**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?
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| **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?
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| **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
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| **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?
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| **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?
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