



WATTON WESTFIELD  
INFANT & NURSERY  

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WATTON JUNIOR

*'A Community of Ambition, Creativity and Kindness'*

# Children in Care and Children Previously in Care policy

This policy will be reviewed in full by the Governing Body on an annual basis.

Reviewed By	Local governing body
Meeting at which policy was reviewed and approved	January 2026
Next Review Date	January 2027

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## 1.0 Rationale

Many children and young people who are in care have suffered abuse or neglect. Despite having as broad a range of abilities as their peers, Children in care and children previously in care are particularly vulnerable to underachievement. Nationally, children in care and children previously in care significantly underachieve and are at greater risk of exclusion compared with their peers. Their academic and social progress is likely to be affected by their experiences and compounded by instability in their personal circumstances. Helping children in care and children previously in care succeed and providing a better future for them is a key priority for our trust.

Watton Westfield Infant and Nursery School and Watton Junior School recognise that children in care and children previously in care can experience specific and significant disadvantage within a school setting and are committed to ensuring that they reach their potential in all areas. We are aware that children in care and children previously in care may have specific difficulties in transport and attendance, doing homework, getting parental consent for activities, obtaining funding for extra activities, obtaining correct uniform and equipment, as well as stigma about their circumstances. Watton Westfield Infant and Nursery School and Watton Junior School recognises that the children in care and children previously in care may have very specific needs and may be coping with trauma, abuse or rejection, and are likely to experience personal distress and uncertainty.

Watton Westfield Infant and Nursery School and Watton Junior School endeavour to provide positive experience and offer stability, safety, continuity and individual care and attention for all our pupils. We believe that each trust school has a major part to play in ensuring that children in care and children previously in care can be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing. Children in care and children previously in care require special treatment and positive discrimination in their favour in order to improve their situation.

With this in mind, we aim to:

- Encourage pupils to reach the highest standards of which they are capable and to make good progress from what they are currently already able to do.
- Ensure that pupils enjoy high quality teaching and are enjoying a curriculum that meets their needs.
- Plan realistically and using the school's resources efficiently in order to ensure the school meets the needs of the children.
- Promote a positive approach in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

<b>Governor Responsible</b>	Jan Hatchell Chair of Governors
<b>Designated Teacher for Children in care and Children Previously in Care</b>	Liam Ambrose Executive Headteacher & Designated Safeguarding Lead

## 2.0 Definitions

- Children in care (CIC) are defined as, children or young people who are subject of a Care Order or Interim Care Order under the Children Act 1989.
- Children who are placed in foster care, children's residential homes, with relatives or friends, in semi-independent or supported independent accommodation.
- If a child is subject to a Care or Interim Care Order whilst placed with a parent, they are classed as in care, since the LA has parental responsibility.
- Children who are not subject to an order but are accommodated by the local authority under an agreement with their parents, are regarded as in care.
- Children previously in care (CPIC) are children that are no longer in care of a local authority because they are the subject of an adoption, special guardianship or child arrangements order.
- Children who were adopted outside England and Wales from 'state care' are defined as children previously in care.

## 3.0 Roles and Responsibilities

### 3.1 Governor Responsibilities

- Ensuring the school has a coherent policy for Children in care and children previously in care
- Reviewing the school's policies and procedures in conjunction with legislation and statutory guidance
- Ensuring the designated teacher for Children in care and children previously in care has received the appropriate training
- Ensuring Children in care and children previously in care have equal access to all areas of the curriculum and that reasonable adjustments are made, if necessary
- Reviewing the annual report produced by the designated teacher to evaluate the progress of children in care and children previously in care in the school
- Ensuring they receive feedback from the head teacher regarding the effectiveness of the policy on an annual basis

### 3.2 Executive Headteacher Responsibilities

- Appointing a designated teacher for Children in care and children previously in care
- Allowing the designated teacher, the time and facilities to succeed in carrying out their duties
- Overseeing the policy and monitoring its implementation, feeding back to the governing body annually on the following:
  - The number of children in care and children previously in care in the school
  - An analysis of assessment scores as a cohort, compared to other pupil groups
  - The attendance of children in care and children previously in care, compared to other pupil groups
  - The level of fixed term and permanent exclusions, compared to other pupil groups
- Ensuring all members of staff are aware that the support of children in care and children previously in care is a key priority.

Promoting actively challenging negative stereotypes of children in care and children previously in care.

### 3.3 Designated Teacher for CIC an CPIC

- Building relationships with health, education and social care partners and other partners so that the Virtual School Head understands the support available to children in care and children previously in care
- Promoting the educational achievement of children in care and children previously in care at the school

Acting as the main contact for social services and the education department

- Promoting a culture of high expectations and aspirations
- Ensuring children in care and children previously in care are involved in setting their own targets
- Advising staff on teaching strategies for children in care and children previously in care
- Ensuring that children in care and children previously in care are prioritised for intervention and support
- Leading on how the child's personal education plan (PEP) is developed and used in school to ensure the child's progress towards targets is monitored
- Working with the child's VSH and social worker to develop and implement their PEP
- Working with the head teacher to submit an annual report to the governing body, which details the progress of all children in care and children previously in care
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### 3.4 SENDCo Responsibilities

- Ensuring they are involved in reviewing the PEP and care plans for children in care.
- Liaising with the class teacher, designated teacher, specialists and parents when considering interventions to support the progress of children previously in care.

### 3.5 Staff Responsibilities

- Being aware of children in care and children previously in care in their classes.
- Have high aspirations for the educational and personal achievement of children in care and children previously in care, as for all pupils.
- Preserving confidentiality, where appropriate, and showing sensitivity and understanding.
- Respond positively to a pupil's request to be the named member of staff to whom they may talk with.
- Respond promptly to the Designated Teacher's requests for information.
- Be aware that 60% of children in care say that they are bullied so being vigilant for any signs of bullying towards children in care and children previously in care.
- Promoting the self-esteem of children in care and children previously in care.
- Work to enable children in care and children previously in care to achieve stability within the school.
- Have an understanding of the key issues that affect the learning of children in care and children previously in care.

## 4.0 Record keeping and information sharing

- The Designated Teacher will keep an up-to-date record of children in care and children previously in care in school and will ensure that relevant information is made known to appropriate staff.
- A Personal Education Plan will be initiated by the Social Worker within 10 school days of the child starting at the school or being taken into care and will be reviewed termly and as necessary and appropriate to meet the needs of the child. The PEP will provide a regular opportunity to review progress, note any concerns and ensure that all relevant parties are informed accordingly.
- Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.
- It is vital that the child in care is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding.

## 5.0 Personal Education Plans (PEPs)

- Every child in care must have a personal education plan (PEP), which is used to support the child in fulfilling their educational potential.
- In Norfolk we use [www.Welfare Call.com](http://www.WelfareCall.com) to record and review the child in care's Personal Education Plan in the form of an PEP. This record is initiated by the Virtual School for children in care and shared with the Designated Teacher and Social Worker.
- There is an evolving record of what needs to happen for the child to enable them to make their expected progress.
- The PEP will reflect the importance of a personalised approach to learning which meets the identified educational needs of the child.
- The school will work with other professionals and the child's carers to use the PEP to support the child's educational needs, raise the child's aspirations and improve their life chances.
- All the relevant bodies, such as the LA, the designated teacher and other teachers, will work with the child in creating the PEP.
- The PEP will include access to nursery provision that is appropriate to the child's age.
- On-going catch-up support will be made available for children who have fallen behind with work (including use of effective intervention strategies).
- Provision of immediate suitable education if a child is not in school because of temporary or permanent exclusion.
- If a child is moving to a new school, transitional support will be provided and will be factored into their PEP.
- Support will be provided to help the child meet their aspirations.
- The PEP will include extended services such as after school clubs, study support and leisure interests.
- Support will be provided for improving attendance and behaviour.

## 6.0 Communicating with Agencies and Virtual School Head (VSH)

- The school will ensure that copies of all relevant reports are forwarded to a child in care's social workers, in addition to carers or residential social workers.

- The school will co-ordinate their review meetings, for example, hold their annual review of children in care with their statutory care review.
- The school will work with other agencies to exchange information such as changes in circumstances, exclusions or attendance issues.
- Behaviour management strategies will be agreed between the VSH and the school, to ensure challenging behaviour is managed in the most effective way for that individual child.
- The designated teacher for children in care and children previously in care will communicate with the VSH and child's social worker to facilitate the completion of the PEP.
- Through the designated teacher, the school will work with the VSH, social worker and other relevant agencies to monitor any arrangements in place so that actions and activities recorded in the child's PEP are implemented without delay.
- The designated teacher will communicate with the VSH and agree on how pupil premium plus (PP+) can be used effectively to accommodate the child's educational attainment and progress.
- PP+ for previously-LAC will be allocated directly to, and managed by, the school.
- The school will work with the VSH to manage allocation of PP+ for the benefit of our cohort of children in care and children previously in care, and according to their needs.
- If deemed necessary, the school will allocate an amount of funding to an individual to support their needs.
- The designated teacher will ensure consistent and strong communication with the VSH regarding children in care who are absent without authorisation.
- The school will share their expertise on what works in supporting the education of children in care and children previously in care.

## 7.0 Training

- The designated teacher and other school staff involved in the education of children in care and children previously in care will receive the training to fulfil their roles and responsibilities.

## 8.0 Pupils Mental Health

- Children in care and children previously in care are more likely to experience the challenge of social, emotional and mental health issues which can impact their behaviour and education. Designated teachers will have awareness, training and skills regarding a child's needs and how to support them in relation to behaviour management and mental health.
- The designated teacher will work with the VSH to ensure the school is able to identify signs of potential mental health issues, understand the impact issues can have on children in care and children previously in care, and knows how to access further assessment and support, where necessary.
- To regularly measure the emotional and behavioural difficulties experienced by children in care and children previously in care, a Strengths and Difficulties Questionnaire will be used to help social workers and other relevant professionals to form a view about children in care and children previously in care's emotional wellbeing. Teachers will regularly complete their element of the questionnaire to assist social workers in their assessment.

## 9.0 Exclusions

- Past experiences of children in care and children previously in care will be considered when designing and implementing the school's Behaviour Policy.
- The school will have regard to the DfE's statutory guidance 'Exclusions from maintained schools, academies and pupil referral units in England' and, as far as possible, avoid excluding any children in care and children previously in care.
- Where the school has concerns about a child's behaviour, the VSH will be informed at the earliest opportunity.
- Exclusion will only be considered as a last resort; where exclusion is considered, the school will work with the VSH, and others, to consider what additional support can be provided to prevent exclusion, and any additional arrangements that can be made to support the pupil's education in the event of exclusion.
- The school will inform parents that they can seek the advice of the VSH on strategies to support their child to avoid exclusion.

## 10.0 Pupils with SEND

- Support for children in care and children previously in care with SEND, who do not need an EHC plan, will be covered as part of the child's PEP and care plan reviews.
- The SENDCo, class teacher, designated teacher and specialists will involve parents when considering interventions to support their child's progress.
- If appropriate, the VSH will be invited to comment on proposed SEND provision for children previously in care.

## 11.0 Allocation of Resources.

- The DfE Guidance is clear that the Pupil Premium + (PP+) for children in care and children previously in care, must be used by schools for the benefit of the child's educational needs as outlined in their PEP. The impact of the PP+ must be measurable and evidenced.
- PP+ funding for children previously in care is allocated directly to the child's school and is managed by Watton Westfield Infant and Nursery School and Watton Junior School.
- In Norfolk the VSH administers the funding for children in care and children previously in care and we can apply for the top up. From April 2018 the VSH will give the PP+ directly to the school on completion and sign off the children in care's PEP and if we require further funding for exceptional circumstances, we are required to apply to the VSH.
- PP+ is not a personal budget for individual children; however, both the VSH and Watton Westfield Infant and Nursery School and Watton Junior School may choose to allocate an amount of funding to an individual to support their needs.

## 12.0 Monitoring and Review

- This policy will be reviewed on an annual basis by the designated teacher and Local Governing Body.