



## Children Looked After & Children Previously Looked After

Adopted by the Governing Body:

Chair of Governors

Signed:

Date: Apr 2022

Head teacher

Signed:

Date: Apr 2022

Date of publication: April 2022

First Review:

Date of next review: April 2023

## Aim

- To secure the strategic direction and development of Children Looked After (CLA) & Children Previously Looked After (CPLA) support in school – in co-operation with, and under the direction of, the Headteacher and designated teacher
- To promote high standards of teaching for learning for CLA & CPLA

## Responsibilities

- Ensure the school has a designated teacher for Looked After & Previously Looked After Children
- Ensure the designated teacher for Looked After & Previously Looked After Children undertakes appropriate training
- Monitor levels of achievement and progress
- Ensure the designated teacher is working effectively with the Local Virtual School, is disseminating information and good practice to all staff and a positive culture is embedded in all policies and school plans
- As a minimum, governors must consider an annual report from the designated teacher
- The governing board and school leadership team should consider the report and act on any issues it raises so as to support the designated teacher and maximise the impact of the role

## Actions

All actions should be written up and contained within a report ready for distribution by the Governance Professional a week before a Full Governing Board meeting.

The Children Looked After & Children Previously Looked After Link Governor will:

- Take a particular interest in this area and be aware of key legislation and guidance. In addition, link governors should keep up to date with national and local initiatives. Key documents and background reading are: the [Governance Handbook](#) and The DfE Statutory Guidance - [Designated teacher for looked-after and previously looked-after children Statutory guidance on their roles and responsibilities](#)
- Undertake appropriate training to support them in their role
- Meet regularly with the designated teacher for children looked after in order to become informed about current policies, practices and plans for development and to challenge accordingly
- Discuss how the designated teacher promotes a culture of high expectations and aspirations for how looked after children, adopted and previously looked after children learn
- Ensure anonymised issues relating to CLA / CPLA are shared with the full governing board via the head teacher's report where numbers of children in care and related issues can be raised
- Ensure all policies and procedures are reviewed
- Ensure the designated teacher's statutory report is considered annually by the Full Governing Board and any resulting actions are recorded

## Information to support the Link Governor in the role

*Questions for Children Looked After & Children Previously Looked After Link Governor to ask*

The following questions will help you in your role as a link governor and they can be used as a guide in a meeting or on school visits — it **is not** intended that you work systematically through the list. *Remember to always ask for evidence to support the answers given.*

- Does the designated teacher have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of CLA / CPLA?
- Has the DT attended relevant training (recommended 2 days per year?) e.g., Virtual School, DT training, Virtual School conference
- What arrangements are in place to allow the DT sufficient time and resources to discharge his/her responsibilities as set out in the statutory guidance? (e.g. to chair the PEP meetings, attend review meetings, liaise with staff, develop a positive working relationship with the Virtual School etc )
- How does the senior leadership team have oversight of this role and the progress of issues for CLA / CPLA?
- How does the DT manage the Personal Education Plan (PEP) meetings? [*The DT or their trained delegate should chair all PEP meetings, gathering the information ready for the meeting, talking to the child to obtain his/her views and following up of the PEP action plan after the meeting*]
- How are staff informed about CLA / CPLA? 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 CLA / CPLA?
  - Personalised strategies to use in class and around school.
- How does the designated teacher contribute to the deeper understanding of everyone in the school who is likely to be involved in supporting CLA / CPLA to achieve?
- How does the school support a child who joins the school mid-year to quickly feel at home?
- How are additional resources that come into the school for CLA / CPLA used to raise achievement? i.e., Pupil Premium Plus.
- How does the school collect qualifying status information about CPLA?
- Are there any school related issues/policies that prevent CLA / CPLA from achieving?
- What are the arrangements in place that have contributed to successful provision for CLA / CPLA making good or better than expected progress?