

Report to Governors for Looked After Children and Previously Looked After Children 2026/27

School:

Date:

Completed by:

Designated Teacher for looked after children and previously looked after children

1- Basic Information and Workload

Numbers of children who are looked after:														
Numbers of children who are previously looked after														
School years:	N	R	1	2	3	4	5	6	7	8	9	10	11	Total

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

Number of CLA entering the school during the academic year	
Number of CLA leaving the school during the academic year	
Number of CLA identified as Gifted, Able or Talented	
Number of CLA with an Education Health and Care Plan (EHCP)	
Number of children who have been looked after for more than a year	
Number of children who have been looked after for less than a year	

Does your school have a policy relating to looked after children and previously looked after children	Yes / No
If not, are you seeking to put this in place?	
If yes when was the policy last reviewed date:	

What are the challenges, relating to the role of the Designated Teacher for looked after children and previously looked after children?	
Suggested actions for the Leadership Team and the Governing Body	

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2 – Achievement and Progress of looked after children

a) Are looked after children in your school achieving in line with their peers?	
b) If not, please give examples of how you are closing the gap.	
c) Is the progress of looked after children monitored as a discrete group, what does the data show?	
d) How do you promote high aspiration to ensure they achieve in line with their peers, according to their ability?	
Suggested actions for the Leadership Team and the Governing Body	

3 - Attendance and Suspensions

Overall % attendance of looked after children	
Number of looked after children missing 15% or more sessions	
Suspensions total number of sessions	

How does this pattern of attendance and suspension compare to that of all children in your school?	
Suggested actions for the Leadership Team and the Governing Body	

4 - Personal Education Plans (PEPs)

Number of PEP meetings completed:	
Are Governor reviews of PEPs routinely undertaken?	
Are relevant staff included in the implementation of the PEP?	

Please record any issues in the process or planning of personal education plans (PEPs)	
Suggested actions for the Leadership Team and the Governing Body	

5 - Planning, Intervention and Resources

Are the teaching, learning and inclusion needs of looked after children reflected in school development plans and policies?

How is the school meeting these needs?	
How is the pupil premium plus spent/ Please provide examples?	
Suggested actions for the Leadership Team and the Governing Body	

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6 – Training*

List any training accessed by the Designated Teacher	
List any training accessed by Governors	
List any training disseminated to all School Staff and Governing Body	
Has the school's Designated Teacher attended the designated teacher forum in Milton Keynes?	
Suggested actions for the Leadership Team and the Governing Body	

*This could include any support and guidance offered by the Milton Keynes Virtual School Team (or other LA Virtual School teams)

Any Further Comments from the Governing Body Meeting:

***Please return this form after it has been submitted to and agreed by the Governing Board to
Katy.Enser@milton-keynes.gov.uk***