Impington Village College

Education of children who have or have had a social worker

Approved by	Head of School
Date of Approval	July 2026
Review cycle	Annually
Next Review	July 2027
Reviewed by	Katie Jarvis

Impington Village College

Education of children who have or have had a social worker

Contents

Document Control 2
Aims of the Policy 3
1.1 Guiding Principles 3
1.2 Definitions 3
Roles and Responsibilities 4
2.1 The Principal and Governing Body 4
2.2 The Designated Teacher for Children in Care (DT) and The Designated Person for Children previously in Care (DP) 5
2.3 The Designated Safeguarding Lead 5
2.4 Impington Village College School staff 5
Policies and Procedures 6
3.1 Staff Development and Training 6
3.2 Admissions 6
3.3 Attendance and Punctuality 6
3.4 Suspensions 6
3.5 Pupil Premium Plus (PP+) 7

Document Control

New Version Number	Key changes from previous version	Date of ratification

Aims of the Policy

Impington Village College will champion the individual needs of all children who have or have had a social worker enabling them to learn, aspire, thrive and achieve their maximum potential.

This will be achieved by:

- Placing the highest priority on their education
- Promoting regular attendance
- Having high expectations and aspirations
- Promoting access and inclusion in all areas of school life
- Promoting stability and continuity
- Supporting early intervention
- Valuing the voice of the child
- Promoting social, emotional and mental health and well-being
- Working in partnership with parents, guardians, carers, social workers and other professionals

1.1 Guiding Principles

- The voice of the child is of central importance
- All children who have or have had a social worker will receive high quality education, which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these children and those who have not been known to social care
- Every child who has or has had a social worker will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood
- Impington Village College will meet the needs of children who have or have had a social worker through effective liaison and integrated work with all key partners including the relevant Virtual School

1.2 Definitions

Under the Children Act 1989, children in care (CiC) are looked after by a Local Authority if they are in the care of the Local Authority or provided with accommodation for more than 24 hours by the authority. This can happen under a number of arrangements:

a) Children who are accommodated under a voluntary agreement with their parents (section 20)
b) Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
c) Children who are subject to emergency orders for their protection (sections 44 and 46)
d) 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)

Children who have previously been in care (CPiC) include those children that are no longer in care through:

a) Adoption
b) A Special Guardianship Order (SGO)
c) A Child Arrangement Order (CAO)

Children with a social worker (CWSW) refers to children who have been assessed as being in need under section 17 of the Children Act 1989 and currently have a social worker and those who previously had a social worker in the past 6 years due to safeguarding or welfare reasons.

Collectively, these three groups are referred to as children who have or have had a social worker. Children in care and previously in care are collectively referred to as care experienced.

Roles and Responsibilities

2.1 The Principal and Governing Body

We, the Principal and Governing Body of Impington Village College are committed to promoting improved educational life chances for all children who have or have had a social worker. We will ensure that the Designated Teacher for children in care has qualified teacher status, appropriate seniority and sufficient time and experience to fulfil this statutory role.

A named governor will be nominated to link with the Designated Teacher and all governors will be fully aware of the statutory guidance for children in care and previously in care and the non-statutory guidance on promoting the education of children with a social worker.

The Principal and nominated governor will monitor the role of the Designated Teacher and Designated Safeguarding Lead. This will ensure that all children who have or have had a social worker make accelerated and rapid progress and that the whole school staff have relevant skills, knowledge and understanding to enable this.

Regular communication between the Principal and Governing Body and the Designated Teacher should include:

- The number of children who have or have had a social worker on roll (CiC, CPIC, CWSW)
- Compliance and quality of individual children's Personal Education Plan (for Children in Care)
- The use and impact of the Pupil Premium Plus grant in raising educational outcomes (for Children in Care and Previously in Care)

Comparative data between peers and children who have or have had a social worker on:

- Attendance and exclusion
- Progress and attainment data
- Destinations for children that leave Impington Village College and Impington International College

2.2 The Designated Teacher for Children in Care (DT) and The Designated Person for Children previously in Care (DP)

The Designated Teacher and Designated Person of Impington Village College will:

- Have a full understanding of relevant statutory guidance and attend relevant training as required
- Have a lead responsibility in promoting and raising the educational achievement of every care experienced child on the school roll
- Ensure every child in care has a high quality up to date Personal Education Plan (PEP) and regularly monitor the progress towards desirable outcomes
- Monitor the effective spend of the pupil premium plus grant to maximise educational outcomes for children in care and previously in care
- Ensure the social, emotional, mental health and well-being needs of care experienced children are recognised and prioritised
- Take the lead responsibility for helping all school staff to understand the factors that can affect how care experienced children learn and achieve, any barriers they might face and the impact of trauma and poor attachments
- Act as the key liaison professional for other agencies and individuals in relation to care experienced children
- Share confidential and personal information on a need to know basis only
- Actively encourage and promote home learning and extra-curricular activities
- Recognise the impact of transition and plan accordingly

2.3 The Designated Safeguarding Lead

The Designated Safeguarding Lead of Impington Village College will:

- Have a full understanding of relevant statutory and non-statutory guidance and attend relevant training as required
- Ensure the social, emotional, mental health and well-being needs of children known to a social worker are recognised and prioritised
- Alongside the Designated Teacher, ensure all school staff understand the factors that can affect how children known to a social worker learn and achieve, any barriers they might face and the impact of trauma and poor attachments
- Act as the key liaison professional for other agencies and individuals in relation to children known to a social worker
- Share confidential and personal information on a need to know basis only
- Actively encourage and promote home learning and extra-curricular activities
- Recognise the impact of transition and plan accordingly

2.4 Impington Village College School staff

Our staff will ensure their part in embedding an 'inclusive culture' which is attachment-aware and trauma-informed. This may include attending training, referring to the Designated Teacher for advice and sharing accurate information and data with the Designated Teacher.

Our staff will hold high expectations of, and aspirations for, children who have or have had a social worker.

Designated Safeguarding Lead - Katie Jarvis, Vice Principal

Designated Teacher – Ollie Raine/Jana Fisher

Safeguarding Governor – Lisa Lincoln

Policies and Procedures

3.1 Staff Development and Training

The Principal and Governing Body will ensure that the Designated Teacher, Designated Person and Designated Safeguarding Lead are trained for the role when they come to post and will continue to support them to access ongoing professional development pertinent to the role.

All staff are encouraged to participate in training that will enable them to meet the needs of children who have or have had a social worker more effectively and the Designated Teacher will raise awareness of the circumstances and lived experiences for these children at a whole school level.

3.2 Admissions

In line with national guidance Impington Village College prioritises the admission of care-experienced children.

The importance of a thorough and planned transition is recognised and this may include:

- Transition meetings between schools
- The swift transfer of information between schools
- Additional school visits and identification of a staff mentor and/or peer buddy
- Additional support and planning for care-experienced children at times of transition
- Structured activities to 'say goodbye', in recognition of the impact of broken attachments and loss

3.3 Attendance and Punctuality

School attendance procedures will reflect the specific needs of children who have or have had a social worker. This may include reasonable adjustments such as celebrating 100% attendance despite incidents of non-attendance due to care placement moves.

Where there is a concern about attendance or punctuality Impington Village College will speak to the child, carer / parent, social worker and other relevant professionals including the Virtual School where a child is in care.

3.4 Suspensions

Impington Village College will make every effort to avoid excluding a child who has or has had a social worker, in recognition of the impact of their lived experiences and their behaviours as a communication of their needs. It is recognised there may be increased risk of disengagement from school, due to their early experience of broken attachments and loss.

If the child is in care, before acting, we will discuss the rationale for suspension with the relevant Virtual School. The Virtual School may be contacted for advice if the child was previously in care, with consent from the carers/parents. If there is no option other than suspension, then every attempt to reduce the number of days of the suspension and ensure that educational provision is in place from day one (for children in care). Suspension will not be used as a sanction, but instead will be used to plan successful access, inclusion and reintegration.

3.5 Pupil Premium Plus (PP+)

Where a care experienced child is allocated pupil premium plus, it is to be used for the benefit of their educational needs. Impington Village College will ensure that:

- The allocation of PP+ promotes high aspirations and seeks to secure the best educational outcomes
- The extra funding provided by the PP+ reflects the significant additional barriers faced by children in care and previously in care
- For children in care, the allocation of PP+ will be linked to clear desirable outcomes as identified in the Personal Education Plan (PEP)