

Report to governors on looked-after children (LAC) and previously LAC

Wren Spinney School



Date completed: 01/02/2024

This report is for the period: 2023 to: 2024

Date presented to the governing board: March 2024

Author: Daniel Mulchrone

Role in school: SENCo and Designated teacher for LAC and previously LAC

Signature:

Staff training

Specialist LAC / previously LAC training

TRAINING ATTENDED BY	DATE OF TRAINING	COURSE ATTENDED
Daniel Mulchrone, designated teacher for LAC and previously LAC	October 2023	New to the role of designated teacher for looked-after and / or previously looked-after children PeP Quality training
Joshua Gershwin-Williams, headteacher SLT	October 2022 8 sessions in 2023	New to the role of designated teacher for looked-after and / or previously looked-after children Trauma-Informed Leadership
All Staff	April 2023 February 2024	Attachment Awareness (3 workshops) Attachment Disorder Overview

Policies and procedures for LAC / previously LAC

	DATE OF LAST REVIEW	DATE OF NEXT REVIEW	DETAILS OF POLICY UPDATES
WSS Designated Teacher for Children Looked After & Previously CLA Policy	September 2023	September 2024	Updates to who is listed as designated teacher,

Number of LAC and previously LAC

Number of pupils on school role as of 01/02/2024	LAC: 9	Previously LAC: 0
Number of pupils who have a local authority as their corporate parent	1	
Number of pupils who have a different local authority as their corporate parent	1	

Personal education plans (PEPs) for looked-after children

Number of PEPs in place	9
Name and role of person responsible for PEP reviews	Daniel Mulchrone, designated teacher

Progress of LAC and previously LAC

	TOTAL NUMBER IN KEY STAGE	NUMBER MAKING EXPECTED PROGRESS AGAINST EHCP	NUMBER MAKING EXPECTED PROGRESS IN WREN LEVELS	NUMBER MAKING EXPECTED PROGRESS IN ASDAN
Key Stage 3	2	2	2	N/A
Key Stage 4	4	3	2	2
Key Stage 5	3	3	3	3

› Of the two Key Stage 4 pupils who haven't made expected progress

- One student has mental health needs which it has been agreed can't be met at Wren Spinney and is currently seeking a new placement, the EHC team are actively engaged with this. In the interim they are being supported through Fresh Start.
- One student has recently entered care and has gone through a period of significant dysregulation. This led to difficulties engaging with an educational environment. Significant additional input has been gained from OT, SaLT, Behaviour Specialist, medical professionals as well funding to support the higher levels of staffing during this period. The impact of this has been the student gradually increasing their engagement with learning, the classroom environment, and their peers.

Attendance

	LAC / PREVIOUSLY LAC	WHOLE SCHOOL
Overall percentage attendance	89.43%	92.2%
Number of pupils who meet the threshold for persistent absence (less than 90% attendance rate)	3	25
Number of pupils receiving fixed-term exclusions	0	0
Number of pupils receiving permanent exclusions	0	0

- Two students, who live in the same children's home were affected by a series of D&V outbreaks across the Autumn term having a significant impact on their attendance. This has been raised with the student's social workers as a concern. For one student, their attendance has progressively improved with this being 90.5% in Spring One. However, the other student has undergone a medication review in Spring One and this has impacted their health.
- One student required a personalised timetable as they were struggling to engage with the school environment. This impacted their attendance but since this timetable was expanded their attendance has been progressively improving and their attendance in Spring One was 97.6%.

› Interventions and support

Total pupil premium funding for LAC / previously LAC:

	ACTION	IMPACT
Interventions and support specifically funded by the pupil premium plus for LAC / previously LAC	Individualised sessions with Music Specialist	Increased engagement, interaction, emotional wellbeing, opportunities to develop special interests
	Additional input from SaLT	Consistency of approach between residential placement and school, additional input to facilitate interaction skills and relationship building.
	Additional input from OT	Improve regulation, development of sensory diet, writing of sensory ladder,
	Resources to promote engagement, interaction, and play	Purchasing of motivating items, costumes and resources for play, interaction and to promote engagement with the wider curriculum. Shared engagement alongside adults and peers with motivators.
	Purchase a therapy bed or abdominal bowel massage.	Support to alleviate constipation which was presenting a barrier to engagement.
Wellbeing support accessed by LAC / previously LAC	Employed new Wellbeing Officer	Wellbeing officer has begun sessions to support the needs of LAC students, e.g. Additional one-to-one interventions, following OT programs, time to talk. They will also be supporting with RSE moving forwards.
	Individualised sessions with Music Specialist	Opportunities to explore special interests, one to one interaction with staff, opportunity to express emotion through different activities
	Additional input from OT	Impact on sensory integration, ability to develop coregulation skills and engagement skills.
Role of pupil voice	Pupil voice gathered before every PeP meeting (3 times a year)	Increased engagement, reduce behaviour, reduction of avoidant type behaviours, improved interactions with support staff.
	Student focused curriculum driven by individuals' interests focus on pupil's voice	
	Pupils invited to contribute to PeP meetings, where appropriate.	
Actions taken to work	Regular updates and feedback	Positive relationships with majority of

	ACTION	IMPACT
with carers	from settings.	parents, carers, and care placements. This has led to holistic approach to issues.
	Weekly updates	For key students there have been weekly updates based on their progress to ensure continual review and adaptation of their provision.
	Multiple carers set up on class dojo to facilitate engagement.	This has ensured that there are limited barriers to communication for students who work with a wider range of care staff.

Local partnerships

- › Social workers, Virtual Schools Team, Independent Reviewing Officers, Carers.
- › Information is shared through confidential and encrypted platforms such as Virtual School Website, Teams, or Egress.
- › Feedback from Virtual School Platform has graded all PePs as 'Good' in the 23-24 academic year.

Evaluation and improvement plan

STRENGTHS
<p>Personalised targets which align with the needs and interests of the students.</p> <p>Detailed knowledge of the students.</p> <p>Pupil voice is highlighted at the start of every PeP to guide the discussion and inform next steps.</p> <p>Drawing on the expertise of a wide range of professionals to ensure a holistic approach.</p> <p>Worries that are raised as part of ePep process are “addressed proactively” with a “clear support plan” (feedback from Virtual Schools).</p> <p>Feedback highlights that “The narrative is full and informative, and it gives a clear view of the current position including strength and worries” (Virtual Schools).</p>

AREAS FOR DEVELOPMENT	PROPOSED ACTIONS	RESOURCES REQUIRED
Exploring other ways PP+ funding can be spent to support the education of students.	Reaching out to other Designated Teachers within the trust to explore how PP+ is being spent. Continue to use established relationships with carers, virtual	Reach out to other schools within the Creating Tomorrow Trust.

