

Children and Young People in Care (CYPIC) Policy



“Inspiring all young people to achieve
a brighter future”

DOCUMENT CONTROL

Document Reference	Children and Young People in Care (CYPIC) Policy
Author	CYPIC Lead
Issue Date:	March 2026
Review Due:	March 2027
Statutory Yes/No	Yes
Committee Responsible	Full Governors

Document History			
Issue	Date	Purpose	Author
1	15/07/2021	Annual review	Wayne Baxter
2	20/6/22	Annual review	Paul O Reilly
3	9/5/23	Annual review	Paul O Reilly
4	26/4/24	Annual review	Paul O Reilly
5	28/4/25	Annual review (update to funding highlighted in red)	Paul O Reilly
6	3/3/26	Interim review due to the opening of the Aspire & Achieve centre (additions in yellow)	Paul O Reilly

Meeting	Date	Chair
Full Governors	15/07/2021	Ian Chambers
Full Governors	12/07/2022	Janine Taylor
Full Governors	11/07/2023	I Chambers
Full Governors	07/2024	Janine Taylor
Full Governors	07/2025	Janine Taylor
Full Governors	10/03/2026	Janine Taylor

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Introduction

Cloughside College aims to promote the educational achievement and welfare of our students in public care and accommodation.

Our students in care are usually referred to by two acronyms: **CYPIC** (children and young people in care) and **LAC** (looked-after children). The former is the approved term.

The Designated Teacher for CYPIC is **Paul O'Reilly** (from September 2021).

The Governor with responsibility for CYPIC is **Paul Roper**.

The Governing Body is committed to providing quality education for all its students based on equality of access, opportunity and outcomes.

This policy includes requirements set out in "Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004" (Nov 2005) and associated guidance on "Promoting the education of the looked after children" (July 2014).

The Improving Attainment Guidance recognises the collective responsibility of Local Authorities and schools to support looked after young people by setting out these 9 principles:

1. Doing the things they do for all young people but more so
2. Balancing high levels of support with real challenge
3. Skilfully linking each young person to a key person they relate well to
4. Making it a priority to know the young people well and to build strong relationships
5. Developing strong partnerships with carers, local authorities and specialist agencies
6. Making things happen and seeing things through
7. Ensuring consistency as well as discrete flexibility
8. Actively extending the horizons of each young person
9. Planning for future transitions

Aims

The aims of Cloughside College are to:

- Ensure that college policies and procedures are followed for CYPIC as for all children.
- Ensure that all CYPIC have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that CYPIC students take as full a part as possible in all college activities.
- Ensure that carers and social workers of CYPIC students are kept fully informed of their child's progress and attainment.

- Ensure that CYPIC students are involved, where practicable, in decisions affecting their future provision and next steps in learning.
- Set high aspirations for CYPIC and expect them to make excellent progress.
- Provide a climate of acceptance and challenge negative stereotypes.
- Ensure discretion when addressing a child's care status and ensure there is sensitivity to the background of CYPIC, especially surrounding work on family.

Who are children and young people in care?

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

- Children who are accommodated under a voluntary agreement with their parents (section 20).
- Children who are the subjects of a care order (section 31) or interim care order (section 38).
- Children who are the subjects of emergency orders for their protection (sections 44 and 46).
- Children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term '**in care**' refers only to children who are subject to a care order by the courts under section 31 of the Children Act 1989 - they may live with foster carers, in a Children's Home, in a residential school, with relatives or with parents under supervision.

Children who are cared for on a voluntary basis are '**accommodated**' by the local authority under section 20 of the Children Act – they may live in foster care, in a Children's Home or in a residential school. All these groups are said to be '**Looked After Children**'.

They may be looked after by our local authority or may be in the care of another authority but living in ours.

Inclusion

This policy recognises that all students are entitled to a balanced, broadly based curriculum. Our CYPIC policy reinforces the need for teaching that is fully inclusive.

The Governing Body will ensure the college makes appropriate provision for all CYPIC students.

We seek to minimise the interruption and disruption to all children and young people's education and positively advocate for CYPIC.

We may offer additional support if appropriate, to allow them equal access to educational opportunities and support with important decisions affecting future life chances.

Allocation of resources

The Governing Body will ensure that:

- The college allocates resources to support appropriate provision for CYPIC, meeting the objectives set out in this policy.
- Pupil premium plus funding (if available) is appropriately used and shows an impact on CYPIC achievement, (with post-16 pupil premium to be rolled out within different authorities from 2023-24)

Record Keeping

The Designated Teacher will know who are all the looked after children in college and will have access to their relevant contact details including parents, carers and social worker (as appropriate).

The designated teacher will regularly communicate with the unit social workers to update information on looked after children status for the current cohort. Any updated information will be sent to all relevant college staff.

Records of all LAC reviews and PEP meetings to be kept by the designated teacher and regularly shared with the SLT and teaching staff.

Staff Development and Training

The designated teacher will attend relevant training about CYPIC. Part of the Designated Teacher's role is to develop awareness of issues associated with CYPIC. Any new information acquired through this CPD will be disseminated to the rest of the teaching staff. Regular updates on aspects of CYPIC will be offered via in-house or external training to our teaching staff.

Partnership with parents/carers and care workers

At Cloughside College we firmly believe in developing a strong partnership with parents/carers and care workers to enable CYPIC students to achieve their potential.

We communicate regularly with parents, foster parents and carers.

LAC, PEP and review meetings are an opportunity to further this partnership working.

Links with external agencies/organisations

We also recognise the important contribution that external support services make in supporting looked after children. Colleagues from the following support services may be involved with individual looked after children:

- The Child's Virtual School.
- Educational psychologists and others from Local Authority SEN services.
- Medical officers/designated nurses.
- CAMHS
- Education Welfare Officers.
- Social care worker/ Community care worker/ Residential childcare worker.
- Youth Offending Service

Roles & Responsibilities

Rationale for roles and responsibilities:

Looked After Children are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. For example, they may experience:

- A high level of disruption and change in school placements.
- Lack of involvement in extracurricular activities.
- Inconsistent or no attention paid to homework.
- Difficulties around attachment.

This may result in:

- Poor exam success rates in comparison with the general population.
- Underachievement in further and higher education.
- Issues with mental health which may result in CAMHS intervention or hospitalisation.

These issues may also affect adopted young people.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this.

The Designated Teacher

The designated teacher will:

- Undertake mandatory training for the role (**see appendix one for training records**).
- Act as the key liaison professional for other agencies and carers in relation to looked after children, seeking advice from the Virtual School team when appropriate.
- Convene an urgent multi-agency meeting if a looked after children is experiencing difficulties or is at risk of exclusion. This includes contacting the Child's Virtual School.
- Ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil.
- Act as the key adviser for staff and governors on issues relevant to looked after children.
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a looked after child transfers to another educational placement.
- Contribute information to CYPIC reviews and PEP meetings when required.
- Report to the Governing body on looked after children in the college and inform of relevant policy and practice development. (see All School Staff below)
- Ensure carers are actively involved in meetings and liaison with staff.
- Ensure that any Special Educational Needs are addressed in conjunction with the SENCO and in accordance with the Code of Practice for SEN. Looked after children are six to eight times more likely to have a statement of Special Educational Needs than the general school population.
- Ensure that care and college liaison is effective including invitations to meetings and other college events.

Report to Governors

The termly Report is to include:

- The number of looked after children on roll.
- The use and impact of Pupil Premium money if any.
- Their attendance compared to other students.
- Potential or actual barriers to learning
- Their attainment and progress.

Responsibilities of college staff

All college staff will:

- Keep the Designated Teacher informed about a CYPIC student's progress and developments.
- Have high expectations of the educational and personal achievements of CYPIC students.
- Positively promote the raising of CYPIC students' self-esteem.
- Ensure any CYPIC students are supported sensitively and that confidentiality is maintained.
- Be familiar with the college's policy and guidance on CYPIC students and respond appropriately to requests from Designated Teacher for information to support PEPs and review meetings.
- Liaise with the Designated Teacher where a CYPIC student is experiencing difficulties.
- Contribute to regular liaison with social care colleagues and other appropriate professionals and keep carers fully informed at all times.
- Keep appropriate records, confidentially as necessary, and make these available to other professionals/parents/carers/student as appropriate.

The Governing Body

The Governing Body will:

- Ensure all governors are fully aware of the legal requirements and guidance for looked after children.
- Liaise with the Head Teacher, Designated Teacher and all other staff to ensure the needs of looked after children are met.
- Nominate a governor with responsibility for looked after children who links with the Designated Teacher.
- Receive regular reports from the Designated Teacher.
- Ensure that the college's policies and procedures give looked after children equal access in respect of:
 1. Admission to college.
 2. National Curriculum and examinations, both academic and vocational.
 3. Out of college learning and extracurricular activities.
 4. Work experience and careers guidance.
- Regularly review the effective implementation of the college policy for looked after children.
- The Unit Leader will inform the Designated Teacher of any funding requests to be made to the Virtual School Head.

Personal Education Plan (PEP)

The home social worker for the looked after children should initiate a Personal Education Plan – PEP – within 20 days of joining the college, or of entering care, and ensure that the young person is actively involved.

Contributions to any review or setting up of a PEP will be supported by the Designated Teacher of Cloughside College with the young person's views included.

The PEP is quality assured by the Virtual School. This will identify specific areas of focus and include targets and associated action to improve the student performance or educational achievement.

Areas for consideration will include:

- Attendance
- Achievement and Attainment Record (academic or otherwise).
- Strengths and Weakness
- Interests, both in and out of college
- Development needs (short and long term development of skills, knowledge or subject areas and experiences) and support required
- Long term plans and aspirations (targets including progress, career plans and aspirations).
- Extended learning opportunities.
- Involvement in Out of College Hours Activities.
- Special needs or disability (if any).
- Views of the Young person, the college, the foster carer, the parent (where appropriate)

The PEP will be updated and reviewed at least three times yearly or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation and review of the educational action to meet the targets within the Plan.

Pupil Premium Funding (Eligibility 2025-26)

Which students are eligible?

The PP grant per pupil rates for financial year 2025/26 are set out below. Pupils who are recorded as LAC/PLAC and FSM Ever 6 will attract the LAC/PLAC per pupil amount only. Eligible service children will attract the SPP rate in addition to any other PP grant eligibility rate.

Disadvantage pupils	PP grant rate per pupil rate
Pupils in year groups reception to year 6 recorded as FSM Ever 6, including eligible NRPF pupils	£1,480
Pupils in years 7 to 11 recorded as FSM Ever 6, including eligible NRPF pupils	£1,050
Looked-after children (LAC)	£2,570
Previously looked-after children (PLAC)	£2,570
Service children	SPP per pupil rate
Eligible service children in year groups reception to year 11	£340

Which schools are eligible?

Local authority-maintained schools

This includes:

- all mainstream infant, primary, middle, junior, secondary and all-through schools serving children aged 5 to 16
- schools for children with special educational needs or disabilities
- pupil referral units (PRUs), for children who do not go to a mainstream school
- Learners that have struggled with EBSA, where necessary transferred to the section 19 programme at the Aspire & Achieve centre

Academies and free schools

This includes:

- all mainstream academies serving pupils aged 5 to 16
- academies for children with special educational needs or disabilities
- alternative provision (AP) academies, for children who do not go to a mainstream school

Voluntary-aided-schools

- This includes voluntary-sector alternative provision schools with local authority agreement.

Non-maintained special schools

- This includes schools for children with special educational needs.

Can a student attract more than one type of premium?

In most cases, only the higher rate is paid.

- If a student qualifies for:
 - FSM and adopted from care, the college will receive the higher premium only
 - FSM and is a looked-after-child, the local authority responsible for the child will receive the higher premium only

- A student can attract both the deprivation premium and the service child premium as these serve different purposes. Rates for these can vary; please consult the latest online figures.

Use of the pupil premium

School leaders are best-placed to assess their pupils' needs and use funding to improve attainment. It is up to school leaders to decide how to spend the pupil premium.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below:

Teaching

- Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

Academic support

- Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy
- Art and music therapy
- Purchase of equipment such as weighted blankets/backpacks and other items to help CYPIC who are diagnosed with ASC to concentrate in lessons.

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The virtual school head (VSH) should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.

Liaison between Cloughside and VSHs over PP money takes place through the regular LAC and PEP reviews for CYPIC students. Email correspondence between Cloughside, VSHs and social workers also takes place on a needs-led basis for individual pupil premium student enquiries.

Accountability

Schools must show how they're using their pupil premium effectively:

- by publishing an online statement
- through inspections by Ofsted
- through published performance tables

Pupil premium: effective use and accountability contains information on how schools are held to account.

Pupil premium conditions of grant explains which pupils attract the pupil premium to their school.

Appendices

Designated Teacher Training record 2023/24, 2024/25

Date	Title of training
Autumn Term 2023	Designated teacher POR took part in a CYPIC conference on 13/9/23, where discussions took place around the national picture and what support mechanisms are potentially offered.
Spring Term 2024	Designated teacher POR took part in a Designated Teacher forum on 2/2/24.
Summer term 2024	Bury network conference due 20/6/24
Autumn Term 2024	Designated teacher attended ARC (Attachment research centre) conference linked to CYPIC 19/11/24
Spring Term 2025	Designated teacher attended Manchester CYPIC conference

Useful Links:

- Statutory Guidance (July 2014) (Updated 2018): 'Promoting the education of Looked After Children'
- [https://assets.publishing.service.gov.uk/media/5a9015d4e5274a5e67567fbe/Promoting the education of looked-after children and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/media/5a9015d4e5274a5e67567fbe/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)
- Pupil Premium. Ofsted: Analysis & challenge tools for schools
- The roles and responsibilities of the Designated Teacher for Looked After Children: Statutory Guidance for Governing Bodies
 - <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025/pupil-premium-2024-to-2025-technical-note>
 -