

Governing bodies should, through the designated teacher, hold the school to account on how it supports its looked-after and previously looked-after children (including how the PP+ is used) and their level of progress.

The needs of looked-after and previously looked-after children may have implications for almost every school policy and consideration may want to be given to ensure that policies are effective in reflecting their needs. Governors should consider the following:

- that there are no unintended barriers to the admission of looked-after and previously looked-after children either at normal transition or any other point of the school year;
- whether there are any issues arising as a result of the number of looked-after and previously looked-after children on roll at the school and the number of local authorities which are involved;
- whether looked-after and previously looked-after children have made the expected or better levels of progress over the past twelve months in line with their peers (i.e. educational, social and emotional progress);
- whether the pattern of attendance and exclusions for looked-after and previously looked-after children is different to that of other children at the school;
- for looked-after children, whether the school's policies are sensitive to their needs, e.g. in accessing out of school hours learning, respecting the children's wishes and feelings about their care status or generally meeting their needs as identified in their personal education plans (PEPs);
- whether any looked-after and previously looked-after children are identified as gifted and talented and how those needs are being met;
- whether any looked-after or previously looked-after children face additional safeguarding challenges of which the school's designated safeguarding lead should be aware;
- whether any looked-after and previously looked-after children have special educational needs (SEN) and whether those needs are being identified and met at the appropriate level;
- whether any looked-after and previously looked-after children have mental health needs and whether those needs are being identified and met;
- whether the school's behaviour management policy is sufficiently flexible to respond to looked-after and previously looked-after children's challenging behaviour in the most effective way for those children;
- how the teaching and learning needs of looked-after and previously looked after children are reflected in school policies, in particular in relation to interventions and resources;
- what the impact is of any of the school's policies, e.g. on charging for educational visits and extended school activities, on looked-after children; and
- what impact Pupil Premium Plus (PP+) has in supporting the educational achievement of looked-after and previously looked-after children.