology Service, Social, Emotional, Mental Health and Learning Team and Education Access will be invited to a meeting with appropriate school staff to determine supportive strategies to reduce the problem behaviour. The responsibility for organising such a meeting lies with Designated Teacher.
- We recognise that Children in Care as a group are far more likely to be excluded than the school population as a whole, and that exclusion can place additional pressure on foster placements. To reduce the likelihood of this occurring, we will aim for early intervention.

4.4 Homework

Whilst we recognise that Children in Care may not always find it easy to complete homework, we believe they should be given support and encouragement to do so. The following strategies are in place to help Children in Care complete homework tasks as set for their peers.

- Children in Care may complete homework at lunch time.

- An appropriate adult will be identified to support.

4.5 Extra-Curricular Activities.

We recognise that Children in Care are often prevented from joining in with after school activities because of transport arrangements and that they may resist taking part in any school-based activities because of poor relationships with their peers, for example. As we believe it is essential that Children in Care are able to play a full part in school life, the following strategies are in place to help them to do this:

- The Designated Teacher will monitor the involvement of Children in Care in extra-curricular activities.
- The Designated Teacher will liaise with the young person, carers and Social Workers to try to promote involvement in extra-curricular activities.
- The Children in Care will liaise with the Virtual School to develop strategies for increasing the involvement of Children in Care in extra-curricular activities if their uptake is shown to be low.

The success of all school strategies and use of funded initiative will be monitored and evaluated by

- Collection and analysis of information
- Discussion with school staff, carers, Social Workers and staff from Virtual School, both informally and during meetings e.g. those set up to write Personal Education Plans.
- Discussions with Children in Care.
- Responsibility for monitoring and evaluation of school strategies lies with Designated Teacher.

5. Liaison with Outside Agencies

To ensure that all those involved in the education and care of Children in Care work together in their best interests, the Designated Teacher will devise and implement effective strategies and procedures for

- Accessing additional support, funding or use of funded initiatives.
- Liaising with Virtual School to ensure all Children in Care have a Personal Education Plan
- Participation in and co-ordination of Review and Planning meetings for Children in Care. Statutory school procedures such as Annual Reviews for children with EHCPs will be timed to coincide with these wherever possible and appropriate.

In addition, school management will do everything possible to enable class teachers or other appropriate staff to attend meetings where this would be in the interests of the young person.

6. Roles and Responsibilities

6.1 The Looked After Co-ordinator is Inclusion Leader in school

The role of the Designated Teacher is of central importance in enabling Children in Care to achieve their full potential in school.

The majority of the roles and responsibilities of the Designated Teacher are implicit in the above sections of this policy. In addition, the Designated Teacher will

- Attend training sessions organised by the Virtual School
- Cascade this training to school staff
- Arrange and/or deliver training to all staff, including those newly appointed, on issues affecting the educational attainment of Children in Care and the ways in which educational disadvantage can be overcome.
- Work closely with Social Workers and Virtual School staff to enable the writing of effective Personal Education Plans which will inform Care Plans.

- Attend, arrange for someone else to attend or contribute in other ways to care planning meetings.
- Work with young people at an appropriate level to enable them to contribute to educational aspects of their care plans.

6.2 The Head Teacher and Senior Management

The responsibility for the educational and personal well-being of Children in Care rests with the Headteacher, although some of the day-to-day tasks may be delegated to other staff. Working with the Senior Management Team, the Headteacher will ensure that inclusive strategies are in place for Children in Care and that staff, particularly the Designated Teacher, are enabled to carry them out.

6.3 The named Governor with special responsibility for Children in Care is: Mrs Grace Ibuka

The named Governor will report to the Governing Body on an annual basis.

The named governor must be satisfied that the school's policies and procedures ensure that Children in Care have equal access to

- The National Curriculum
- Statutory assessments
- Additional educational support if appropriate
- Appropriate pastoral support
- Extra-curricular activities.

7. Evaluation

The general success and appropriateness of this policy will be evaluated annually. In addition, we will monitor and analyse the impact of this policy on pupils, staff and parents of different ethnic groups.

September 2026

Next Review – September 2027