Previously in care, and Child in our Care policy

Westmorland Primary school

September 2025

Review September 2027

Previously in care and Child in our Care policy

At Westmorland Primary school, we strive to ensure that every child achieves to their highest potential. We believe that all children should have full access to the curriculum, being inclusive throughout. To ensure that Looked After Children achieve highly, we have designated staff to follow their progress. We can monitor progress and attainment, feedback to Governors, and improve outcomes using Pupil Premium Plus monies.

Children in our care, and Previously in care children are allocated £2,300 per child, to schools.

Under the Children Act 1989, a child is legally defined as 'in care' by a local authority if he or she:

- gets accommodation from the local authority for a continuous period of more than 24 hours
- is subject to a care order (to put the child into the care of the local authority)
- is subject to a placement order (to put the child up for adoption)

A previously in care child 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; and

School then set targets for each child, in conjunction with carers, social workers, virtual school staff and the child. The Pupil Premium money is then allocated to enable the child to achieve these targets, inside of school.

Monies can be used to enhance learning at home, but this is at the schools discretion and dependent on circumstances.

Designated CIOC teacher	Karla George
Designated CIOC Governor	Jacqui Shaw

Role of the Designated teacher:

- To liaise with the class teachers of the children to understand their attainment and progress per term
- To be a role model to each child and ensure that each child knows the designated teacher is their champion with whom they can discuss any issues
- To be a champion for LA children, helping to raise self worth and esteem through time and targets
- To complete a Personal Education Plan termly, in conjunction with the social workers, carers and child, inclusive of SMART targets relating to English and Maths within school
- To send the PEP document to Virtual school's within 10 days of the meeting date, to be quality assured
- Positively promote children in care children within school, and raising awareness and developing CPD of staff
- Liaise with social care, carers, Virtual Schools and other professionals
- Keep appropriate records and reports, and distribute PEP's to the relevant people after they have been quality assured
- Ensure confidentiality and professionalism is maintained

- To set PEP meeting dates and lead the meetings
- To attend CIOC meetings where required (if the pastoral team do not attend)
- To attend planning meetings where required (if the pastoral team do not attend)
- To be accountable for the spend of Pupil Premium Plus money, and measure the impact this money has on each child's attainment and progress
- To keep the policy updated
- To report to the Headteacher and Governors on the CIOC progress and attainment at governors meetings, providing a report for these
- To liaise PEP targets to school staff (teachers, teaching assistants, SALT staff)
- To liaise with pastoral staff to cascade safeguarding information
- To attend relevant training

Role of the Designated Governor:

- To be fully aware of the legal requirements and guidance for children in our care in school
- To have knowledge of the number of CIOC children per term in school, and their levels of attainment and progress
- To receive regular reports from the Designated Teacher, and liaise with the Headteacher in the Designated Teachers absence
- To ensure the school has a designated teacher for CIOC
- To feedback to the Governing body with the designated teacher, to raise understanding and knowledge in all governors
- To ensure that the admission criteria and practice prioritises CIOC according to the DfES Admissions Code of Practice
- To ensure the school's polies are up to date and inclusive of CIOC
- To hold the Designated teacher to account of the implementation of the PEP targets
- To understand the targets for Previously in care and their attainment

Role of the child in care:

- To attend school each day, on time, and prepared
- To work with the adults and professionals, being reflective with their learning
- To discuss their learning with the Designated Teacher to create SMART targets for their PEP
- To engage in their targets within school, and out of school where possible
- To build up a relationship with the Designated Teacher, as their champion
- To be honest, open and engage with professionals

Role of the carer:

- To work in partnership with the school and other professionals
- To contribute to the Personal Education Plan with their views and wishes
- To consolidate any school work at home
- To consolidate any SMART targets and PEP targets at home
- To attend each PEP meeting and CIOC review, plus other meetings regarding the child
- To ensure the child is in school, on time, daily, and has good attendance over 97%

Role of the social worker:

- To attend PEP and CIOC meetings, and any other meetings about the child that are needed

- To ascertain the child's views for the PEP
- To complete their sections of the PEP and send it to the Designated Teacher within 10 days of the PEP meeting date, giving the teacher enough time to complete the school's sections and be able to send off to virtual schools within the 10 day timeframe
- To liaise with school staff and other professionals

Role of the Virtual School:

- specialist teaching and support staff linked to every Stockport school and to any out of authority schools or independent providers where Stockport Children in our Care (CIOC) are placed
- monitoring of the Early Years Foundation Stage and tracking and monitoring of the educational progress of Stockport CIOC
- high quality, effective and aspirational education plans
- direct work with children and young people
- one-to-one tuition
- support of children's education progress indirectly by working on their behalf with social workers, carers and schools (indirect work)
- support during the transition of 16+ CIOC from school to further education
- advice to schools and other agencies on all aspects of CIOC education issues
- pre and post adoption support
- network for designated teacher
- bespoke training opportunities for a range of professionals including schools, social workers, health workers and carers

The school's staff as a whole will adhere to these guidelines, and further guidelines attached.