10 questions to be asked by a governor meeting the Designated Teacher (DT) for Looked After Children (LAC)

1. Has the Designated Teacher (DT) had appropriate training to carry out the role? (eg. Virtual School DT training, network meetings, attachment and trauma training)

2. 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? (eg. chair PEP meetings, liaise with staff etc)

3. How does the senior leadership team have oversight of this role and the progress/barriers for Looked After Children?

4. How does the DT manage the Personal Education Plan (PEP) meetings? (The DT should chair all PEP meetings, have an oversight of pupil premium plus spending, gather the information ready for the meeting, talk to the child to obtain his/her views and follow up of the PEP desirable outcomes after the meeting).

5. How are staff informed about Looked after Children and how widely is the information pertaining to these children shared? How are specific safeguarding issues managed (including online safety and photographs).

6. What training have all staff had on supporting Looked After Children?

7. How does the school support a child who attends the school and is recently in care or who is in care and new to the school to quickly feel safe and valued?

8. How are additional resources that come into the school for Looked After Children used to raise achievement? (pupil premium plus funding)

9. Are there any school related issues that are a barrier to the progress and attainment of LAC?

10. What are the arrangements in place that have contributed to successful provision for Looked After Children making good or better than expected progress? Have any case studies been completed?