

REPORT TO GOVERNORS ON LOOKED AFTER & PREVIOUSLY LOOKED AFTER CHILDREN

School:	
Date of report:	
Designated teacher:	
Number of looked-after and known previously looked-after children by year group:	

1. Fulfilling the requirements of the role of designated teacher

Do you have the time and resources to carry out your responsibilities?

Consider the following:

- *The number of looked after and known previously looked after children on roll, both from Hampshire and other local authorities.*
- *The need to produce and ensure the implementation of good quality PEPs for each looked after child*
- *Extra work arising from more involved cases e.g. where a looked after child has complex needs*
- *The need to liaise with a wide range of people in and out of the local authority.*
- *What training have you and other staff received?*

How have you promoted the educational achievement of every looked after and previously looked after child on the school's roll?

Consider the following:

- *How a whole school culture is promoted, where the personalised learning needs of every looked after and previously looked after child are considered and their personal, emotional and academic needs are prioritised*

2. Levels of progress made by looked-after and previously looked-after children?

Report on the progress made by looked after and previously looked after children on roll, or who have been on roll within the past twelve months compared with other children at the school and national benchmarks.

This should cover:

- *Academic progress*
- *More able – do any children fall into this category? What action is the school taking to support them?*
- *Special Educational Needs - do any children fall into this category? Are their needs being met. Are any subject to an EHCP?*
- *Social and emotional development – how are these needs catered for?*

3. Patterns of attendance and exclusions

Consider the following:

- *Attendance – is it in line with or better than the attendance of other children in the school? If it is below, what steps are being taken to address this?*
- *Behaviour – have there been any suspensions or exclusions and if so, what action has been taken to prevent a recurrence?*

4. Planning issues

Consider the following:

- *Are all the PEPs up to date? How have you and other staff worked with colleagues outside of the school to support looked-after and previously looked-after children for example; The Virtual School, Special Needs, Educational Psychologists.*
- *Where are the needs of looked after and previously looked after children reflected in the school's development planning, staff deployment etc?*
- *Do any school policies have any implications for looked after or previously looked after children that need addressing e.g. charging for school trips, participation in extended school activities?*

5. Use of funding

Report on the following:

- *Total amount of funding used per looked-after child / previously looked-after child*
- *How the specific needs of looked-after and previously looked-after children are understood by all school staff and reflected in how the funding (PP+) is used to support them*
- *The interventions the funding has been spent on for the identified need for individual pupils*
- *Evidence of the impact this has had/expected to have*