



**Questions to be used by the nominated governor at a visit with the Designated Teacher (DT) for Looked-After and Previously Looked-After Children**

1. Does the designated teacher have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others?
2. Does the designated teacher have appropriate seniority and skills to work with the school's senior leadership and governing body to ensure school policies and approaches reflect the needs of looked-after and previously looked-after children?
3. How does the senior leadership team have oversight of this role and the progress of / issues for looked-after and previously looked-after children?
4. Does the school adopt a relational approach and trauma-informed approach and is this reflected in school policies?
5. Has the Designated Teacher (DT) had appropriate training to carry out their statutory role?
6. Does the DT have training opportunities, including time away from timetable commitments, to acquire and keep up-to-date the necessary skills, knowledge and understanding to respond to the specific teaching and learning needs of looked-after and previously looked-after children, including a good knowledge of SEN?
7. What arrangements are in place to allow the DT sufficient time and resources to discharge their responsibilities as set out in the statutory guidance? e.g. to chair the PEP meetings, attend the review meetings, liaise with staff etc.
8. Is the DT up to date with the non-statutory duties for Children with a Social Worker and Children in Kinship Care? Does the DT liaise with the Designated Safeguarding Lead to ensure that the duties for children with a social worker in "Keeping Children Safe in Education" are fulfilled?
9. What monitoring arrangements are in place to ensure that the role of the DT is providing appropriate support for looked-after and previously looked-after children on the school roll?
10. How does the DT manage the Personal Education Plan (PEP) meetings?  
[The DT should chair all review PEP meetings, gathering the information ready for the meeting, talking to the child to obtain their views and following up on the PEP action plan after the meeting. Where there are a significant number of PEP meetings, has a nominated member of staff been trained to support, and is there sufficient oversight from the DT, particularly around the use of Pupil Premium Plus]
11. How does the DT contribute to the deeper understanding of everyone in the school who is likely to be involved in supporting looked-after and previously looked-after children to achieve? How are staff informed about looked-after and previously looked-after children? And how do they find out about:
  - The name of the Designated Teacher and who else performs elements of this role?
  - The children in their class (if any) who are looked after and previously looked after?
  - Personalised strategies to use in class and around school?
12. What training have whole school staff had in relation to Attachment and Trauma?



13. How does the school support a child who is in care and new to the school to quickly feel at home?
14. How are additional resources that come into the school for looked-after and previously looked-after children used to raise achievement?
15. Are there any school related issues that prevent looked-after and previously looked-after children from achieving?
16. What resource implications might there be in supporting the DT to carry out their role?
17. What expertise can the DT call on within and outside the school such as SENCOs, health and mental health support?
18. What arrangements are in place that have contributed to successful provision and /or looked-after children and previously looked-after children making good or better than expected progress?