

Children in Care

(Also known as Looked After Children (LAC) or Children Looked After (CLA))

Guide for Governors

Here you'll find useful information and great questions to help governors discuss Children in Care with their school leaders.

This booklet is written for primary and secondary schools, including academies. It is also written for special schools and PRUs. For ease of reading the term *schools* is used.

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BECOME.

THE CHARITY FOR CHILDREN IN CARE
AND YOUNG CARE LEAVERS



9000 Lives

Children in Care: The Basics

Who is a Child in Care (CIC)?

They are a pupil who is not Looked After by their parent *and* the Local Council is responsible for their care.

This could have been decided by a court (e.g. due to abuse) or by social care (e.g. during a safeguarding investigation). It can be long term (e.g. unaccompanied asylum seeker) but can also be short term (e.g. due parents spending time in prison). It can include foster parents and children's homes.

Why are there other terms for CIC (*Looked After Child* and *Child Looked After*)?

The law and the Department for Education (DfE) use the term *Looked After children*, so we're stuck with it for now. However, lots of people prefer the terms *Child in Care* or *Child Looked After* because these put the child first. This booklet uses the term Child in Care whenever possible.

Who is classed as a 'Previously Looked After Child?'

They are a child who, immediately after leaving care, was given an adoption order, a special guardianship order or a child arrangements order.

The previously Looked After category also includes any children who were in state care outside of England which ended because they were adopted.

If a child returns to birth parents after being in foster care, are they previously Looked After?

For children who are in foster care for a short period – probably not. However, it depends on the circumstances, for example whether they left care under a court order known as a child arrangement order. If a school is unsure, they should contact their local council's Virtual School.

What is special guardianship?

It's when a court agrees that a carer or carers will become permanently responsible for a child. It's different to adoption because it keeps more of a link to the birth family. With adoption, legal ties to the birth family are severed. With special guardianship, this is not the case – for example, the special guardian can't legally change the child's surname or remove them from the UK for over three months.



What is a Designated Teacher for LAC?

It is a staff member who is responsible for the success of children who are CIC or who were previously to be CIC. Even though aspects of the role can be delegated (e.g. admin tasks), the role itself can only be taken on by a qualified teacher.

Can a recently qualified teacher be Designated Teacher for LAC?

No. DfE guidance says it must be someone suitably trained and experienced. They should have appropriate seniority and have completed their induction. It is unlikely that a teacher in their first two years will have the experience and seniority to provide the challenge and leadership needed.



What is a Personal Education Plan (PEP)?

It's a plan that all CIC have. It tells us what needs to happen for a CIC to make at least expected progress and fulfil their potential. The social worker and school are jointly responsible for it. The child (according to their ability) and parents / carers (where appropriate) should also help write and review the plan.

What is Pupil Premium Plus (PP+)?

PP+ is extra government cash for schools to spend closing the gap between CIC and their peers. Schools also get PP+ for children who were previously CIC. PP+ is for children from Reception to Y11. For 3–4-year-olds, there is an alternative called Early Years Pupil Premium (EYPP).

How much is PP+ and EYPP?

- In 2023-24, PP+ is set at £2,530 per year.
- In 2023-24, EYPP is set at 62p an hour or up to £353 per year. It's paid on the 15 hours of universal entitlement and not the extra 15 hours for working parents.

For CIC, the money goes to the local council. They normally use some of it to provide services for all CIC and pass the rest on to schools. Therefore, a school will receive less than £2,530 or £353.

For previously 'Looked After' children, the money goes direct to the school.

Facts and figures

(DfE data for year ending 31st March 2022)

82,170
Total CIC

31,010
New CIC

+9%
CIC over last 5 years

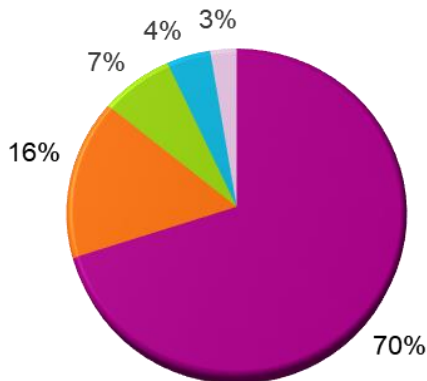
2,950
Adoptions of CIC

30,070
Children leaving care

1 in 10
CIC had 3 or more care placements last year.

Where are children in care (CIC) living?

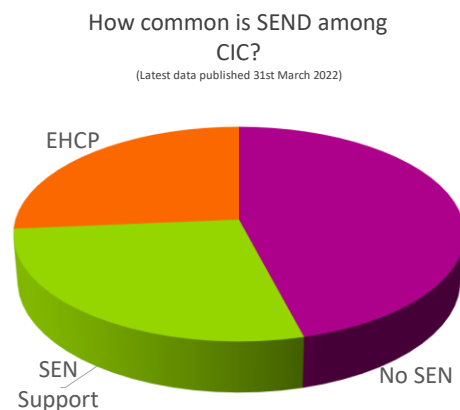
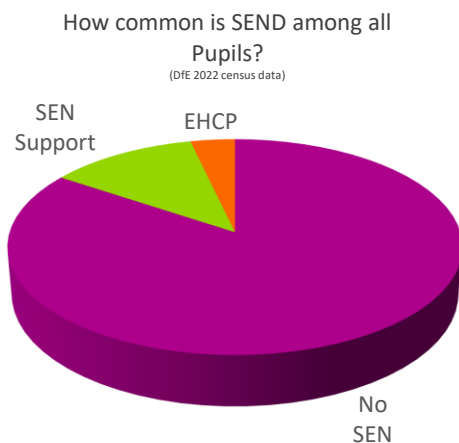
The majority live in foster care.



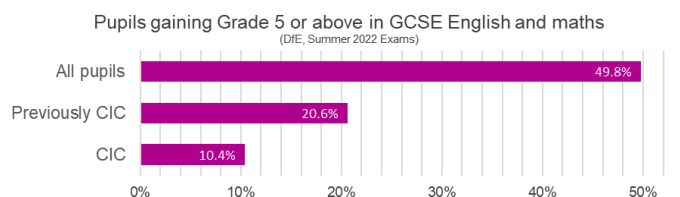
- 70% Foster placement
- 16% Children's home or semi-independent living
- 7% With parents / adult with Parent Responsibility
- 4% Other (e.g. residential school, secure unit)
- 3% Placed for adoption

Special Educational Needs & Disabilities (SEND)

Over half of CIC are identified as having SEND (compared to 16% of all pupils). Furthermore, over a quarter of CIC have an EHCP (a plan for pupils with the most complex SEND), compared to about 3% of all pupils.

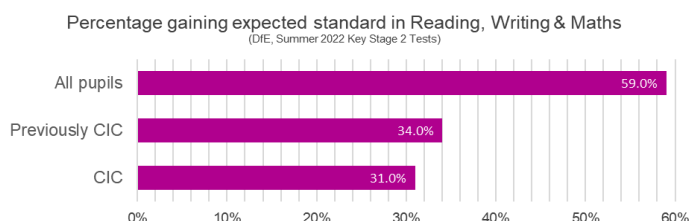


Outcomes for 16 year olds



GCSE outcomes for CIC (and students who were previously CIC) are lower than all pupils by a large margin.

Outcomes for 11 year olds



Again, outcomes for Year 6 children who are in care (and those who were previously CIC) are lower than all pupils by a large margin.

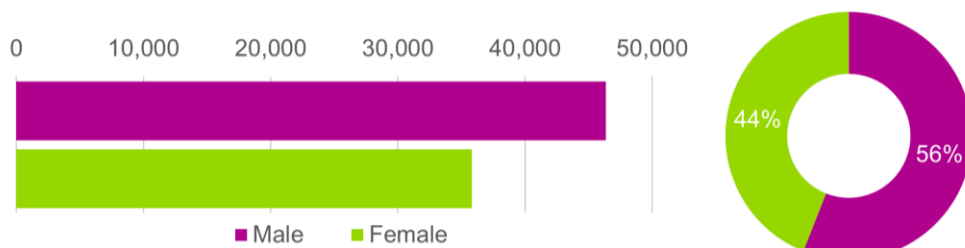
The two graphs above demonstrate the importance of making sure that PP+ is having an impact, and of governors to making sure they are both supporting and challenging, where appropriate, school leaders on the topic of pupil outcomes.

An Oxford study concludes that the *stability* of a child's life significantly affects their outcomes. This includes having a stable school place and stability of where they are living. The data is complex but other predictors of lower performance include:

- Being male
- Later entry to care (after age 10)
- Changing school in Year 10 or 11

Gender

There are about 10,000 more boys in care, and this has been broadly the same for over 5 years.



Persistent absence

Persistent absence is when a pupil misses 10% or more of their school sessions (i.e. half a day).

CIC at primary are **less likely than average** to miss more than 10%+ of their sessions.

CIC at secondary, special or PRU are **much more likely** than average to miss more than 10% of their sessions.

References

- All graphs drawn from latest DfE data (at 1st Sept 2023): www.gov.uk/government/collections/statistics-looked-after-children or school census data.
- University of Oxford Study, *Educational Progress of LAC in England*, Luke et al. (2015) is <https://www.education.ox.ac.uk/wp-content/uploads/2019/05/Technical-Report-2.pdf>

What is a Virtual School?

Children in Care attend lots of different schools, but one thing that they have in common is support from your local council's "Virtual School."

The Virtual School is a team of professionals, normally employed by the local council, who promote the education achievement of Children in Care. From them, schools and carers can normally expect:

- Expert support for writing and implementing PEPs.
- A named advocate for each CIC.
- Advice on spending PP+ cash so that it has a great impact.
- Training for both schools and carers
- A website with resources and support.

Some Virtual Schools also offer useful tools on attachment needs and trauma informed practice.

What do 'Attachment' and 'Trauma Informed' mean?

Attachment difficulties happen when a child does not have the comfort and security needed from their main carer(s) in their early life. As a result, the child may struggle to form strong emotional bonds with others.

Attachment issues are common in CIC. The impact of their early life often presents in schools as social and emotional needs. Examples include fear, anger, distrust, depression or avoidance behaviours.

What makes forming healthy bonds less likely?

- Abuse, neglect and trauma in a parent or child's life.
- A parent's poor mental health.
- A parent's substance misuse.
- A child having multiple care placements.
- Parents being separated from baby at birth (e.g. if baby is receiving neonatal care).
- Stress (e.g. a low income, being a single or young parent).
- Bereavement or loss of a carer.

(Source: [NSPCC](#))

Trauma informed means that the school understands the impact of trauma on the child. Trauma can be caused by a wide range of life events, for example abuse, bereavement, inconsistent parenting or even fleeing war in Ukraine.

Pupils who experience trauma often find it harder to regulate their feelings or make good friends. Some behaviours that we then see feel antagonistic to an uninformed adult. Trauma informed staff understand how previous life events can lead to the behaviours we see today. These staff adjust their approach so that we deal with the behaviour even better than before.

In short, **trauma informed** means that adults respond in a way that sees not only the issue at hand, but also what's gone on before.

Ten great topics for Governors to ask about...

Quick questions for a brand-new Governor

- Who is the leader responsible for CIC (AKA Designated Teacher for Looked After Children)?
- Do they have time to effectively do the job?
- How many CIC do we have?
- Who knows which children in school are CIC? How do we share this information?

Leadership & management

- How are outcomes for CIC monitored?
- How do the outcomes for CIC compare with those of other pupils?
- If a care placement breaks down, tell me how leaders proactively work with new placements in the hours, weeks and months after the placement is identified?
- Who writes a CIC's Personal Education Plan (PEP)?
- How do we know that the PEP is followed by every member of staff working with that child?

Previously Looked After Children

- How well are our previously Looked After children achieving?
- How certain are we that their PP+ funding is ensuring they will fulfil their potential?

Child's voice

- Give me an example of when we have listened to the views of CIC?
- How are CIC asked about what they want other pupils and teachers to know about them and why they are in care?
- Do we ask CIC for their view on who they want to attend their LAC review? How?

Inclusion

- How do we make sure that CIC can access the same opportunities as other pupils?
- How do we assess whether CIC need extra help (for example, for transitions to new teachers, for friendships, for learning)?
- How effectively have we prevented bullying of CIC?
- If the CIC has an EHCP who is accountable for ensuring the CIC pupil gets all the provision that their EHCP says they must have?

Home-school links

- How do we make sure we know the contact arrangements with birth parents?
- Would foster families and residential units say our communication with them is excellent?
- Do we keep in contact with any birth families of CIC?
- How do we invite social workers to parents' evenings?

Funding

- How much PP+ funding do we get for each CIC?
 - How is this money spent?
 - What difference has this made?
 - How do we know?

Attendance

- How does the attendance of CIC compare to all pupils?
- Are CIC excluded more often than other pupils?
- What measures do we take to prevent exclusion? How are these measures working so far?

Staff skills

- What training is available for (or has been completed by) the Designated Teacher for LAC?
- What does trauma informed mean? How do we know if staff are trauma informed?
- What does attachment aware mean? How do we know if staff are attachment aware?

Information & partnerships

- Who ensures that we have **all** relevant current and historical information from Social Care?
- Are there other local services (e.g. via the local authority or charities) that we work with to improve outcomes for CIC?
- Do we have any CIC from neighbouring local authorities? If so, how well do we work with social care and the virtual school from their 'home' local authority?
- Do we have any CIC on distant placements (i.e. they have moved from a local authority further away than all local authorities that border our own)? If so, how well do we work with social care and the virtual school from their 'home' local authority?

Post-16 questions

- Are there any examples of when school leaders **proactively** worked with social workers and Personal Advisors on a CIC's Pathway Plan?
- How do you make sure **you have the knowledge** to navigate the perceived maze of leaving care, so the student is supported to get amazing outcomes?
- As relationships are important, how do we make sure that the CIC has **met and has some trust** in the staff member(s) they can go to talk about their worries?
- Have we had CIC who didn't complete P16? If so, what did we learn from their journey?

Where to find more information

1. [The Designated Teacher for Looked After Children](#): A helpful DfE guide.
2. [Are you Trauma Informed?](#) From the 2017 Teacher Toolkit, this remains great advice.
3. [What is an Attachment Aware School?](#) from Attachment Lead Network.

Role models

Did you know?

Lots of notable people are care-experienced. Some are listed below but [there are many more!](#)

Sport

Callum Wilson (born 1992) is an footballer who plays as a striker for Newcastle United and England national team. [Become wrote a blog for young people about Callum](#) for Care-Experienced History Month.

Lloyd Kelly (born 1998) is an professional footballer who plays as a defender for AFC Bournemouth. From the age of six, he spent twelve years in foster care alongside his siblings.

Academia

Dame **Elizabeth Anionwu** (born 1947) is a nurse, lecturer, and Emeritus Professor of Nursing at the University of West London. She spent nine years of her childhood in children's homes.

Dr Jim Goddard is a lecturer at Bradford University and Chair of The Care Leavers' Association. Jim spent his childhood in children's homes from the age of three to 17.

Broadcasting

Pandora Christie (born 1982) is one of the UK's most recognised radio presenters and presents on Heart. She grew up in London, living in a series of foster homes after her mother's death when Pandora was nine.

Ashley John-Baptiste (born 1990) is a BBC presenter. From the age of two until he was 18, he grew up in four foster families and spent two years in a children's home.

Writing

Lemn Sissay (born 1967) is an author who was the official poet of the London Olympics. He spent his whole childhood in the care system and writes about it in his memoir, *My Name is Why*.

Sophie Willan (born 1987) is a writer, comedian and actor. She is best known for her BBC Two series 'Alma's Not Normal'.

Politics

Baroness Floella Benjamin (born 1949) is a presenter, actress and politician. Her career has taken her from Children's TV to the House of Lords, where she played an important part in the coronation of King Charles III. Floella was in foster care as a child.

TV & Film

Samantha Morton (born 1977) is an actress and director. She has a Golden Globe Award (Best Supporting Actress for *Longford*, 2006) and a BAFTA for *The Unloved*, a film about life in care that she directed. She was in residential and foster care from the age of eight.

Neil Morrissey (born 1962) is an actor. The voice of Bob the Builder, he also starred in *Men Behaving Badly*. Neil was 10-years-old when he and his brother were put into the care system.

Barry Keoghan is an Irish actor. He has appeared in hit films such as *The Banshees of Inisherin* and *Dunkirk*. He has won a BAFTA and has been nominated for an Oscar. [Become wrote a blog about Barry.](#)

Post-16

Leaving care

Some students leave care at 16 or 17, but it's mostly aged 18. The planning for leaving care starts before the student's 16th birthday so leaving care is relevant to all secondary schools and colleges.

Social workers develop a plan for the student to leave care (this is called a Pathway Plan). The social worker starts this plan before the student's 16th birthday so that there's at least 2 years of planning. The plan should involve others, including the student, carers and school. If the student has SEND, it may include any SEND experts who are involved.

Pathway Plans include:

- What will happen when the student leaves care (e.g. living arrangements, finances).
- What support workers have promised (e.g. social workers, school).
- What steps the student needs to take themselves.

What's a Personal Advisor (PA)?

It's someone who works with the CIC once the social worker steps away on the 18th birthday. The PA isn't a social worker (although they sometimes happen to have social work qualifications). They help the student to fulfil their pathway plan. So that there's a smooth transition, the PA will often start working with the student from around the age of 16.

Is there a Pupil Premium Plus (PP+) for post-16 CIC?

Yes. From Sept 2023, for the whole of England, CIC are eligible for PP+ until their 18th birthday. This includes CIC who are in both FE colleges and schools.

Schools and colleges will need to check with their local virtual school to find out how it's administered in their area.

Governors

There are lots of laws and processes for leaving care, usually at age 18. We've not even touched:

- When students can 'Stay Put' with their foster carers.
- The Shared Lives scheme for students who have disabilities.
- Support to 21 vs 25.
- Care Leaver bursaries of over £3,000.

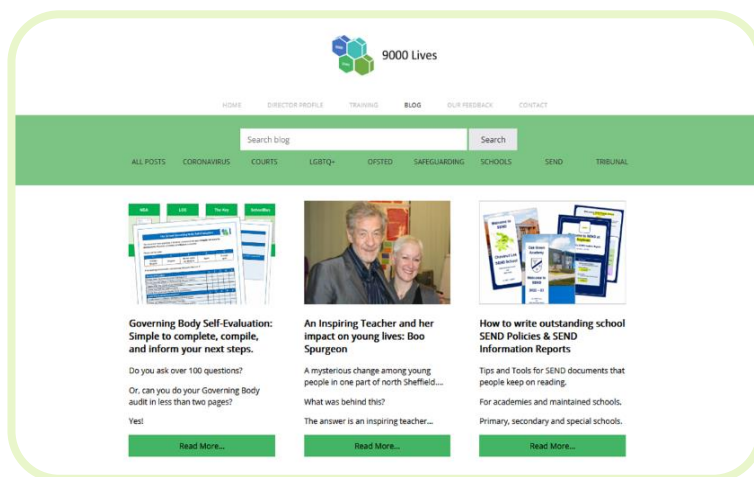
Put simply, a typical governor doesn't need the details of every possible pathway. Governors should focus on what is most important. The Post 16 questions (page 8) are a handy guide for meetings between governors and designated teachers.

Acknowledgements

Written by Aaron King, SEND Consultant and school governor, with grateful thanks to those who helped along the way...

9000 Lives provide inclusion advice, training and support to mainstream and special schools.

9000Lives.org

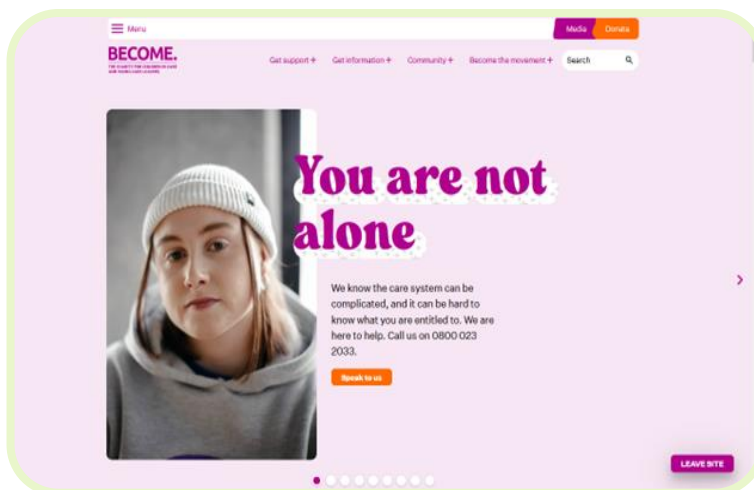


About Become

Our mission is to help children in care and young care leavers to believe in themselves, heal, grow and unleash their potential.

We work alongside them to make the care system the best it can be. We want care-experienced people to have the same chances as everyone else to live happy, fulfilled lives.

BecomeCharity.org.uk



“

Having this booklet gave me confidence to ask.

When I wasn't sure I'd even say "I've read some guidance and wondered if I can ask you some of the questions they have suggested..."

It sort of gives me permission to ask tough questions.

- School Governor

“

It feels like lots of schoolteachers aren't really aware of attachment or being trauma informed...

So this booklet is great for raising their profile.

- Experienced foster carer

“

Clear and concise. This is useful to many staff as well as governors.

- Experienced teacher of children in care