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| **DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN - REPORT TO THE GOVERNING BODY**Introduction* This report fulfils the statutory requirement that 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 – for further guidance see [here](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)
* Schools without current looked after or previously looked after children need only fill out the top pale grey boxes.
* The work of schools to support Looked After Children can be acknowledged and supported by governing bodies adopting and adapting the Model School Policy for Care Experienced Children in Herefordshire. This is available on the Herefordshire Council website.
* To protect confidentiality, this report must not mention individual children by name.
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| Name of School or setting : Name of Nominated Governor?  |  |
| Address |  |
| Period covered by report  | From - date |  | To - date |  |
| Name of Designated Governor for looked after and previously looked after children |  |
| Name of Designated Teacher for looked after and previously looked after children |  |
| Position of the Designated Teacher within the school’s structure.  |  |
| 1. Has the school adopted a policy for looked after and previously looked after children? | If adopted, please state date governors adopted policy:    |
| 2. What training about looked after and previously looked after children, attachment difficulties and trauma has been undertaken and by whom? | Training    | Date | Comment |
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| 3. How many looked after and previously looked after children to Herefordshire Council attend the school and in what year groups? | Year group  | Number of children |
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| 4. How many looked after and previously looked after children to other local authorities attend the school and in which year group? | Year Group | Number of children  | Local Authority |
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| 5. SEN: How many looked after and previously looked after children have special needs and in what areas?  | Number of children  | Area of need | Comment – any issues with support or planning e.g. EHCP? |
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| 6. PEPs: Do all looked after looked after children have an up to date, PEP (Personal Education Plan) which is reviewed termly?N.B previously looked after children do not require a PEP | Yes /NoPlease comment on good practice or development areas  |
| 7. How are carers, social workers and the young person involved in the PEP?  | Comment :  |
| 8. PEP Quality: Do all PEPs have aspirational targets for attainment and progress linked to support to enable their achievement? Are targets being met? | Yes /NoPlease comment on good practice or development areas |
| 9. Are PEPs transferred promptly if a child in care changes school? | Yes /NoIf no please comment:  |
| 10. Attainment, Progress and use of Pupil Premium:Do not use children’s names.Please describe attainment and progress alongside any other data and show how Pupil Premium was used to support. | Child 1, 2, etc. | Attainment  | Progress  | How was Pupil Premium used to support attainment and progress [e.g. one to one tuition, key adult training, ]?  | Comment – wider issues that helped or hindered progress |
| Child 1 |  |  |  |  |
| Child 2 |  |  |  |  |
| Child 3 |  |  |  |  |
| Child 4 |  |  |  |  |
| 11. Pupil Premium:Please describe any other uses of Pupil Premium and outcomes [e.g. to provide social and emotional support] |   |
| 12. Admissions: Have there been any issues with admissions or in year transfers for Looked after and previously looked after children and if so how are they being addressed? | Yes /NoIf Yes please comment: |
| 13. Attendance: Are there any attendance issues for Looked after and previously looked after children and if so how are they being addressed? | Yes /NoIf Yes please comment: |
| 14. Exclusion: Have any Looked after and previously looked after children had fixed term or permanent exclusions?  | Yes /NoIf yes comment on provision of education during exclusion and support for reintegration and inclusion. |
| 15. Support: How effective is support from other agencies and services? (e.g. social workers, health professionals, CAMHS,HIPSS /?) |  Comment |
| 16. Virtual School: Has appropriate support and challenge been provided, if needed, by the Herefordshire Virtual School? | Yes /NoIf No please comment: |
| 17. Other Local Authorities: Has appropriate support and challenge been provided, if needed, by other Local Authorities and their Virtual Schools? | Yes/No If No please comment: |
| 18. Are there other issues that the school wishes to raise? |   |