



Education Trust

Inspiring the individuals of today, for a better society tomorrow, through our core values

“Aspire, Belong, Collaborate”

CARED-FOR CHILDREN AND PREVIOUSLY CARED-FOR CHILDREN POLICY

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| Review Frequency | Annual |
| Reviewed | March 2025 |
| Next Review | March 2026 |
| Agreed by Trustees | 17 th March 2025 |



Aims

To promote the educational achievement and welfare of Cared-for Children and Children previously Cared-for Children, in line with Designated Teacher for Looked After and Previously Looked After Children: Statutory guidance on their roles and responsibilities (February 2018).

The Name of the Designated Teacher for Cared-for Children:

- Mrs Charlotte Claridge, Oldway Primary School
- Mrs Pippa Bastock, Roselands Primary School
- Mrs Karen Duke, Shiphay Learning Academy

The Role of the Designated Teacher for Cared-for Children

Within School Systems:

- To ensure that all staff, both teaching and non-teaching, understand the difficulties and educational disadvantage faced by Cared-for Children and previously Cared-for Children and understand the need for positive systems of support to overcome them;
- To inform members of staff of the general educational needs of Cared-for Children and previously Cared-for Children and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils etc.
- To act as an advocate for Cared-for Children and previously Cared-for Children;
- Ensure all records and communication are securely held in line with the school's and Virtual School's data protection policy;
- To develop and monitor systems for liaising with carers, Children's Services, the Virtual School and other external agencies;
- To ensure all relevant education and care information is available to relevant school staff and carer(s), and that this information is kept up to date;
- To monitor the educational progress of Cared-for Children and those previously Cared-for Children in order to inform the school's improvement plan and inform governors of the progress of Cared-for Children and previously Cared-for Children;
- To ensure there is appropriate pastoral support for Cared-for Children and Previously Cared-for Children;



- To intervene if there is evidence of individual underachievement or an attendance issue;
- To oversee the deployment of staff targeted to support Cared-for Children and previously Cared-for Children.

Work with Cared-For Children:

- To enable the child to contribute to the educational aspects of their care plan;
- To help ensure that each pupil has an up-to-date and appropriate Personal Education Plan (the PEP should be initiated by the allocated social worker);
- To act as an advocate and to provide additional support, where appropriate

Liaison:

- To liaise with the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead(s);
- To liaise with the Special Educational Needs and Disabilities Coordinator (SENDCO), where appropriate
- To help co-ordinate education and Cared-for Children review meetings, so that the Personal Education Plan can meet the needs of the individual pupils
- To attend, arrange for someone else to attend, or to contribute in other ways to Cared-for Children termly reviews and 6-monthly Statutory Reviews;
- To be the named contact for colleagues in Children’s Services and the Virtual School;
- To ensure the effective transfer of information between agencies and individuals;
- To make referrals to other agencies for support, advice or assessment, where appropriate.

Training:

- To develop knowledge of the Virtual School’s procedures by attending training events and Designated Teacher forums;
- To cascade relevant training to school staff as appropriate;
- To hold Level 3 Child Protection training (recognised by Torbay Safeguarding Children Partnership) and attend refresher training at least every two years.



The role of the named Governor for Cared-for Children and previously Cared-for Children

The named governor along with the Designated Teacher will report to the Local Governing Body at meetings and include information regarding:

- the attendance of pupils as a discrete group, compared with other pupils;
- the impact of the Pupil Premium +;
- current and previous progress and attainment;
- the level of fixed term/permanent exclusions, if appropriate;
- pupil destinations, where appropriate.

The named governor should be satisfied that the school's policies and procedures ensure that Cared-for Children and previously Cared-for Children have equal access to:

- the national curriculum;
- additional educational support;
- pastoral support, including THRIVE;
- extra-curricular activities, inc. residential and out-of-school visits.

The name of the Governor(s) with responsibility for Cared-for Children and previously Cared-for Children is: Becky Ross (Oldway), Ian Weller (Roselands) and Elizabeth Guppy (Shiphay).

Responsibility for Cared-for Children and previously Cared-for Children in school

It is important that all teachers who support Cared-for Children and previously Cared-for Children are aware that the child is or was Cared-for. The responsibility for the transfer of this information should be that of the Designated Teacher for Cared-for Children and/or the Designated Safeguarding Lead.

In addition, it is appropriate for support staff, i.e. admin staff, teaching assistants, pastoral assistants and mealtime assistants to have knowledge that the child is Cared-for Children or previously Cared-for Children when directly involved in their support and care.

In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the adult covering the class. The extent of this



sharing should be determined by the Year Leader, Designated Safeguarding Lead or the Designated Teacher for Cared-for Children.

Admission Arrangements

On admission, records (including the PEP) will be requested from the pupil's previous school and a meeting will be held with carer/social worker/key professionals and Designated Teacher. A date will be agreed upon for a new Personal Education Plan within 20 days of starting a new school. An appropriate school induction will take place, depending on the individual needs of each child.

Involving the Child

It is important that Cared-for Children are aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the social worker, and their carer(s) are working together to promote their education and well-being.

Communication with Other Agencies

Schools should ensure that a copy of all relevant reports are shared with the young person's social worker in addition to the foster carer(s). These are also available for the Virtual School, if appropriate.

Children's Services, the Virtual School and school will also need to share information between formal review meetings if there are significant changes in the child's circumstances, e.g. if school is considering an exclusion, there is a change of care placement or there are significant attendance issues.

Assessment, Monitoring and Review Procedures

Cared-for Children will have a Personal Education Plan (PEP) that the Designated Teacher at school takes a lead in developing, alongside the class teacher. This will identify specific areas of concern and include SMART targets. It will also identify how the Pupil Premium + will be used and how to monitor its impact. Areas for consideration will include:

- Attendance;
- Attainment;



- Social and emotional needs;
- Behaviour;
- Homework;
- Involvement in extra-curricular activities;
- Special Educational Needs and/or Disability;
- Targets (short and long term development of skills, knowledge or subject areas and experiences)

The PEP will be updated termly and submitted to the Virtual School in a timely manner following a PEP meeting.

The named governor will report to the Local Governing Body in conjunction with the Designated Teacher and Designated Safeguarding Lead on the progress of all Cared-for Children and previously Cared-for Children.

Monitoring of the policy for Cared-for Children and previously Cared-for Children

The policy will be reviewed annually by a Designated Safeguarding Lead within the Trust and Designated Teacher for Cared-for Children and shared with the Trustees of Riviera Education Trust for adoption.



DETAILS OF AMENDMENTS

September 2018

- Updated to include Shiphay Learning Academy

July 2019

- Personnel updated
- Updated to include Designated Teacher's liaison with the SENCO, as appropriate
- Updated to include Designated Teacher taking a lead in developing the PEP, alongside the class teacher

July 2020

- Personnel updated
- Torbay Safeguarding Children Board updated to Torbay Safeguarding Children Partnership

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January 2021

- Updated personnel

August 2021

- Updated to 'Cared-for Children' in line with Torbay guidance
- Updated staff and governors added

September 2022

- Updated staff

October 2023

- Updated staff

March 2025

- Reviewed without alteration

