

STRATEGY FOR SUPPORTING CHILDREN IN CARE AT BOSTON COLLEGE

This policy is annually reviewed to ensure compliance with current regulations

Approved/reviewed by	
Approved by: Executive Leadership Team	
Reviewed by: Head of Safeguarding & Wellbeing	
Date of next review	April 2026

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1. Document Control

1.1. Document Details

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1.0	April 2025	Sharon Posey	Definitive Release - Brand New Policy

1.3. Distribution

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1. Introduction

The purpose of this strategy is to ensure that children in care (looked-after children) receive the necessary support to achieve their full potential at Boston College. By aligning with current legislation and best practices, we aim to provide a stable, supportive, and enriching educational environment.

2. Legislative Framework

1. **Children Act 1989 and 2004:** Ensure that the college's policies and practices align with these acts, focusing on the welfare and educational needs of children in care.
2. **Care Planning, Placement and Case Review (England) Regulations 2010:** Adhere to these regulations by working closely with local authorities to ensure effective care planning and reviews.
3. **Children and Families Act 2014:** Implement strategies to maintain educational stability and continuity for looked-after children.
4. **SEND Code of Practice:** Provide additional support as required for children in care with special educational needs and disabilities.
5. **Pupil Premium Plus:** Utilize available funding to address barriers to learning and enhance educational opportunities.
6. **Virtual School Headteachers:** Collaborate with Virtual School Headteachers to monitor and support the educational progress of children in care.
7. **Personal Education Plans (PEPs):** Develop and regularly review Personal Education Plans for children in care to tailor support to their individual needs.

3. Implementation Strategies

A. Training for Staff

- **Training for Staff:** Provide regular training for staff on the specific needs of children in care, including raising awareness of trauma informed practice, the relevant legislation, and best practices for support.
- **Designated Person:** DP to attend training provided by Virtual Schools from various Local Authorities to support quality Personal Education Plans (PEP's). DP has attended LCC "Role of Designated Teacher" training and will renew as necessary.

B. Support Mechanisms

- **Designated Person for CiC:** Boston College has appointed a staff member who is responsible for coordinating support for children in care. This person will liaise with local authorities, Virtual School Headteachers, and other professionals to ensure CiC have the best opportunities.

- **Personal Education Plans (PEPs):** Ensure that each child in care has an up-to-date PEP. The PEP should be developed in consultation with the student, their carers, and relevant professionals, including teaching staff and reviewed termly to track progress and adjust support as needed.
- **Individual Support Plans:** Create individual support plans to address specific needs, including academic support, pastoral care, and any reasonable adjustments to support special educational needs.
- **Transition support:** DP and Safeguarding and Wellbeing team will offer tailored packages for transition from school environment to college. This could include tours of the college, meeting key staff, assisting with application and enrolment process to ensure a smooth transition. The transition support would also be offered to CiC that are leaving the college in partnership with the Virtual School, carers and any other relevant agencies (e.g. alternative education provider/employment)
- **Bespoke IAG:** CiC will be offered appointments to meet with a Careers Advisor one to one, with the option to bring a nominated person for support. This applies to current and potential students.

C. Monitoring and Review

- **Regular Monitoring:** Implement a system for regularly monitoring the progress and well-being of children in care, including academic performance, attendance, and emotional well-being. Curriculum and Success Coaches will be advised of any CiC in their area so they can support DP with monitoring progress, attendance and wellbeing.
- **Feedback Mechanisms:** Establish feedback channels for students in care, their carers, and other stakeholders to provide input on the support provided and identify areas for improvement.

D. Collaboration and Communication

- **Partnership with Local Authorities:** Build strong partnerships with local authorities and Virtual School Headteachers to ensure effective communication and coordination of support.
- **Engage Carers:** Work closely with the carers or guardians of children in care to understand their needs and ensure they are involved in the development and review of the PEP.
- **The Care Covenant:** Boston College will sign up to the Care Covenant to support care experienced students to progress into employment post education.

E. Funding and Resources

- **Utilise Pupil Premium Plus:** Ensure that the Pupil Premium Plus funding is used effectively to support the educational needs of children in care. Allocate resources for strategic developments, additional academic support, extracurricular activities, and personal development.

- **16-19 Bursary:** Ensure that all CiC have an opportunity to access financial assistance from the 16-19 bursary to support with college related costs e.g. transport, equipment, food.
- **Resource Allocation:** Ensure that adequate resources are allocated to support the specific needs of children in care, including access to counselling, mentoring, and academic support services.

4. Evaluation and Improvement

- **Review and Reflect:** Regularly review the effectiveness of the strategy and make necessary adjustments based on feedback, monitoring data, and changes in legislation or guidance.
- **Continuous Improvement:** Engage in continuous professional development and partnership with stakeholders to stay updated with best practices to ensure ongoing improvement in supporting children in care.

5. Conclusion

This strategy aims to create a supportive and inclusive environment for children in care at Boston College, ensuring that they receive the necessary support to thrive academically and personally. By adhering to the legislative framework and implementing the outlined strategies, we are committed to making a positive difference in the lives of these students.