

**10 questions to be asked by a governor meeting the Designated Teacher (DT)
for Adopted, Looked After Children (LAC) and Previously Looked After Children (PLAC)**

1. Does the designated teacher have appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of LAC and PLAC?
-have they attended relevant training (recommended 2 days per year?) e.g. Virtual School DT training, Virtual School conference
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?* (e.g. to chair the PEP meetings, attend review meetings, liaise with staff, develop a positive working relationship with the Virtual School etc)
3. How does the senior leadership team have oversight of this role and the progress of issues for LAC/PLAC?
4. How does the DT manage the Personal Education Plan (PEP) meetings?
[The DT or their trained delegate should chair all PEP meetings, gathering the information ready for the meeting, talking to the child to obtain his/her views and following up of the PEP action plan after the meeting]
5. How are staff informed about LAC/PLAC? And how do they find out about: :
 - The name of the Designated Teacher and who else performs elements of this role?
 - The children in their class (if any) who are LAC/PLAC?
 - Personalised strategies to use in class and around school.
6. How does the designated teacher contribute to the deeper understanding of everyone in the school who is likely to be involved in supporting LAC/PLAC to achieve?
7. How does the school support a child who joins the school mid-year to quickly feel at home?
8. How are additional resources that come into the school for LAC/PLAC used to raise achievement? ie Pupil Premium Plus funding up to £2300 per LAC/PLAC. How does the school collect qualifying status information about PLAC?
9. Are there any school related issues/policies that prevent LAC/PLAC from achieving?
10. What are the arrangements in place that have contributed to successful provision for LAC/PLAC making good or better than expected progress?