# 

LOOKED AFTER and Previously Looked after CHILDREN REPORT FOR GOVERNORS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Summary information** | | | | | | |
| **School** |  | | | | | |
| **Designated teacher for LAC** |  | | **Designated governor for LAC** | |  | |
| **Term/academic year** |  | **Total number of looked after children** |  | **Total number of previously Looked After children on Special Guardianship order.** | |  |
| **Total number of pupils** |  | **Total number of previously looked after children** |  | **Total number of previously Looked After children on Child Arrangement order.** | |  |
| **LAC policy in place** | **Yes/No** | **Last review:** | **Other policies referencing LAC pupils specifically (e.g. admissions) :** | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Whole school information** | | | | | | | | |
| Numbers of Looked After Children: |  |  |  |  |  |  |  |  |
| Number of Adopted Children |  |  |  |  |  |  |  |  |
| Number of previously Looked After children on Special Guardianship order. |  |  |  |  |  |  |  |  |
| Number of previously Looked After children on Child arrangement order. |  |  |  |  |  |  |  |  |
| School years: | F1 | F2 | 1 | 2 | 3 | 4 | 5 | 6 |
| Names of other Local Authorities placing children in the school |  | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Breakdown characteristics** | | | | | | | | | | |
|  | **Gender** | | **SEND** | | | | **New starters** | **School leavers** | **Exclusions within the term** | **High ability** |
| F | M | E | K\* | K | N |
| LAC |  |  |  |  |  |  |  |  |  |  |
| Previously LAC |  |  |  |  |  |  |  |  |  |  |

E= EHCP

K\* = EHCP application submitted and awaiting response

K = SEN support

N = No SEN support required

|  |  |  |
| --- | --- | --- |
| **Attendance** | | |
|  | LAC | Previously LAC |
| Overall % school attendance |  |  |
| Overall % persistent absentees |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Exclusion information breakdown** | | | | | |
| Child | LAC/Previously LAC status | Year Group | Number of FTE  Incidents | Total Number of Days | Reason |
| A |  |  |  |  |  |
| B |  |  |  |  |  |
| C |  |  |  |  |  |
| D |  |  |  |  |  |

|  |  |
| --- | --- |
| **Personal education plans (PEPs)** |  |
| Total number of Personal Education Plans completed in the year |  |
| Are PEPs fully up to date and reviewed each term? |  |
| Does the designated teacher for LAC attend all PEPs? |  |
| Number of Annual Review meetings attended for LAC/previously LAC this year |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attainment summary** | | | | | | | | | |
|  | Below Target  (against Nationally expected) | | | On Target  (against Nationally expected) | | | Above Target  (against Nationally expected) | | |
| Keystage | R | W | Ma | R | W | Ma | R | W | Ma |
| Foundation Stage LAC |  |  |  |  |  |  |  |  |  |
| Foundation Stage previously LAC |  |  |  |  |  |  |  |  |  |
| Key Stage 1 LAC |  |  |  |  |  |  |  |  |  |
| Key Stage 1 Previously LAC |  |  |  |  |  |  |  |  |  |
| Key Stage 2 LAC |  |  |  |  |  |  |  |  |  |
| Key Stage 2 Previously LAC |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LAC expenditure** | | | | | |
| **Allocated PP+ for LAC** |  | | **Allocated PP+ for previous LAC** | |  |
| **Chosen action / approach / training** | | **How it was implemented** | | **Cost** | **Impact on LAC pupils** |
|  | |  | |  |  |
|  | |  | |  |  |

|  |
| --- |
| **Interventions** |
| Provide a summary of the interventions accessed to support the attainment and progress of looked after and preciously looked after children, and the impact they are having. Include academic and SEMH intervention and intervention delivered both in-house and by external professionals. |

|  |
| --- |
| **Training** |
| Provide a summary of any training, networking or wider CPD which has or will impacted on the progress, attainment and/or SEMH of any LAC or previously LAC children in school. |