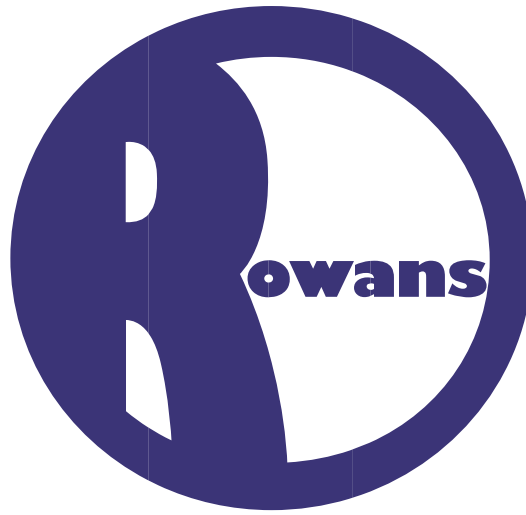




## **Child in Care (CiC) Policy**

|                                   |                |
|-----------------------------------|----------------|
| <b>Policy Written/Reviewed by</b> | Gwen Webb      |
| <b>Date of Review</b>             | September 2026 |
| <b>Date of Next Review</b>        | September 2027 |

### **Purpose**

To promote the educational achievement and welfare of children in care and children / young people who have previously been in care within The Rowans.

### **Rationale**

Children in care (CiC) are one of the most vulnerable groups in society. The majority of children in care have suffered abuse or neglect and it is nationally recognised that considerable educational underachievement exists when compared to their peers.

Under the Children Act 1989, a child is '**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 local authority.

They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- 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).

The term '**In Care**' refers only to children who are subject to a care order by the Court under Section 31 of the Children Act 1989 - they may live with foster carers, in a children's home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are '**accommodated**' by the local authority under Section 20 of the Children Act – they may live in foster care, in a children's home or in a residential school.

All these groups are said to be '**Children in Care**' (CiC). They may be looked after by the local authority or may be in the care of another local authority but living in Medway.

## **Introduction**

The Rowans Alternative Provision aims to promote the educational attainment, achievement and welfare of children in care and children who have previously been in care.

**The Designated Teacher for children in care and children who have previously been in care is Gwen Webb.**

The Board of Trustees is committed to providing a quality education for all its pupils based on equality of access, opportunity and outcomes. This policy includes requirements set out in Statutory guidance on the duty of the local authorities to promote the educational achievement of looked after and previously children in care under the Children's and Families Act 2014.

## **Aims**

The aim of the Rowans is to:

- ensure that school policies and procedures are followed for children who are in care or have previously been in care as for all children
- ensure that all children in care and children who have previously been in care have access to a broad and balanced curriculum
- provide a differentiated curriculum appropriate to the individual's needs and ability
- ensure that children in care and children who have previously been in care, take as full a part as possible in school activities
- ensure that carers and social workers of children in care are kept fully informed of their child's progress and attainment
- ensure that children in care and those that have previously been in care are involved, where possible, in decisions affecting their future provision.

## **Admissions**

The Rowans will give priority to the admission of children in care where possible, whilst following Medway protocol for admissions to the Rowans.

## **Inclusion**

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. Our Child in Care Policy reinforces the need for teaching and learning that is fully inclusive. The Board of Trustees will ensure the school makes appropriate provision for all children in care and children who have previously been in care.

## **Allocation of Resources**

We will work in partnership with Medway Virtual School for children in care, and other Virtual Schools for pupils who are from other Local Authorities, to ensure that children in care and children who have previously been in care receive the full range of support to which they are entitled, to enable them to make progress and achieve.

### **Monitoring the progress of Children in Care**

This school assesses each child in care's attainment on entry to ensure continuity of learning. The social worker for the child in care initiates a Personal Education Plan (PEP) - within 10 working days of entering care, or in a timely manner after the student joins the school, and ensures that the young person is actively involved. Following the initial PEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further PEP review meetings and provide copies of the PEP to the social worker, specialist teacher from Medway Virtual School (or other Virtual School, where the child is from another Local Authority) and other agencies. The allocation and purpose of the Pupil Premium Plus (PP+) will be included within the PEP and will support focused targets for the individual pupil.

### **Record Keeping**

The Designated Teacher knows all the children in care in school and has access to their relevant contact details including parents, carers, Virtual School, specialist staff, teacher/support worker and social worker. The status of children in care is identified within the school's information system (Arbor), so that information is readily available to all classroom teachers and relevant associate staff. Children in Care are identified as a vulnerable group when tracking, monitoring and reporting on attainment and progress.

### **Staff Development**

The Designated Teacher for children in care and children who have previously been in care attends regular meetings to help with the acquisition of the skills needed to support a pupil in care. Part of the Designated Teacher's role is to raise awareness of issues associated with being in care within the school and disseminate information.

### **Partnership with parents/carers and care workers**

We believe in developing strong partnerships with parents/carers and care workers to enable children in care to achieve their potential to aid their future well-being. Review meetings are an opportunity to further this collaboration and partnership working.

### **Links with external agencies/organisations**

We recognise the important contribution that external support services make in supporting children in care. Colleagues from the following support services may be involved with individuals:

- Social care worker/ Community care worker/ Residential child care worker
- Virtual School for Children in care (Children in care in Education Team)
- Other Virtual Schools for children in care from other Local Authorities
- Educational psychologists and others from Local Authority SEN department
- LAC nurses
- School nurses
- Adolescent Mental Health support
- Attendance Advisory practitioners
- Youth Offending Team
- External Learning Providers

### **Child in Care Policy Review and Evaluation**

The Designated Teacher for children in care will undertake a review of the impact of the children in care policy and practice each year.

### **Sources of Additional Advice and Information:**

Steve Duffie, Medway Virtual School Deputy Head teacher Quality and Outcomes

Emma Brown, Head for Engagement and Participation in Medway Virtual School

Suky Tiwana, Outcome and Achievement Lead in Medway Virtual School and Rowans allocated virtual school officer for secondary

The Designated Teacher for looked after and previously children in care (DfE Statutory guidance February 2018)

Promoting the education of children in care. (DfE Statutory guidance for local authorities February 2018)

Keeping Children Safe in Education September 2026

Working Together to Safeguard Children March 2026