



# Children in Care (CiC) and Previously Children in Care (PCiC) Policy

|                        |                         |
|------------------------|-------------------------|
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## 1. **PURPOSE**

To promote the educational achievement and welfare of Children in Care (CiC) or Previously Children in Care (CiC)

## 2. **RATIONALE**

Children in Care are one of the most vulnerable groups in society. The majority of Children in Care have suffered abuse or neglect and it is nationally recognised that there is considerable educational underachievement when compared to their peers, which can result in poor exam success rates in comparison with the general population with fewer Children in Care progressing to Higher Education and following progression pathways that will lead to future economic success and well-being.

Under the Children Act 2004, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (section 20)
- children who are the subjects of a care order (section 31) or interim care order (section 38)
- children who are the subjects of emergency orders for their protection (sections 44 and 46)
- 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).

The term 'in care' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 2004 - they may live with foster carers, in a Children's Home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are 'accommodated' by the local authority under section 20 of the Children Act – they may live in foster care if living in Warwickshire or Children's home/residential school if living outside of Warwickshire.

All these groups are said to be 'Children Looked After' (CLA) frequently referred to as Children in Care (CiC). They may be looked after by our local authority or may be in the care of another authority but living in ours.

A Previously Children in Care is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from 'state care' outside England and Wales.

Previously Children in Care's challenges and need for support will often continue after they leave care. However, designated teachers' work will need to reflect that their role for previously looked-after children is different to that for looked-after children, as the local authority is no longer their corporate parent.

## 3. **INTRODUCTION**

The Griffin Primary School aims to promote the educational attainment and achievement and welfare of Children in Care and Previously Children in Care.

The Designated Teacher for Children in Care and Previously Children in Care is Mrs Alison Hine.

The Trustee with special responsibility for Children in Care and Previously Children in Care is the Chair of the Trust Board.

The Trust Board is committed to providing quality education for all its pupils based on equality of access, opportunity and outcomes.

This policy includes requirements set out in “Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004” and associated guidance on the education of Looked After Children.

We aim to contribute towards achieving the original five outcomes of Every Child Matters, which was the Government’s aim for every child, whatever their background or their circumstances:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

As corporate parents this school believes in the principles of good parenting by:

- giving priority to education
- listening to children
- providing stability and continuity
- taking corporate responsibility
- promoting inclusion
- raising standards
- intervening early
- promoting early years experiences
- celebrating success

#### 4. **AIMS**

The aims of the school are to:

- ensure that school policies and procedures are followed for Children in Care and Previously Children in Care, as for all children.
- ensure that all Children in Care and Previously Children in Care have access to a broad and balanced curriculum.
- provide a differentiated curriculum appropriate to the individual’s needs and ability.
- ensure that Children in Care and Previously Children in Care take as full a part as possible in all school activities.
- ensure that carers and social workers of Children in Care and Previously Children in Care are kept fully informed of their child’s progress and attainment.
- ensure that Children in Care are involved, where practicable, in decisions affecting their future provision.

#### 5. **ADMISSIONS**

Children in Care and Previously Children in Care are prioritised for entry under criterion 1. Children in Care may enter school mid-term. This school believes that it is vital that we give each Looked Child in Care a

positive welcome and offer full support for their induction and to help them settle and be part of our learning community.

6. **INCLUSION**

This policy recognises that all pupils are entitled to a balanced, broadly based curriculum. This Policy reinforces the need for teaching that is fully inclusive. The Trust Board will ensure the school makes appropriate provision for all Children in Care and Previously Children in Care

7. **ALLOCATION OF RESOURCES**

The Trust Board will ensure that the school allocates resources to support appropriate provision for Children in Care and Previously Children in Care, meeting the objectives set out in this policy. We will work in partnership with Warwickshire County Council's Virtual School for Children in Care and Previously Children in Care and other Virtual Schools for pupils who are from other Local Authorities, to ensure that Children in Care and Previously Children in Care receive the full range of support to which they are entitled to enable them to make progress and achieve.

8. **MONITORING THE PROGRESS OF CHILDREN IN CARE / PREVIOUSLY CHILDREN IN CARE**

The social worker for Children in Care initiates a Personal Education Plan – ePEP – as soon as appropriate when a pupil joins the school (maximum of 20 days), or of entering care, and ensures that the child or young person is actively involved.

Following the initial ePEP, the role of the Designated Teacher is to liaise with other agencies involved to arrange further termly ePEP Review meetings, inviting a specialist teacher from Warwickshire Virtual School, or other Virtual School where the child is from another Local Authority, and other agencies as appropriate.

9. **RECORD KEEPING**

The Designated Teacher knows all the Children in Care and Previously Children in Care in school and has access to their relevant contact details including parents, carers, Warwickshire Virtual School specialist staff, or other Virtual School specialists for those looked after students who are from other Local Authorities, teacher/support worker and social worker. The status of Children in Care and Previously Children in Care is identified within the school's information systems so that information is readily available as required.

10. **STAFF DEVELOPMENT**

Part of the Designated Teacher's role is to raise awareness of issues associated with Children in Care and Previously Children in Care within the school and disseminate information.

11. **PARTNERSHIP WITH PARENTS/CARERS AND CARE WORKERS**

We believe in developing a strong partnership with parents/carers and care workers to enable Children in Care and Previously Children in Care to achieve their potential to aid their future economic well-being. Review meetings are an opportunity to further this collaboration and partnership working.

12. **LINKS WITH EXTERNAL AGENCIES/ORGANSATIONS**

We recognise the important contribution that external support services make in supporting Children in Care and Previously Children in Care. Colleagues from the following support services may be involved:

- Social care worker/ Community care worker/ Residential child care worker
- Warwickshire Virtual School

- Other Virtual Schools for looked after children from other Local Authorities
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- CAMHS
- Education Welfare Officers
- Youth Offending Service
- School age parents' officer
- External Learning Providers

### 13. **POLICY REVIEW AND EVALUATION**

If Children in Care and Previously Children in Care are admitted to the school, we will undertake a thorough review of both the Policy and practice each year. Any actions from this review would inform the School Development Plan.

### 14. **ROLES AND RESPONSIBILITIES (See Appendix 2)**

The Designated Teacher will:

- be an advocate for Children in Care and Previously Children in Care within school.
- be proactive in identifying ways in which the school can raise attainment of Children in Care and Previously Children in Care.
- work in partnership with Warwickshire Virtual School, and/or other Virtual Schools for those students who are from other Local Authorities, providing termly progress data on the progress of Children in Care.
- give regard to the impact of relevant decisions for Children in Care and Previously Children in Care on both them and the rest of the school community.
- know all the Children in Care and Previously Children in Care in school, including those in the care of other authorities, and ensure the availability of all relevant details from school record-keeping systems as required.
- attend relevant training about Children in Care and Previously Children in Care and disseminate information and good practice to other staff.
- influence school policy and practice for Children in Care and Previously Children in Care
- act as the key liaison professional for other agencies and carers in relation to Looked After Children, seeking advice from Warwickshire Virtual School, and/or other Virtual Schools for those students from other Local Authorities, when appropriate.
- for Previously Children in Care, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.
- ensure that Children in Care and Previously Children in Care receive a positive welcome on entering school, especially mid-year, and offer additional support wherever possible such as a pre-entry visit to help the new pupil settle.
- ensure that all Children in Care have an appropriate ePEP that is completed when joining the school, or of entering care, and ensure that the young person contributes to the plan.
- arrange and contribute to ePEP review meetings.
- keep ePEPs and other records up to date and review ePEPs at transfer.
- monitor the targets set out in the ePEP.

- convene an urgent multi-agency meeting if a Children in Care and Previously Children in Care is experiencing difficulties or is at risk of exclusion.
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.
- act as the key adviser for staff and trustees on issues relevant to Children in Care and Previously Children in Care.
- ensure that care and school liaison is effective including invitations to meetings and other school events.
- actively encourage and promote out of hours learning and extra-curricular activities for Children in Care and Previously Children in Care.
- ensure a speedy transfer of information, records and coursework, where appropriate, when a Children in Care and Previously Children in Care transfers to another educational placement.
- report to the Trust Board on Children in Care and Previously Children in Care in the school and inform of relevant policy and practice development.
- agree with the social worker (where appropriate) about the people to invite to parents' evenings and other events.
- prepare reports for Trustees' meetings to include:
  - the number of Children in Care and Previously Children in Care on roll and the confirmation that Children in Care have a Personal Education Plan – ePEP.
  - their attendance compared to other pupils.
  - their attainment (SATs and teacher assessments) compared to other pupils.
  - the number, if any, of fixed term and permanent exclusions.
  - the destinations of pupils who leave the school.
  - attend trustee meetings as appropriate – such as the admission, disciplinary and exclusion of Children in Care and Previously Children in Care.
  - complete a Children in Care and Previously Children in Care self-evaluation form' (See Appendix 1) annually after the admittance of a Children in Care Previously Children in Care.
  - ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN.

All school staff will:

- positively promote the raising of a Children in Care and Previously Children in Care's self-esteem.
- have high expectations of the educational and personal achievements of Children in Care and Previously Children in Care.
- keep the Designated Teacher informed about Children in Care and Previously Children in Care's progress.
- ensure any Children in Care and Previously Children in Care are supported sensitively and that confidentiality is maintained.
- follow school procedures.
- be familiar with the school's policy and guidance on Children in Care and Previously Children in Care and respond appropriately to requests for information to support ePEPs and review meetings.
- liaise with the Designated Teachers where Children in Care and Previously Children in Care is experiencing difficulties.
- work in partnership with Warwickshire Virtual School, and/or Virtual Schools from other Local Authorities, and other agencies to prevent a Children in Care and Previously Children in Care's

behaviour leading to an official exclusion and only use exclusions in line with the school's exclusion policy, and relevant national guidance, being mindful to the difficulties this may create in the care placement.

- contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
- keep appropriate records, confidentially as necessary, and make these available to the Designated Teacher, Warwickshire Virtual School and other Virtual Schools for those students who are from other Local Authorities, and professionals/ parents/carers/pupil as appropriate.
- make extra copies of reports available when required.

The Trust Board will:

- ensure that the admission criteria and practice prioritises Children in Care and Previously Children in Care according to the DFE Admissions Code of Practice pertaining to selective schools.
- ensure all trustees are fully aware of the legal requirements and guidance for Children in Care and Previously Children in Care.
- ensure there is a Designated Teacher for Children in Care and Previously Children in Care.
- liaise with the Headteacher, Designated Teacher and all other staff to ensure the needs of Children in Care and Previously Children in Care are met.
- Identify a trustee with special responsibility for Children in Care and Previously Children in Care
- nominate a trustee with responsibility for Children in Care and Previously Children in Care who links with the Designated Teacher.
- receive regular reports from the Designated Teacher.
- hold the school to account on how it supports its looked-after and previously looked-after children (including how the PP+ is used) and their level of progress.
- ensure that the school's policies and procedures give Children in Care and Previously Children in Care equal access in respect of:
  - admission to school.
  - National Curriculum and examinations, both academic and vocational out of school learning and extra-curricular activities.
  - additional educational support.
  - work experience and careers guidance.
  - annually review the effective implementation of the school policy for Children in Care and Previously Children in Care
  - In the event of an exclusion, ensure that the Designated Teacher is invited to the exclusion meeting of Children in Care and Previously Children in Care.

Warwickshire Local Authority will:

- Provide a Virtual Headteacher who has responsibility for championing the education of Children in Care and Previously Children in Care.
- Provide a specialist team to provide a wrap-around service for Children in Care and Previously Children in Care, as part of Warwickshire Virtual School.
- lead the drive to improve educational and social care standards for Children in Care and Previously Children in Care.
- ensure that the education for this group of pupils is as good as that provided for every other pupil.
- ensure that Children in Care and Previously Children in Care receive a full-time education in a mainstream setting wherever possible.

- ensure that every Children in Care and Previously Children in Care has a school to go to within 20 days of coming into care or of coming to Warwickshire from another authority.
- make sure that each Children in Care and Previously Children in Care has an ePEP according to national guidance.
- ensure that every school has a Designated Teacher for Children in Care and Previously Children in Care and that these teachers receive appropriate information, support and training.
- provide alternative educational provision where appropriate.
- ensure that appropriate support is provided whenever possible.
- work with others to provide smooth transitions across key stages.
- be vigilant and proactive in identifying additional needs and the special educational needs of Children in Care and Previously Children in Care and work collaboratively with schools, other services and agencies to meet those needs.

**Local Authority contact details for the Education of Children in Care and Previously Children in Care are:**

Warwickshire Virtual School for Children in Care and Previously Children in Care

Legal Framework

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Children Act 1989 & 2004
- Education Act 2002
- Education (Health Standards) (England) Regulations 2003
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Protection of Freedoms Act 2012 • DfE (2018) 'Working Together to Safeguard Children 2018'  
DfE (2019) 'Keeping Children Safe in Education 2019'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'Disqualification under the Childcare Act 1006
- DfE (2015) 'The Prevent duty'
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children & Families Act 2014
- The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities 2018
- The Sexual Offences Act 2003

Appendix 1

# Improving the attainment of Children in Care and Previously Children in Care

## Section A: Initial Review

1 = very effective 4 = in need of development

| <b>How effective are your current approaches in the following aspects of support for looked after young people?</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|
| <b>1. Doing the things they do for all young people but more so</b>   |          |          |          |          |
| The extent to which the ePEP identifies barriers to learning and strategies for overcoming these  |          |          |          |          |
| The current range of interventions used to support looked after young people, including the appropriateness of one-to-one tuition   |          |          |          |          |
| Whether the progress of looked after young people is tracked sufficiently closely and if actions and resulting impact are critically evaluated  |          |          |          |          |
| <b>2. Balancing high level support with real challenge</b>  |          |          |          |          |
| The current expectations for progress across a year and key stage   |          |          |          |          |
| Practice in dealing with inappropriate behaviours   |          |          |          |          |
| Opportunities (with support when necessary) for the young people to take part in appropriate group work to facilitate learning  |          |          |          |          |
| The extent to which the review of progress ensures that targets remain challenging  |          |          |          |          |
| <b>3. Skilfully linking each young person to a key person they relate well to</b>   |          |          |          |          |
| The extent to which each looked after young person has ready access to the support of a 'key person'  |          |          |          |          |
| The opportunities for looked after young people to have contact with positive role models   |          |          |          |          |
| The opportunities and facilities available for looked after young people to take 'time out' or to access a 'listening post' or 'haven'  |          |          |          |          |
| The communication between the designated teacher and the key person and their roles and involvement in the process of the statutory review of the PEP section of a young person's care plan |          |          |          |          |
| <b>4. Making it a priority to know the young people well and to build strong relationships</b>  |          |          |          |          |
| The frequency and quality of communication between the designated teacher and other staff   |          |          |          |          |
| The procedures in place for monitoring and reporting incidents involving looked after young people  |          |          |          |          |
| Whether mentors have opportunities to show a genuine interest in the young person   |          |          |          |          |

|  |  |  |  |  |
|--|--|--|--|--|
| <b>5. Developing strong partnerships with carers, local authorities and specialist agencies</b>  |  |  |  |  |
| The opportunities for carers to have easy contact and to work productively with school staff   |  |  |  |  |
| Additional strategies for helping carers to support their young person's learning  |  |  |  |  |
| The effectiveness of communication between the school and the full range of agencies that can support the young person                   |  |  |  |  |
| <b>6. Making things happen and seeing things through</b>   |  |  |  |  |
| The capacity to be able to respond very quickly to urgent situations   |  |  |  |  |
| How mentors mediate to secure the best support for learning for the young people   |  |  |  |  |
| Awareness of the full range of support that is available through outside agencies  |  |  |  |  |
| <b>7. Ensuring consistency as well as discrete flexibility</b>   |  |  |  |  |
| Staff development focused on how flexibility can be achieved without the appearance of favouritism                                       |  |  |  |  |
| Finding viable alternatives to fixed-term and permanent exclusions for the young people  |  |  |  |  |
| Providing small group support and development when needed  |  |  |  |  |
| <b>8. Actively extending the horizons of each young person</b>   |  |  |  |  |
| The level of involvement in out of hours learning  |  |  |  |  |
| How mentors can extend the participation of looked after young people in activities to increase social contact and build self-confidence |  |  |  |  |
| <b>9. Planning for future transitions</b>  |  |  |  |  |
| Procedures to smooth the transfer between classes within the school  |  |  |  |  |
| Procedures to smooth transition between schools and further/ higher education  |  |  |  |  |
| Using strategies to raise aspirations and ease the routes to further and higher education  |  |  |  |  |

**Section A: Priorities for development**

Designated Teacher for children looked after:

Date of review:

Appendix 2:



## Pupils who are known (or previously known) to children's social care

| Children in Care (CiC)  | Previously Children in Care (PCiC)   | Children with a social worker (CWSW)  | Kinship Care  |
|---|--|---|---|
| <p>Children who are <b>looked after by Warwickshire LA.</b></p> <p><b>Section 20</b><br/>Child Looked After (CLA)<br/>Known as Child in Care (CiC) in Warwickshire<br/>Parental Responsibility (PR) remains with parent / guardian</p> <p><b>Section 44 &amp; 46</b><br/>Emergency Care Order<br/>Usually when police protection is required</p> <p><b>Section 38</b><br/>Interim Care Order<br/>PR given to Local Authority (LA)</p> <p><b>Section 31</b><br/>Full Care Order<br/>PR given to LA</p> | <p>Children who have <b>previously been in the care</b> of an English or Welsh local authority or from 'state care' outside of England / Wales, but are no longer due to:</p> <p><b>Special Guardianship Order (SGO)</b><br/>Guardian has PR following an order made by the family court. Child lives permanently with the guardian.</p> <p><b>Child Arrangement Order (CAO)</b><br/>Granted by a family court who determine who a child can live with and/or stay with and for how long.</p> <p><b>Adoption Order</b></p> | <p>All children educated in a <b>Warwickshire setting</b> who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding and/or welfare reasons. It includes all children aged 0 to 18 across all education settings subject to:</p> <p><b>Section 17 Child in Need (CiN)</b><br/>Allocated a social worker</p> <p><b>Section 47 Child Protection (CP)</b><br/>Allocated a social worker as a child is at risk of significant harm.</p> <p><b>Ever-6 CWSW</b><br/>Ever-6 CWSW refers to children who have had a social worker within the last six years.</p> | <p>Children who have <b>not been in the care of a local authority</b> &amp; live with someone other than their birth parent/s. They typically live with a relative or close family friend under one of these formal, legal orders:</p> <p><b>Special Guardianship Order (SGO)</b></p> <p><b>Child Arrangement Order (CAO)</b></p> <p><b>Adoption</b></p> <p>Advice is not given around pupils in informal arrangements such as:</p> <p><b>Informal Kinship Care</b></p> <p><b>Private Foster Care</b></p> |



## Information and support

| Children in Care  | Previously Children in Care   | Children with a social worker  | Kinship Care   |
|---|---|--|--|
| <p><b>E: <a href="mailto:virtualschool@warwickshire.gov.uk">virtualschool@warwickshire.gov.uk</a></b></p> <p>Education settings to identify a Designated Teacher to hold statutory responsibility.</p> <p>An Education Adviser / Officer from the Virtual School monitors education and provides advice to social worker and designated teachers for each pupil aged 2-18 years.</p> <p>Education settings should add these pupils to their Census.</p> <p>Eligible settings are entitled to Early Years Pupil Premium which is paid directly to settings; schools can request Pupil Premium Plus via the PEP.</p> <p>A termly electronic personal education plan (ePEP) is required via <a href="http://welfarecall.com">welfarecall.com</a></p> | <p><b>E: <a href="mailto:virtualschool@warwickshire.gov.uk">virtualschool@warwickshire.gov.uk</a></b></p> <p>Designated Teacher holds statutory responsibility in education settings.</p> <p>An Education Adviser from the Virtual School provides information and advice to settings, parents and a range of professionals around improving educational outcomes for pupils aged 2-18 years who attend a Warwickshire education setting.</p> <p>Education settings should add these pupils to their Census.</p> <p>Eligible children are entitled to Early Years Pupil Premium / Pupil Premium Plus which is paid directly to settings.</p> <p>An education plan is advised.</p> | <p><b>E: <a href="mailto:sharonharris@warwickshire.gov.uk">sharonharris@warwickshire.gov.uk</a></b></p> <p>A member of SLT is advised to oversee this cohort e.g. DT or DSL.</p> <p>An Education Adviser provides strategic information, advice and support to colleagues in education and social care for pupils aged 0-18 years who attend a Warwickshire education setting.</p> <p>Schools are advised to record pupils with open CIN or CP plans on their Management Information Systems.</p> <p>Support for these pupils can be part of Pupil Premium provision. There is no PP+ funding.</p> <p>CIN &amp; CP plans should include attendance or education targets.</p> | <p><b>E: <a href="mailto:virtualschool@warwickshire.gov.uk">virtualschool@warwickshire.gov.uk</a></b></p> <p>A member of SLT is advised to oversee this cohort e.g. DSL.</p> <p>An Education Adviser from the Virtual School provides advice and information, on request to all kinship carers and schools where they have a query and permission has been given.</p> <p>There is no PP+ funding. Funding may be accessible for families via the support fund for kinship carers.</p> <p>A written plan is advised where there are educational or attendance concerns.</p> |