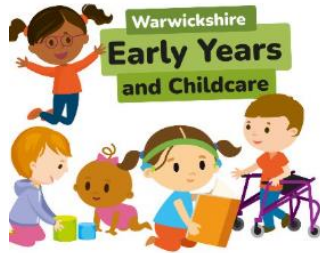


# Warwickshire Early Years Quality Inclusion SEND and Safeguarding Team

## Children Who Are Known (or Previously Known) to Children's Social Care and in Kinship Care Arrangements

### Policy Framework for Early Years Providers



#### **Purpose of this policy framework:**

The EYFS (Early Years Foundation Stage) Framework 2025 states that:

*In every setting, a practitioner must be designated to take lead responsibility for safeguarding children. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs). All practitioners must be alert to any issues of concern in the child's life at home or elsewhere. (section 3.4)*

*Providers must take all necessary steps to keep children safe and well. The requirements in this section explain what early years providers must do to: safeguard children; promote good health and educational outcomes, manage behaviour, and maintain records, policies, and procedures. (Section 3.3)*

This policy framework has therefore been developed to support all Early Years providers working with children aged from birth to five years, with a focus on good practice in relation to providing care and education to children who are known (or previously known) to children's social care and in kinship care arrangements. This is a policy framework and so each individual setting should reflect upon their own policies and procedures and adapt the policy framework based upon these.

Links to settings individual policies may need to be made when appropriate, which may include:

- Child Protection / Safeguarding Policy
- Equality and Diversity Policy
- SEND and Inclusion Policy
- Behaviour Management Policy
- Attendance Policy
- Health and Wellbeing Policy

*Additional elements to consider are included within the policy and are highlighted in yellow. Early Years Provider should consider these points in relation to their own policies and procedures and include reference to these points when relevant.*

For the purpose of this policy framework, the Designated Safeguarding Lead is identified as holding responsibility for CiC, PCiC, CWSW (CP, CiN, Ever6) and those in kinship care arrangements.

However, your setting may choose to assign this responsibility to another leader or key person within your organisation, or appoint separate leaders for each role, provided they are capable, confident, and appropriately trained for the role.

As you amend this policy framework you will need to decide upon who will take the lead for CiC, PCiC, CWSW (CP, CiN, Ever6) and those in kinship care arrangements and modify references to the DSL accordingly.

## Children who are known (or previously known) to children's social care and in kinship care arrangements

### Policy Statement

This policy sets out how our setting safeguards, educates, and supports:

- **Children in Care (CiC):** Children who are looked after by Warwickshire LA.
- **Previously Children in Care (PCiC) Children** who have previously been in the care of an English or Welsh local authority or from 'state care' outside of England / Wales, but are no longer due to:
  - Special Guardianship
  - Child Arrangement Order (CAO)
  - Adoption Order
- **Children with a social worker (CWSW)** All children educated in a Warwickshire setting who have been assessed as needing or previously needing a social worker within the past 6 years due to safeguarding and/or welfare reasons. It includes all children subject to:
  - Section 17 Child in Need (CiN) Allocated a social worker
  - Section 47 Child Protection (CP) Allocated a social worker as a child is at risk of significant harm
  - Ever-6 CWSW - children who have had a social worker within the last six years, but plans are now closed.
- **Kinship Care:** Children who have not been in the care of a local authority & live with someone other than their birth parent/s. They typically live with a relative or close family friend under one of these formal, legal orders:
  - Special Guardianship Order (SGO)
  - Child Arrangement Order (CAO)
  - Adoption

A definition of the above cohorts can be found on the [Virtual School Website](#)

This policy framework aligns with:



- [EYFS statutory framework \(Section 3: The safeguarding and welfare requirements\)](#)
- [Working Together to Safeguard Children 2023](#)
- [Information Sharing - May 2024](#)
- [Keeping children safe in education 2025](#)
- [The designated teacher for looked-after and previously looked-after children](#)
- [Promoting the education of children with a social worker and children in kinship care arrangements](#)

This policy applies to all staff, students, volunteers, supply staff, governing bodies/proprietors, and partner agencies engaged with our setting. This policy is informed by the following guidance:

**This policy is also** linked with other policies for the setting, including:

- Child Protection / Safeguarding Policy
- Equality and Diversity Policy
- SEND and Inclusion Policy
- Behaviour Management Policy
- Attendance Policy
- Health and Wellbeing Policy
- Pupil premium policy
- Information Sharing Policy
- Record keeping and Data Retention Policy

## Key principles of our policy

We recognise that our setting plays a vital role in providing a supportive and stable base for all children who are known (or previously known) to children's social care and in kinship care arrangements, and in promoting their academic, social, and emotional development.

We take a child-centred, and trauma-informed, approach in which the child's welfare is paramount. Our practice values each child's unique experiences and strengths and promotes resilience and positive outcomes.

At (insert name of setting) our (Designated Safeguarding Lead) has overall responsibility for safeguarding all children within our setting.

The DSL works proactively with local statutory children's services and Local Safeguarding Partners (LSPs) to ensure strong collaboration and effective support for every child.

Our (DSL) champions the educational achievement, well-being and attendance of all children including children who are known (or previously known) to children's social care and those in kinship care arrangements, working proactively to identify needs and coordinate effective support in collaboration with the Virtual School (VS), colleagues from children's social care and parent/carers, to help every child thrive.

We value the importance of Early Support and Multi-Agency collaboration. We work proactively to identify needs early and coordinate effective support with Children's Social Care, Health, the Virtual School, and other partners to ensure the best outcomes for every child.

We understand the importance of proportionate information sharing. In line with UK GDPR, we share information-to protect children, ensuring that what we share is necessary, relevant, accurate, timely, and secure.



We are committed to supporting every child's education, progress, and wellbeing, including children known to and children previously known to social care, and children in kinship care so they receive targeted, evidence-based support. This support is aligned with individual support plans, including and is appropriately funded through PP+ or EYPP to help each child achieve their full potential.

We are committed to creating an inclusive environment where every pupil can participate fully and achieve their best. We actively promote equality and celebrate diversity, ensuring that all children in our care are supported to thrive.

## Key Roles and Responsibilities

### For all pupils

At [insert name of setting], the Designated Safeguarding Lead (DSL) is responsible for leading safeguarding practice in line with the Early Years Foundation Stage (EYFS) statutory requirements and the latest *Working Together to Safeguard Children* document.

The DSL acts as the main point of contact for staff and external agencies and maintains oversight of all children including those currently or previously supported by social care and in kinship care arrangements.

The lead DSL ensures all staff receive safeguarding training that meets EYFS requirements, monitors the quality of training, and ensures it is regularly updated. Working closely with leaders and managers, the DSL provides staff supervision to strengthen effective safeguarding practice across the setting.

The Lead DSL oversees all information sharing to ensure it is lawful, proportionate, and secure. They maintain accurate records of decisions and work closely with safeguarding partners, escalating concerns promptly and appropriately to protect children.

### For children looked after and previously looked after

These children are known as children in care (CiC) and previously a child in care (PCiC) in Warwickshire.

At [insert name of setting], the DSL holds overall responsibility for monitoring and promoting the educational achievement and emotional wellbeing of these children.

The DSL coordinates termly Personal Education Plan (PEP) meetings and any All About Me Review (AAMR) meetings, ensuring the child, their carer, social worker, and the Virtual School are actively involved. During these meetings, the DSL shares updates on attendance, developmental milestones, and wellbeing, and works with all partners to agree tailored strategies that meet the child's individual needs.

At [insert name of setting], the DSL works closely with the child's key person to develop a Personal Education Plan (PEP) that sets ambitious expectations for rapid progress and identifies the additional support required to help the child succeed and thrive.

Together, the DSL and key person plan high-quality, targeted interventions that respond to the child's individual needs. These interventions begin with a strong focus on the Prime Areas of Learning, recognising their importance for building secure foundations.

At [insert setting name], the DSL works collaboratively with the child's key person to rigorously monitor and evaluate the implementation of the Personal Education Plan (PEP). This includes reviewing progress in



developmental areas, attendance, and overall wellbeing to ensure the plan is effective and responsive to the child's needs.

If the child is not on track to meet agreed targets, **the DSL** and key person will work together to identify the most effective next steps and act promptly to provide appropriate support to improve outcomes. Any adjustments or additional strategies will be clearly documented within the child's PEP.

At **[insert name of setting]**, **the DSL** is responsible for reporting on the impact of Pupil Premium Plus (PP+) in line with Virtual School expectations to demonstrate how this support improves outcomes for children.

**The DSL** also plans carefully for all transitions, whether these involve moving between rooms within the setting or transferring to a new school or setting. Transition planning always includes parents/carers and social workers, ensuring they are fully involved. **The DSL** also ensures that all relevant information is shared securely and promptly to support a smooth and positive transition.

### **For Children with a Social Worker and in formal kinship care arrangements**

At **[insert name of setting]**, **the DSL** is responsible for coordinating support for children who are known (or previously known) to children's social care and those in kinship care arrangements. They maintain effective communication and collaboration with the child's parent/carer, allocated social worker and safeguarding partners. This includes attending relevant meetings, sharing observations and updates, and ensuring that the setting contributes meaningfully to any plans, so education remains a shared priority.

**The DSL** works closely with staff and other professionals to develop and monitor clear, achievable educational targets within Child in Need (CiN) and Child Protection (CP) plans. These targets are designed to support the child's safety, wellbeing, and developmental progress, with emphasis on attendance, developmental milestones, and wellbeing.

Within our setting we recognise that children in kinship care arrangements may benefit from individual educational plans. These are created in collaboration with the child's key person, the child's carers/guardians, and where appropriate, relevant professionals.

**The DSL** ensures that all staff understand their responsibilities for implementing agreed actions and that records are maintained accurately, promptly, and confidentially.

### **All staff and volunteers**

At **[insert name of setting]**, we ensure every staff member is fully inducted and well trained to recognise and respond promptly to any signs of need or harm. All staff follow reporting and recording procedures without delay, maintaining confidentiality, while sharing information appropriately to safeguard children.

Our staff are committed to creating a nurturing and inclusive environment where every child feels safe, respected, and supported. Each room team works collaboratively to create predictable routines and calm, predictable spaces that help children feel secure and confident. Through co-regulation strategies and strong positive relationships, we empower every child to thrive and reach their full potential.

The key person system is firmly embedded within our setting and is implemented consistently across all rooms. Through warm, caring, and positive interactions, our staff build strong connections, demonstrate empathy, foster connection, and use restorative approaches to support every child's wellbeing and development.



At [insert name of setting], we value strong partnerships with families and professionals. We work collaboratively to ensure that the care we provide, alongside the strategies we use, are consistent, responsive, and tailored to each child's unique history and individual needs.

## Procedures within our setting

### Identification and referral

At [insert name of setting], all staff, working closely with the DSL to identify emerging needs through careful observation and assessment. We prioritise early help wherever possible, offering timely support to families. If concerns require urgent action, we follow Warwickshire's local thresholds and escalate in line with the [Warwickshire Spectrum of Support](#) to ensure every child's safety and wellbeing.

Where there is reasonable cause to suspect a child is at risk of significant harm, the DSL will contact the social worker (for those currently known to children's social care) or Family Connect (where there is no current social worker involvement). The Multi-Agency Child Protection Team (MACPT) may coordinate a strategy discussion with social care and the police as part of Section 47 enquiries ensuring swift and appropriate action to safeguard the child.

### Admission

As part of our admissions process, we ask parents/carers whether their child is known or has previously been known to social care or whether they are kinship carers. Gathering this information ensures we understand who holds parental responsibility and understand any arrangements in place, in order to provide consistent, informed and sensitive support tailored to each child's needs.

All information is recorded securely in line with data protection and safeguarding requirements.

As part of each child's induction and settling in sessions the DSL works in close partnership with their key person to identify strengths, areas for development, and any barriers to learning. For children with a social worker, this information informs targets within the Child in Need Plan (CIN plan) or Child Protection Plan (CP plan). For children in care (CiC) these assessments provide the foundation for creating, reviewing, and refining the child's Personal Education Plan (PEP).

### Personal Education Plans (PEPs) for CiC

At [insert name of setting], the DSL initiates a Personal Education Plan (PEP) within 10 - 20 days of a child becoming looked after or following a placement or setting move. PEPs are reviewed termly to ensure they remain current, relevant, and effective in supporting the child's learning and development.

We understand that a high-quality PEP, supported by detailed and collaborative planning, can make a significant difference to educational outcomes. A well-structured PEP provides a clear, shared understanding of the child's educational needs and outlines the teaching and learning provision required to meet those needs effectively.

We ensure that each child's PEP is carefully developed in collaboration with the child's key person and includes:

- Attendance
- Achievement
- Wellbeing
- SMART targets to support progress



- A clear plan for how Pupil Premium Plus (for pupils in Reception or above) and /or Early Years Pupil Premium (EYPP) funding will be used to enhance the child's learning and development

## Child in Need and Child Protection plans

When children are supported on a CIN or CP plan, **the DSL** works collaboratively with the allocated worker from children's social care team and any other safeguarding partners to agree on targets, that reflect the child's individual needs and circumstances. Targets will include educational priorities:

- Attendance
- Achievement
- Wellbeing
- SMART targets to support progress
- A clear plan for how any Early Years Pupil Premium (EYPP) funding will be used.

All staff at **(insert name of setting)** understand their responsibility to be familiar with the targets outlined in Child in Need (CiN) or Child Protection (CP) plans and how these relate to their role in supporting the child. Room teams work together to implement agreed actions consistently within daily practice, ensuring the child's needs are met in line with the plan. Staff observe and accurately record the child's progress, noting any concerns or changes in circumstances, and promptly share relevant information promptly with **the DSL** to support ongoing monitoring and review.

Staff at **(insert name of setting)** understand the importance of confidentiality and consistently adhere to safeguarding and data protection requirements.

**The DSL** oversees the implementation of targets within each child's CIN and CP plans, regularly monitoring progress and works in close partnership with social workers and safeguarding partners to ensure targets remain appropriate, achievable, and focused on the child's best interests.

## Attendance and Engagement

At **(insert name of setting)**, we closely monitor the attendance of all children in line with our Attendance Policy. Any patterns of absence, prolonged or unexplained absences are followed up immediately to ensure the child's wellbeing and engagement.

Additional emergency contact details we hold for each child enables us to support timely follow-up and effective communication regarding attendance concerns.

Leaders meet regularly to rigorously review attendance patterns for all children with focussed discussions on children who are known (or previously known) to children's social care and those in kinship care arrangements. Any actions or concerns which arise from these discussions are acted upon promptly.

**The DSL** works in close partnership with the Virtual School and/or professionals from children's social care to identify and remove any barriers to engagement. This includes addressing challenges such as transport difficulties, transition support, or health-related appointments, ensuring every child can access consistent learning opportunities.



## Supporting Behaviour and Wellbeing

At [insert name of setting], we embed a trauma-informed approach to behaviour, embedding emotional regulation, nurture, and attachment-aware practice in all interactions with children. Staff receive regular training to maintain and enhance their knowledge and skills.

Each room is thoughtfully designed from a trauma-informed perspective, providing calm and safe spaces that reduce anxiety and foster a strong sense of security for every child.

## Information Sharing and Data Protection

At [insert name of setting], we are committed to safeguarding children while ensuring compliance with data protection legislation. We follow the Department for Education (DfE) guidance on information sharing and the Information Commissioner's Office (ICO) data sharing principles:

- **Secure Record-Keeping:** We maintain separate and secure child protection files for all safeguarding concerns. Access is strictly controlled and limited to designated staff members.
- **PEP Data Management:** Personal Education Plan (PEP) data is stored securely with controlled access to ensure confidentiality and meet statutory requirements.
- **Information Sharing:** Information is shared lawfully and proportionately, ensuring that decisions are made in the best interests of the child. Information is shared only with appropriate professionals, agencies involved in safeguarding and supporting the child and parent/carers with parental responsibility- where appropriate.
- **Retention and Breach Management:** We adhere to our Information Sharing and Record Keeping Policy, which outlines procedures for effective record-keeping, retention periods, and the management of any data breaches in line with GDPR requirements.
- **Staff Training:** All staff receive regular training on data protection, confidentiality, and lawful information sharing to ensure consistent and compliant practice.

## Pupil Premium Plus (PP+) funding

Pupil Premium Plus (PP+) funding is specifically allocated for Children in Care (CIC) and Previously in Care (PCiC) from statutory school age (Reception) onwards. This funding is managed through the Virtual School and is designed to support improved educational outcomes for these children.

At [insert name of setting], we work in close collaboration with the Virtual School and align ourselves with the Virtual School funding policy to plan how Pupil Premium Plus (PP+) funding will be allocated and used.

Funding decisions are guided by the needs identified within each child's Personal Education Plan (PEP) to ensure resources are targeted effectively to support learning and development.

The impact of PP+ spending is rigorously monitored through termly PEP reviews. Evidence of progress and outcomes is documented and shared with the Virtual School to demonstrate accountability and effectiveness. Detailed records of spending decisions and outcomes are maintained in line with statutory requirements. Any unspent funds are returned to the Virtual School where required.

## Early Years Pupil Premium (EYPP) funding

EYPP funding supports disadvantaged children during their early years. **EYPP is available to children aged from 9 months up to 4 years, as long as they are in a funded early education place (such as universal/funded hours)**

Specifically for 2-year-olds, EYPP can be claimed on either:

- their disadvantaged 15-hour entitlement (if they qualify under income-related criteria); or
- the working-parent 15-hour entitlement

A 2-year-old qualifies for EYPP **if they receive at least one hour** of funded early years education **and** one of the following applies:

- A parent/carer receives one of these **income-based benefits**:
  - Income Support
  - Income-based Jobseeker's Allowance
  - Income-related Employment and Support Allowance
  - Support under Part 6 of the Immigration and Asylum Act 1999
  - Guaranteed State Pension Credit
  - **Universal Credit**, with **net household income under £7,400** annually
  - **Child Tax Credit** (without Working Tax Credit) and household income under £16,190
  - Working Tax Credit run-on (paid for 4 weeks after ending entitlement).
- **Or**, the child is currently **looked after by a local authority**, or has left care under:
  - Adoption order
  - Special guardianship order
  - Child arrangements order.

Funding is allocated to our setting and is used to support the needs of disadvantaged pupils to achieve targets in any support plans, including CP and CiN plans.

## Safer Recruitment, Training, and Supervision

At [insert name of setting], we adhere to robust safer recruitment processes and follow the safeguarding procedures outlined in our **Safeguarding Policy**. All staff complete a thorough induction to ensure they understand their safeguarding responsibilities and our procedures from the outset.

Staff receive regular supervision sessions, providing opportunities to:

- Share any concerns regarding children's welfare or practice
- Identify solutions to challenges
- Access support through coaching and mentoring



We recognise and value the importance of continuous professional development. All staff access training on trauma-informed and attachment-aware practice, as well as understanding the impact of Adverse Childhood Experiences (ACEs), to ensure they are equipped to meet the needs of vulnerable children.

The DSL attends annual training led by the Virtual School for Designated Teachers and may also attend annual training specific to CWSW (CP, CiN, Ever6-CWSW and those in kinship arrangements), also provided by the Virtual School. Following this, key messages and updates are disseminated to all staff via staff meetings and briefings to ensure best practice is embedded across our setting.

## Transitions

At [insert name of setting], we recognise that transitions can be a particularly sensitive time for children, particularly children who are known (or previously known) to children's social care and those in kinship care arrangements. To ensure continuity of care and support, our DSL works closely with all staff to plan transitions carefully - whether starting at the setting, moving between rooms, or transferring to school – so that every child feels secure and supported throughout the process.

The approach taken at our setting includes:

- **Early planning:** Transition plans are initiated well in advance to allow time for preparation and support.
- **Secure information sharing:** Key information is shared promptly and securely with receiving providers, the Virtual School, and parents/carers, in line with data protection and safeguarding requirements .
- **Child-centered approach** Strategies are tailored to the child's individual needs, ensuring consistency and sensitivity to their history and experiences.
- **Collaborative working:** We involve parents/carers, social workers, and other professionals in transition planning to ensure a smooth and positive experience for the child.

Our aim is to make transitions predictable, supportive, and reassuring, reducing anxiety and promoting a sense of security for every child.

## Partnership Working

At [insert name of setting], we maintain proactive and scheduled contact with key professionals and agencies to ensure a coordinated approach to safeguarding and supporting children. This includes:

- **Regular communication** with allocated social workers, Independent Reviewing Officers (IROs), and early support teams to share updates, escalate concerns, and contribute to planning for the child's welfare.
- **Ongoing liaison** with the Virtual School regarding Personal Education Plan (PEP) schedules, funding allocations (PP+/EYPP), and training opportunities to ensure educational progress and wellbeing are prioritised.
- **Engagement** with Health Visitors, SEND services, and other relevant health professionals to address developmental, medical, and emotional needs.

## Monitoring and Reviewing



At [insert name of setting], we conduct regular reviews of safeguarding records and attendance logs to identify any emerging patterns of concern and ensure timely intervention.

The DSL works collaboratively with Leaders and Managers to review CIN and CP plans and Personal Education Plans (PEPs). These reviews assess both the quality and the impact of the plans on the child's progress and wellbeing. Adjustments are made promptly where needed to improve outcomes and ensure the child receives the best possible support.

In addition, an annual/half yearly/ quarterly report is prepared and shared with the Governing Body Committee / Directors. This report celebrates progress and demonstrates accountability by including:

This report provides:

- A summary of achievements and outcomes for children
- A summary of progress for children highlighting strengths and areas of continued support.
- An analysis of Pupil Premium Plus (PP+) and Early Years Pupil Premium (EYPP) investment, showing how resources have been used effectively.
- Clear evidence of the positive impact of additional funding and targeted interventions on educational attainment and overall wellbeing.

## Appendix 1

### Policy Review

<b>Policy Title</b>	<b>Children who are known (or previously known) to children's social care and in kinship care arrangements policy framework</b>
<b>Reviewed on:</b>	
<b>Reviewed by:</b>	
<b>Next Review Date:</b>	

## Annex B — Key Contacts (template)

### Contacts within our own setting

Role	Named person
DSL	Insert name
Deputy DSL	Insert name
Designated lead for Children known to Social Care or previously known to Social Care	Insert name
SENDSCO	Insert name

## Outside of our setting

Name of contact	Contact details and email
Family Connect	01926 414144
Locality Early Support Officer	(Add name and contact details)
Warwickshire Virtual School	<a href="mailto:virtualschool@warwickshire.gov.uk">virtualschool@warwickshire.gov.uk</a>
Virtual School Early Years Education Officer (CiC)	Emma Power <a href="mailto:emmapower@warwickshire.gov.uk">emmapower@warwickshire.gov.uk</a>
Virtual School Education Adviser for Previously Children in Care (PCiC)	Heidi Wilde <a href="mailto:virtualschool@warwickshire.gov.uk">virtualschool@warwickshire.gov.uk</a>
Virtual School Education Adviser for Children with A Social Worker & formal kinship care	Sharon Harris <a href="mailto:sharonharris@warwickshire.gov.uk">sharonharris@warwickshire.gov.uk</a>
Health Visitor	(Add name and contact details) xxx
SEND/Portage	(Add name and contact details) xxx

## Appendix C

### Links to further guidance

- [Early years foundation stage statutory framework](#)
- [Working Together to Safeguard Children 2023](#)
- [Keeping children safe in education 2025](#)
- [The designated teacher for looked-after and previously looked-after children](#)
- [Promoting the education of children with a social worker and children in kinship care arrangements](#)
- [Information Sharing - May 2024](#)
- [A 10 step guide to sharing information to safeguard children](#)
- [Warwickshire's Spectrum of Support](#)

- [Warwickshire Virtual School](#)

