



A quick guide to governors' statutory responsibilities for children in care and previously in care

Who is a Child in Care?

A Child in Care is a learner who is looked after by their Local Authority. Many children in care have experienced abuse, neglect or other forms of trauma. 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. The law and the DfE use the term **Looked After Children**. However, our children prefer the term Child in Care because this puts the child first. This guide uses the term Child in Care whenever possible.

Glossary of key terms

DfE	Department for Education
CiC	Child/Young Person in Care
CPiC	Child/Young person Previously in Care
DT	Designated Teacher
UASC	Unaccompanied Asylum-Seeking Child
PEP	Personal Education Plan

Governors/Trustees must appoint a Designated Teacher for CiC and PiC who...

- Is 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 PiC
- 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 PiC
- Ensure school policy and practice is inclusive and enables CiC and PiC to thrive
- Support DTs to consider actions that need taking to improve outcomes for CiC and PiC

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 \(camblearntogether.co.uk\)](http://CambridgeshireVirtualSchool(camblearntogether.co.uk))

Other helpful resources:

The designated teacher for looked-after and previously looked-after children
(publishing.service.gov.uk)

Children in Care: Guide for School Governors - Become (becomecharity.org.uk)

[Every Word Matters - YouTube](#)



Suggested topics for governors to discuss with school leaders...

***You may also wish to use these questions / sub-headings to inform focused visits**

Progress and attainment:

- How are outcomes for CiC and CPiC monitored?
- How do outcomes for CiC and CPiC compare with those of other learners?
- How do we know that the learner's PEP is followed by every member of staff working with that child?

Attendance:

- How does the attendance of CiC/CPiC compare to all pupils?
- Are CiC/PiC suspended/excluded more often than other pupils?
- What measures do we take to prevent suspensions/exclusions?
 - How are these measures working so far?

Inclusion:

- How do we make sure that CiC can access the same opportunities as other pupils?
- How do we assess whether CiC need extra help (for example, for transitions to new teachers, for friendships, for learning)?

Learner's Voice:

- Give me an example of when we have listened to the views of CiC and what the outcomes were?

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?
- How certain are we that PP+ funding for CPiC learners is being used to ensure they will fulfil their potential?