

Annual report to school Governors about Looked After Children by the Designated Teacher for Looked After Children

The material below is offered for guidance by the Virtual School for Looked After Children in line with section 2.10 of [*The Role and Responsibilities of the designated teacher for Looked After Children: Statutory guidance for school governing bodies*](#)

Name of School: Buckland CE Primary	Date of report: 2/2/22
Name of Designated Teacher: L Warren	Name of Chair of Governors: S Brady
1. What number of looked after children are on roll and what workload issues arise from this for the designated teacher or other staff?	KS2 = 2 CPLA (2020-21) and 1 CLA (started Sept 2021 in Rec) Head is designated teacher, supported by class teachers and SENCO
2. If levels of progress by looked after children are itemised on appendix A or B, what additional remarks should be made about progress of individuals? If not a full report to be provided here.	50% working at EXP and 50% developing in writing and maths and 100% in reading. 1 CPLA on SEND additional provision for SEMH and application being made for EHCP. 1 on track to meet all ELGs in EYFS
3. How do patterns of attendance/exclusion differ for looked after children compared with other students in the school?	Until recently they did not. Return since October absence has increased for 1 post Covid with school related anxiety. 2, including currently LA excellent attendance.
4. Are there any process or planning issues arising from Personal Education Plans (statutory PEP documents)? For example, are additional resources needed beyond the pupil premium to support the achievement of PEP targets?	Yes – hence EHCP application for SEMH additional needs for 1 CPLA. CLA thriving in all areas.

<p>5. Have any looked after learners been identified as gifted or talented and how are those needs being met?</p>	<p>High level of challenge and individual support for all learners means HA pupils thrive.</p>
<p>6. Are any looked after learners identified as having Special Educational Needs (SEN) and are these needs being met by EHCPs/statements or SEN support? Do these SEN learners have a pupil profile and individual pupil tracker? If they had to move suddenly, do these documents give detailed information for transition enabling continued access to the provision they need?</p>	<p>1 CPLA with SEMH as above. EHCP application in progress. Excellent provision trackers in place with external advice sought and actioned.</p>
<p>7. In what way are the teaching and learning needs of looked after children reflected in school development plans? Can these be met by appropriate interventions and resources?</p>	<p>Behaviour of complex needs children targeted in SDP under behaviour and attitudes. Whole school approach to building positive relationships and applying school values.</p>
<p>8. What training, supplied by The Virtual School for Looked After Children and Care Leavers, 0 - 25, or other providers, has the designated teacher undertaken in order to impart knowledge and understanding about the education and well-being of looked after children to colleagues?</p>	<p>Training 4 years ago – action to update this. Head is designated teacher and very experienced with SEND and attachment. All teachers trained in attachment theory in 2021. Trust Inset from Betsy DeThierry to understand the impact and effects of trauma. SENCO has recently completed NPQSEND.</p>
<p>9. What work has there been with The Virtual School to secure the best outcomes for looked after learners?</p>	<p>PEP meetings to share and advise online with virtual school termly.</p>

<p>10. What is the impact of any school policies on looked after children? For example charging for school visits, extended activities, communications about consultation meetings, arrangements for fixed term exclusions.</p>	<p>Every child treated as an individual. Financial support offered. Relationships with parents good and regular meetings to discuss academic and PSE needs. Where level of need is high this communication is daily.</p>
<p>11. How much pupil premium funding has been received in the last full financial year for looked after children? How has this funding been used for the group and for individuals and how has it impacted on progress?</p>	<p>None in academic year 2020-21. £2345 for CLA in academic year 2021-22. High levels of nurture in EYFS due to levels of staffing and trained expertise.</p>
<p>12. How much pupil premium funding has been received for children adopted from care, or with residential orders or special guardianship orders? How has this funding been used for the group and for individuals and how has it impacted on progress?</p>	<p>2020-21 £4690 for 2 CPLA spent on ensuring high levels of TA support, ELSA provision, SEND interventions where needed and staff training – attachment. This has helped to ensure good progress for all CPLA. On-going SEMH needs and EHCP funding will be needed to support this going forwards. School resources currently being used to supplement funding.</p>
<p>13. Do looked after children experience good or outstanding teaching?</p>	<p>Outstanding teaching.</p>