



“Creating excellence, embracing all.”

Children We Care For policy

(also known as Looked-After or Previously Looked-After Children)

Policy determined 4th July 2023
Botley School governing board

Reviewed 2nd July 2024
Reviewed 8th July 2025

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity



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1. Aims

The school aims to ensure that:

- A suitable member of staff is appointed as the designated teacher for Children we care for or have previously cared for
- The designated teacher promotes the educational achievement of Children we care for or have previously cared for, and supports other staff members to do this too
- Staff, parents, carers and guardians are aware of the identity of the designated teacher, how to contact them and what they are responsible for

2. Legislation and statutory guidance

This policy is based on the Department for Education's [statutory guidance on the designated teacher for Children we care for or have previously cared for](#). It also takes into account [section 2E](#) of the Academies Act 2010.

3. Definitions

Children we care for are registered pupils that are:

- In the care of a local authority, or
- Provided with accommodation by a local authority in the exercise of its social services functions, for a continuous period of more than 24 hours

Children we previously cared for are registered pupils that fall into either of these categories:

- They were looked after by a local authority but ceased to be as a result of any of the following:
 - A child arrangements order, which includes arrangements relating to who the child lives with and when they are to live with them
 - A special guardianship order
 - An adoption order
- They appear to the governing board to have:
 - Been in state care in a place outside of England and Wales because they would not have otherwise been cared for adequately, and
 - Ceased to be in that state care as a result of being adopted

Personal education plan (PEP) is part of a looked-after child's care plan that is developed with the school. It forms a record of what needs to happen and who will make it happen to ensure the child reaches their full potential.

Virtual school head (VSH) is a local authority officer responsible for promoting the educational achievement of their authority's children we care for, working across schools to monitor and support these pupils as if they were in a single school. The VSH is also responsible for providing information and advice to schools, parents and guardians in respect of previously children we care for.

4. Identity of our designated teacher

Our designated teacher is **Mrs Jo Reid - Headteacher**

You can contact them by email: head.2569@botley.oxon.sch.uk 01865 248573

Our designated teacher takes lead responsibility for promoting the educational achievement of children we care for or have previously cared for at our school. They are your initial point of contact for any of the matters set out in the section below.

Our Designated Safeguarding Lead (DSL) and our Family Link Support Worker also provide support for looked after and previously looked after pupils.

Our Designated Safeguarding Lead is: **Mrs Jo Reid - Headteacher & DSL**

Our Family Link Support Worker is: **Mrs Shaeen Yasin – FLSW & DDSL**

You can contact them by email: safeguarding@botley.oxon.sch.uk 01865 248573

5. Role of the designated teacher

5.1 Leadership responsibilities

The designated teacher will:

- Act as a central point of initial contact within the school for any matters involving children we care for or have previously cared for
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole school culture where the needs of these pupils matter and are prioritised
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how children we care for or have previously cared for learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school policies to ensure they consider the needs of children we care for or have previously cared for
- Promote a culture in which children we care for or have previously cared for are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with children we care for or have previously cared for
- Work directly with children we care for or have previously cared for and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of PEPs for children we care for.

- Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding children we care for or have previously cared for are quickly and effectively responded to
- Involve parents and guardians of previously children we care for in decisions affecting their child's education

5.2 Supporting children we care for

The designated teacher will:

- Make sure PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs
- Have overall responsibility for leading the process of target-setting in PEPs
- Monitor and track how children we care for progress under their PEPs
- If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
- Ensure the identified actions of PEPs are put in place
- During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
- Ensure that:
 - A PEP is reviewed before the statutory review of the child's care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan
- Transfer a child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

5.3 Supporting both children we care for and previously children we care for

The designated teacher will:

- Ensure the specific needs of children we care for or have previously cared for are understood by staff and reflected in how the school uses pupil premium funding
- Work with VSHs to agree how pupil premium funding for children we care for can most effectively be used to improve their attainment
- Help raise the awareness of parents and guardians of previously children we care for about pupil premium funding and other support for these children
- Play a key part in decisions on how pupil premium funding is used to support previously children we care for
- Encourage parents' and guardians' involvement in deciding how pupil premium funding is used to support their child, and be the main contact for queries about its use
- Ensure teachers have awareness and understanding of the specific needs of children we care for or have previously cared for in areas like attendance, homework, behaviour and future career planning
- Be aware of the special educational needs (SEN) of children we care for or have previously cared for, and make sure teachers also have awareness and understanding of this
- Ensure the [SEND code of practice](#), as it relates to children we care for, is followed
- Make sure PEPs work in harmony with any education, health and care (EHC) plans that a child may have

- Ensure that, with the help of VSHs, they have the skills to identify signs of potential SEN issues in children we care for or have previously cared for, and know how to access further assessment and support where necessary
- Ensure that they and other staff can identify signs of potential mental health issues in children we care for or have previously cared for and understand where the school can draw on specialist services
- Put in place robust arrangements to have strengths and difficulties questionnaires (SDQs) completed for children we care for, and use the results of these SDQs to inform PEPs
- Put in place mechanisms for understanding the emotional and behavioural needs of previously children we care for

5.4 Relationships beyond the school

The designated teacher will:

- Proactively engage with social workers and other professionals to enable the school to respond effectively to the needs of children we care for or have previously cared for
- Discuss with social workers how the school should engage with birth parents, and ensure the school is clear about who has parental responsibility and what information can be shared with whom
- Be open and accessible to parents and guardians of children we previously cared for and encourage them to be actively involved in their children's education
- Proactively build relationships with local authority professionals, such as VSHs and SEN departments
- Consider how the school works with others outside of the school to maximise the stability of education for children we care for, such as:
 - Finding ways of making sure the latest information about educational progress is available to contribute to the statutory review of care plans
 - Ensuring mechanisms are in place to inform VSHs when children we care for are absent without authorisation and work with the responsible authority to take appropriate safeguarding action
 - Talking to the child's social worker and/or other relevant parties in the local authority regarding any decisions about changes in care placements which will disrupt the child's education, providing advice about the likely impact and what the local authority should do to minimise disruption
 - Making sure that, if a child moves school, their new designated teacher receives any information needed to help the transition process
- Seek advice from VSHs about meeting the needs of individual previously children we care for, but only with the agreement of their parents or guardians
- Make sure that for each looked-after child:
 - There's an agreed process for how the school works in partnership with the child's carer and other professionals, such as their social worker, in order to review and develop educational progress
 - School policies are communicated to their carer and social worker and, where appropriate, birth parents
 - Teachers know the most appropriate person to contact where necessary, such as who has the authority to sign permission slips
- Where a looked-after child is at risk of exclusion:
 - Contact the VSH as soon as possible so they can help the school decide how to support the child to improve their behaviour and avoid exclusion becoming necessary
 - Working with the VSH and child's carers, consider what additional assessment and support needs to be put in place to address the causes of the child's behaviour

- Where a child who was previously cared for is at risk of exclusion, talk to the child's parents or guardians before seeking advice from the VSH on avoiding exclusion

6. Monitoring arrangements

This policy will be reviewed annually by the Local Governing Board. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Equality and Inclusion Policy
- Positive Behaviour and Restorative Practice Policy
- Child protection and safeguarding policy
- Exclusions Policy
- SEN Policy
- Supporting pupils with medical needs