

# Education of Cared for Children



## Black Firs School

Name of Designated Teacher for Cared for Children: **Martin Casserley**

Name of Designated Governor for Cared for Children: **Rachel Cam**

### Cheshire East Council Virtual School

<https://www.cheshireeast.gov.uk/livewell/care-and-support-for-children/services-from-childrens-social-care/cared-for-children/cheshire-east-virtual-school.aspx>

1st Floor Fitzgerald House, Macclesfield Town Hall, Market Place, Macclesfield, Cheshire SK10 1EA  
01625 374974 or 01625 374988

### *Rationale*

Many Cared for Children have suffered disrupted learning and may have missed extended periods of school. The gaps in their learning – and in many cases the emotional impact of their experiences – are likely to have become significant barriers to their progress.

For many Cared for Children, school life can be challenging. They may find it harder to trust adults; their educational experience may have been disrupted; their capacity to build and maintain relationships and friendships may be impaired.

A supportive school can be the key to their success and can enhance their life chances. School can provide stability, a safe place in a turbulent world, an opportunity to achieve, be successful and excel and a route towards a more successful future

Black Firs School aims to provide positive experiences and to offer stability, safety, continuity, and individual care and attention for our Cared for Children

### *Objectives of the Policy*

To fulfil our School's role as corporate parents by:

- ✓ promoting the educational achievement of Cared for Children;
- ✓ promoting the educational attainment of Cared for Children;
- ✓ promoting the welfare of Cared for Children;
- ✓ ensuring that Cared for Children stay safe, healthy, enjoy, achieve and acquire economic wellbeing.

This policy takes account of:

- The Children Act 2004 to promote the educational achievement of Cared for Children.
- The Education (*Admission of Looked After Children*) (England) Regulations 2006.
- Relevant guidance to Governing Boards (*Supporting Looked After Learners: A Practical Guide for School Governors*).

The School's approach to supporting the educational achievement of Cared for Children is based on the following principles:

- Prioritising education
- Early intervention and priority action
- Listening to the child
- Targeting support
- Having high expectations
- Promoting inclusion by challenging & changing attitudes of the School community
- Achieving stability and continuity
- Working in partnership with carers, social workers and other professionals
- Promoting attendance
- Promoting health and wellbeing
- Reducing exclusions and promoting stability

Ratified by the Governing Body.

Date: October 2019

Review Date: autumn 2020

1

### ***Roles & Responsibilities - Headteacher & Leadership Team***

will ensure the provision for Cared for Children are specifically recorded in:

- ✓ Personal Educational Plans.
- ✓ SES.
- ✓ Appropriate School Policies and Procedures.
- ✓ Specific Reports on issues such as student progress in relation to targets and Fischer Family Trust; exam results; attendance; behaviour, sanctions, exclusions; student voice.
- ✓ support the Designated Teacher in the production of reports on the provision for, and progress of, Cared for Children to the LGB;
- ✓ ensure staff are aware that the provision to support C4C is a key School priority;
- ✓ give the Designated Teacher for C4C the time and resources to carry out the job description and support them at all times in their work;
- ✓ show a personal interest and involvement in C4C in School;
- ✓ challenge negative stereotypes of C4C if they exist and insist on the highest expectations, especially in terms of Cared for Children achieving their full potential;
- ✓ provide Continuing Professional Development for staff on issues pertaining to C4C and support the Designated Teacher so that they can attend regular training.

### ***The Local Governing Board***

- ✓ monitors the Designated Teacher for Cared for Children.
- ✓ receive reports on Cared for Children;
- ✓ ensure that the Designated Teacher is given the appropriate level of support to fulfil their role;
- ✓ ensure that the Designated Teacher has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of C4C.

### ***The Designated Teacher***

- ✓ promote the educational achievement of every C4C on the School's role;
- ✓ provide strategic leadership across the school to ensure that all staff understand and respond positively and with sensitivity to the individual needs of C4C;
- ✓ contribute to the development and review of whole school policies to ensure that they do not unintentionally put C4C at a disadvantage;
- ✓ make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support C4C's learning. Particular account should be taken of the child's needs when joining the School and of the importance of promoting an ethos of high expectations about what they can achieve;
- ✓ promote a culture in which C4C believe they can succeed and aspire to further and higher education;
- ✓ promote a culture in which C4C are able to discuss their progress via voice of the child and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning;
- ✓ lead the process of individual target setting and tracking of the progress made by C4C;
- ✓ produce reports as required on the provision for, and progress of, C4C to the Governing Body as part of the Child Premium cohort;
- ✓ be a source of advice for teachers at School about differentiated teaching strategies appropriate for individual children who are Cared for;
- ✓ promote Assessment for Learning approaches to improve progress of C4C and help them and their teachers understand where they are in their learning, where they need to go and how to get there;
- ✓ make sure that C4C are prioritised in any selection of children who would benefit from one-to-one tuition and that they have access to academic focussed study;
- ✓ have lead responsibility for managing the creation and implementation of the PEP within School in partnership with class teachers;
- ✓ ensure that systems are in place that enable children to have an opportunity to contribute to their PEP via voice of the child and understand what the plan means for them;
- ✓ ensure that appropriate staff attend the PEP meeting;
- ✓ ensure that the PEP is up-to-date and made available for the child's statutory care plan review;
- ✓ Work closely with Virtual schools and Social Workers to support C4C;

Ratified by the Governing Body.

- ✓ contribute to the decision making about the use of the Personal Education Allowance;
- ✓ prevent, wherever possible, the exclusion of a C4C;
- ✓ maintain a register of Cared for Children;
- ✓ keep all relevant education and care information about C4C up to date;
- ✓ ensure School procedures for welcoming children new to the School are followed when a C4C joins the School, particularly as a in-year admission;
- ✓ promote the involvement of C4C in extra-curricular activities both during and after the school day;
- ✓ ensure that Cared for Children are given specific help in developing the social and personal skills that will give them better life chances.

***The Relationship of the Designated Teacher to others beyond the School***

- ✓ be a point of initial contact for others beyond the School;
- ✓ ensure that arrangements are in place within the school to facilitate effective cooperation with other professionals, especially the virtual School Head;
- ✓ report to the Virtual Head on the progress, targets, achievements and levels of attainment of Cared for Children;
- ✓ encourage the class teachers to work closely with the C4C's carers and promote good home-school links;
- ✓ ensure School policies in relation to, for example, home-school agreements, timekeeping and attendance, organisers and parents' evenings are communicated to carers and social workers and, where appropriate, birth parents;
- ✓ provide advice about the likely impact of disrupting the child's education if changes of care placement occur;
- ✓ ensure education records are received/passed on if a C4C transfers school and support the transition process;
- ✓ be involved in any discussion related to decisions about potential exclusions of Cared for Children;
- ✓ make sure that the authority which looks after the child and the child's carers are involved in any discussion/decision about exclusion.

***Training***

The Designated Teacher will:

- ✓ develop knowledge of Children's Services procedures by attending training and/or networking events;
- ✓ disseminate information to School staff as appropriate;
- ✓ attend training provided locally, regionally or nationally.

***All staff will*** be aware of Cared for Children in their classes and give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.

They will help Cared for Children to achieve by:

- ✓ having high expectations of Cared for Children's involvement in learning and educational progress;
- ✓ being aware of the social, psychological and social effects of loss and separation from birth families;
- ✓ understanding the reasons which may be behind a Cared for Child's behaviour and why he/she may need more support than other children. Do not, however, allow this to be an excuse for lowering expectations of what a child is capable of achieving;
- ✓ understanding how important it is to see C4C as individuals rather than as a homogenous group and to not publicly treat them differently from their peers;
- ✓ appreciating the importance of showing sensitivity about who else knows about a child's Cared for status;
- ✓ appreciating the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and, depending upon age, the child themselves, of what everyone needs to do to help the child achieve their potential;
- ✓ having the level of understanding needed of the role of social workers, and how education and the PEP fit into the wider care planning;
- ✓ being aware that, for many C4C, bullying is an issue; ensuring that the School's anti-bullying policy is in operation;

- ✓ considering how extra academic and pastoral support can be provided for C4C if it is needed;
- ✓ ensuring that C4C have every opportunity to participate fully in the school's curriculum, examinations, careers guidance, extracurricular activities, work experience and additional educational support;
- ✓ ensuring there is sensitivity to the background of C4C in teaching, especially in work on families and/or family trees;
- ✓ respecting the confidentiality of C4C and ensure that any information is shared strictly on a need-to-know basis;
- ✓ ensuring that behaviour management policies recognise and make suitable provision for the needs and difficulties of C4C;
- ✓ taking appropriate action as soon as there may be any problems with behaviour or attendance;
- ✓ involving appropriate carers/parents in home/school arrangements;
- ✓ ensuring that any C4C who may have learning difficulties are appropriately supported/assessed/resourced.

### ***Links with other Policies***

This policy links with:

- Statutory Guidance for School Governing Bodies and Schools
- The Role and Responsibilities of the Designated Teacher – page 11  
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>
- The Role and Responsibilities of the Designated Teacher for Looked after Children – Statutory Guidance for School Governing Bodies – page 8  
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

It also links with a number of other school policies and documentation. It is important that Governors have regard to the needs of Cared for Children when reviewing them:

- Oversubscription criteria in the Admissions Policy
- The School Code of Conduct
- Positive Schooling Behaviour Policy
- Home School Agreement
- Anti-Bullying Policy
- Equal Opportunities Policies
- Safeguarding Children Policy
- Special Educational Needs Policy

### ***Monitoring & review***

The designated teacher and governing body will keep the working of this policy under review.

### ***Definitions***

***Cared for Children, C4C, can be:***

***Section 20*** - Accommodated This means that the child/young person is looked after on a voluntarily basis. Parents have parental responsibility and there is agreement with the Local Authority (LA) about day to day care arrangements. There are no legal orders i.e. care proceedings have not been to court.

***Section 31*** – Full Care Order This means that the child is looked after as a result of care proceedings in court. Parental responsibility is shared by the LA and parents. However, the LA can make all important decisions. It is advisable for those involved with the case to check any requests made by the parents with the Social Worker.

***Section 38*** – Interim Care Order This means that the child is subject to ongoing court proceedings and assessments. The child has the same legal status as a child on a full care order but only for the time period during which the interim care order has been granted.

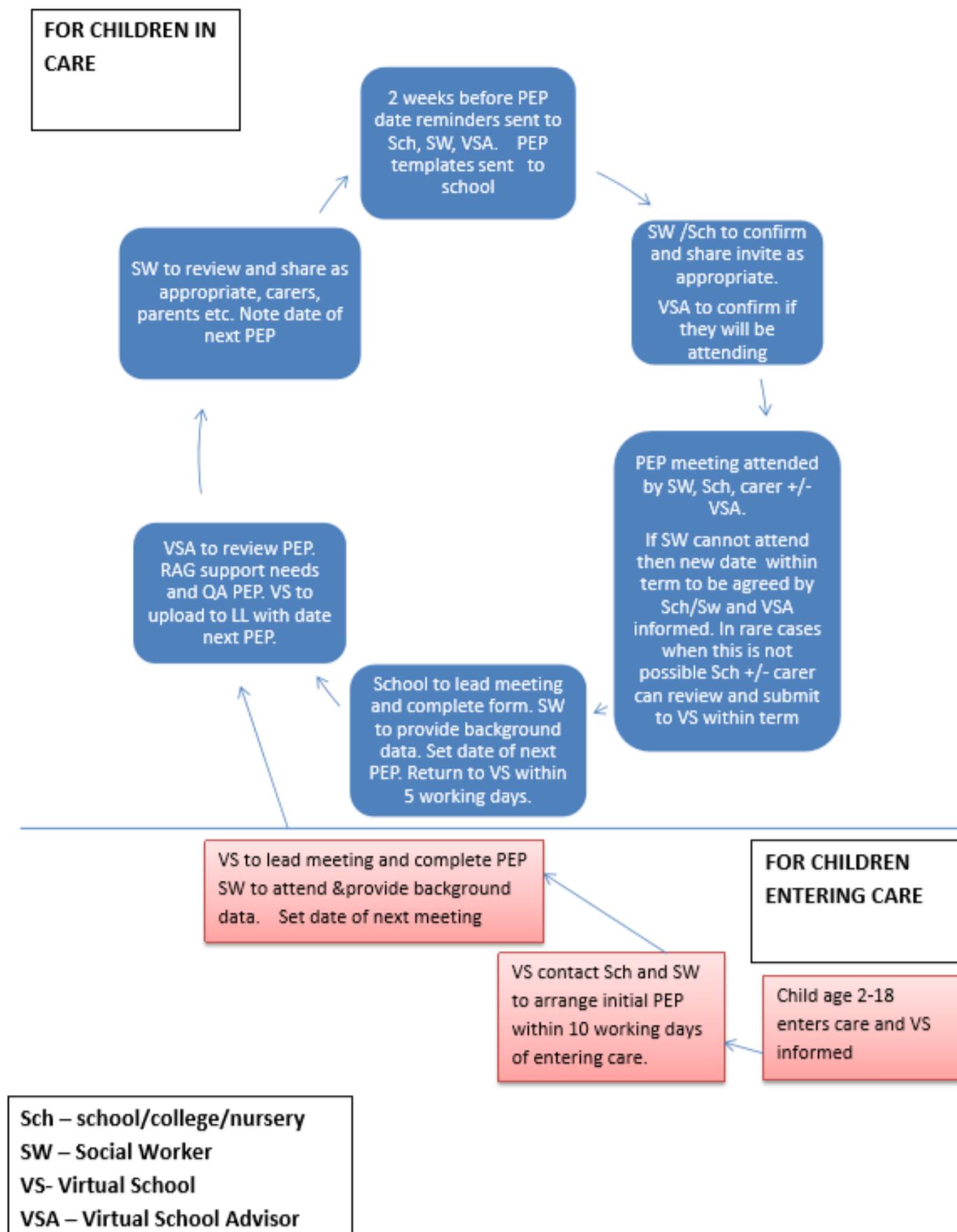
Children can live with foster carers or at home, with members of their extended family who have been approved as foster carers, or with parents under the Placed with Parents Regulations or in residential care.

If a child is privately fostered, they are not a Cared for Child.

A special guardianship order is an order appointing one or more individuals to be a child's 'special guardian'. It is a private law order made under the Children Act 1989 and is intended for those children who cannot live with their birth parents and who would benefit from a legally secure placement.

# Appendix A

## PEP CYCLE IN CHESHIRE EAST



## Appendix B

# Personal Education Plan

For Reception to KS4

Notes: Ensure all numbered sections/boxes are populated using N/A if necessary  
To populate the check boxes double click on the box and click on checked to mark with a cross where applicable.



### 1. ESSENTIAL INFORMATION

Name		DOB	
		PARIS ID	
Ethnicity/ Cultural Identity		Age	
		Gender	

Date of this PEP			
Date of next PEP meeting		Time	

### 2. BACKGROUND INFORMATION FROM SOCIAL CARE (Social Worker to complete sections 2 - 8)

Date this child entered care		Date of next care review	
Name of Carer(s)		Delegated Responsibilities	Yes <input type="checkbox"/> No <input type="checkbox"/>
Address		Tel	
		Email	
Parental Responsibility Is PR shared with Cheshire East? Yes <input type="checkbox"/> No <input type="checkbox"/>	Name		
	Address	Tel	
		Email	
Social Worker		Practice Consultant	
Address		Tel	
		Email	

### 3. CARE PLANNING

Legal Status of young person	Type of Placement
Section 20: Accommodated <input type="checkbox"/>	Placed with parent <input type="checkbox"/>
Section 31: Full Care Order <input type="checkbox"/>	Family/Friend foster care <input type="checkbox"/>
Section 38: Interim Care Order <input type="checkbox"/>	Foster care <input type="checkbox"/>
'Placement for Adoption' Order <input type="checkbox"/>	Residential care <input type="checkbox"/>
<b>Summary of care plan</b>	

Ratified by the Governing Body.

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Contact arrangements which might impact on education:

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4. RESPONSIBILITIES		Mother	Father	Carer	Social worker	VS	Other
Parental Responsibility		<input type="checkbox"/>					
Call in an emergency		<input type="checkbox"/>					
Receive correspondence from school including home school agreement		<input type="checkbox"/>					
Sign for Education Psychologist, other agency involvement, school transfers		<input type="checkbox"/>					
Receive a copy of school reports and attendance records		<input type="checkbox"/>					
Give permission for school trips- Does Foster carer have delegated responsibility Yes <input type="checkbox"/> No <input type="checkbox"/>	Day trips	<input type="checkbox"/>					
	Overnight visits	<input type="checkbox"/>					
Gives permission for photographs to be published within school or VLE		<input type="checkbox"/>					
Outside School e.g. in local press		<input type="checkbox"/>					
Take responsibility for health		<input type="checkbox"/>					

5. KEY PROFESSIONALS & OTHER AGENCIES INVOLVED			
(E.G. Independent Reviewing Officer (IRO) Supervising Social Worker for Foster Carer, Children & Family Support Team (C&FST), Family Support Worker (FSW), Health etc.			
Name	Organisation or Role	Tel:	Email:

6. MEDICAL INFORMATION	
Important medical conditions	Any current medication
Transport Arrangements Contact Name and Number	

7. Changes during review period e.g. Social Workers, Placement, Care Plan, Family Support Worker		
Type of Change/comments	Date	
Number of care placements		

<b>8. Last SDQ score</b>	<b>Date</b>
Any social/emotional support	

**9. EDUCATIONAL INFORMATION** *(to be completed by School/Education Provider)*

<b>UPN</b>		<b>Current Key Stage</b>		<b>Year Group</b>	
<b>School/Educational Setting</b>	<b>Name</b>			<b>Most recent Ofsted Rating</b>	
	<b>Address</b>				
	<b>Tel</b>				
	<b>Email</b>				
<b>School contact details</b>	<b>Key/Designated Teacher</b>				
	<b>Tel</b>		<b>Email</b>		
	<b>Data Manager</b>				
	<b>Tel</b>		<b>Email</b>		
	<b>Pupil Premium/Finance Manager</b>				
	<b>Tel</b>		<b>Email</b>		

**10. Educational History** *(Please update as and when necessary)*

*Please complete details of all schools attended, with start/end dates, including the current school.*

<i>Current School</i>	<b>Date joined school</b>	<b>Date left school</b>	<b>Reason/s for Leaving</b>
<b>Any previous Schools attended</b>	<b>Date joined school</b>	<b>Date left school</b>	<b>Reason/s for Leaving</b>

**Please indicate any dates without a school place with reason(s) if known**

<b>From:</b>	<b>To:</b>	<b>Reason(s)</b>

<b>11. Health Safety &amp; Safeguarding</b>	<b>Are there any concerns around Health, Safety or Safeguarding (Yes/No)</b>
If Yes please give brief details all control measures	

<b>12. ADDITIONAL NEEDS</b>										
Able, Gifted and Talented (Y/N)				If yes, please state area						
Additional/Special Educational Need Identified (Y/N)				If yes, please complete details below						
<b>SEN CODE OF PRACTICE (only required for children on SEN register)</b>										
School Focus Plan(SFP previously school action/School Action Plus)		Yes <input type="checkbox"/>	Date started		Assessment for EHCP in progress (if applicable)		Yes <input type="checkbox"/>	Date started		
		No <input type="checkbox"/>					No <input type="checkbox"/>			
Education Health Care Plan (EHCP Previously Statement of SEN)		Yes <input type="checkbox"/>	If so date completed			Date:				
		No <input type="checkbox"/>								
Date of next Annual Review of EHCP NB - Please align with a PEP meeting						Date:				
<b>Type of EHC Plan</b>										
BESD		CLLD		SPLD		SLD		PD		
Other: Please specify										
<b>(Please supply most recent SFP / EHCP Provision map if available either scanned or electronic copy)</b>										

<b>FOR A CHILD/YOUNG PERSON WHO ATTENDS SCHOOL OUTSIDE CHESHIRE EAST</b>	
Name of educating authority	
Summary of inter-authority educational arrangements	

<b>13. FACTORS AFFECTING EDUCATIONAL PROGRESS</b>									
<b>Attendance and Punctuality</b>				Date from		Date to			
Attendance Summary		Sessions	%	Intervention to address attendance and/or punctuality issues:					
Possible attendances				Primary target = min. 95%      Secondary Target = min. 95% If attendance below target please record interventions to address -:					
Attendances									
Authorised absences									

Unauthorised absences			
Number of late marks			

14. Education & Inclusion Provision ( as part of in-school support system)		
School based support, activities & achievements	Intervention	Intended Outcome
1:1 tuition		
Learning /Emotional support		
Curriculum support		
Other interventions		
Details of achievements/rewards		
Details of school clubs & activities attended		
Details of any special arrangements for pupils in exams/School/Lessons		

15. Alternative Education Provision Offsite (If Applicable)		
Is the child receiving 25 hours education	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Does the child have any offsite education	Yes <input type="checkbox"/> No <input type="checkbox"/>	
If YES Give details of provider(s)		
If YES complete t/t to show when and where this Alternative Provision takes place		
DAYS	AM	PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
NOTE: School need to ensure that off site education attendance is being recorded accurately as this is a legal and safeguarding requirement.		

## 16. Review of current Attainment & Progress

Please identify the assessment scheme school is using			
Current level of attainment based on your scheme			
How does this level compare with age expected attainment?	Is this below age expected level <input type="checkbox"/>	Is this at age expected level <input type="checkbox"/>	Is this exceeding age expected level <input type="checkbox"/>
Current expected end of Key Stage Attainment (complete 1 box only)	<b>Key Stage 1</b> Reach expected level in R/W/M Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Key Stage 2</b> Reach expected level in R/W/M Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Key Stage 4</b> Will gain L4+Eng/ma Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Summary of Progress</b> Is the child making expected rate of progress (regardless of attainment)?	<b>Literacy</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Numeracy</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Other curriculum areas</b> Yes (all) <input type="checkbox"/> No <input type="checkbox"/> Yes (some) <input type="checkbox"/>
If not give possible reasons e.g. Placement move/school move/ other relevant issues			

## 17. Future planning

Actions – Minimum of two should be relating to attainment/improved progress in learning.

(To be completed at PEP meeting) For pupils with SEN this should relate to the targets on the SFP/EHC Plan

<b>SIGNS OF SUCCESS - Future hopes and ambitions (medium and long term)</b>	What's going well ?			
	What are we worried about ?			
	What needs to happen ?			
<b>Target/Aim/Action</b>				
<b>Action/Intervention Outline and describe</b>				
<b>Pupil Premium (£)</b>				
<b>Intended measurable outcome</b>				
<b>Person responsible</b>				
<b>Review Date</b>				
<b>Review outcomes &amp; Impact including Review of Funding requested and impact (At next PEP)</b>				
<b>Has it been met?</b>				

## 18. PUPIL PREMIUM (Future Planned Spend)

There is no automatic allocation of funding and this is to provide support or interventions additional to that provided within school and where additional costs arise. Please complete a Pupil Premium Request form and forward to the Virtual School with the PEP

Is Pupil Premium Funding to carry out the actions above?

No  Yes  If "Yes" is Pupil Premium request form attached to this PEP? Yes

## 19. ATTENDANCE & PARTICIPATION IN THIS PEP

<b>Child/Young Person Name</b>	Has the child been invited to attend the PEP and complete 'My Voice'?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Has the child accepted the opportunity to attend the PEP meeting?	Yes <input type="checkbox"/> No <input type="checkbox"/>
	Has the child accepted the opportunity to complete the 'My Voice' document? Please return to the Virtual School Scanned or electronic copy.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Attendees		Contact Details
Name	Role/Organisation	Tel: Email:
		Tel: Email:

## **20. ADDITIONAL INFORMATION/COMMENTS TO AID ACTION PLANNING FROM THE PEP MEETING**

**A brief summary of the meeting commenting on particular issues, if appropriate.**

**Meeting summary:**

**Personal development:**

**Transition planning:**

**IAG – contact person/date of most recent careers interview/work experience dates/work placements/comments:  
(applicable to years 8-13)**

**Plan and support in place to achieve long term goals: employability etc**

**Child/Young Person's Comments:**

**Foster Care/Parents'/Other Carers' Comments:**

**Social Worker's Comments:**

**School Comments:**

**ADDITIONAL INFORMATION/COMMENTS CONTINUED...**

**VIRTUAL SCHOOL ASSESSMENT OF SUPPORT NEEDS**

(To be completed by Virtual School Caseworker )

PEP Assessment  Red  Amber  Green

Comment:

Any specific monitoring arrangements (after 4 weeks if 1:1 support provided)

**Laura Rogerson** Service Manager: Virtual School Head Teacher  
People Directorate | Cheshire East Council  
Floor 1 Macclesfield Town Hall, SK10 1EA  
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01606 288075

**Note :** Once the PEP is completed please return to the Virtual School via Email to - [PEPS@cheshireeast.gov.uk](mailto:PEPS@cheshireeast.gov.uk)

