REPORT TO GOVERNORS ON LOOKED AFTER CHILDREN
Year 2025-26

Somervale School

Date of report:	**September 2026**
Designated teacher for Looked After Children:	**Catherine Parker –** DTLAC: Designated Teacher for the Looked After Children
Number of Looked After Children in this school by year group during school year 2023 - 24:	Y7 0 Y8 0 Y9 2 Y10 1 Y11 1 **Total:** 4 students LAC / 5 students previously LAC

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

In 2025-26, Somervale had 4 LAC students- 3 with BANES, 1 with Somerset Local Authority. In addition to this, there were 5 previously LAC students.

Role of the DTLAC:
Designated Teacher Looked After Children (DTLAC) is aware of all LAC students in school in all authorities. All LAC students have an up-to-date Personal Education Plan (PEP) in place, compiled by the DTLAC. This is reviewed every seasonal term/3 times yearly 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 student, carer, social worker, representative of VSLAC, school DTLAC, Inclusion Support Manager, school Head of Year and other relevant professionals as required. Meetings take place at Somervale.

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

Training:
The current DTLAC, Catherine Parker, has been in this role since January 2026. The previous SENDCO, Emily Harris, had been in this role at Somervale since 2022 and was the DTLAC in other settings prior to working at Somervale. In September 2022, she attended 2 twilight training sessions, one held by BANES Authority and one by Somerset. Both Local Authorities have different portals to navigate when completing and submitting the PEPs.

The previous DTLAC had offered a variety of training for staff on:

- Building Resilience in Young People
- Supporting Students with Attachment Difficulties
- How to support students with anxiety by CAMHS
- Developing trauma informed practice in schools

In addition to the formal training above, the DTLAC meets regularly with students and updates teachers using Provision Plans, 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 school's SEN folder on Google Drive.

2. **Levels of progress made by Looked After Children**

The DTLAC monitors the progress of all LAC students. The needs of LAC students 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 assessment system and regular data captures 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 and Parent's Evening. It is shared with the Virtual Schools via regular updates through the use of the PEP Portal service for BANES students and Welfare Call portal for Somerset. Additional information is collected on student performance and attendance by WELFARE CALL each term.

LAC students are entitled to the Pupil Premium Plus Grant. This is paid directly 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, BANES holds the funds centrally and invites 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 students have additional support or an appropriate intervention in place, funded by their Pupil Premium Plus.

In 2023-24, the PPG+ increased to £2570 per LAC student. 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, 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 student is LAC but does not have any Special Educational Needs they will be able to access additional support provided for by funding from the student 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 2025-26:

Data:

	2021-22	2022-23	2023-24	2024 - 25	2025-26
P8	2.05	N/A	N/A	N/A	0.6
Open P8	2.13	N/A	N/A	N/A	0.22
Eng P8	0.7	N/A	N/A	N/A	A8 1.07
Maths P8	2.63	N/A	N/A	N/A	A8 0.81
EBacc P8	2.49	N/A	N/A	N/A	0.54

Discussion of results:

There was 1 LAC students in Y11 (2025-26). This student was assessed as medically unfit to attend school so accessed English Literature, English Language, Combined Science Biology, Physics and Chemistry; and Maths lessons through the Hospital Education Referral Service (HERS), achieving a GCSE grade in all of these. In the past LAC students have engaged extremely well with

in-school core interventions and support that has been offered. The LAC students are invited to attend all tutoring sessions (core and foundation) that are offered to all students in Year 11.

The student generally has excellent attitudes to learning and extremely supportive carers who ensured that they met all deadlines and completed all school work to a high standard. The student was pleased with their results and have secured places on courses of their choice at a local college.

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:

- Revision guides / work books to be purchased for all LAC students in KS4
- 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 student Premium 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 Year 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 6/academic year were 84.23%.

Term	LAC Attendance %	School Attendance %
1	74	94.6
2	73.93	94.03
3	78.83	93.85
4	81.32	93.95
5	83.91	93.94
6	84.23	93.96

Exclusion data:

LAC students received a total of 5-days exclusion in the academic year 2025-26. A number of supportive strategies are in place to support and promote positive behaviour. Students work with their mentor to identify a 5-1 sale to support them in formulating a range of strategies to use if feeling dysregulated and receive 1-1 support from our school's Inclusion Manager. Furthermore, mentoring and therapeutic activities such as ELSA are in place to support students and provide them with a range of tools to regulate themselves, such as breathing exercises, and outside agencies are used as appropriate.

The school's behaviour system promotes positive behaviour through its key values:

- ☐ Ready
- ☐ Respectful
- ☐ Safe
- ☐ Aspirational

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 students**

3-year trend:

2025-2026: 1 LAC leaver in Y11 – this student has taken up place at local college. No NEET.
2024-25: 2 LAC leavers in Y11. These students have taken up places at college. No NEET.
2023-24: 0 LAC leaver in Y11.

5. **Planning issues**

Currently (September 2026) there are 4 LAC students and 5 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. ELSA / 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 will be attending training through the virtual school on implementing this effectively within school and has shared information with the Senior Leadership Team / Class Teachers. During the next academic year, the DTLAC will continue to work with the Deputy Headteacher to reduce exclusions for LAC students, following the advice and guidance of the BANES working group.

6. **Young Carers**

Catherine Parker is also a 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 2026) 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 interventions where needed and access to the inclusion room at unstructured times.

Role includes:
Keeping an up-to-date list of Young Carers and sharing 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.