



Education Policy

Version number:	Version 1	Document owner:	HND Children's Care Ltd.
Version Date: Review Date:	January 2026 January 2027	Document ID number:	3.13 Education Policy
Version expiry:	January 2027	Document classification:	Final
Version status:	Live document		

Regulations and Standards:

The Children's Homes (England) Regulations 2015:

- Regulation 8 - Education standard.

Contents:

1. Responsibilities of the Placing Authority
2. Our Responsibilities
3. Exclusion / Refusal to Attend School
4. Statement of Purpose
5. Home / School Agreement
6. School Accessibility Audit

1. Responsibilities of the Placing Authority:

The placing authority has a corporate responsibility for promoting the educational achievement of all Looked After Children.

1.1 Personal Education Plans:

To this end, they must ensure that all children have a school place and a Personal Education Plan (PEP) which promotes their educational achievement. The PEP must be drawn up before the child becomes Looked After (or within 10 working days in the case of an emergency placement) and be available for the first statutory review meeting.

If a child is placed with HND Children's Care Ltd without a PEP and it is the child's first residential placement, the timescales above apply; if it is a subsequent placement, the child should already have a PEP, if this is not the case, the home's manager should obtain one from the social worker.



The matters that should be covered by the PEP are:

- Chronology of education and training history which provides a record of the child's educational experience and progress in terms of National Curriculum levels of attainment, including information about educational institutions attended and the reasons for leaving, attendance and conduct record, academic and other achievements, any special educational needs, an indication of the extent to which the child's education has been disrupted before entering care or accommodation.
- Existing arrangements for education and training, including details of any special educational provision and any other provision to meet the child's educational or training needs and promote educational achievement.
- Any planned changes to existing arrangements and provision to minimise disruption.
- The child's leisure interests.
- Role of the appropriate person and any other person who cares for the child in promoting the child's educational achievements and leisure interests.

PEPs should be reviewed by the Independent Reviewing Officer (IRO) at Looked After Reviews.

If the placement of any child at Key Stage 4 (years 10 - 11) is disrupted or there is a plan to change the placement, the IRO should be consulted first and the placement may not change unless a senior manager (a nominated manager) within the placing authority approves it - unless it is an emergency; in which case, the placing authority must make arrangements to re-establish the child's education as quickly as possible after the child is placed in the new placement.

1.2 Individual Education Plans:

An Individual Education Plan should be drawn up for all Looked After Children, by the school, it sets out the day-to-day arrangements for educating the child e.g., short-term targets, strategies to be used, outcomes.

2. Our Responsibilities:

HND Children's Care Ltd believe the educational needs of Looked After Children should be met within mainstream education services and we strive for all children in our care to access an appropriate and sustainable school placement.

HND Children's Care Ltds aim is to ensure that all children will have a mainstream or alternative education provision provided within 3 weeks of admission.

However, for some children who have previously experienced failure in the education system arising from social and emotional difficulties which make it difficult for them to function in a mainstream education environment, we recognise that specialist full time education maybe necessary.



HND Children's Care Ltd believe that in order to maximise educational opportunities it is essential that teaching and care staff work co-operatively in an attempt to provide a meaningful and relevant 24-hour curriculum. Education is not limited merely to the classroom; education is a continuous process which occurs throughout the waking day. That is not to say that education cannot be enjoyable or fun, there are many educational activities which occur naturally in our work with children.

It is however important that staff liaise on a regular basis with teaching staff or with external schools, to ensure that educational programmes are appropriately differentiated. Keyworkers have regular contact with teachers and co-operate with reviews of key plans e.g., individual care and education plans (ICEP's), ensuring that education and placement / care plans are consistent or complement each other, ensuring that the needs of the child are considered and met.

Keyworkers and staff must ensure that children have adequate opportunities and support to complete homework and take part in extracurricular activities. Children should be encouraged to join a library and have opportunities to access a range of educational support material, including books and specialist educational software.

Keyworkers, in the absence of parents, must attend all school events that would usually be attended by parents such as open days, school plays etc.

Any child of statutory school age who is not attending school (or a pupil referral unit) would be provided with an appropriate and differentiated educational programme. Staff from the home will work closely with the placing authority and education co-ordinator to secure a school placement as quickly as possible.

Developing positive relationships and offering praise and encouragement is an essential part of the role of residential care staff. All parties undertaking support work with children must ensure they ask individuals when returning from education how their day has been; in addition to praising the child for attending school / education and take an interest in subjects they are undertaking.

3. Exclusion / Refusal to Attend School:

On occasions children may either be unable to attend school as a result of exclusion or may choose not to attend school, school refusal. Exclusions are either fixed term, i.e., for a specified number of days after which the child will return to his or her school; or permanent; where it is not intended that the child will return to that particular school.

Due to the close working relationships established between care home and educational establishment staff and educational co-ordinators, it is envisaged that they will be aware of any difficulties the child is experiencing or causing within the educational setting prior to exclusion being used by the school. At this stage staff from HND Children's Care Ltd and the education co-ordinator will liaise closely with school staff in order to provide additional support to the child during this period of difficulty. All action taken at this time will be



recorded in the child's individual records and the Personal Education Plan (PEP) will be amended to reflect the changed circumstances.

School will only use exclusion as a last resort. However, there may well be situations whereby the school has no option but to exclude the child without prior warning, for example in response to an isolated incident of a very serious nature. Examples of this would include a threat of or serious assault on another pupil or member of staff or the taking of illegal substances into to school, amongst other things.

When a child has been excluded from school or have refused to attend, staff from HND Children's Care Ltd will ask the school to provide study materials for the child to complete during the period of their exclusion or refusal. Staff from the home will assist and supervise the child in completing this work during normal school hours with guidance from the education co ordinator.

It is important that any child who is excluded, and also other children in the home do not view exclusion from school as an extended holiday. A criticism often aimed at residential care is that too frequently children have no routine, do not regularly attend school, get up when they please, and at best, spend their days unoccupied and bored. HND Children's Care Ltd believe that establishing a balanced approach for the child will achieve positive outcomes.

On those occasions where a child is permanently excluded from school staff from HND Children's Care Ltd will work closely with the placing authority and education co-ordinator to identify an appropriate alternative educational placement. Whilst an alternative placement is being sought, staff and the education co-ordinator will endeavour to provide a short-term educational package.

The individual needs of children within each service setting will vary greatly; because of such diverse need it is neither possible, nor do the company intend to be prescriptive about the nature of any alternative educational package provided. All such programmes would be delivered under the supervision of a qualified teacher and would be appropriately differentiated.

It is the responsibility of home managers to ensure that all children are receiving adequate and suitable education; in the instances where provisions 'fall short', managers are expected to challenge local authorities and education providers in order to bring about positive changes in the best interests of the children.

END.