CHILDREN LOOKED AFTER AND PREVIOUSLY LOOKED AFTER

REPORT TO GOVERNORS

YOUR

SCHOOL

LOGO

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| --- |
| School: |
| Designated Teacher: |
| Date: |

**No individual children will be identified in this report**

1. **Number of Children Looked After on Roll**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Children Looked After: |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Total |  |
| Number of Children Previously Looked After |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Total |  |
| NCY: | R | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |  |  |

|  |  |
| --- | --- |
| The School has a Policy relating to CLA and PCLA | Yes/No |
| Last review date: | |

|  |  |
| --- | --- |
| Other Policies mentioning CLA and PCLA: |  |
| Admission | Yes/No |
| Pupil Wellbeing and Safeguarding | Yes/No |
| Educational Visits | Yes/No |
| SEND | Yes/No |
| Others – please specify |  |

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| Local Authorities responsible for the children (name each placing authority); |

|  |  |
| --- | --- |
| Number of CLA and PCLA entering the school during the academic year |  |
| Number of CLA and PCLA leaving the school during the academic year |  |
| Number CLA who have been in care for 1 year or more |  |
| Number of exclusions of CLA and PCLA during the academic year |  |
| Number of CLA and PCLA with an EHCP |  |

1. **Workload and Challenges**

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| Are there any workload, or other challenges, relating to the role of the Designated Teacher or other staff, arising as a result of the number of CLA and PCLA on roll at the school and the number of local authorities which are involved? |

1. **Progress**

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| Are all CLA and PCLA in your school making good levels of progress from their starting point?  What are the reasons if they are not making good levels of progress from their starting point?  What is the school doing to support them to make good levels of progress from their starting point? |
| Are all CLA and PCLA achieving in line with age related expectations?  What are the reasons if they are not achieving in line with age related expectations?  What is the school doing to support them to achieve in line with age related expectations? |
| Explain how the school is engaging CLA and PCLA in extra-curricular / enrichment activities  Explain how the curriculum meets the needs of CLA and PCLA |

1. **Attendance and Exclusion (Alternatives to fixed-period exclusions should always be considered for children looked after)**

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| --- | --- | --- | --- |
|  | Children Looked After | Children Previously Looked After | All children |
| Overall % attendance |  |  |  |
| Number with attendance below 90% |  |  |  |
| Fixed-term exclusions: total number of sessions |  |  |  |

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| What is the school doing to prevent exclusions for CLA and PCLA?  What is the school doing to promote attendance for CLA and PCLA? |

1. **Personal Education Plans (PEPs)**

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| --- | --- |
| Percentage of Personal Education Plans completed within 20 days for CLA new to care / new to school |  |
| Percentage of CLA who have a PEP completed within statutory time scales (at least six monthly) |  |
| Number of PCLA who have had a non-statutory PEP meeting |  |
| Have Governor reviews of PEPs been undertaken? | Yes/No |
| How have wider staff been involved in the implementation of PEPs? | |

1. **Impact of Pupil Premium Plus for Children Looked After**

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| What is the impact of pupil premium plus for Children Looked After?  What is the impact of pupil premium for Children Previously Looked After? |

1. **School development plan and policies**

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| How are the needs of CLA and PCLA reflected in school development plans and policies? |

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| **T Training** |
| Training completed by the Designated Teacher since previous report: |
| Training completed by Governors since previous report: |
| List training disseminated to all School Staff and Governing Body: |