



The King's (The Cathedral) School

The Education of Children Known in Social Care

Responsibility:	Mr C Armstrong
Ratified By:	Governing Body
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The King's (The Cathedral) School believes that, in partnership external agencies we have a special duty to safeguard and promote the education of all children known to social care. This includes:

- Children in Care (CiC)
- Children Previously in Care (CPiC)
- Children under Child in Need (CiN) or Child Protection (CP) plans for safeguarding or welfare reasons
- Children living in kinship arrangements

1. Our aim is:

- To provide a safe and relational environment which enables success for all children
- To promote highly aspirational and ambitious educational outcomes for all children

2. Definitions

Children in Care (CiC)

The term child in care refers to children who are looked after or accommodated by a Local Authority for more than 24 hours. This can happen under a number of arrangements:

- a) Children who are accommodated under a voluntary agreement with their parents (section 20)
- b) Children who are the subject of a Care Order (section 31) or Interim Care Order (section 38)
- c) Children who are subject to emergency orders for their protection (sections 44 and 46)
- d) Children who are compulsorily accommodated - this includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement (section 21)

Children Previously in Care (CPiC)

The term children previously in care refers to children who are no longer in care through:

- a) Adoption (including state adoption from outside the UK)
- b) A Special Guardianship Order (SGO)
- c) A Child Arrangement Order (CAO)

Children in Need (CiN) and Ever-CiN

Children who have or have had a social worker (Children under Child in Need (CiN) or Child Protection (CP) plans for safeguarding or welfare reasons) are children who have been assessed as being in need under section 17 of the Children Act 1989.

Collectively, these groups are referred to as children known to social care.

3. Leadership and Governance

The Head Teacher and Governing Body are committed to promoting aspirational education outcomes for all children known to social care. To achieve this they will:

- Nominate a named Governor who will receive appropriate training which enables robust support and challenge. This includes holding leaders accountable for effective spending of the Pupil Premium grant and scrutiny of attainment and attendance data.
- Ensure that the needs of children known to social care are understood and promoted by all senior leaders.
- Ensure that the statutory roles of Designated Teacher (DT) and Designated Person (DP) have the appropriate training, status and are resourced adequately, including allocated time, to ensure that the role is fulfilled to the highest level.

- Ensure that the statutory role of Designated Safeguarding Lead (DSL) has the appropriate training, status and is resourced adequately, including allocated time, to ensure that the role is fulfilled to the highest level; this will include recognition of the protective factor education can play within safeguarding.
- Promote good practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- Ensure that the needs of all children known to social care are recognised within key policy documents including reference to flexibility of approach for this cohort of children.
- Provide opportunities for the wider staff team to receive training which promotes the educational outcomes of children known to social care.

4. Designated Teacher

The Designated Teacher are committed to promoting aspirational education outcomes for all children known to social care. To achieve this they will:

- Promote good practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- Raise awareness of curriculum sensitivities including 'hotspots' and planning for charity or celebration events. Ensure that positive role models of care-experienced adults are embedded within the curriculum.
- Raise awareness among the wider staff of the impact of the lived experiences of children known to social care and how this can affect their learning and development.
- Provide leadership, training, information, challenge and advice to the wider staff team that will promote educational outcomes for this cohort.
- Ensure compliance with all statutory processes, including the termly Personal Education Plan (PEP) for all children in care.
- Oversee the allocation of the PP grant for CiC (alongside the relevant Virtual School) and CPiC (in collaboration with families). For CPiC this will include ensuring they are accurately identified within the October census.
- Ensure the individual and collective voices of children known to social care are heard and responded to and are central to any decisions made regarding their education.
- Ensure children known to social care are encouraged and prioritised to participate fully in the breadth of school life including high quality enrichment experiences targeted to individual interests, needs and aspirations.
- Work in partnership with other agencies, parents and carers sharing information as appropriate.
- Regularly report to the governing body and SLT on the use of PP+; attainment and progress; attendance and enrichment for children known to social care via an annual report and any other necessary communication.
- Support any transitions to new schools by providing information, attending meetings and ensuring a timely transfer of school files.
- Be the key point of contact in school for families and social care colleagues. Work in partnership with other agencies, sharing information as appropriate.

5. All Staff

All staff of The King's (The Cathedral) School are committed to promoting aspirational education outcomes for all children known to social care. To achieve this they will:

- Promote good practice and a culture of high expectations and aspirations for the achievement of all children known to social care.
- Proactively seek advice and guidance to ensure that barriers are minimised and they are best able to provide well-matched teaching and learning opportunities for children known to social care. This

will include ensuring that specific needs are considered and planned for in particular curriculum 'hotspots' such as RE, RSE, PSHE, Science, English and assemblies.

6. Dealing with Key Challenges

Admissions

- We will act in accordance with the law and admissions codes and give timely access to school places to CiC and CPiC.

Access to appropriate curriculum

- We will ensure that CiC and CPiC and children known to social services have access to the best curriculum that we can offer.
- We will work proactively with others to ensure that the curriculum meets their needs and ensure that staff are aware of any issues that could cause additional distress e.g. discussions around family, Mothering Sunday, and approach these with sensitivity.

Access to support for children including those with SEN

- We will work proactively to ensure children's needs are assessed early and their needs met.
- The DT and DP will take the lead in ensuring support or assessment from other agencies is in place.

Preventing exclusion and improving attendance

- We will adopt the processes of the external attendance monitoring service commissioned by Virtual Schools
- Where attendance is falling or low we will work with other agencies, including the Attendance Service, to address issues and ensure a plan is in the PEP.
- We will work with other agencies [including foster carer, social worker, psychology services and Virtual School] on strategies to prevent exclusion. The school will seek, accept and be provided with support in a timely manner according to the availability of resources, if a pattern of suspensions is developing and ensure plans to address issues are in the PEP.

Our approach to permanently excluding a child in care

- Permanent exclusions will only occur when all other options have been exhausted, or because of a one-off extreme incident.
- Where the potential for a permanent exclusion can be anticipated e.g. because of a developing pattern of behaviour, alternatives will be explored before this occurs.
- If there is a one-off extreme incident, we will meet with the Virtual School prior to any decision about permanent exclusion.
- Where a managed transfer or move to full time alternative provision is agreed, we will not take a child off roll until a new placement is found. The current placement will take a lead in working with others to find an alternative placement.
- We will provide work from the first day of any fixed term exclusion.

Communication and Sharing information

- We will share attendance, exclusion, target setting and achievement data and any other school plans requested by Virtual Schools and agencies.