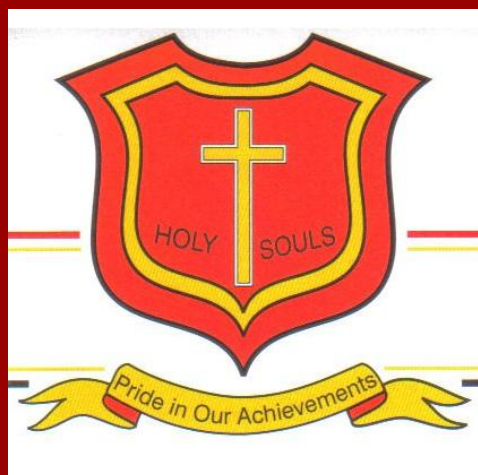


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



ision Statement

ly Souls School is a Catholic School where we are our life in Christ in the growing knowledge that sus loves us. Our school is a place where everyone able to feel welcomed, valued, secure, loved and ppy. Everyone who comes into our school will be ated with respect. We remember that Jesus said, eat others as you would like them to treat you'

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

Date Agreed by Governors: 10th July 2025

Governor Review Date: Summer 2028



Holy Souls RC Primary School

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



Introduction

This document is a statement of the policy for the Education of Children in Our Care and Previously Looked-After Children at Holy Souls School. It was developed during the spring term 2022 through a process of consultation with staff and Governors. The policy is informed by the following Department for Education (DfE) document:

- The Designated Teacher for Looked-After and Previously Looked-After Children. Statutory guidance on their roles and responsibilities https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf (DfE February 2018)

Mission Statement

“To love one another as I have loved you,” is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

The Governing Body of Holy Souls 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 body 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 annual 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 Holy Souls 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 Head teacher 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 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 Head teacher 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.

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;
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 to 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, Head teachers 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 Lisa North. The Designated Governor will report to the Governing Body as appropriate.
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 ;
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
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.

Reviewed in May 2025