

# Governor Training

## Statutory responsibilities for children in care and previously in care



# Aims:



- To understand the statutory roles and responsibilities of the Designated Teacher and Governing Bodies for Care Experienced Children.
- To develop an understanding of what makes these groups particularly vulnerable.



# Who is a Child in Care?



- A Child in Care is a learner who is looked after by their Local Authority under a court order or through a voluntary arrangement made with the child's parents.
- They may be living with foster carers, friends or relatives, in a residential children's home, residential school, secure unit or in semi-independent living. In some circumstances a child in care could be living with birth parent/s under a Care Order.



# Who is a Child Previously in Care?



A child who was looked after, but ceased to be looked after because of...

- **Child Arrangement Order (CAO)**
- **Special Guardianship Order (SGO)**
- **Adoption Order**

Definition extract from Children and Social Work Act

## Important to note:

- *If a child or young person returns to their birth family after a period in care, they **do not** come under the definition of a children previously in care.*



# Contextual Information



- The primary reason for children entering care is abuse or neglect which accounts for 65% of cases nationally.
- Over half of CIC are identified as having SEND (compared to 16% of all pupils). Furthermore, over 25% of CIC have an EHCP (a plan for pupils with the most complex SEND), compared to about 3% of all pupils.
- CIC and CPIC would have experienced developmental and relational trauma and loss. This type of trauma impacts human biology



# Attainment and progress



- Children in care and those previously in care attain significantly below non-care experienced peers across every academic key stage

Key Stage 2 – Attainment 2024				
Achieved Expected Standard	Reading	Writing	Maths	RWM
Cambridgeshire All Children	74.3%	67.1%	71.2%	57.2%
Cambridgeshire CIC	50%	50%	50%	40.9%

Key Stage 4 – Attainment 2024		
GCSE Results 2023	Standard Pass in English & Maths 4+	Strong Pass in English & Maths 5+
Cambridgeshire All Children	68.6%	48.3%
Cambridgeshire CIC	18%	8%

# Statistics



- Lower life expectancy, \*approximately 25% of care experienced adults die young
- Poorer health outcomes
- Disproportionately represented in the criminal justice system, \*studies suggest that between 24-50% of the prison population has experienced care
- Unemployment rates amongst care leavers notably higher compared to their peers, \* data from the DfE shows that around 39% of care leavers aged 19-21 were not in education, employment or training compared to 11% of all young people in same age group



- <https://www.ucl.ac.uk/news/2021/jul/we-are-failing-those-who-spent-their-childhood-care-says-landmark-report>
- [PSJ 258, After care, after thought.pdf \(crimeandjustice.org.uk\)](#)

# Pupil Premium Plus (PP+) Funding



Cohorts	Additional Funding	Documentation
<p><b>Children in Care</b></p>	<p>Children in Care are entitled to Pupil Premium Plus (PP+) funding.</p> <p>The Virtual School Head (VSH) has responsibility for the allocation of these funds and sets out how the money is allocated, monitored and reviewed through the Desirable Outcomes of each term's Personal Education Plan (PEP).</p>	<p>The Personal Education Plan (PEP) is a statutory document to promote educational attainment. PEP meetings are held termly and key attendees are the designated teacher, social worker, carer and child / young person.</p>
<p><b>Children Previously in Care</b></p>	<p>PP+ money is sent <b>directly</b> to the school when the pupil has been identified in the October census as being previously in care. The VSH is <b>not</b> responsible for PP+ funding for this cohort of children.</p>	<p>Best practice is for CPIC to have an Education Support Plan (ESP) which can be used to structure conversations about support with parents and guardians – an example of the ESP can be requested from the Virtual School.</p>



# Designated Teachers



- ...a qualified teacher working at the school as a teacher **OR** is a Headteacher or acting Headteacher
- Has appropriate seniority, professional experience and status and can provide leadership and training that will influence decisions around children in care or those previously in care.



# The Designated Teacher must:



- Act as an advocate for CiC and CPiC
- Ensure a PEP is completed termly for each CiC
- Take the lead responsibility for helping school staff understand the barriers which impact CiC or CPiC
- Promote a culture of high expectation amongst all staff in the school
- Make sure the young person has a voice and is heard
- Ensure their personal, emotional and academic needs are prioritised
- Develop and monitor systems for liaising with carers, social workers, health professionals and the Virtual School
- Support carers and communicate regularly with them
- Feedback to the governors at least once a year.



# Governors must:



- Make sure that the DT receives appropriate training
- Be updated at least annually by the DT regarding CiC and CPiC and their progress
- Work with the Leadership Team to act on any issues raised
- Ensure that where the DT is not a member of the senior leadership team, a member of the team is designated as a champion of CiC and CPiC
- Ensure school policies and approaches appropriately reflect, and are sensitive to, the needs of CiC and CPiC
- Ensure any additional needs are being identified and met, including mental health and well-being issues.



# The Virtual School:



Each Local Authority must have a Virtual school. The Virtual School oversees and promotes the educational achievement of all the children looked after by the local authority. They are also responsible for managing Pupil Premium Plus funding for the children they look after and for allocating it to schools.

Each Cambridgeshire education setting with a Cambridgeshire CiC on roll has a linked Education Advisor from Cambridgeshire Virtual School. They meet regularly with the DT to:

- Review the key performance indicators for CiC and CPIC
- Ensure school policy and practice is inclusive and enables CiC and CPIC to thrive
- Support DTs to consider actions that need taking to improve outcomes for CiC and CPIC
- Additionally, Cambridgeshire Virtual School provides a variety of training opportunities for professionals.

For further information on Cambridgeshire Virtual School including contact details visit: [Cambridgeshire Virtual School \(cambslearntogether.co.uk\)](https://www.cambslearntogether.co.uk)



# Suggested topics for governors to discuss with Designated Teachers and/or School Leaders...



1. Progress and attainment...

2. Inclusion...

3. Learner's Voice...

4. Attendance...

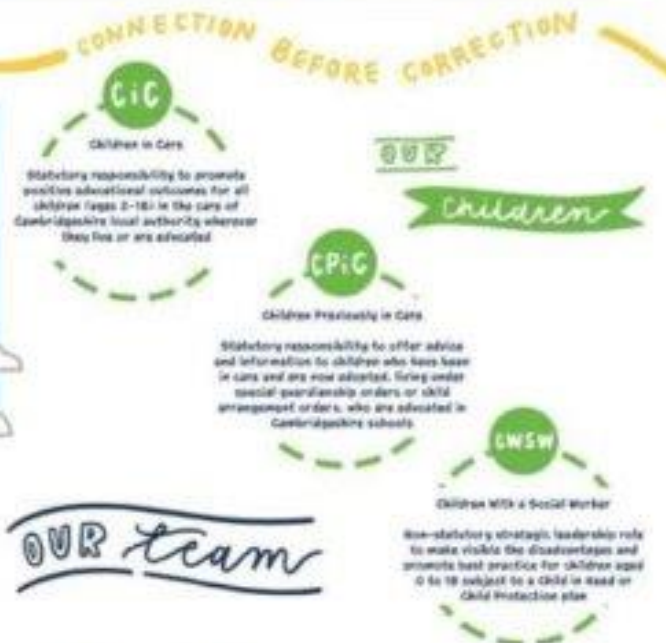
5. Funding...

How much Pupil Premium Plus (PP+) funding do we get for each CiC?

- How is this money spent?
- What difference has this made?
- How do we know?



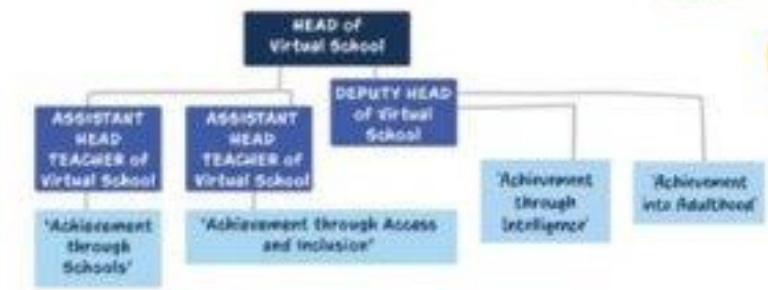




## OUR model



## OUR team



## OUR children AND YOUNG PEOPLE

