

# Designated Teacher report to the Governing Body on Previously Looked After Children (PLAC) and Children Looked After (CLA)

March 2022

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## Introduction

**‘The designated teacher for looked after children and previously looked after’ DfE statutory guidance on their roles and responsibilities - 2018 states 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. In some schools, designated teachers do this by providing the governing

body with a regular report. This report might form part of a broader checklist and format for the annual report. It could be adapted to provide for a termly update if required; the purpose of the report is to:

* Enable the governing body to hold the school to account for the outcomes of Children Looked After and Previously Looked After
* Highlight the work of the Designated Teacher
* Inform the school’s self-evaluation and future actions
* Be part of the school’s evidence base for Ofsted

NB – A school may not have Previously Children Looked After or Children Looked After on roll. However, governors should be mindful that a child can become looked after at any time and without warning. They should therefore be satisfied that arrangements, for these groups of children, are in place.

### The Role of the Designated Teacher

Extracts taken from, ‘Promoting the education of looked after children and previously looked after’ DfE Statutory guidance for Local Authorities - 2018

1. The designated teacher should be a named senior member and qualified teacher of the school, they act as central point of contact. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child’s learning. The most effective designated teachers have a leadership role in promoting the educational achievement of every looked-after and previously looked-after child on the school’s roll. This involves, working with the Virtual School (VS) to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.
2. Designated teachers must take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked-after children learn and achieve and how the whole school supports the educational achievement of these pupils.
3. Designated teachers must also have a more direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children, either directly or through appropriate delegation.
4. Designated Teachers must adopt a culture where the educational achievement of children looked after and previously looked-after children is promoted.
5. Designated Teachers should ensure they are the 'expert' within the school to provide information, advice and guidance to staff about:
   * differentiated teaching strategies appropriate for individual pupils who are looked- after or previously looked-after children; and
   * the use of Assessment for Learning (AfL) approaches
   * promote good home-school links;
   * support progress by paying particular attention to effective communication with carers, parents or guardians;
   * ensure carers, parents or guardians understand the potential value of one-to-one tuition and are equipped to engage with it at home;
   * ensure carers, parents or guardians are aware of how the school teaches key skills such as reading and numeracy; and
   * safeguarding concerns regarding children looked-after and previously looked-after children are quickly and effectively responded to by the Designated Safeguarding Lead
6. When supporting previously looked-after children, designated teachers should be aware that Worcestershire Virtual School employs a Previously Looked After Children Advisor, who is available to provide information and advice to parents, carers and designated teachers on how to meet the needs of these children. This may be general information, including training opportunities or advice that is child specific. The designated teacher should fully involve parents and guardians in decisions affecting their child’s education

## Template for use by schools, setting and providers

Information within the report and background details is confidential.

Names and specific circumstances must not be discussed.

|  |  |
| --- | --- |
| Name of School: |  |
| Date when the report is prepared: |  |
| Report for the academic year OR term: |  |
| Name of Designated Teacher: |  |
| Name of nominated Previously Looked After and Children Looked After Governor |  |

## Section 1: Basic Information

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Yr Gp** | **Pre- school** | **R** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **Total** |
| No. of CLA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No. of PLAC |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Questions** | **Area for text** |
| List the Local Authorities responsible for the Children Looked After in the school/setting: | Insert text: |
| Number of **Children Looked After** entering the school/setting during the academic year or term | Insert text: |
| Number of **Previously Looked After Children** entering the school/setting during the academic year or term | Insert text: |
| Number of **Children Looked After** leaving the school/setting during the academic year or term | Insert text: |
| Number of **Previously Looked After Children** leaving the school/setting during the academic year or term | Insert text: |
| Number of children who have been in care for 1 year or more | Insert text: |
| Number of **Children Looked After** identified as gifted, able or talented. If yes, in which areas: | Insert text: |
| Number of **Previously Looked After Children** identified as gifted, able or talented, subject areas: | Insert text: |
| Number of **Children Looked After** who have an EHCP | Insert text: |
| Number of **Previously Looked After Children** who have an EHCP | Insert text: |
| Number of **Children Looked After** on the school’s SEND register receiving SEND Support (excluding EHCPs) | Insert text: |
| Number of **Previously Looked After Children** on the school’s SEND register receiving SEND Support (excluding EHCPs) | Insert text: |
| How is the school/setting meeting the needs of these identified children? |  |

## Section 2 Attendance and Exclusions

### Pattern of exclusions

#### **Number of Children Looked After with a suspensions/permanent exclusion to date (current academic year or term)**

|  |  |
| --- | --- |
| Total days lost: | Insert text: |
| Number of Children Looked After permanently excluded: | Insert text: |
| Number of Children Looked After who have received at least one suspension. Total number of days in brackets. | Insert text: |
| Number of Children Looked After who have received more than one suspension. Total number of days in brackets. | Insert text: |
| Number of Children Looked After who have moved out of school/setting during the academic year: | Insert text: |

#### **Number of Previously Looked After Children with a suspensions/permanent exclusion to date (current academic year or term)**

|  |  |
| --- | --- |
| Total days lost: | Insert text: |
| Number of Previously Looked After Children permanently excluded: | Insert text: |
| Number of Previously Looked After Children who have received a suspension. Total number of days in brackets. | Insert text: |
| Number of Previously Looked After Children who have received more than one suspension. Total number of days in brackets. | Insert text: |
| Number of Previously Looked After Children who have moved school/setting during the academic year: | Insert text: |

#### **Pattern of attendance**

|  |  |
| --- | --- |
| The number of Children Looked After % attendance for last full academic year | Insert text: |
| Previously Looked After Children % attendance for last full academic year | Insert text: |
| Non CLA & PLAC % attendance (same period) | Insert text: |
| Children Looked After % unauthorised absence (same period) | Insert text: |
| Previously Looked After Children % unauthorised absence (same period) | Insert text: |
| Non CLA & PLAC % unauthorised absence (same period) | Insert text: |
| How does the pattern of attendance and exclusion relate to all children in your school/setting? | Insert text: |
| Number of Children Looked After on part time or reduced timetable. Do all PLAC on a part time timetable have a reintegration plan? | Insert text: |
| Number of Previously Looked After Children on part time or reduced timetable.  Do all PLAC on a part time timetable have a reintegration plan? | Insert text: |
| Section 2: Suggested actions for the school/setting and Governing Body |  |
| Insert text: |  |

## Section 3: Progress and attainment of Children Looked After

Please use Personal Education Plans or Personal Progression Plans (post 16) to support your responses

|  |  |
| --- | --- |
| **To what extent do children looked after have access to a broad and balanced curriculum or appropriate programme of learning (post 16)?** | Insert text: |
| **To what extent do children looked after make expected progress against their own challenging targets?** | Insert text: |
| **Describe the approach to learning for children looked after.** | Insert text: |
| **Achievements in external national assessments** for Children Looked After, where appropriate | Insert text: |
| **Wider Learning Achievements** e.g. participation/achievement in arts, sporting, volunteering or music events. | Insert text: |
| Using the ‘review of targets’ information in the Personal Education Plan or Personal Progression Plan (for Post 16) to make your judgement. What is the impact of the **Pupil Premium funding** to close the attainment gap for **Children Looked After and Previously Looked after** with their peers and to develop wider learning? | Insert text: |
| Type of Intervention | Insert text: |
| Impact (qualitative AND quantitative measures) | Insert text: |
| What is the impact of the **Pupil Premium funding** to raise attainment and address wider SEMH needs for **Children Looked After** and **Previously Looked After**? | Insert text: |
| Type of Intervention | Insert text: |
| Impact (qualitative AND quantitative measures) | Insert text: |
| **Section 3: Suggested actions for the school/setting and Governing Body:** | Insert text: |

## Section 4: Roles and Responsibilities of the Designated Teacher for CLA and PLAC

|  |
| --- |
| Report on the barriers and/or challenges relating to supporting CLA and PLAC. |
| Insert Text: |
| How does the Designated Teacher monitor the progression (academic and wider outcomes) of CLA and PLAC? |
| Insert Text: |
| How is pupil/young person voice gathered? What is the impact? |
| Insert Text: |
| State the professional development undertaken by staff to support CLA and PLAC and the impact for the children /young people. |
| Insert Text: |
| **Section 4: Suggested actions for the school/setting and Governing Body:**  Insert Text: |

## Section 5: Personal Education Plans (PEPs) & Personal Progression Plans (for Post 16 CLA)

* Do targets reflect the importance of a personalised approach to learning that meets the identified needs of the child/young person, raises aspirations and builds life chances?
* To what extent are targets sufficiently challenging and measurable?
* Are PEPs/PPPs reviewed and continually monitored?
* How effectively are children/young person’s views are captured?
* How effectively are carers and social care engaged in the PEP/PPP process?
* To what extent are other members of staff involved in the PEP/PPP process (to collect views, give feedback after the PEP/PPP meeting, supporting the review of targets etc)?

**Section 5: Suggested actions for the school/setting and Governing Board:**

## Section 6: Destinations

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Group** | **Number of CLA** | **Number of PLAC** | **Destinations** |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| **Section 6: Suggested actions for the school/setting and Governing Body:** |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Role** | **Signature and Date** | **Reviewed by and date** |
| Designated Teacher |  |  |
| Head Teacher |  |  |
| Governor |  |  |