

Policy for Children We Care For (CWCF) and Children Previously Cared For (CPCF)

North Leigh CE Primary School



Valuing Everyone in our school, in our community, in our world.

This policy was implemented in November 2025.

The policy must be reviewed and updated at least every 36 months.

All children are provided with equal access to the curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The impact of this policy on staff workload has been considered.

Signed

Ben McPherson

Headteacher

Sophie Warner

Chair of Governors

Date

24 November 2025

Policy for Children We Care For (CWCF) and Children Previously Cared For (CPCF)

Implemented: November 2025

Review Date November 2027

We believe that all Children We Care For (CWCF) and Children Previously Cared For (CPCF) should have equitable access to excellent educational provision and be able to achieve at a similar level to all Oxfordshire children.

We recognise that nationally there is considerable educational underachievement of children in residential care, foster care, kinship care and those who have previously been in care when compared with their peers.

All staff and governors are committed to ensuring improved educational life chances for Children We Care For (CWCF) by ensuring that:

What does North Leigh CE Primary School offer Children We Care For?

- A Designated Teacher (DT) that has undertaken appropriate training and is a school leader on the Senior Leadership Team with appropriate influence
- A DT who has lead responsibility for helping school staff understand the aspects which affect how care-experienced children learn and achieve
- A school that creates an environment where everyone can feel confident and safe in their identity, where care-experienced children feel cared for and a strong sense of belonging
- A school that is committed to attachment aware, trauma-informed, shame-sensitive, relational and restorative practice
- A school with a culture of high expectations and aspirations for care-experienced children
- A school that hears the views of care-experienced children and values them when writing child-centred plans
- A school that ensures that care-experienced children's needs are identified via suitable diagnostic tools and acts to better meet their needs
- A DT that:
 - prioritises care-experienced children and their Personal Education Plan (PEP) meetings;
 - takes the lead in scheduling PEP meetings;
 - ensures pupil views are captured and SDQ assessments are undertaken before PEP meetings; updates the ePEP (as much as possible) before PEP meetings;
 - ensures PEPs contain SMART evidence-based outcomes;
 - works out the cost of interventions that might require Pupil Premium Plus (PP+) funding in advance of PEP meetings (if possible) to ensure PP+ funds can be released in a timely way and chairs PEP meetings;
 - finalises the ePEP within 5 school days of the PEP meeting;
 - responds in a timely way to contact from the Virtual School and other professionals/adults involved in the PEP process
- A DT that plays a key role in helping care-experienced children make smooth transitions to their new class, school or college
- A DT that is a central point of initial contact on matters related to care-experienced children, who can manage the process of how the school engages with others (e.g. social workers, IROs, Virtual Schools Heads, etc.) and works in a joined-up way to minimise disruption to care-experienced children's education.

- A DT who works, alongside the Headteacher, to ensure school governors receive an annual evaluative report on the provision and outcomes for Children We Care For and Previously Cared For Children.

Interventions:

The types of support available are as follows:

- Consideration of applying for an Education, Health and Care Plan
- Ensuring access to social workers and any other appropriate external agency support
- Consideration of personalised plans such as pupil profiles, pupil passports, individual behaviour plans
- Access to nurture support including a qualified ELSA
- Pastoral Lead to monitor and support excellent attendance
- Pastoral Lead to offer carers of CPCF appropriate support through a 6 – 12 weeks community Team Around the Family (TAF) or Single Agency Support meeting for as long as is needed
- Consideration of alternatives to suspensions, recognising the far broader implications for CWCF/CPCF, than other children
- Ensuring the pupil premium is used effectively to ensure CWCF/CPCF make progress, especially in English and Maths.
- Actively encourage and promote out of hours learning and extra-curricular activities for CWCF/ CPCF

Additional Sources of Guidance and Information:

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>
[Support for looked after children in care | National Education Union](#)
[Oxfordshire Virtual School | Oxfordshire County Council](#)