

**REPORT TO GOVERNORS ON LOOKED AFTER CHILDREN
School Year 2020-21**

Date of report:	September 2021
Designated teacher for Looked After Children:	Sophie Charnaud- DTLAC
Number of Looked After Children in this school by year group during school year 2020 - 21:	<p>Y7 2 (1 student arrived mid-year) + 1 previously LAC student</p> <p>Y8 1 (+ 1 previously LAC Student)</p> <p>Y9 3 (1 student arrived mid-year) and 2 students became previously LAC during the year</p> <p>Y10 1 (+ 1 previously LAC student)</p> <p>Y11 1 (became previously LAC during the academic year)</p> <p>Total 8 students LAC / 3 students previously LAC (this increased to 6 previously LAC students by the end of the academic year)</p>

1. Fulfilling the requirements of the role of designated teacher for Looked After Children

B&NES recommended LAC Checklist completed and regularly updated

Designated Teacher Looked After Children (DTLAC) is aware of all LAC pupils in school in all authorities.

In 2020-21 Somervale had 8 LAC pupils- 4 with B&NES, 2 with Somerset, 1 with Cornwall and 1 with South Gloucestershire authority. In addition to this, there were 3 previously LAC students, which had increased to 6 previously LAC students by the end of the academic year.

All pupils have an up to date Personal Education Plan (PEP) in place. This is reviewed 6-monthly or more often if required. Additional meetings are held with carers and social workers to review progress and share information. Additional meetings are also held with students and their carers' and social workers in Year 11.

PEP meetings are the responsibility of the school's DTLAC. Meetings typically include: LAC pupil, carer, social worker, representative of VSLAC, school DTLAC, Inclusion Support Manager, school Head of Key Stage and other relevant professionals as

required. Meetings take place at Somervale. During Covid-19, meetings continued in the agreed timescales, but many of these meetings were held virtually.

The DTLAC acts as an 'advocate' for LAC pupils in school. It is the DTLAC's responsibility to monitor academic progress of all LAC pupils and inform school staff, social services and LA staff regarding the additional needs and provision for LAC pupils.

The DTLAC has offered training to staff on Looked After Students as part of a whole school inset. Two additional sessions were provided in 2018-19 for all staff in collaboration with an Educational Psychologist from the Virtual School. These sessions were: Building Resilience in Young People and Supporting Students with Attachment Difficulties. An additional session was also run in collaboration with CAMHS providing staff with strategies and advice on how to support students with anxiety.

Additional sessions had been plan to be led by the EP during the academic year 2019-20 and 2020-21 to support students who have experienced trauma, but unfortunately due to unforeseen circumstances and COVID these were not able to take place.

The Designated Teacher is currently part of a project with the Virtual School to look at developing trauma informed practice. As part of the process the Designated Teacher in involved in reviewing the current provision and will be working with both the virtual school and an EP to design an individualised package of support for all teachers and staff within school to improve attainment and behaviour of LAC pupils.

In addition to formal training the DTLAC meets regularly with students and teachers to share information on how best to support their individual needs within the classroom. Information is updated regularly and shared with relevant staff through the LAC folder on the SEN drive.

Research has shown that attachment issues are a significant concern amongst Looked After children. The DLAC has attended sessions provided by the Virtual School on attachment and trauma and has shared information with relevant staff and TA's. Relevant information and training is shared with staff when it is received.

2. Levels of progress made by Looked After Children

The DTLAC monitors the progress of all LAC pupils - see attached LAC Student Profile for details on an individual level.

Clearly, the needs of LAC pupils vary due to: circumstances, age, key stage, historical or home-based issues, outside school & community influences and the presence or absence of any additional needs: SEN, EAL, disability and so forth.

Individual needs are supported via a range of school-based and additional interventions. These issues are discussed at the regular PEP review meetings. Interventions may be short-term or long-term.

Progress towards personal targets is measured using the school's P / P- / P+ system and regular data capture throughout the year – see LAC student Profile attached. This information is shared with the social services and carer at the regular PEP meeting, LAC reviews, Parent's Evening and Academic Review Evening (where appropriate). It is shared with the Virtual Schools via regular updates through the use of the PEP Portal service for B&NES students and Welfare Call portal for Somerset and Cornwall. Information is shared with South Gloucestershire authority through their secure mail. Additional information is collected on student performance and attendance by WELFARE CALL each term.

LAC pupils are entitled to the Pupil Premium Plus Grant. This is paid direct to schools and is aimed at supporting participation and raising educational attainment. Use of the premium is planned at the PEP review and may involve additional tuition, educational clubs, trips or visits, music lessons, arts or sports activities etc. The DTLAC is accountable for the appropriate use of the Pupil Premium Plus. It is awarded based on compliance of the PEP progress. Local authorities vary in the way they distribute the PPG+. For example, B&NES hold the funds centrally and invite schools to bid for required funds as a result of the discussion of needs at the PEP review meeting.

All PEPs are reviewed and assessed by the Virtual Schools before providing money to the school to support students.

All LAC pupils have additional support or an appropriate intervention in place, funded by their Pupil Premium Plus.

In 2020 – 21 the PPG+ was £2345/ LAC pupil. Some authorities 'top-slice' a sum from this to retain for high-needs cases. This 'top sliced' funding supports children with high needs, Educational Psychologist support, training, attendance support and the Letterbox Scheme (for some authorities). The remainder is allocated to the school at fixed times in the year as a result of progress towards PEP targets and the production of a 'quality assured PEP' by the school. Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order also receive £2345 This comes to schools directly following information submitted on the school census.

The school offers a graduated approach to meet the needs of its students. The school's universal offer is available to all students within the school. Where students have additional needs these support is put in place to meet the needs of these students using the BANES banding criteria.

Where a pupil is LAC but does not have any special educational needs they will be able to access additional support provided for by funding from the pupil premium plus. Examples of the ways in which this funding may be spent is on mentoring e.g. Sporting Family Change sessions or through 1:1 tuition.

GCSE results 2021:

In 2020-21 there was 1 LAC student. This student had only been in care for a short amount of time and ceased to be LAC mid-way through the academic year.

Data:

	2018-19	2019-20	2020-21
P8	1.42	0.03	-0.64
Open P8	2.29	1.39	-0.44
Eng P8	0.79	-0.64	-0.25
Maths P8	0.48	-0.99	-1.27
EBacc P8	1.61	-0.20	-0.69

Discussion of results:

There was only 1 LAC student in Y11 (2020-21)
Despite being invited in to work 1:1 with a key member of staff during the lockdown

period the student did not attend school. During this time the student became formally LAC and following this they stopped attending school, which meant that they had not completed a number of assessments. A number of actions were put in place to support improved attendance but the reduction in attendance impacted on the results the student achieved.

To support the achievement and progress of LAC students:

- Training was delivered to all staff during a staff meeting by the designated teacher
- Strategies were shared with all staff on how to support individual students
- Revision materials and guides were purchased for all LAC students in KS4
- Additional tutoring in English and Maths were offered to all LAC students
- All students were mentored by the designated teacher
- Regular meetings held with young person, social worker and carers to discuss progress and set targets

Next steps:

- All LAC students to continue to be encouraged to attend weekly English and Maths tutoring from the start of term
- Revision guides / work books to be purchased for all LAC students in KS4
- Designated Teacher to work with the Virtual School regarding a project- Developing Trauma Informed practice. As part of this the Designated Teacher is carrying out a self-evaluation of current practice and will review this with the Virtual School and EP to arrange a targeted training package for staff.
- Designated teacher to attend LAC regional meetings and share advice / information with all staff
- Regular PEP meetings to be held with designated teacher, Social workers, young person and carer
- All LAC students to be mentored through pp mentoring scheme
- Vulnerable groups to continue to be included as a fixed meeting agenda point for all departments at each meeting
- Progress / attendance / behaviour to be tracked and interventions put in place, where necessary.

3. Patterns of attendance and exclusions

Authorised and unauthorised attendance, punctuality and exclusion are discussed at the PEP review.

School monitors any attendance concerns at 96% to remain above this threshold where possible.

The Education Welfare Service Officer visits each Head of Key Stage and the Assistant Head teacher once a fortnight to review students whose attendance is causing concern and to discuss what actions and consequences have taken place.

- Levels of attendance for LAC students at the end of term 5 were 60.6%
- LAC attendance was affected as students were 'c' coded if they did not attend school during the lockdown period. All students who were LAC or formally LAC were invited in to school during the lockdown periods, but many chose to work at home, with the agreement of social workers and carers.
- Each student who did not attend school received weekly phone calls and attendance at live lessons was tracked to ensure students engaged in lessons and completed the work set. Weekly reports were shared with both the virtual school and social worker of each student.

Term	LAC Attendance /%	Cohort Attendance/ %
1	78.6	93.9
2	76.9	93.5
3	57.5	92.0
4	57.4	92.1
5	60.6	92.4

Exclusion data:

LAC students received a total 3 exclusions in the academic year 2020-21. When including students that are previously LAC this increased to 4. These exclusions were received by 2 students (1 LAC and 1 Formally LAC)

One of these students no longer attends the school due to a change in placement.

In order to reduce exclusions for LAC the DTLAC was previously part of a working group

with BANES virtual school to look at ways of reducing exclusions for LAC pupils. Information from sessions were shared with the Assistant Head teacher (Pastoral and Behaviour).

A number of supportive strategies are in place to support and promote positive behaviour. Students work with their mentor to identify a 5-1 scale to support them in formulate a range of strategies to use if feeling dysregulated. Furthermore, mentoring and therapeutic activities, such as Thrive are in place to support students and provide them with a range of tools to self-regulate, such as breathing exercises. Students also work with their mentor to identify a 5-1 scale to support them in formulate a range of strategies to use if feeling dysregulated.

The new school behaviour system promotes positive behaviour through its key values:

- Ready
- Respectful
- Safe
- Aspirational

Somervale Students are:

Ready	<ul style="list-style-type: none"> ✓ Punctual ✓ Prepared ✓ Engaged ✓ Focussed
Respectful	<ul style="list-style-type: none"> ✓ Polite ✓ Understanding ✓ Inclusive ✓ Kind
Safe	<ul style="list-style-type: none"> ✓ Responsible ✓ Aware ✓ Considerate ✓ Careful
Aspirational	<ul style="list-style-type: none"> ✓ Hard working ✓ Reflective ✓ Resilient ✓ Ambitious

In addition to this, this academic year students have been introduced to an acronym to promote positive behaviour-

PLACE:

Be **P**olite

Listen attentively

Use **a**ppropriate language

Challenge yourself

Best **E**ffort

This has been introduced to all students through assemblies and tutor times and provides consistency in approach for all students within all lessons.

4. Tracking Post-16 LAC pupils

5 year trend:

2020-21:

1 LAC leaver in Y11, left school in June 2020.

This student has taken up a place at College

No NEET

2019-20:

1 LAC leaver in Y11, left school in June 2020.

This student has taken up a place at College

No NEET

2018-19:

1 LAC leaver in Y11, left school in June 2019.

This student has taken up a place at 6th Form.

No NEET

2017-18:

4 LAC leavers in Y11, left school in June 2018 (1 of these students was attending an alternative provision placement).

All 4 students received offers of places at collect / post 16.

2016 – 17: 2 LAC leavers in Y11, left school in June 2017. Both students have remained in B&NES care placements, giving a continuity of social care. Both students are moving on to FE College placements – City of Bath College. One to complete Public Services and the other to complete Health & Social Care. 0% NEET.

5. Planning issues

Currently (September 2021) there are 4 LAC students and 6 Formally LAC students.

- All LAC students / Formally LAC students are able to access support from the Inclusion and SEND team- This includes: Supported homework club / Access to the inclusion room at unstructured times and interventions, where appropriate (e.g. Thrive / Social Skills, Literacy, Therapeutic services e.g. OTR etc.)
- All LAC students are offered Maths and English tutoring and this support is agreed through PEP meetings with the young person, carer, social worker and virtual

School.

The DTLAC mentors LAC students and would like for all formally LAC students to have mentoring sessions to review attendance, behaviour and progress data regularly. This will be done through the tutor or a member of the pastoral / SEND team.

Statutory guidance ("*The designated teacher for looked after and previously looked-after children. Statutory guidance on their roles and responsibilities. February 2018*") was produced with regards to supporting LAC students within schools in February 2018. The DTLAC has attended training through the virtual school on implementing this effectively within school and has shared information with the Senior Leadership Team/ Class Teachers. Currently the DTLAC is involved in a project with the virtual school to promote trauma informed practice. As part of this, the Designated Teacher is carrying out a self-evaluation of current practice and will review this with the Virtual School and EP to arrange a targeted training package for staff.

During the next academic year the DTLAC will continue to work with the Assistant Head teacher (Pastoral) to reduce exclusions for LAC students, following the advice and guidance of the BANES working group.

6. Young Carers

Sophie Charnaud also **Designated Teacher for Young Carers** (DTYC).

This role carries less statutory responsibility but includes a range of recommended obligations to:

Be aware of any Young Carers in the school. A list of young carers is regularly updated and information shared with staff. In the current academic year (September 2021) there are 18 young carers.

All young carers are able to access additional support from the SEND/ Inclusion team, including supported homework club, access to get set organisation club and access to the inclusion room at unstructured times.

Role includes:

Keeping an up to date list of Young Carers and share this information with staff.

Monitor progress, attendance and behaviour of Young Carers

Make reasonable adjustments in favour of Young Carers circumstances – for example homework, punctuality, appointments etc

Provide additional pastoral support and resources as required

Refer to and liaise with relevant external agencies – particularly the B&NES *Young*

Carers Support Service to provide additional services for Young Carers.