# **SG5 Form 202**2**-2**3

# ***This form needs to be communicated to the*** *Local CAST Board* ***by the Designated Teacher for Children Looked After in the Autumn Term 20****22****, and returned to*** ***safeguarding@plymouthcast.org.uk*** ***on the following dates:***

* **Autumn Term – 9th December 2022**
* **Spring Term – 22nd March 2023**
* **Summer Term – 12th July 2023**

Please complete the blue shaded sections (where applicable).

| **Name of School:**  |  |
| --- | --- |
| **Date:**   |  |
| **Form completed by:** |  |

# To protect a child’s need for confidentiality it is also important to ensure that the reports do not mention individual children by name. The report should enable the Local CAST Board to make judgements about the designated teacher role



# **N.B. Details of this information are confidential – names and specific circumstances cannot be discussed.**

| Name of Designated Teacher and Position within the School, e.g. Phase Leader, INCO, Assistant Headteacher, (as indicated by the annual register) |  |
| --- | --- |
| Name of Nominated CLA Governor |  |

**1.Whole School Issues:**

**Summary of Designated Teacher Training:**

* *It is recommended that all designated teachers attend designated teacher training every two years.*
* *It is recommended that all nominated CLA governors attend training on the education of Children Looked After.*

| **Role in School**  | **Date** **Of Training** | **Name of course** | **Provider** |
| --- | --- | --- | --- |
| Headteacher |  |  |  |
| Designated Teacher |  |  |  |
| Nominated CLA Governor |  |  |  |
| **Other Staff** *e.g.**learning support assistants, SENCO, INCO, Mentor*  |
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|  |  |  |  |
| **2.Training provided by Designated Teacher to colleagues about the education and wellbeing of CLA:** |
| **Focus of Training** | **Date of Training** | **Colleagues trained** |
|  |  |  |
|  |  |  |
|  |  |  |

**3. Policy and other documents relating to the education of Children Looked After:**

| **Policies and/or procedures for Safeguarding** | **Date in place** | **Next review date** |
| --- | --- | --- |
| Policy on the Education of Children Looked After |  |  |
| Other related documents e.g. provision map,  |  |  |

**4. Is a record maintained to evidence that all relevant staff/volunteers have access to the above policy, including one to one tutors? Y/N**

**Who is responsible for maintaining that record**? ……………………………………………

**5. Children Looked After Additional Information:**

| How many pupils currently on roll are defined as Children Looked After? |  |
| --- | --- |
| How many pupils on roll have a different Local Authority as corporate parent? Please note the local authority.  |  |
| Are all PEPs fully up to date and formally reviewed at least annually? |  |
| How has the additional budget share funding been used to support the children looked after in school?  |  |
| Has the Designated Teacher quality assured the PEP and reviewed the targets on at least a half termly basis?  |  |
| Describe how Children Looked After are making progress in relation to other vulnerable groups and all children in the school. (i.e. educational, social and emotional progress)  |  |
| What is the pattern of attendance and exclusions? |  |
| How many pupils are registered on the SEND register and at what stage? |  |
| How many CLA pupils are registered on the G&T register? |  |
| What interventions are being used to support the educational attainment and achievement of Children Looked After? |  |
| Where appropriate, has there been partnership working with others beyond the school. *E.g., social worker, Virtual School advisory teachers, specialist CLA educational psychologist, SIPs etc.? (List number of meetings, reports prepared and outcomes)*  |  |
| **Secondary schools only:**Summer term report: For young people in Year 11 indicate the pupil destinations post statutory school leaving age  |  |

**6. Progress of CLA children:**

| **Childs name /Year group** | **End of Summer 2018 Progress** | **Autumn Term Progress** | **Comparison** | **Spring Term progress** | **Comparison** | **Summer Term** | **Comparison** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | R | W | M | R | W | M |  | R | W | M |  | R | W | M |  |
| *A S**Year 3*  | *2W* | *2W+* | *2W+* | *2S* | *2S* | *2S+* | *Progress made in all areas*  |  |  |  |  |  |  |  |  |
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**Other comments on Children Looked After and actions to be taken:**

…………………………………………………………………………………………………………

**Signed**…………………………………………………… **Dated**…………………………………

***This document provides both background information and a possible template for the termly report to the Local CAST Board from the Designated Teacher that will aid school planning.***

**Background**

In discharging this core function it is for the Local CAST Board of each school to determine, in partnership with the head teacher, the key responsibilities of the designated teacher to promote the educational achievement of looked after children, including those aged between 16 and 18 who are registered pupils at the school.

* The way in which the role of the designated teacher will be carried out will vary from school to school. It will depend on the number of looked after children on roll and their particular needs as well as, for example, whether the school caters for primary or secondary age children. It will be particularly important for Local CAST Boards, in partnership with the school’s leaders, to ensure that the focus of the designated teacher’s role is on assessing and meeting the teaching and learning needs of the child and that administrative tasks which support that work are undertaken by support staff.

The designated teacher should be given the appropriate level of support in order to fulfil their role. Some schools may never have had a looked after child on roll and the designated teacher may not therefore be familiar with some of the issues and processes they need to know about. The Local CAST Board should, in partnership with the head teacher, need to ensure that the designated teacher has or will, through their training and development, have the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of looked after children. This means in particular that they make sure the designated teacher understands and helps others to understand:

* the emotional, psychological and social implications of separation from birth families and the reasons for that separation;
* that looked after children are not a homogenous group, but are individuals with many of the same needs as any other child;
* the broad framework of the care system and the way it impacts on the child’s education;
* the reasons why many looked after children under-achieve such as the possible impact of loss and attachment and how the role of the designated teacher is critical to educational achievement by robustly tracking progress and intervening early to narrow learning gaps.
* their own role in contributing to the statutory review of the looked after child’s personal education plan which forms an integral part of the child’s overall care plan.

The Local CAST Board should ensure that the designated teacher is a member of the teaching staff with appropriate seniority, professional experience and status to provide leadership, training, information and advice to others that will influence decisions about the teaching and learning needs of children looked after. Where the designated teacher is not a member of the senior leadership team, a member of the team should be designated as a champion of looked after children issues to work closely with the designated teacher.

The requirement on Local CAST Boards is to appoint a designated teacher to promote the educational achievement of looked after children on the school’s roll and this guidance sits alongside the duty on local authorities under the Children Act 1989 to promote the educational achievement of the children who they look after.

The Local CAST Board should monitor the effectiveness of the designated teacher in undertaking their responsibilities. The Local CAST Board should consider a brief report three times a year from the designated teacher on the progress and educational needs of Children Looked After who are on the school’s roll.



To protect a child’s need for confidentiality it is also important to ensure that the reports do not mention individual children by name. The report should enable the governing body to make judgements about the designated teacher role in relation to:

* any workload issues arising as a result of the number of looked after children on roll at the school and the number of local authorities which are involved;
* how looked after children are making progress in relation to other vulnerable groups and all children at the school (i.e. Educational, social and emotional progress);
* the pattern of attendance and exclusions;
* any process or planning issues arising from the implementation of the action plan to raise achievement in the personal education plans (PEPs);
* whether any are identified as gifted and talented and how those needs are being met;
* whether any have special educational needs (SEND) and whether those needs are being met through a formal statement or other support measure (exceptional needs funding etc.);
* how the teaching and learning needs of children looked after are reflected in school development plans and are being met in relation to interventions and resources;
* training undertaken by the designated teacher in order to impart knowledge and understanding about the education and wellbeing of children looked after to colleagues;
* the impact of any of the school’s policies, for example on charging for educational visits, extended schools activities and transport on looked after children.