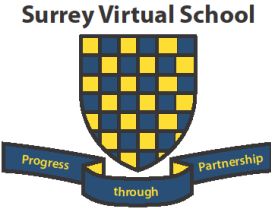


YOUR
SCHOOL
LOGO

CHILDREN IN CARE REPORT TO GOVERNORS



School:
Date:
By (name)
Designated Teacher for Children in Care

This report has been developed as part of the response to the statutory guidelines aimed at improving the educational achievement of children in care (CiC) in the school. Due to confidentiality issues no individual children will be identified in this report.

1 - Basic Information and Workload

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Numbers of children in care:																		Total	
School years:	R	1	2	3	4	5	6	7	8	9	10	11							

Local Authorities responsible for the children (name each placing authority);

The School has a Policy relating to CiC	
Last review date: November 2011	

Number of CiC entering the school during the academic year	
Number of CiC leaving the school during the academic year	
Number of children who have been in care for 1 year or more	
Number of children who have been in care for six months or more	
Number of exclusions of CiC during the academic year	
Number of CiC identified as Gifted, Able or Talented	
Number of CiC with a Statement of SEN	

Other Policies mentioning CiC:	
Admission & Exclusions	
Reporting progress & target setting	
Extended School & Visits	
Inclusion	
Staffing & Partnership working	

Others - please specify:

Are there any workload, or other challenges, relating to the role of the Designated Teacher or other staff, arising as a result of the number of children in care on roll at the school and the number of local authorities which are involved?

Suggested actions for the Leadership Team and the Governing Body

2 - Progress

Are CiC in your school achieving in line with their peers? Please consider;

a) How the progress of CiC is monitored as a discrete group

b) How you promote high aspiration of CiC to ensure they achieve in line with their peers, according to their ability

Suggested actions for the Leadership Team and the Governing Body

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3 - Attendance and Exclusion (This authority has a policy of avoiding the permanent exclusion of children in care)

Overall % attendance of children in care			
Number of CiC missing 15% or more sessions			
Fixed term exclusions total number of sessions		Number of children	

How does the pattern of attendance and exclusion for Children in Care relate to that of all children in your school?

Suggested actions for the Governing Body

4 - Personal Education Plans (PEPs)

Number of Personal Education Plans completed on arrival	
Number of PEP reviews completed within statutory time scales*	
Are Governor reviews of PEPs routinely undertaken?	
Are relevant staff included in the implementation of the PEP?	

*Children in care should arrive at your school with a Personal Education Plan – if not, this should be completed, or reviewed, within days of joining the school and further reviewed at least six monthly (or at any other time appropriate to the needs of the child)

Please explain process or planning issues arising from personal education plans (PEPs)

Suggested actions for the Governing Body

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5 - Planning, Intervention and Resources

Are the teaching, learning and inclusion needs of children in care reflected in school development plans and policies?

How is the school meeting these needs? Please include comments on the use of Pupil Premium LAC

Suggested actions for the Governing Body

6 – Training*

List any training accessed by the Designated Teacher

List any training accessed by Governors

List any training disseminated to all School Staff and Governing Body

Suggested actions for the Governing Body

*This could include any support and guidance offered by the Surrey Virtual School

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ANNEX A (see exemplar attached)

Individual Pupil Information, providing both context and detailed assessment data for each student should be provided in an anonymised section and treated as Part B information for Governing Body meetings that is not available to the general public.

Please return a copy of this document to the Surrey Virtual School for CiC - virtual.school@surreycc.gov.uk Many thanks

ANNEX A - EXEMPLAR

Boy A – Year 9

Boy A has yet again settled in really well to the new academic year. He continues to get involved in the after school sporting clubs and regularly attends the Homework Club. He is very popular with staff and students and should have another successful year.

Boy A

Students are expected to achieve their Target Minimum Level, TML, by the end Year 8. Students more than 2 sub-levels below their TML, are a concern. Language is usually 1 whole level below other subjects.													On or above target target, can be 2 sublevels below TL				3 sub level below target.				More than 3 sub levels below target			Overall			
Surname Forename	Reg Group	Gender	Gifted/Talented	SEN	EAL	FSM	LAC	MIDYIS SCORE TOTAL	KS2 En	KS2 Ma	TML fine NCL Yr 8	Art	Drama	DT	English	Geography	History	IT	Language	Maths	Music	PE	RS	Science	Average Yr 8 Level	Monitoring in Sub Levels	
Boy A Autumn 2011	M	8J		A	Y		Y	85	D	3A	4C	5C	3A	5C	4B	4A	4A	5C	4C	4A	5C	5B	4A	4C	4B	4b	-2
Boy A Spring 2012	M	8D		P			Y	110	B	4B	5C	6C	4C	5B	4A	4B	5C	5C	5B	4B	5B	5C	5B	5C	4C	4a	-4
Boy A Summer 2012	M	8D		P			Y	110	B	4B	5C	6C	5B	5B	4A	4C	5B	5B	5A	4A	5C	5B	5A	5C	4A	5c	-3

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Boy B – Year 9

Boy B did not have a good start to the new academic year. He had a lengthy exclusion on the second day back. He is at present on Red Report Card to the Deputy Headteacher and because of the Red card a senior member of staff sees him daily. On top of that Designated Teacher also sees him daily – so the school can give him intense one to one support. His behaviour is one of the main topics for his PEP meeting at the end of October. In spite of some difficult challenges with Boy B the staff continue to do their utmost to support him, along with his carers and social workers.

Boy B

Students are expected to achieve their Target Minimum Level, TML, by the end Year 8. Students more than 2 sub-levels below their TML, are a concern. Language is usually 1 whole level below other subjects.													On or above target target, can be 2 sublevels below TL				3 sub level below target.				More than 3 sub levels below target			Overall			
Surname Forename	Reg Group	Gender	Gifted/Talented	SEN	EAL	FSM	LAC	MIDYIS SCORE TOTAL	KS2 En	KS2 Ma	TML fine NCL Yr 8	Art	Drama	DT	English	Geography	History	IT	Language	Maths	Music	PE	RS	Science	Average Yr 8 Level	Monitoring in Sub Levels	
Boy B Autumn 2011	M	8D		P			Y	110	B	4B	5C	6C	5C	4C	5A	5B	5A	4B	3B	6C	5C	5C	5A	5C	5C	5c	-3
Boy B Spring 2012	M	8D		P			Y	110	B	4B	5C	6C	5C	4B	6C	5B	5A	5A	4A	3A	6C	5C	5C	6C	5B	5c	-3
Boy B Summer 2012	M	8D		P			Y	110	B	4B	5C	6C	5C	4A	7C	5B	6C	6C	5C	4C	6B	5B	5A	6C	5B	5b	-2

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