



Children in Care (CiC) and Previously Children in Care (PCiC) Policy

Ingrow Primary School & Long Lee Primary School

- **Adopted Date:** Autumn 2026
- **Next Review Date:** Autumn 2027 (Reviewed Annually)

1. Rationale and Legal Framework

Children in Care (CiC) and Previously Children in Care (PCiC) are among the most vulnerable groups in society. It is nationally recognised that children who are or have been in care face unique barriers to learning, which can impact academic achievement, social integration, and long-term well-being if not appropriately supported.

This policy complies with statutory frameworks and guidance, including:

- **Keeping Children Safe in Education (KCSIE 2026)** statutory guidance.
- **Sections 20, 31, 38, 44, 46, and 21 of the Children Act 1989.**
- **The Children Act 2004.**
- **DfE Statutory Guidance:** *Promoting the education of looked-after children and previously looked-after children.*
- **Bradford Local Authority Virtual School Guidelines and Admissions Code of Practice.**

Definitions

Under the Children Act 1989, a child is defined as a Child in Care if they are in local authority care or provided with accommodation for more than 24 hours. This includes:

- **Section 20:** Accommodated under a voluntary agreement with parents.
- **Section 31 / 38:** Subject to a Care Order or Interim Care Order.
- **Section 44 / 46:** Subject to emergency protection orders.
- **Section 21:** Remanded to local authority care or subject to a criminal justice supervision order.
- **Previously Children in Care (PCiC):** Children who are no longer in care because they were adopted, or became subject to a Special Guardianship Order (SGO) or Child Arrangements Order (CAO).

2. School Aims

Ingrow and Long Lee Primary Schools aim to promote the educational attainment, achievement, emotional health, and welfare of all Children in Care and Previously Children in Care in our care.

We are committed to:

- Ensuring school policies, safeguarding standards (KCSIE 2026), and routines are consistently applied to Children in Care and Previously Children in Care.
- Providing equal access to a broad, balanced, and appropriately differentiated curriculum.
- Ensuring Children in Care take a full part in all school activities and extra-curricular learning opportunities.

- Maintaining collaborative partnerships with carers, social workers, and Bradford Virtual School.
- Ensuring the voice of the child is actively sought and embedded in decisions affecting their education.

3. Key Personnel and Contact Details

Role	Name / Details
Designated Teacher for Children in Care / PCiC	Louise Emsley
Disadvantaged Pupil Lead	Daniel Paton
Nominated Governor for Children in Care	Emma Walters
Bradford Virtual School Head (VSH)	Jonathan Cooper (VirtualSchoolEnquiries@bradford.gov.uk)
Bradford Virtual School Team Address	3rd Floor, Britannia House, Broadway, Bradford, BD1 1HX

4. Admissions and Inclusion

- **Admissions Priority:** The Governing Body endorses the Bradford Local Authority admission policy, giving highest priority to Children in Care and Previously Children in Care in accordance with the DfE School Admissions Code.
- **Mid-Term Induction:** Recognising care placement changes, we provide a warm, structured, and sensitive induction to ensure rapid integration into our learning community.
- **Inclusion:** Teaching and learning approaches are fully inclusive, with tailored support and adjustments to meet emotional, physical, and developmental needs (including attachment-informed practice).

5. Allocation of Resources and Pupil Premium Plus (PPP)

The Headteacher and Designated Teacher ensure resources are allocated effectively to support the educational and developmental targets set out in the child's Personal Education Plan (PEP).

- **Pupil Premium Plus Rates:** DfE allocates funding for eligible Children in Care and Previously Children in Care to support educational attainment.
- **Bradford LA Distribution Model:**
 - **75% Devolved to School:** Directed at individual pupil level to fund specific SMART targets outlined in the PEP.
 - **25% Retained by Bradford Virtual School:** Funds Virtual School specialist teachers/associates, emergency intervention support, PEP quality assurance, staff training (e.g., FASD, trauma, attachment), and cross-district support initiatives.
- **Additional Virtual School Support:** Schools can apply to Bradford Virtual School for supplementary funding under key categories: *New into Care*, *Short-term Placements*, and *Low Incidence / High Need* cases.

6. Personal Education Plans (PEPs)

The PEP is the statutory tool within the Care Plan used to track educational progress, set aspirational targets, and coordinate support.

Initiation and Timelines

- The Social Worker leads on initiating the PEP within **10 working days** of a child entering care or changing placement.
- The Designated Teacher leads on developing and reviewing the PEP within the school setting.
- PEPs are formally reviewed **termly / six-monthly** in alignment with Statutory Care Reviews.

PEP Quality Standards

An effective PEP must:

- Serve as a living, comprehensive record of academic and personal progress.
- Align with existing support plans (e.g., SEN Support or EHCP) without duplication.
- Contain **SMART** short-term and long-term targets.
- Identify developmental, attachment, and learning needs.
- Document the use and clear impact of Pupil Premium Plus funding.
- Be recorded on the designated platform (**Bradford Schools Online / BSO**) with termly data updates provided by the Designated Teacher.

7. Safeguarding and KCSIE 2026 Compliance

In line with **KCSIE 2026**:

- **Increased Vulnerability:** Staff are trained to recognise that Children in Care and Previously Children in Care may face heightened risks of abuse, neglect, mental health difficulties, child sexual exploitation (CSE), and criminal exploitation.
- **Information Sharing:** Confidentiality is maintained on a need-to-know basis, balancing information sharing with respect for the child's privacy and wishes.
- **Attendance and Absences:** Attendance is monitored daily. Any unexplained absence is followed up swiftly in partnership with carers, social workers, and the Virtual School.
- **Mental Health & Wellbeing:** Staff receive ongoing guidance on attachment, trauma, and mental health interventions (incorporating CAMHS and the virtual school where appropriate).

8. Roles and Responsibilities

The Designated Teacher will:

- Act as an advocate for Children in Care and Previously Children in Care across the federation.
- Lead the completion and implementation of the school elements of the PEP on Bradford Schools Online.
- Monitor academic attainment, attendance, and wellbeing data termly.
- Coordinate multi-agency working (Social Care, Virtual School, CAMHS, Educational Psychologists).
- Ensure staff receive training on trauma-informed practice, attachment awareness, and guidance for Children in Care.
- Convene urgent multi-agency meetings if a pupil experiences severe difficulty or is at risk of suspension/exclusion.
- Provide regular reports to the Headteacher and Governing Body.

All Teaching and Support Staff will:

- Maintain high expectations for the academic and personal development of Children in Care and Previously Children in Care.
- Maintain confidentiality and sensitive support at all times.
- Contribute to PEP targets, reviews, and progress tracking.
- Apply proactive behaviour strategies to avoid formal suspensions/exclusions wherever possible.

The Governing Body will:

- Ensure the school meets all statutory responsibilities under KCSIE 2026 and DfE guidance.

- Appoint a qualified Designated Teacher (Louise Emsley).
- Nominate a Link Governor to oversee provision for Children in Care / PCiC and hold leadership to account.
- Receive regular reports detailing progress, attendance, and Pupil Premium Plus impact for Children in Care.

9. Policy Review Details

- **Policy Owner:** Footprints Federation (Ingrow & Long Lee Primary Schools)
- **Designated Teacher:** Louise Emsley
- Disadvantaged Lead: Mr Paton
- **Adopted Date:** Autumn 2026
- **Next Review Date:** Autumn 2027 (Reviewed Annually)