

Forest Fields Primary and Nursery School



Children in Care (CIC) and Previously Children in Care (PCIC) Policy

September 2025

Approved at the meeting of the Governing Board held on: 23rd September 2025

Signed: *James Verran*

Position: *Chair of Governors*

Date to be reviewed: September 2026

CIC/PCIC Coordinator: Joanna Lawson
CIC/PCIC Governor:

Introduction

Forest Fields Primary and Nursery School recognises that all pupils are entitled to a balanced, broad-based curriculum and aims to promote the educational achievement and welfare of pupils in public care. The school and the governing body endorse Nottingham City Council policy and welcomes Children in care (CIC) and Previously CIC who may be looked after by our local authority or those who may be in the care of another authority but living in Nottingham City.

This policy includes requirements set out in statutory guidance on the duty on local authorities to promote the educational achievement of LAC under 22(3A) of the Children and Young Person's Act 2008, chapter one of the Child and Family Social Work Act 2017; Promoting the education of looked-after and previously looked-after children – statutory guidance for local authorities 2018; and associated guidance on the education of children in care.

It also includes requirements set out in statutory guidance on The Designated Teacher for Looked After and Previously Children in care, February 2018.

Forest Fields Primary and Nursery School's approach to encouraging and supporting the educational achievement of CIC and Previously CIC is based on the following principles:

- Prioritising education set within an inclusive context which makes reasonable adjustments to ensure a personalised curriculum;
- Listening to the CIC and Previously CIC;
- Working closely with home, voluntary and statutory agencies;
- Promoting attendance, through a programme of early intervention, priority action, reducing exclusions and promoting stability within a positive learning environment;
- Identifying need, including social and emotional as well as learning needs or gifted and talented skills and abilities;
- Targeting support, including accessing resources from other agencies as well as provision from school resources;
- Having high expectations.

Rationale – Every Child Matters

Many children and young people who are in care have suffered abuse or neglect. Despite having as broad a range of abilities as their peers, CIC and Previously CIC are particularly vulnerable to underachievement. Barriers to their progress include a high level of disruption and change in school placements, lack of motivation or involvement in extra-curricular activities.

Forest Fields Primary and Nursery School believes that the educational experience of all children should be positive and powerful and aims to provide a learning environment in which every looked after child can be successful. We believe that this school has a major part to play in ensuring that children in care are able to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic wellbeing, in line with Every Child Matters.

Admission Arrangements

The school recognises that due to care arrangements, CIC and Previously CIC may enter school mid-term and that it is important that they are given a positive welcome and where appropriate additional support and pre-entry visits to help them settle.

The school recognises that CIC and Previously CIC are an 'excepted group' and will prioritise CIC in the school's oversubscription criteria following the Department for Education's School Admissions Code (September 2015).

Support and Resources

The Governing body will ensure that the school allocates resources, including professional time and expertise, to support appropriate provision for CIC and Previously CIC, meeting the objectives set out in this policy.

Role and Responsibilities of the Designated Teacher

The duties of the Designated Teacher will include:

- Ensuring that CIC and Previously CIC are welcomed into the school; necessary meetings are held and arrangements are put in place to ensure their needs identified and met. This may include providing basic equipment and resources if necessary and providing appropriate support in meeting uniform requirements if needed;
- Maintaining an up-to-date record of the CIC and Previously CIC in school, including those in the care of other authorities and ensuring all necessary information is passed to other staff as required;
- Monitoring and tracking progress of CIC and Previously CIC in school and intervening if there is evidence of individual underachievement;
- Holding a supervisory brief for all children being looked after and acting as advocate for the CIC and Previously CIC in school;

- Liaising with teaching and non-teaching staff in school, including the person responsible for Safeguarding as well as pastoral and subject staff to ensure they are aware of the difficulties and educational disadvantage CIC may face;
- Establishing and maintaining regular contact with home, statutory and voluntary agencies;
- Ensuring PEP review meetings are held regularly and information passed to all those concerned, including the local authority;
- Attending training as required to keep fully informed of latest developments and policies regarding children in care.
- Attending all CIC reviews and other Social Care meetings
- Applying for funding to support the needs of CIC & Previously CIC e.g. Pupil Premium Plus

Record Keeping and Information Sharing

The Designated Teacher will keep an up-to-date record of CIC and Previously CIC in school and will ensure that relevant information is made known to appropriate staff.

A Personal Education Plan (PEP) should be initiated within 10 school days of the CIC and Previously CIC starting at the school or being taken into the care of the LA and will be reviewed regularly and as necessary and appropriate to meet the needs of the CIC. The PEP will provide a regular opportunity to review progress, note any concerns and ensure all relevant parties are informed accordingly.

Copies of reports and appropriate documentation will be sent to authorised carers and agencies involved with the child as well as any receiving school at point of transition.

It is vital that the CIC and Previously CIC is aware of information being recorded, in what circumstances and who will have access to it. How this is shared with them will depend on their age and level of understanding. The storage of all information will be compliant with GDPR.

Filtering and Monitoring

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. We use Schools IT as our filtering system, and we use Smoothwall for our monitoring system. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks

Exclusions

Forest Fields Primary and Nursery School recognises that CIC and Previously CIC are

particularly vulnerable to exclusions.

Where a CIC and Previously CIC is at risk of exclusion, the school will try every practicable means to maintain the child in school. A multi-professional meeting will be arranged, bringing together all those involved with the young person to discuss strategies to minimise the risk of exclusion. Nottingham Virtual School will be contacted immediately.

The child or young person's PEP will reflect strategies to support the child and where relevant, those employed in other educational support plans.

All relevant measures and resources will be considered to provide support and perhaps alternative educational packages to prevent an exclusion from happening.

Staff Development and Training

Arrangements will be made to ensure that the Designated Teacher is kept up to date with developments relating to the education and attainment of CIC and Previously CIC.

Other staff will receive relevant training and support to enable them to work sympathetically and productively with CIC and Previously CIC, including those who are underachieving or at risk of underachieving; or who have additional needs. These may include being new to English or having English as an additional language; being able, gifted and talented or having learning or physical needs.

Teachers with responsibility for special educational needs provision (SENDCo) and for children who are gifted and talented will be informed of those CIC and Previously CIC who have particular gifts, talents or learning needs and will work with them appropriate.

Home-school Liaison

The school recognises the value of a close working relationship between home and school and will work towards developing a strong partnership with parents/carers and care workers to enable CIC and Previously CIC to achieve their potential.

Links with Other Agencies

The school recognises the value of working together with other agencies and organisations and will work closely with colleagues from services involved with the CIC and Previously CIC including Social Care teams; Community Educational Psychologist; Health services, CAMHS; Youth Offending Teams and Nottingham Virtual School.