



## **Safeguarding and Welfare Requirement: Children in**

### **1.3 Education of Children in Care and PLAC (previously looked after children)**

At Jumblies Day Nursery we believe that all Children in Care and PLAC should have equitable access to excellent educational provision and achieve in line or better than all children from Cornwall and children nationally. We, as a nursery, aim to be champions and advocates for Children in Care and PLAC, and will take a proactive approach to support their success and achievement, recognising that we have a vital role to play in promoting children and young people's social and emotional development and enhancing life outcomes.

Designated person for CIC and PLAC: Sabine Underwood

Second contact for CIC and PLAC if DT unavailable Maddi Murley

#### **Our aims to support Children in Care and PLAC**

- Provide a safe and secure environment, which values education and believes in the abilities and potential of all children.
- Close the gap - bring the educational attainments of our Children in Care and PLAC in line or better to those of their peers.
- Ensure appropriate use of Early Years Pupil Premium to support education.
- Make sure that they have access to education appropriate to their age, ability and emotional understanding. This includes access to a broad, balanced and appropriate curriculum.
- Identify our nursery's role to promote and support the education of our Children in Care and PLAC.
- Always ask the question: 'Would this be good enough for my child?'
- All settings are required to have a Designated Person for Children in Care and PLAC who will act as their advocate and coordinate support for them, liaising with carers, birth parents (as appropriate), social workers and health on a wide variety of educational and care issues. This person will be required to make financial decisions in the best interest of the child.
- All staff are committed to ensuring improved educational life chances for Children in Care and PLAC by ensuring that the relevant personnel have reasonable support and time to complete tasks and responsibilities. Also, to establish and maintain appropriate reporting and monitoring procedures, both within the nursery and with other agencies.



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### **The Designated Person (Looked-After-Pupils England Regulations 2009) requirements are:**

- a qualified person
- a senior employee
- The designated person is to ensure that statutory documentation is kept up to date and is relevant to the child's needs and ability i.e. Electronic termly Personal Education Plan

### **The Electronic Personal Education Plan (EPEP) NB. PEPs do not have to be in place for PLAC**

The EPEP is now in place – this is through Welfare Call – guidance on the Virtual school webpage

(Taken from 'Promoting the education of looked after children and previously looked after children', Feb 2018 DfE)

- All looked-after children must have a care plan, of which the PEP is an integral part. The PEP (pre-school to age 18) should be initiated as part of the care plan. It is an evolving record of what needs to happen for looked-after children to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances. The school, other professionals and the child's carers should use the PEP to support achieving those things.
- The quality of the PEP is the joint responsibility of the local authority that looks after the child and the setting. Social workers, carers, VSHs, designated persons and, as appropriate, other relevant professionals will need to work closely together. All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

### **PEP Content**

- The PEP should cover the full range of education and development needs, including:
- Access to a nursery or other high quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs;



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- On-going catch-up support for those who have fallen behind with school work (including use of effective intervention strategies);
- Provision of immediate suitable education where a child is not in school (e.g. because of temporary or permanent exclusion);
- Transition support where needed, such as when a child starts attending a new school or returns to school (e.g. moving from pre-school/ early years to primary school, primary to secondary school, from secondary school to further education, or following illness or exclusion) or when a child has a plan for permanence (e.g. placed for adoption) and may change schools as part of that plan;
- Attendance and, where appropriate, behaviour support; and
- support needed to help the child realise their short and long-term academic achievements and aspirations. This includes:

If there are safeguarding concerns for a Child in Care or PLAC, contact and advice should be sought from Education Safeguarding team and MARU (Multi-agency referral unit)

### **Whole setting approach:**

- The nursery celebrates the achievements of Children in Care and PLAC.
- Staff should have high expectations of the child, encouraging achievement and ambition
- The child's key person will need to be able to form special, trusted relationship and will be able to take time to listen to them and have access to support and counselling through the setting if required.
- For Children in Care and PLAC, there should be clarity in relation to who is and is not allowed to collect the child from school
- All staff within the setting are made aware of the needs of Children in Care and PLAC and actively promote their best interests
- Effective assessment, recording and reporting practices are established
- Ensure that systems are in place to keep staff up to date and informed about Children in Care and PLAC
- The designated person ensures that positive messages about behaviour and achievement are shared within the setting and between setting, carers and outside agencies, and that high educational expectations are maintained



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- A nurturing approach and understanding of trauma and attachment will help to support Children in Care and PLAC
- Staff work in partnership with carers and agencies and parents (where appropriate).
- Support carers to value educational achievement and improve attendance
- Staff can help the individual begin to feel that they are fitting in and offer them a safe haven and a sympathetic ear in a crisis.
- Staff are aware that being or becoming '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 can be aware of a variety of emotional issues and trauma that may undermine the young person's ability to engage in the learning process, including feelings of loss, rejection, isolation, confusion and low self-esteem
- Staff need to be aware of possible unresolved feelings the young person may have about their own families and siblings, in addition to insecurity over their current homes and carers
- CIC have access to Early Years Pupil Premium– from September, £350 will be allocated to every child from day one of being in care by the Virtual School head. Settings will receive this at the end of each term. A bid can be made via the EPEP to top this up by a further £350 if required. See Education Endowment Fund / Sutton trust for guidance on use, good practice and impact of PP+.

**Special Educational needs:** see Cornwall SEND graduated response document – June 2017

- Any special educational needs are quickly identified and appropriate provision is made – early identification and action is key
- Ensure that systems are in place to identify and prioritise when Children in Care and PLAC are underachieving, and have early interventions to improve this.
- Contact needs to be made with the Virtual School for CIC and PLAC (CICESS) as soon as concerns are raised.
- If the child or young person has a statement of special educational need or EHC Plan, then ensure the annual review coincides with one of the six monthly Statutory Care Reviews / termly PEP meetings; dates can be obtained from the social worker.
- Please refer to SEN Code of Practice for further information



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### **Admissions and transitions:**

- CIC and PLAC have priority to be admitted.
- Prioritise Children in Care and PLAC within schools own admissions procedures and admit students as quickly as possible, recognising the importance of re-establishing school stability for Children in Care and PLAC.
- Ensure that on admission or transfer all relevant information is obtained at the outset
- We will forward appropriate documents, in a timely fashion, to any receiving school at point of transition where the receiving school is made known
- Make every effort to provide continuity of schooling and educational experience

### **Attendance:**

- Where attendance is a problem, a first day of absence procedure needs to be established
- Inform Education Welfare Officer / Social Worker / Virtual School if any concerns about attendance
- Acknowledge attendance in any education meetings, celebrating success and setting realistic targets if it is a concern
- If a child is on a protection plan, ensure Social worker and Carer are contacted if child is absent from school
- Children in Care and PLAC should not be taken out of school for holidays
- There should be no unauthorised absences for CIC and PLAC
- Safety plans to be put in place where a CIC/ PLAC is on a reduced timetable or Children Missing Education or Children Missing Out of Education (CME/CMOE).

### **Exclusion:**

- Identify any Child in Care who is at risk of exclusion and contact the Virtual School Education Welfare Officer, Social Worker and relevant professionals to put proactive strategies in place to avoid the Child in Care missing days from school
- Ensure in the case of a fixed term exclusion that the carer (or persons holding parental responsibility) and the Social Worker have been spoken to and within one day a letter has been sent specifying the period and the reasons for the exclusion, date of return, outline of the rights of carers to make representations to the governing



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body where appropriate and details of arrangements made to enable the excluded pupil to continue his/her education.

- Make sure in the event of any exclusion, contact is made with the Virtual School (CICISS) with details of the exclusion outlining the reasons why the child has been excluded so that an appropriate response can be made.

### **Multi-agency liaison:**

- The CIC and PLAC Designated Teacher will need to liaise closely with carers, birth parents (if appropriate) and the pupil's social worker on a variety of issues including homework, kit and equipment required. It is important that positive messages about behaviour and achievement are shared
- There should be a well planned and co-ordinated approach to meeting the young person's educational and social needs, for example, whether potentially disruptive changes in school can be prevented
- There needs to be clear understanding about the role and responsibility of school staff in relation to the young person and the roles and responsibilities of the other professionals involved
- School staff will need to share positive perceptions and high expectations of the young person with other professionals but especially with the young person
- The school should be aware of and sensitive to the appropriate role of the natural parents
- Designated teachers should ensure that requests from the LA for statistical information held by the school are completed and returned on time to comply with statutory obligations
- 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
- Support the young person to have the opportunity to participate fully in planning and decision making

### **At risk:**

- Settings to be made aware / share information if they feel a CIC and PLAC is at risk in any way.



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### **Related documentation:**

See Virtual School website on Cornwall intranet for related documentation and information

[www.cornwall.gov.uk/virtualschool](http://www.cornwall.gov.uk/virtualschool)

*Promoting the Educational Achievement of Looked After Children  
Statutory Guidance for Local Authorities  
DFE Feb 2018*

Special Educational Needs  
*SEN Code of Practice 2015  
Graduated Response*

This policy was adopted by  
On  
Date to be reviewed  
Signed on behalf of the provider  
Name of signatory  
Chair of the committee

Jumblies Day Nursery	
	(date)
	(date)