



Symphony Learning
TRUST

Children In Care Policy

Adopted by Symphony Learning Trust on	
Next Review Due	Change of Regulations



Aim

Our aim is to promote aspirational, independent children who are happy, respectful and have self-belief.



Delivery

The Symphony Learning Trust believe that all Children in Care should have equitable access to excellent educational provision and achieve at a similar level to all Leicestershire children.

We recognise that nationally there is considerable educational underachievement of children in residential and foster care, when compared with their peers. All staff and governors are committed to ensuring improved educational life chances for Children in Care by ensuring that:

- Staff are aware that being or becoming a Child in Care has a major impact on children's lives and that when considering children's learning and or behaviour, due consideration will be given;
- Staff are aware of and enabled to carry out their responsibilities effectively with the full support of the head teacher (as designated teacher);
- School staff and governors are aware of the DfE Statutory guidance:



Duty on local authorities to promote achievement of Children In Care

- There is a dedicated Governor in each school to monitor the work of the school in supporting its Children in Care as a part of a larger group of vulnerable children;
- We contribute to the process whereby all Children in Care have a high quality Personal Educational Plan (PEP) in place within 20 days of starting our school. This will include SMART educational targets and will be linked to the child's Care Plan and any other plan resulting from the assessment of the child (IEP, PSP, Statement of Educational Need);
- Following the writing of a PEP, any educational recommendations in that PEP will be adhered to by staff in order that any Child in Care has the opportunity to achieve his or her targets;
- We encourage each Child in Care to access out of hours learning activities realising the positive impact this could have on their self-esteem and learning;
- We will send reports/ representatives to any review held for the child;
- We will forward appropriate documents, in a timely fashion, to any receiving school at point of transition where the receiving school is made known;
- We take a proactive approach in co-operating with, and supporting, the relevant Local Authority with regard to the education of Children in Care attending the school.



Training

- We will attend Local Authority training regarding the roles and responsibilities involved in the education of Children in Care.
- The Executive Head will be responsible for ensuring all staff are briefed on the regulations and practice outlined in this policy.



Inclusion

All Symphony Learning Trust schools are inclusive schools. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.



Equality Statement

Symphony Learning Trust schools actively seek to encourage equity and equality through our teaching. No gender, race, creed or ethnicity will be discriminated against. The school's Equality Policies will be followed and the use of stereotypes under any of the above headings will always be challenged.