

Promoting
the
Education of
Children
Living in
Residential
Children's
Homes

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PROMOTING THE EDUCATION OF CHILDREN LIVING IN RESIDENTIAL CHILDREN'S HOMES

1.0 Introduction

1.1 The purpose of this policy is to describe how the education of children living in residential care will be promoted in Warrington Borough Council children's homes so that they are enabled to achieve their full potential. [Ref. The Children Homes Regulations 2015: Standard 3 Education](#)

2.0 Promoting Attendance and Attainment

2.1 In order to achieve the goal of full time attendance at an education establishment, residential child care workers will:

- Create and maintain an environment which encourages children to value education.
- Make sure children are up and have breakfast in plenty of time to get to school promptly.
- Ensure all children have the correct school uniform, and are encouraged to wear it correctly.
- Make sure all children have the correct school equipment.
- Make sure there is ample time and space for homework to be completed each day
- Help with homework and coursework.
- Make themselves aware of the school's homework policy, and how much each child should have each night.
- Have high expectations of the children, and encourage children to have high expectations of themselves.

PRACTICE GUIDANCE:

Any achievement at school or outside should be rewarded and encouraged. Not all children are academically able - therefore any talent should be promoted and encouraged.

- Ensure that there is a working computer available along with age appropriate educational software.
- Make sure there is provision of basic equipment such as stationary, dictionary, thesaurus, and encyclopedia and age appropriate reading books in the home.
- Encourage children to take advantage of extra-curricular activities, either in school or in the community.
- Ensure children have the right equipment and clothing should they wish to participate in these activities.
- Liaise with school and know who is teaching the child.
- Attend parents' evenings and any other activity the child may be involved with, along with the child's parent, where possible.
- Endeavour to help the child sort out any difficulties they may have with school in partnership with the child's teacher.
- Contribute to the child's PEP and provide support to the child in accessing additional educational support through a Personal Education Allowance.

3.0 Information Held on a Child's Record

3.1 The child's key worker will be responsible for ensuring the following details are stored on the child's record:

- School Address and Telephone number
- Head Teacher's name
- Designated Children in Care Teacher
- Child's Class or Form Teacher
- Copy of child/young person's timetable
- Child's Personal Education Plan
- Copies of the child's school reports
- Note of all contacts with school
- Child's education/school history.

4.0 Children Excluded from School

- 4.1 Warrington Borough Council has a responsibility to provide any child who is in care and not on the roll of any educational establishment, with some educational input once they have been out of school for 5 days.
- 4.2 All Head Teachers in Warrington have agreed that no looked after child will be permanently excluded but children may be excluded for a fixed period.
- 4.3 In the event of a child becoming excluded from school for any reason or length of time, that child will be provided with school work each day.
- 4.4 This work will come either from the school itself, via the Pupil Referral Unit, or will be taken from the home's own educational resources.
- 4.5 Any child who is excluded from school should be allowed to remain in the home whilst absent from school.
- 4.6 Residential staff have a responsibility to advocate on behalf of the children in the home in order to ensure that the child's educational needs are met.
- 4.7 The care planning and/or review meeting will address educational issues and assist in determining any further educational provision.

5.0 Children Missing Education

- 5.1 Residential staff must notify the school and the child's Social Worker immediately if the child does not attend school for any reason.
- 5.2 Any child missing education should be viewed as a serious concern and care planning should address how a child who regularly misses education is to be managed by the home.

- 5.3 Management of the situation should be discussed between the child's key worker, home manager and the child's social worker and parent. Close liaison should be maintained with the Officer for Looked After Children (Education) and Virtual Head Teacher.
- 5.4 Any professional identifying a child missing education because they are not on the roll of a school should refer the child to education services for educational provision most appropriate for the child's needs.
- 5.5 Any child registered on the roll of a school who is not attending regularly will be referred to the Attendance Team by Welfare Call. The Attendance Team receive weekly updates regarding any child who has accumulated over 10 days absence from school to ensure discussions take place with all those working with the family and a clear plan is put in place to ensure the attendance improves.

6.0 Independence/Life Skills

- 6.1 As part of their overall education, children living in Warrington children's homes will be encouraged to learn the skills and abilities they will need when they leave the home. This education does not begin when the child is about to leave care. It is core to the overall care of the children in the home and should be encouraged according to the child's age and ability from the point of admission.
- 6.2 This education will be practical in nature and can include such things as cooking, budgeting, shopping for food and toiletries and paying bills.
- 6.3 Children will also be encouraged to participate in community living such as joining the library, after school clubs and local activities so they are familiar with the wider social world.
- 6.4 Children will have input into an Activity Planner and residential staff to encourage informal learning via educational activities such as trips to the museum, art galleries, and visiting National Trust properties.

7.0 EHC plans

- 7.1 Education, care and health plans were introduced in the SEND reforms 2015, these plans took over from previous education statements. Education, Health and Care (EHC) plans are legal documents which set out your child's special educational needs (SEN), what support they will receive and where they will be educated.
- 7.2 EHC plans are for children whose special educational needs require more help than would normally be provided in a **mainstream education setting** (a college, school, and nursery). Although the plan can include health or social care needs, your child will not get a plan if they *only* have health or social care needs that do not affect their education. An EHC plan can be issued to a child or young person between the ages of 0 and 25 years.

What does an EHC plan look like?

There is no national standard format for the EHC plan. However it must have certain sections that are clearly labelled.

The sections are:

A: The views, interests and aspirations of you and your child.

B: Special educational needs (SEN).

C: Health needs related to SEN.

D: Social care needs related to SEN.

E: Outcomes - how the extra help will benefit your child

F: Special educational provision (support).

G: Health provision.

H: Social care provision.

I: Placement - type and name of school or other institution (blank in the draft plan (link to info about draft plan))

J: Personal budget arrangements.

K: Advice and information - a list of the information gathered during the EHC needs assessment.

The different sections may at first seem like a confusing alphabet soup. It can help to understand that there are three sections on needs (i.e. your child's difficulties) that are matched by corresponding provision (the help your child will get) to meet those needs:

- "Section B: Special educational needs" are met by "Section F: special educational provision".
- "Section C: Health care needs" are met by "Section G: health care provision".
- "Section D: Social care needs" are met by "Section H: social care provision".

The plan must be reviewed at least once a year. At the end of the review the local authority may make changes to the plan, end it or leave it unchanged

The plan will remain in place until your child leaves education or the local authority decides that your child no longer needs the plan to help them in their education. If you move to another local authority the plan will be transferred.