



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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