



# In-School Training

## Children in Care and Previously in Care

**(Name of trainer)**

**(Name of school/service/establishment)**



# Aims:

- Understand the specific context and barriers for Children in Care and those Previously in Care
- Know the role of the Designated Teacher and whole school staff in securing the best possible educational outcomes for Children in Care and those Previously in Care
- Understand the role of all staff in contributing to Student's Personal Education Plans (PEPs).

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# Definitions:

## **Children in care:**

Under the Children Act 1989, a child is legally defined as 'looked after' 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).

## **Previously in care:**

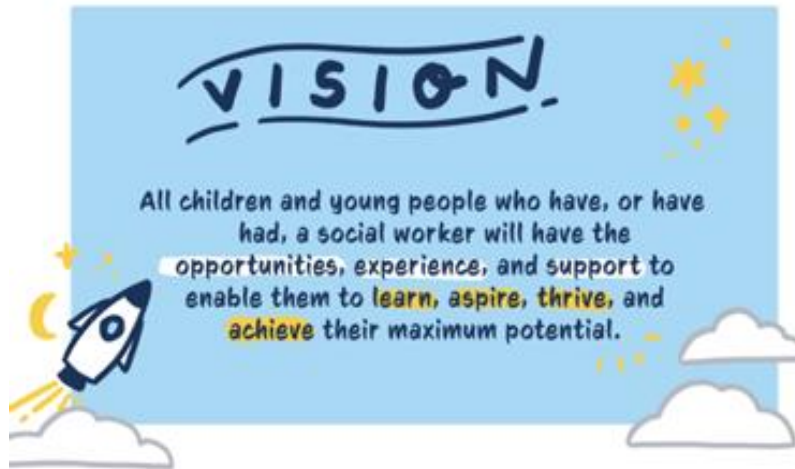
Those who are no longer looked after by a local authority in England and Wales because they are the subject of:

- an adoption
- special guardianship or
- child arrangements order; or
- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.

# The role of the Virtual School

## This is fulfilled by:

- Supporting care experienced children and young people to access and achieve in education and training
- Promoting care experienced children and young peoples' need to access high quality support, which meets their needs in a timely way
- Working closely with all those involved in providing education to ensure they understand the issues and challenges facing our children and young people and their role in working together to respond to and overcome them
- Working to reduce the challenges resulting from changes of care placement or school
- Challenging barriers to engagement and good attendance
- Promoting equality and equity

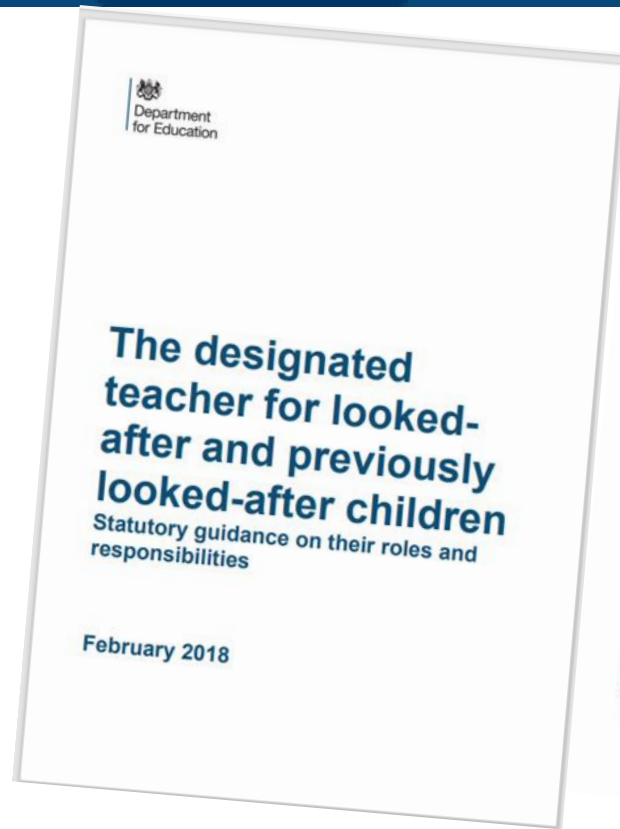


# Statutory Guidance

- All schools **MUST** have a named Designated Teacher for Children in Care and Previously in Care who is the central point of contact within the school.

## Designated teachers...

- Are responsible with the support of Senior Leaders and School Staff to ensure the Statutory guidance is met.
- Promote the educational achievement of all Children in Care and those Previously in Care on school rolls.
- Take lead responsibility for ensuring all School Staff understand the barriers which can impact these children and support staff to overcome these.





# All staff in school should...

- Have **high expectations** of looked-after and previously looked-after children's learning and **set targets to accelerate educational progress**.
- **Understand the emotional, psychological and social effects of loss and separation** (attachment awareness) from birth families and **that some children may find it difficult to build relationships of trust with adults because of their experiences**, and how this might affect the child's behaviour.
- Understand how important it is to **see looked-after and previously looked-after children as individuals** rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status.
- **Appreciate the central importance of the looked-after child's PEP** in helping to create a **shared understanding** between teachers, carers, social workers and, most importantly, the child's own understanding of **how** they are **being supported**.
- For previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

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# Context and barriers

What are the specific experiences that impact Children In Care and Previously In Care and their ability to access and engage with learning?

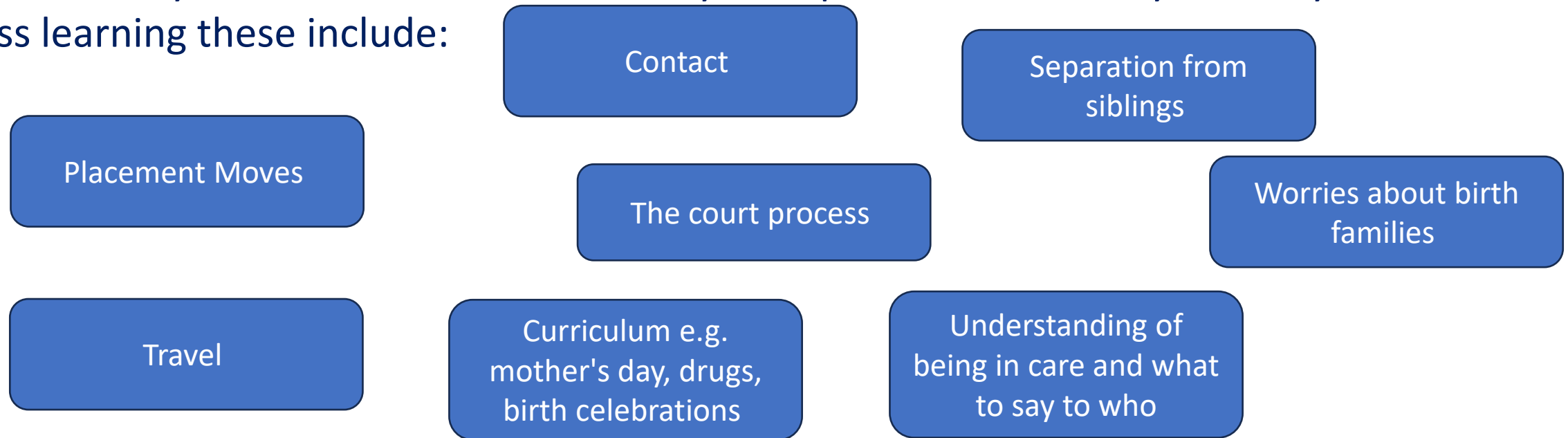
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# Context and barriers

In addition to the complex relational trauma our children in care typically experience there are many other factors which are likely to impact on their ability to always access learning these include:







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# 'Why I am rude'



# The PEP and PP+

Subject	Course Type	End of KS4 Target*	Teacher prediction	Autumn Teacher Assessment		Spring Teacher Assessment	
				Progress To End Of KS4 Target*	Effort	Progress To End Of KS4 Target*	Effort
English language	-	6	4	BEP	G	BEP	G
English literature	-	6	4	BEP	G	BEP	G
Mathematics	-	6	5	EP	RI	BEP	G

- A Personal Education Plan (PEP) is the education component of a child or young person's care plan.
- It is a **statutory document** and needs **updating** and **reviewing termly**.
- **Desirable outcomes** need to be reviewed and set termly to support **improved academic progress**.
- All Children and young people in care can access **PP+**. This is done through identifying any **additional** interventions, provision and learning resources that would support them to **achieve improved academic outcomes** or in developing and achieving **aspirations**.

## Example of desirable outcomes

Desirable Outcome	Why	How
● will receive daily 1:1 Maths Tutoring during form time, to continue to increase his confidence and bridge gaps in his learning.	● has made progress and working very well in Maths, however we need to ensure that he secures his knowledge and has the confidence to use in the exam	Daily Maths Intervention 1:2,1 <b>One to one tuition</b>
● will continue with small group English Tutoring	● will become more secure in his knowledge and confidence for GCSE's	Small group Sessions once per week <b>Small group tuition</b>
● will continue to have access to twice weekly mentoring.	This will enable additional support to be used as emotional support, revision support or specific academic achievement, e.g. additional support before or after school for revision sessions.	Twice weekly Mentoring per week, either before or after school 30 minutes per session. <b>Mentoring</b>



# Our school context

Our school context:

How many CiC do you have on roll?

How many PiC do you have on roll?





# Our school context

Student Name	Student specific information / sensitivities	Current Attendance	Current Attainment	Current Desirable Outcomes





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# Further reading and support

Are you a designated teacher, foster carer, connected person, adoptive or pre-adoptive parent or special guardian?



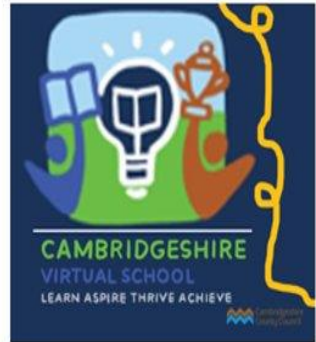
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**Educare**

Virtual School Education Support Line

Do you have an education dilemma you would like to discuss?

**Contact Us**  
Edu.Carersupport@cambridgeshire.gov.uk



Available on all Apple and Android platforms, our app is intended to be an exciting tool which brings together key information on the education of children with a social worker into one accessible place.



Available on all major podcast platforms, our podcast is intended to support education and social care professionals to best support children in care in education



@CambVS

[Cambridgeshire's Virtual School - Learn Together \(cambslearntogether.co.uk\)](https://www.cambridgeshire.gov.uk/learning-together)

We offer a **call-back service** to support thinking through & managing issues linked to the education & learning of care-experienced children and young people

We will arrange to contact you back within **5 working days, during term times**

If you need help but it's not an emergency, please contact one of the following:

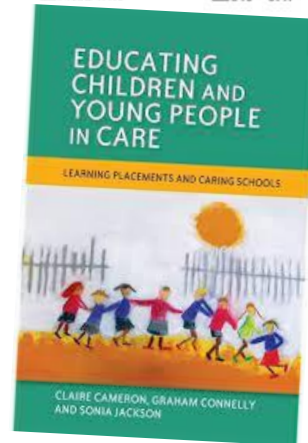
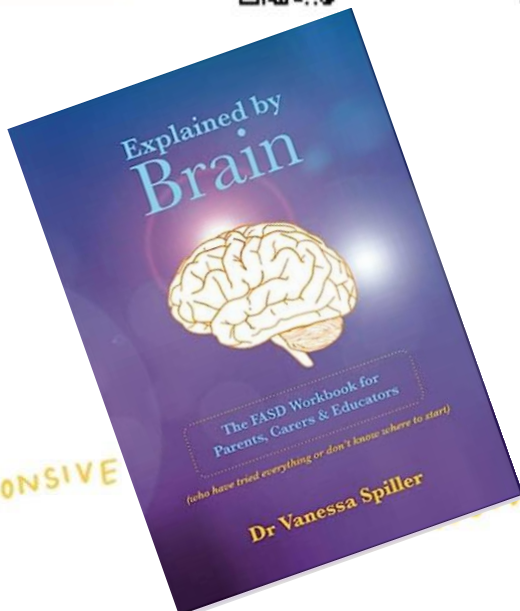
**Social Care:** 0345 045 5203 (or call the child's or young person's named Social Worker)

**Cambridgeshire Virtual School:**  
virtualschool@cambridgeshire.gov.uk Tel: 01223 699833

**Adoption support on 'Get Help Now':** 0300 666 0006  
[www.adoptionuk.org/get-help-now](http://www.adoptionuk.org/get-help-now)

If you or the child is in immediate danger and needs urgent help,

**call the police on 999**



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NO MORE CORRECTION