

GRINDON INFANT SCHOOL



Cared for Children Policy

At Grindon Infant School we believe that Cared for Children have distinct identities, aspirations and particular needs. They all have the potential and the right to succeed. We will endeavour to enable the children who are 'Cared For' to achieve their potential by creating a climate which is conducive to achieving measurable improvements and by providing a broad and balanced curriculum.

Cared for Children are supported through extra funding provided by the government (pupil premium funding) after being registered for 6 months.

Aims and Objectives

- To create an environment which provides continuity and stability
- To help to build self-confidence and self-esteem
- To work in partnership with parents/carers
- To encourage strong home-school links
- To support and improve educational progress and promote achievement
- To ensure that Cared for Children have equal access to the National Curriculum and associated assessments
- To identify the roles and responsibilities of staff in providing for Cared for Children
- To ensure that the school's anti-bullying strategies and equal opportunities policies encompass Cared for Children
- To develop close liaison with, and effective co-operation between, all relevant agencies eg Children's Services, Department of Health, Education Social Worker (ESW)

Designated Teacher

The Designated Teacher at Grindon Infant School is the SENDCo: Mrs Natalie Crowther.

The roles and responsibilities of the Designated Teacher are as follows:

- To ensure speedy transfer of educational information between agencies and individuals

- To supervise the smooth induction of the Cared for Child, treading a path between the child's need for confidentiality and making the child feel welcome
- To ensure that the Cared for Child has a Personal Education Plan (PEP)
- To co-ordinate and integrate plans, ensuring that targets are updated termly
- To ensure access to a broad and balanced education
- To have a flexible approach when providing support to the Cared for Child, e.g. the Cared for Child may prefer to choose who they would trust to talk to, and this may not necessarily be the Designated Teacher, however, the Designated Teacher must ensure that support is properly co-ordinated
- To arrange counselling with an external provider, if appropriate
- To keep abreast of good practice, both locally and nationally
- To ensure that additional support for the child is sought in order to target their individual needs, e.g. phonics tuition
- To plan at an individual level, and in collaboration with all those involved in the care of the cared for child
- To maintain an up to date register of all Cared for Children in School
- To attend reviews whenever possible and appropriate. When this is not possible the Designated Teacher, in consultation with the Class Teacher, should provide a written report to be presented at the review
- To be involved in the drawing up of the Care Plan

Personal Education Plan (PEP)

Every Cared for Child needs a PEP which ensures access to services and support, contributes to stability, minimizes disruption and broken schooling, signals particular and special needs, establishes clear goals and acts as a record of progress and achievement.

The PEP should be an integral part of the Cared for child's Care Plan, which is drawn up by Children's Services, in close collaboration with the child, **their** family, the Social Worker and Teacher and primary carers. It should be agreed as soon as possible and at least within 20 school days of entering care or of joining a new school.

The Cared for children and SEND

- The needs of the Cared for Children should be known to the SENDCo, the Designated Teacher, their Carer and their Social Worker
- Their PEP should detail their needs and the support already provided
- It is important to ensure that any special educational needs are identified and assessed
- It should not be assumed that all Cared for Children have special educational needs
- It is essential to respond to emotional, behavioural and mental health needs with well planned support
- It is important to promote inclusive policies within the context of the school's robust pastoral systems



CARED FOR CHILDREN POLICY

Author's Name	Grindon Infant School
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SIGNATURES:

Head Teacher	
Chair of Governors	