What your school needs to offer Looked After children

- a DT that has undertaken appropriate training and is a school leader with appropriate influence
- a DT who has lead responsibility for helping school staff understand the aspects which affect how looked after children learn and achieve
- a school with a culture of high expectations and aspirations for how looked after children learn
- a school that ensures the child/young person has a voice in setting outcomes
- a school that ensures high quality PEPs that are used as a tool to make sure progress towards education outcomes is monitored
- a DT that has a key role in helping looked after children make a smooth transition to their new school or college
- a DT that has a key role as a central point of initial contact who can manage the process of how the school engages with others (e.g. social workers, virtual school heads), works in a joined up way and minimises disruption to the child’s education

In addition
- school governors must receive an annual evaluative report on the provision and outcomes for looked after children from the DT