

The Oak Partnership
The Role of Local Governance Committee Looked After Children (LAC) Link Governors

Role of the Looked After Child Link
<p>The link will</p> <ul style="list-style-type: none"> • Have a good understanding of the Looked after Children policy • Will meet regularly with the DT (Designated Teacher) for LAC • Visit the school to gain an understanding of the policy being implemented and to monitor the consistency of its implementation • Make sure that the DT has received and continues to receive appropriate training • Make sure that all staff have regular CPD supporting their understanding of LAC
<p>To report to the Local Governance Committee (LGC)</p> <ul style="list-style-type: none"> • The number of looked after children in the school • A comparison of data for LAC and other pupils in the school • Attendance of LAC pupils • Level of exclusions – fixed and permanent • Destination of LAC pupil/s
<p>To monitor: -</p> <ul style="list-style-type: none"> • school/academy policies and procedures to make sure that LAC have equal access to: - <ul style="list-style-type: none"> ○ The curriculum ○ Any public tests examinations ○ Additional interventions to support educational progress ○ Careers guidance ○ Additional educational support ○ Extra-curricular activities ○ Work experience • the application of the Looked after children policy across the school/academy • outcomes for the LAC and how well they are doing in comparison to other pupils • additional monies through Pupil Premium and any other top-up funding is having an impact on outcomes and opportunities for the LAC.

Over the course of an academic year, the LAC Link Governor should ask raise these issues in discussion with the Designated Teacher and report back termly to the Local Governance Committee on the outcomes.

Questions	Evidence – as provided by the school e.g. HT. DSL, reports and pupils	How does the board monitor this and how do you know (Corroboration sought through triangulation)
How many LAC are there in the school?		
Is there a DT who is a qualified teacher? Are they a senior member of staff?		
How does the school/academy link with the virtual school and access the support?		
How does the LAC policy relate to other policies?		
How are staff informed about LAC and how do they find out		

Questions	Evidence – as provided by the school e.g. HT, DSL, reports and pupils	How does the board monitor this and how do you know (Corroboration sought through triangulation)
about the name of the DT and personalised strategies?		
Are staff properly trained, especially the Designated teacher?		
How does the DT manage the Personal Education Plan meetings?		
What interventions/support are in place to ensure that LAC achieve?		
How are transitions supported?		
How does the school/academy work with external agencies to ensure information is shared correctly?		
What are the outcomes/predictions for this group of pupils and how does it compare?		
Is attendance monitored closely?		