



## What your school needs to offer Children We Care For

See below for our non-negotiables, which we hope you can prioritise to support your school in meeting your statutory duties:

- 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 in their way of working.
- 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
  - 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.

**Additional sources of guidance and information:**

- [Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Support for looked after children in care | National Education Union \(neu.org.uk\)](https://www.neu.org.uk)
- [Oxfordshire Virtual School | Oxfordshire County Council](#)

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