

One minute guide



Governors' Statutory Responsibilities For Looked After Children – A Summary

A child is looked after if:

- The child's parents agree that the child goes into care. This is often referred to as a 'section 20'.
- The child has been legally removed from their parents without the parents' consent. This is referred to as a care order.

Governors must appoint a Designated Teacher for Looked After Children who:

- Is a qualified teacher working at the school as a teacher OR
- Is a Headteacher or acting Headteacher
- Has appropriate seniority, professional experience and status and can provide leadership and training that will influence decisions around Looked After and Previously Looked After Children

The designated teacher must:

- Acting as an advocate for Looked After Children
- Taking the lead responsibility for helping school staff understand the difficulties affecting Looked After Children and how positive systems of support can help to overcome them.
- Promote a culture of high expectation amongst all staff in the school.
- Make sure the young person has a voice in setting learning targets.
- Ensuring their personal, emotional and academic needs are prioritised
- Developing and monitoring systems for liaising with carers, social workers, health professionals and the Virtual School.
- Support carers and communicate regularly with them.
- Monitoring the educational progress, attainment and attendance of all Looked After Children and Previously Looked After Children.
- Lead on the development and implementation of each child's Personal Education Plan (PEP).
- Intervening if there is evidence of individual under-achievement or absence from school.
- Liaising with the member of staff responsible for monitoring children on the Child Protection Register.
- Making sure that carers understand the importance of supporting learning at home.
- Feedback to the governors at least once a year.

Governors must:

- Make sure that the designated teacher receives appropriate training.
- Be updated at least annually by the designated teacher on Looked After Children and their progress.
- Work with the Leadership Team to act on issues raised in the report.
- Ensure that where the Designated Teacher is not a member of the senior leadership team, a member of the team is designated as a champion of Looked After Children.
- Ensure school policies and approaches appropriately reflect and are sensitive to the needs of Looked-After and Previously Looked After Children.
- Ensure any additional needs are being identified and met including mental health issues.

The governors must be aware of:

- Workload implications of being the designated teacher.
- Levels of progress made by Looked After Children.
- The impact of Pupil Premium Plus on supporting the educational achievement of looked-after and previously looked-after children.
- Patterns of attendance and exclusions.
- Any process or planning issues arising from the Personal Education Plans.
- Progress of Looked After Children who are gifted & talented or who have special educational needs.
- Whole school planning – does it cover Looked After Children?
- Training undertaken by the designated teacher.
- Work with the local authority.
- The impact of school policies on Looked After Children.
- In some schools, designated teachers do this by providing the governing body with a regular report. It is best to have a flexible approach to providing such a report.

The local authority's Virtual School supports Looked After Children by:

- Providing direct, educational support to Looked After Children.
- Providing training to schools to enable them to better support the varying needs of our Looked After Children across all phases of education.
- Monitoring the attendance and behaviour of Looked After Children and providing support if needed.
- Supporting children attending Out of County Schools to ensure that they are receiving a level of education that we would expect for our own children.
- Working with designated teachers and social workers to support admissions to schools and transitions from one school to another.
- Working with schools and settings to reduce exclusions, including preventing permanent exclusions.
- Leading projects and initiatives to give children in our care opportunities to develop themselves both personally and academically.
- Raising the aspirations and encouraging ambition for children in our care.

Governors can obtain full details of these responsibilities from:

- The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities. [This can be found on the government website](#)

For further information please contact the Virtual School:

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