[SCHOOL LOGO]

**Designated Teacher Report**

**to the Governing Board**

**Regarding Children Looked After (CLA)**

**& Previously Looked After Children (PLAC)**

**Reporting Period:** [Term/Year]
**Designated Teacher:** [Name]
**Date of Report:** [Date]

# Introduction

DfE statutory guidance for ‘The designated teacher for looked after and previously looked after children’ (2018) states:

*‘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. The patchy nature in the numbers of looked-after and previously looked-after children in any one school means it would be best to have a flexible approach to providing such a report.’*

Note – 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.

This report provides governors with an overview of the support, progress, and outcomes for looked-after and previously looked-after children, alongside actions taken to fulfil statutory duties.

# The Role of the Designated Teacher

DfE statutory guidance for ‘The designated teacher for looked after and previously looked after children’ (2018) states:

*The designated teacher should be a central point of initial contact within the school. 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 VSHs 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.*

*Designated teachers should 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.*

*Designated teachers are also likely to 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. This can be achieved by:*

* *Contributing to the development and review of whole school policies and procedures*
* *Promoting a supportive culture*
* *Being a source of advice for teachers*
* *Working directly with looked-after and previously looked-after children and their carers, parents or guardians*

# 3. CLA & PLAC Profile

|  |  |
| --- | --- |
| Category | Number of Pupils |
| Children Looked After (CLA) | *Insert number* |
| Previously Looked After Children (PLAC) | *Insert number* |
| Year groups represented | *List years* |
| Care placement types | *Foster care, residential, etc* |
| Number of CLA identified as gifted, able or talented |  |
| Number of PLAC identified as gifted, able or talented |  |
| Number of CLA who have an EHCP |  |
| Number of PLAC who have an EHCP |  |
| Number of CLA provided with Alternative Provision |  |
| Number of PLAC provided with Alternative Provision |  |

# 4. Attendance

|  |  |  |  |
| --- | --- | --- | --- |
|  | **CLA** | **PLAC** | **School ‘All’** |
| **Attendance** | % | % | % |
| **Persistent absence** | % | % | % |
| **Severe absence** | % | % | % |
| **Part Time Timetables (number & % of pupils on a PTTT)** | % | % | % |

**Actions taken to improve attendance:**

* [e.g. Regular attendance monitoring, meetings with carers/social workers, tailored interventions]

# 5. Attainment and Progress

|  |  |
| --- | --- |
| To what extent do CLA & PLAC have access to a broad and balanced curriculum or appropriate programme of learning (post 16)?  |  |
| To what extent do CLA & PLAC make expected progress against their own challenging targets? |  |
| Describe the approach to learning for CLA & PLAC. |  |
| Achievements in external national assessments for CLA & PLAC, where appropriate. |  |
| Wider Learning Achievements (e.g. participation/achievement in arts, sporting, cultural, volunteering or music events). |  |
| * What is the impact of the Pupil Premium funding to close the **attainment gap** for CLA & PLAC with their peers?
* Range of Interventions
* Impact (qualitative & quantitative measures)
 | *Use the ‘review of targets’ information in the Personal Education Plan or Personal Progression Plan (for Post 16) to inform your judgement.*  |
| * What is the impact of the Pupil Premium funding to address **SEMH needs** for CLA & PLAC?
* Range of Interventions
* Impact (qualitative & quantitative measures)
 | *Use the ‘review of targets’ information in the Personal Education Plan or Personal Progression Plan (for Post 16) to inform your judgement.*  |

# 6a. Number of Children Looked After with a suspension/permanent exclusion to date (current academic year)

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

# 6b. Number of Previously Looked After Children with a suspension/permanent exclusion to date (current academic year)

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

# 7. Personal Education Plans (PEPs)

* **PEP completion rate**
	+ [Insert %]
* **Quality of PEPs**
	+ [e.g. average RAG rating, up to date, reviewed termly, SMART targets]
* **Key themes or issues identified through PEPs**
	+ [E.g. Gaps in learning, SEMH needs, transition planning]

# 8. Use of Pupil Premium Plus (PP+)

* **Allocation received**
	+ £[Insert amount]
* **Summary of spend**
	+ [E.g. Tuition, mentoring, enrichment activities]
* **Impact evaluation**
	+ [Brief analysis of how PP+ spend has supported progress or wellbeing]

# 9. Wellbeing and Safeguarding

* **Summary of pastoral support provided**
	+ [E.g. Counselling, access to mentoring, specialist support services]
* **Safeguarding concerns raised**
	+ [Yes/No, with anonymised summary if appropriate]
* **Multi-agency working**
	+ [E.g. Links with social care, health, virtual school]

# 10. Staff Training and Development

* **Training delivered to staff**
	+ [E.g. Attachment and trauma, CLA/PLAC best practice]
* **Impact on practice**
	+ [Brief summary of outcomes]

# 11. Partnership Working

* **Engagement with the Virtual School**
* **Pupil Voice**
* **Collaboration with social care, carers, and external agencies**

# 12. Challenges and Next Steps

* **Key challenges**
	+ [E.g. Transition support, maintaining engagement, staff awareness]
* **Priorities and planned actions**
	+ [E.g. Further staff CPD, review of interventions, increased pupil voice]

# 13. Governance and Oversight

* **How governors have been kept informed**
* **Support or decisions required from the Governing Board**
* **Recommendations for the Governing Board**