**The Report to Governors on Children Looked After and Children Previously Looked After**

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| **Date** |  |
| **Designated teacher** |  |
| **Number of CLA, eg by local authority** |  |
| **Number of identified CPLA** |  |

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| **Section 1**  **Responsibilities of the designated teacher for children looked after/children previously looked after**     * What time and resources are available? Although some tasks will be delegated, the designated teacher is ultimately accountable.   Think about:  The number of children looked after/previously looked after;  The requirement for termly review and implementation of good quality PEPs for each child;  Extra work arising from more involved cases;  The duty to advocate for children looked after/previously looked after;  The need to liaise with a wide range of external agencies.   * What training have you and other staff received? * How are children previously looked after identified in school? |
| **Section 2**  **Patterns of attendance and exclusions**   * Attendance – how does the attendance of children looked after/previously looked after compare to their peers? How is attendance addressed? * Behaviour – have there been any fixed term exclusions? How are further exclusions being prevented? |
| **Section 3**  **Progress and attainment**  Compare with other children at the school and national benchmarks   * Those currently on roll * Those who have been on roll in the past twelve months |
| **Section 4**  **Interventions and Spending of Pupil Premium Plus**   * How are aspirations being addressed? What activities are promoted/offered? * Gifted and talented – how are they supported? * Special Educational Needs - how are needs identified and addressed? * Support – are children looked after prioritised for additional support, such as 1:1 tuition? * Social and emotional development – how are these needs catered for? When do the activities take place? * Outside agency involvement – which agencies? Who do they support? What do they do? |
| **Section 5**  **Other children looked after matters**   * Are all PEPs up to date and informing practice? * How is information from the PEPs shared? * How do you utilise pupil voice? * How do you utilise carers views? * Where are children looked after reflected in development planning, staff deployment etc? * Do any school policies have any implications for children looked after that need addressing? * Are there any actions that have been taken or need to be taken at a senior level to cater for needs of children looked after? |