

Mellor St Mary CE Primary School



Policy for Education of Children in our Care and Previously Looked After Children

To be read in conjunction with Safeguarding and Child Protection Policy

Academic Year 2026-27

“Believing, Learning and Sharing Together .”

Policy for the Education of Children in our Care and Previously Looked-After Children



‘I praise you, for I am fearfully and wonderfully made.’ (Psalm 139:14)

At Mellor St Mary CE Primary School we believe that each and every one of us are special because we are made in the image of God and we must avoid at all cost diminishing the dignity of any individual to a stereo type or a problem.

Our teaching and learning ethos is underpinned by the scripture *‘For with God nothing shall be impossible’ (Luke 1:37)* and we believe that every child has the right to reach their full potential, no matter what their starting point in life may be. This policy has been created to ensure that all our pupils are able to reach their full potential by living life in all its fullness.

INTRODUCTION

The school recognises that Children in Our Care (CIOC) and Previously Looked After Children (PLAC) may face additional barriers to learning, attendance, wellbeing and achievement. In line with the most recent Keeping Children Safe in Education (KCSIE) 2026 guidance and the Department for Education's *Designated Teacher for Looked-After and Previously Looked-*

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After Children statutory guidance, the school will work closely with pupils, families, carers, social workers, Virtual School Heads and other professionals to promote educational achievement, emotional wellbeing and positive outcomes. The Headteacher and Designated Teacher will ensure that appropriate support, effective transitions, safeguarding measures and high aspirations are in place so that all CIOC and PLAC pupils can thrive within our inclusive Christian community, guided by our values of dignity, compassion, hope and respect. [\[safeguard-hub.org\]](https://safeguard-hub.org), [\[birmingham.gov.uk\]](https://birmingham.gov.uk)

Key policy references:

- ***Keeping Children Safe in Education (KCSIE) 2026***
- ***The Designated Teacher for Looked-After and Previously Looked-After Children (DfE Statutory Guidance 2018)***
- ***Children and Social Work Act 2017 (role of Virtual School Heads)***
- ***Promoting the Education of Children Looked After and Previously Looked After Children (DfE guidance)***
- **It must be read in conjunction with Keeping Children Safe in Education 2026**

The governing board of Mellor St Mary CE Primary School is committed to providing high quality education for all its pupils, based on equality of opportunity, access and outcomes. The governing body recognises the need to champion performance, for children looked after (CIOC) and previously looked after children (PLAC) and is committed to improving outcomes for them.

The governing board is committed to ensuring that CIOC and PLAC are supported as fully as possible and will ensure that the following are in place, and are working effectively:

1. A Designated Governor for CIOC and PLAC
2. A Designated Teacher for CIOC and PLAC
3. Personal Education Plans (PEPs) for all CIOC
4. The Designated Teacher, as a minimum, will have two days a year for training opportunities specific to factors that impact on the attainment of CIOC and PLAC.
5. All staff in school will have a clear understanding of the issues that affect CIOC and PLAC; their learning needs; how to support them in school and issues relating to confidentiality.
6. Policies, procedures and strategies to promote the achievement and well-being of this vulnerable group.

THE ROLE OF THE DESIGNATED TEACHER FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN

1. The designated teacher is the central point of initial contact within Mellor St Mary CE Primary School. They ensure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.
2. The designated teacher has a leadership role in promoting the educational achievement of every CIOC and PLAC on the school's roll. This involves, working with the Virtual School Head to promote the education of CIOC and PLAC and promoting a whole school culture

where the personalised learning needs of these children matter and their personal, emotional and academic needs are prioritised.

3. The designated teacher takes lead responsibility for ensuring school staff understand the things which can affect how CIOC and PLAC learn and achieve and how the whole school supports the educational achievement of these pupils.
4. The designated teacher promotes the educational achievement of CIOC and PLAC by contributing to the development and review of whole school policies.
5. The designated teacher promotes a culture in which CIOC and PLAC:
 - Are able to discuss their progress and be involved in setting their own targets, have their views taken seriously, and are supported to take responsibility for their own learning.
 - Are prioritised in any selection of pupils who would benefit from one-to-one tuition, and that they have access to academic focused study support.
 - Are encouraged to participate in school activities and in decision making within the school and the care system.
 - Believe they can succeed and aspire to further and higher education or highly skilled jobs; and can discuss difficult issues (such as SEN, bullying, attendance) in a frank manner with a sympathetic and empathetic adult.
6. The designated teacher is a source of advice for teachers about: differentiated teaching strategies appropriate for individual pupils who are CIOC or PLAC;
7. The designated teacher works directly with CIOC and PLAC and their carers, parents or guardians to: promote good home-school links; support progress by paying particular attention to effective communication; ensure they understand the potential value of one-to-one tuition and are equipped to engage with it at home; ensure they are aware of how the school teaches key skills such as reading and numeracy; and encourages high aspirations and working with the child to plan for their future success and fulfilment.
8. The designated teacher has lead responsibility for the development and implementation of PEPs for CIOC within school in partnership with others as necessary;
9. The designated teacher is responsible for ensuring that the PEPs are completed within statutory timescales and a copy is returned to the Virtual School Head as outlined in the PEP guidance.
10. The designated teacher works closely with the school's Designated Safeguarding Lead to ensure that any safeguarding concerns regarding CIOC and PLAC are quickly and effectively responded to.
11. The designated teacher is aware that the Virtual School Head provides information and advice to parents and designated teachers on meeting the needs of PLAC. The designated teacher should fully involve parents and guardians in decisions affecting their child's education, including any requests to the Virtual School Head for advice on meeting their individual needs.

ROLES AND RESPONSIBILITIES OF ALL STAFF

All staff in this school will:

1. have high expectations of CIOC and PLAC's learning and set targets to accelerate educational progress;

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2. be aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour;
3. understand how important it is to see CIOC and PLAC as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status;
4. appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported;
5. have the level of understanding they need of the role of social workers, Virtual School Heads and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child;
6. for PLAC, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

ROLE AND RESPONSIBILITY OF THE GOVERNING BODY

The governing body of this school will:

1. elect a named Designated Governor for CIOC and PLAC. The name of our Designated Governor in school is **Mrs J Taylor**. The Designated Governor will report to the Governing Body on an annual basis.
2. ensure all governors are fully aware of the legal requirements and guidance for CIOC and PLAC;
3. ensure that there is a named designated teacher for CIOC and PLAC;
4. through the designated teacher, hold the school to account on how it supports its CIOC and PLAC (including how the Pupil Premium Plus is used) and their level of progress;
5. be aware of whether the school has CIOC and PLAC and how many (no names);
6. liaise with the Head Teacher to ensure that the designated teacher is enabled to carry out her/his responsibilities in relation to CIOC and PLAC;
7. ensure the designated teacher is able to access training needed to fulfil the role of designated teacher. Most Virtual School Heads agree that, as minimum, designated teachers should have two days a year for training opportunities specific to factors that impact on the attainment of CIOC and PLAC;
8. support the Head Teacher, Designated Teacher and other staff in ensuring the needs of CIOC and PLAC are met;
9. review the effective implementation of this policy, preferably annually and at least every three years.

This policy was established, and approved for implementation by the full Governing Body

Name of School:	Mellor St Mary CE Primary School
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Signed:	<i>J. Embley-Peers</i>
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