

Report to Governors on Children in Care (CIC) and Previously LAC (PLAC)

St Mark's CE Primary School

Date completed: 2/12/2025	
This report is for the period: 01/1/2025	to: 31/12/2025
Date presented to the governing board: 11/12/2025	
Author: Philippa Cambers	Role in school: Designated Teacher for CIC and PLAC
Signature:	

If there are currently no CIC or PLAC on the school roll, sign and date below.		
In these circumstances, do not complete the rest of the report. Only attach this page to the minutes of the meeting of the governing board.		
I confirm that there are currently no CIC or PLAC on our school roll.		
Signed:	Role in school:	Date:

CONTEXT

Number of CIC and PLAC

	CIC	PLAC
Number of pupils on school role as at 2.12.25	2	6

Personal education plans (PEPs) for CIC

Number of PEPs in place	2
Name of Designated Teacher for school	Philippa Cambers
Name and role of person responsible for PEPs	Philippa Cambers

Special educational needs (SEN)

	CIC	PLAC
No on SEN register	1	2
No with EHCP	0	0
No who previously received SEN Support but are no longer on the register	0	0

Attendance

	CIC / PLAC	Whole School
Overall %	96.3%	95.5%
No of pupils who are PA	0	30
No of pupils who have received a suspension	0	7
No of pupils who have been permanently excluded	0	0

STAFF TRAINING

Specialist CIC / PLAC training

Training attended by	Date of training	Course Attended
Designated Teacher	September 2024	DT initial training
DHT		From Exclusion to Inclusion
Designated Teacher	October 2025	Anxious Non-Attendance
HT	October and November 2025	Inclusive Leadership

Training on CIC/PLAC provided by designated teacher to colleagues

Role in school	No of people	Date of training	Focus of training
Support Staff	10	January 2025	Meeting attachment needs

Policies and procedures for LAC / previously LAC

	Date of last review	Date of next review	Details of policy updates
Admissions Policy 2026-27	December 2024	December 2025	To be ratified for 27-28, 11 Dec 25
Pupil Premium strategy document	December 2024	December 2025	Updated, and published on website

Progress of CIC and PLAC

	Total number in Key Stage	Number making expected progress in English	Number making expected progress in Maths	Number making expected progress in Science
EYFS	1	1	1	1
KS1	2	2	2	2
KS2	5	5	5	5

Intervention and Provision

	Action	Impact
Provision specifically funded by PPG for CIC / PLAC	Please refer to PPG report	Trend of improvement in attainment outcomes and narrowing of gap for children in receipt of PPG compared to peers over 3 years.
SEN Support accessed by CIC/PLAC	IEPs for 2 children identified as PLAC, reviewed 3 times per year. Pastoral/ELSA provision for 5 children on ongoing basis.	2 children on IEPs are making progress in their small steps of learning and working within year group curriculum, accessing classroom teaching. Children with ongoing ELSA and pastoral support have good attendance, are settled in class and report feeling happy at school.
Working with carers	Via termly PEP meetings, the DT meets with carers regularly to review progress of CIC. Via parents' evenings, SENCO drop-in sessions and open-door policy, teachers and SENCO liaise with parents of PLAC regularly/as needed.	Communication between home and school is effective and timely, enabling us to address concerns as they arise.
Pupil Voice	Recent pupil voice meetings highlighted how the sample of CIC/PLAC children felt happy at school, proud of their work and enjoyed lessons. The sample children shared that their teacher helped them when they didn't understand something - they can just put their hand up. When asked how school could be improved, they would like to do more lessons based on their	Regular opportunities to gather pupil voice enables us to ensure that CIC/PLAC children's views are heard.

	interests – for example animals or the sea.	
Virtual School involvement	DT works with VS to hold termly PEP meetings for the 2 CIC.	2 CIC are settled at school, making good progress.
Any other actions / agency support	1 child who is PLAC has received a course of Drama Therapy funded by Aspire Adoption services.	This course of therapy was beneficial for this child in enabling them to process emotions relating to their adoption.

Evaluation and Development Plan

Strengths
<p>Children CIC and PLAC have good attendance and are making expected progress academically. When needed, children are accessing pastoral support within school.</p> <p>DT is working with VS to support the 2 CIC.</p> <p>3 Year PPG plan is in place to allocated PPG funding where it can be most impactful. 1 year review shows positive trend for attainment for children in receipt of PPG.</p>

Areas for development	Proposed actions	Resources required
<p>Although all PLAC/CIC children are making expected progress based on their starting points, we have ambitious targets for achievement and aim for children to be making accelerated progress so that they are meeting the EXS standards for their year group wherever possible. 4 PLAC are not currently meeting the EXS in core subjects.</p>	<p>Targets set for EXS level of attainment for the end of 25-26 academic year where children are within reach of meeting this standard. Work with teachers to ensure additional support is given to work towards this.</p> <p>Review of PPG strategy to ensure that funding is having direct impact on raising attainment for target groups.</p>	<p>CPD and planning time for teachers.</p> <p>Target and progress meetings with teachers</p>