



**Hazelwood Schools**

**Children in Care (CiC) &  
Children Previously in Care (CPiC)  
Policy**

Reviewed and Adopted: Autumn 2025

Reviewed by: HT/Resources

**Next Review: Autumn 2028**

**Review every three years**

**Review Date**

## Aims

Many CiC (Children in Care) & CPiC (Children Previously in Care) will have experienced disrupted schooling and gaps in learning. In addition, a significant proportion of them will have suffered significant childhood trauma and may have some form of Special Educational Need. This has resulted in the attainment of these groups not being in line with the attainment of their peers nationally.

At Hazelwood Schools, we will address this by:

- providing a safe environment for all CiC & CPiC, where their educational experience is valued, high aspirations are encouraged and belief in the potential of all children is held.
- Ensuring that all CiC & CPiC are provided with, and have access to, support to enable them to have every opportunity to enjoy, learn and achieve in line with their peers.
- Ensuring that our policies and procedures for CiC & CPiC meet the requirements outlined within *'The designated teacher for looked after and previously looked-after children, Statutory guidance on their roles and responsibilities, DfE February 2018.'*

## Definitions

Children in Care (CiC) refers to a child 'looked-after by a local authority' as outlined by section 22 *Children Act 1989* or Part 6 of the *Social Services and Well-being (Wales) Act 2014*.

CiC are children who are in the care of the Local Authority for more than 24 hours and include children who are

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units

Children Previously in Care (CPiC) refers to children who are

'...no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any persons, or has been adopted from 'state care' outside England and Wales,'

## Responsibilities

### The Governors

The Governors have appointed Sarah Naughton and Ashley Venn as the named Governors responsible for championing the needs of CiC & CPiC at every level throughout Hazelwood School.

The named Governors will ensure that:

- The needs of CiC & CPiC are considered, reflected and supported within all relevant school policies.
- Governors and Senior Leadership are aware of the legal responsibilities and guidance in regards CiC & CPiC in education.

- Our admissions practises continue to give CiC & CPiC the highest priority admission to the school, as outlined within *'School Admissions' DfE guidance 2014*.
- The annual CiC & CPiC monitoring report is scrutinised to ensure that the academic progress of LAC & PLAC pupils is effectively being tracked and challenged, and that there are high aspirations for these pupils.
- PPG and PP+ spending is scrutinised ensuring that is used appropriately and effectively.
- Resources are available to address the needs specific to CiC & CPiC, and that disparity in academic progress in comparison to their peers within school, including patterns in attendance and exclusion and provision for gifted and talented pupils are highlighted and swiftly addressed.
- An appropriate member of staff is appointed as Designated Teacher, who has access to training and resources (including time) to undertake their responsibilities, and has the seniority to influence Hazelwood Schools Senior leadership, to meet and champion the needs of CiC & CPiC throughout the school.
- All staff are supported in recognising and meeting the needs of CiC/ CPiC.

### **The Headteacher**

Is responsible for ensuring that:

- The role of the Designated Teacher (DT) is filled by an appropriate member of staff at all times (including arrangements to allow for staff absences and resignation). The DT should have the seniority to work with Senior Leadership, Governors and all staff to provide information, advice and champion the achievement and needs of CiC & CPiC pupils.
- The DT is provided with the time to fulfil their role and completes the LA Statutory Designated Teacher Training every two years as well as any other training to assist with the fulfilment of their duties.
- Policies and procedures to monitor and address the needs of, and support for CiC & CPiC pupils are in place and adhered to, with reference to academic progress, admissions, attendance, safeguarding and exclusions, and that swift action is taken when concerns arise.
- Ofsted School Inspection Handbook (Jan 2024) states (para 238):  
Inspectors will focus on what our inspection experience and research show are the most important factors to consider. These are the extent to which:  
the school's curriculum:  
is ambitious and designed to give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life

and

- remains as broad as possible for as long as possible, including when delivered remotely. The school does not offer disadvantaged pupils (including pupils with SEND) a reduced curriculum

all pupils, particularly disadvantaged pupils (including those with SEND):

- acquire the knowledge and cultural capital they need to succeed in life
- make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum

- produce work of high quality
- achieve well in national tests and examinations, where relevant
- are being prepared for their next stage of education, training or employment at each stage of their learning, including whether pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations
- are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers)

Also (para 319):

Inspectors will evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (and check, for a small sample of these pupils, how the referral was made and the thoroughness of the follow-up), pupils with SEND, looked-after children, those with medical needs and those with mental health needs. In order to do this, inspectors will look at the experience of a small sample of these pupils and consider the way the school is working with the multi-agency group to ensure that the child receives the support they need. For pupils with SEND, this will include ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice.

- Hazelwood Schools school reports on the progress, attendance and conduct of Children in Care to Governors, the Department for Education, Ofsted and the Local Authority as required.
- Hazelwood Schools school works proactively with the Local Authority to provide support and address the needs of CiC & CPiC
- All school staff receive relevant training and are aware of their responsibilities in regards to CiC & CPiC as detailed within this policy and related guidance.
- CiC Pupil Premium is used 'to the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP)'
- Allocation of PPG funding for CPiC pupils is informed by the Education Endowment Fund guidance, and is spent appropriately and to benefit the needs of CPiC at Hazelwood Schools. Following the June 2025 update to Pupil Premium: Overview, Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used: to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer. This would include children in kinship care as well as those on CP and CiN plans.
- All staff are aware of '*Keeping Children Safe in Education*' guidance, particularly in relation to vulnerable groups and their propensity towards being both the victims and perpetrator of Criminal and Child Sexual Exploitation and abuse.
- The Local Authority (Social Workers and the Virtual School) are informed of the suspension or permanent exclusion from school of any LAC. If the child is CPiC, referral to Jane Manning, ([jane.manning@enfield.gov.uk](mailto:jane.manning@enfield.gov.uk)) Enfield CPiC and Kinship Education Officer should, with parental consent, be made, as well as to the Virtual School Head.
- An Anti bullying Policy is in place and stringently followed which recognises that a significant proportion of CiC have experienced bullying at some point.
- The exclusion of CiC & CPiC is avoided, alternatives to exclusion are considered and additional support is put in place to support those pupils at risk of exclusion

- CiC & CPiC are encouraged and supported to continue engaging and achieving post 16.
- Information in regards to CiC & CPiC is treated confidentially, but also provided swiftly to relevant agencies and new schools.
- The SENCO is aware of those CiC / CPiC children in school, works closely with the DT and priorities their access to additional support both internally and externally (including EP assessment).
- The school adopts a trauma-informed approach and CiC / CPiC children should be viewed through a trauma informed lens.

### **The Designated Teacher (DT) for CiC & CPiC**

The Designated Teacher is responsible for and committed to championing the needs and attainment of CiC & CPiC pupils (up to the age of 18) , in an effort to bridge the gap and raise their attainment so that it is in-line with their peers.

The DT is a qualified teacher and “someone with sufficient authority to make things happen...[who] should be an advocate for Looked After Children, assessing services and support, and ensuring that the school shares and supports high expectations for them.” or The Headteacher or Assistant Headteacher, as stipulated by *Designated Teacher (Looked-After Pupils etc) (England) Regulations 2009*.

The designated teacher is responsible for:

- Coordinating support for CiC & CPiC in school and providing information, advice and training for staff and governors to raise awareness of their needs. For example raising awareness of possible Mental Health needs and the impact of poor attachment and trauma on behaviour and learning.
- Being the first point of contact for the Local Authority, CiC & CPiC, their carers and associated professionals, ensuring that a member of staff represents the school at all relevant meetings.
- Ensuring that all staff trained on Trauma & Attachment.
- Liaising with the Virtual School, Social Workers, Carers and other relevant professionals when CiC & CPiC are experiencing difficulties and or at risk of exclusion, arranging meetings to share concerns and plan interventions.
- Ensuring that all CiC & CPiC (and their carers) have an identified member of staff that they can approach in school.
- Monitoring the progress of CiC & CPiC throughout the school year culminating in an annual progress report to Governors.
- Coordinating and planning smooth CiC & CPiC educational transitions, including starting school, changing Key Stage etc keeping in mind their needs, in conjunction with the carers, parents, Virtual School and other professionals.
- Swiftly identifying possible learning needs, safeguarding and mental health concerns to the Safeguarding Lead, Mental Health Lead and SENCO where appropriate and jointly planning interventions to address these concerns.
- Encouraging CiC & CPiC pupils to take part in extra curricular activities and trips, and removing any hidden barriers to their involvement.
- Ensuring instances of bullying affecting CiC & CPiC pupils is acted upon swiftly and that appropriate support is put in place.
- Maintaining the confidentiality of CiC & CPiC, sharing personal information on a need to know basis only.

- Using the CPiC PP+ appropriately and creatively to address the needs of CPiC pupils in school.
- Ensuring that CiC & CPiC have access to appropriate ongoing careers advice at the earliest opportunity and that they are encouraged to engage with post 16 education.
- Making sure that CiC & CPiC automatically receive their 'vulnerable group Bursary' and that it is allocated appropriately.
- PEP's (Personal Education Plans)
  - Ensuring that PEP's for CiC are accurate, effective, relevant and completed within the identified timescales with the child, social worker, carers and any other relevant professionals.
  - PEP's for CiC children with EHCP's complement rather than mirror the EHCP.
  - Ensuring that targets on the PEP are SMART (Specific, Measurable, Achievable, Relevant and Termly).
  - Advising relevant staff of PEP targets, making sure that staff work with pupils to meet their targets.
  - Ensuring that the Pupil Premium for CiC is used appropriately to support the child in meeting targets outlined within the PEP.

#### **All staff**

- Have high expectations in regard to the achievement of CiC & CPiC pupils.
- Ensure that the individual needs of CiC & CPiC are met through quality, differentiated teaching.
- Ensure that all pupils, particularly disadvantaged pupils (including those with SEND) acquire the knowledge and cultural capital they need to succeed in life
- Are aware that CiC and CPiC have high rates of SEN and flag concerns regarding learning with the SENCO and DT.
- Are aware of the specific needs of CiC & CPiC in relation to Attachment and Trauma and make appropriate adjustment to teaching and classroom management to meet these needs.
- Are aware of the prevalence of CiC & CPiC mental health needs, and flag concerns to the DT and Mental Health lead.
- Work proactively with the DT to ensure that CiC & CPiC meet their targets and achieve, highlighting any barriers to learning, and inclusion at the earliest opportunity.
- Work to ensure the Inclusion of CiC & CPiC within the School community, maintaining their confidentiality while also providing support with raising their self-esteem, and supporting their relationships with peers in line with the Anti Bullying policy.

#### **Children Previously in Care**

The experiences and outcomes of CPiC can be very similar to those of CiC. CPiC educational needs are unlikely to have changed just because their care status has. To address this, the needs of CiC and CPiC are prioritised and addressed in a similar way. The progress of CPiC pupils is reviewed termly and we work proactively with parents, carers and other professionals to address any areas of concern and put in place support as appropriate

Parents and guardians of CPiC are encouraged to identify their child's previously looked after status on entry to the school and are required to produce documentation to support this. All parents are

written to annually to request that they make us aware of their child's Previously in care status. All information is treated confidentially.

CiC & CPiC pupils receive a similar level of support from the school. The attainment of CPiC pupils is monitored on a termly basis by the Designated Teacher and funding for additional support (over and above the support available for any other pupil) is funded by the annual PP+ of £2630 as outlined within the Hazelwood Schools Pupil Premium Strategy.

Concerns regarding the progress of CPiC pupils are highlighted to parents, guardians and the CPiC and Kinship Education Officer at the Virtual School (with parental consent) in a timely fashion so that support can be put in place swiftly. Parents/Guardians are directed to the Adoption and Special Guardianship Support Fund via LA Social Work assessment where necessary.

### **Admissions (See Admissions Policy for detail)**

Hazelwood Schools acknowledges and ensures that CiC & CPiC pupils are given priority for School Admissions as outlined in *DFE School Admissions Code Guidance 2014*. Priority admission is also now given to pupils who were adopted internationally.

We work collaboratively with the Virtual School regarding any concerns that we might have in relation to the admission of CiC & CPiC pupils. The Designated Teacher attends CiC & CPiC admissions meetings and works closely alongside the Virtual School, Social Worker, Carers and any other professionals to ensure that pupils feel supported, and have a successful smooth transition in to school life

### **Inclusion (See SEND Policy & SEND Information Report for Details)**

CiC & CPiC pupils are encouraged to take part in all aspects of school life. Through effective communication with carers, professionals and staff, as well as the appropriate use of pupil premium and the PPG, we work to remove the barriers to CiC & CPiC pupils having a robust, enjoyable and valuable school experience.

The experiences of CiC & CPiC has resulted in disproportionate levels of Special Educational Needs within these groups. Nationally 70% of CiC have some form of SEN. In acknowledgement of this, individual attainment is monitored closely by the Designated Teacher via the PEP process and any concerns are identified and highlighted to the SENCO and Virtual School. Concerns raised by Carers, Social Workers and the Virtual School are welcomed and swiftly acted upon. Where it is felt that further assessment may be needed, CiC & CPiC access to the SEN assessment process and interventions are prioritised.

A significant proportion of CiC (and therefore CPiC) have undiagnosed Speech and Language needs which impacts on educational outcomes. In recognition of this, all CiC & CPiC (with the consent of parents & carers) are screened on entry for Speech, Language and Communication Needs. The outcome of CiC screening is communicated to the Virtual School and areas of concern are addressed swiftly with in-school support. Significant or continuing concerns are referred to specialist support from Speech and Language services.

## **Pupil Premium Grant & Pupil Premium Plus (See Pupil Premium Policy and Virtual School Pupil Premium Policy for Details)**

### **Pupil Premium Grant (PPG)**

A Pupil Premium Grant of £550 per term is provided by the Local Authority to assist the school with ensuring that pupils meet the targets outlined within their PEP. In line with Local Authority policy, pupil premium for each CiC is used to support:

- Academic achievement and progress.
- Wider achievement e.g. in an area in which the child is gifted and talented.
- Attendance.
- Inclusion [by reducing internal and external suspensions].
- Social skills.
- Transition into the next key stage and/or a new learning provider

In instances where further funding is needed for support, advice from the Virtual School will be sought.

### **Pupil Premium Plus (PP+)**

Since April 2023, pupil premium eligibility for pupils who have been adopted from care or have left care **will include children adopted from state care or equivalent from outside England and Wales.** While the PP+ for CPiC is not a 'personal budget,' should a CPiC require support over and above that which is provided for any other pupil, the PP+ will be used to fund this.

PP+ for CPiC is also 'pooled' and used to provide additional support and services to raise the attainment of the PLAC cohort within school as outlined by our online Pupil Premium Strategy Statement and as part of a 3 year Pupil Premium Strategy, for instance:

- ETIPPS ( Enfield Trauma Informed Practise) Training for all staff
- Purchasing LAC SALT screening tool to use with PLAC pupils who start school.
- One to one tuition
- Mentoring programmes
- Additional support for transitions.
- Buying additional Education Psychologist time to assess needs.

## **Attendance (See Attendance Policy for detail)**

The attendance of CiC is carefully monitored and reported daily to Welfare Call. Carers and Parents of CiC & CPiC will be contacted regarding unauthorised absences daily. Concerns regarding attendance including identified patterns of absence will be raised with parents, carers, social workers and professionals.

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour.

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

## **Exclusions (*See Exclusion Policy and Enfield Exclusions Policy for detail*)**

CiC and CPiC have disproportionately high levels of suspensions from schools nationally, placing them at a further educational disadvantage.

In line with Local Authority and DfE Guidance, (*Example School*) do not permanently exclude CiC & CPiC. In addition, we work closely with the Local Authority to avoid the fixed term suspension of both groups.

Advice and support from the Local Authority (Social workers, the Virtual School or the CPiC Officer) will be sought where it is felt that a LAC or PLAC may become at risk of exclusion. Support and alternatives to exclusion will be considered.

Alternatives to exclusion may include:

- Internal exclusions
- Restorative Justice
- Managed Moves (through the Headteacher of the Virtual School)
- CAMHs support
- Additional therapeutic intervention via the Adoption Fund (PLAC only)

Where a fixed term exclusion of a LAC is unavoidable, parents carers and the Virtual School will be contacted prior to the pupil leaving the school site and work will be provided to avoid further gaps in education. Plans and support will be put in place to avoid further exclusion on the child's return to school.

## **Other Relevant School Policies**

Safeguarding Children and Child Protection Policy

Attendance & Exclusion

SEND Policy and SEND Information Report

Admissions

Pupil Premium Statement & Strategy

Equalities

Behaviour Policy and Anti-bullying policy