

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

Wren Spinney



**Date completed:** 01/02/2025

**This report is for the period:** 2024 to: 2025

**Date presented to the governing board:** 2025

**Author:** Daniel Mulchrone

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

**Signature:** *D. Mulchrone*



## 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
Thea Smith	June 2024 January 2025	New to the role of designated teacher for looked-after and / or previously looked-after children PeP Quality training
Joshua Gershwin-Williams, headteacher		
All Staff	February 2024	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 2024	September 2025	Updates to who is listed as designated teacher, no further policy updates

## Number of LAC and previously LAC

Number of pupils on school role as of 01/02/2024	LAC: 8	Previously LAC: 0
Number of pupils who have a local authority as their corporate parent	5	
Number of pupils who have a different local authority as their corporate parent	North Northamptonshire, 1	

## Personal education plans (PEPs) for looked-after children

Number of PEPs in place	8
Name and role of person responsible for PEP reviews	Daniel Mulchrone, designated teacher Thea Smith, Wellbeing Officer

## 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	4	4	4	N/A
Key Stage 4	2	2	2	2
Key Stage 5	2	2	2	2

- All students are currently making expected progress against each of these metrics.
  - One student, who is in their final year has struggled as the transitions progress has escalated this year. They has been managed well so far but this has impacted their engagement and progress made, however, this was expected and planned for.

## Attendance

	LAC / PREVIOUSLY LAC	WHOLE SCHOOL
Overall percentage attendance	96.52%	96.45%
Number of pupils who meet the threshold for persistent absence (less than 90% attendance rate)	1	29
Number of pupils receiving fixed-term exclusions	0	1
Number of pupils receiving permanent exclusions	0	1

- One student had a period of absence connected to a large family holiday; this was unauthorised. However, since this holiday their attendance has been very high.

› 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.
	Purchase of personalised motivating items	Improve engagement and interaction with key areas of the curriculum, eg. Play sessions.
	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, eg. 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 pupils voice	
	Pupils invited to contribute to PeP meetings, where appropriate.	

	ACTION	IMPACT
Actions taken to work with carers	Regular updates and feedback from settings.	Positive relationships with majority of 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, Clinical Psychologists.
- › Information is shared through confidential and encrypted platforms such as Virtual School Website, Teams or Egress.
- › Feedback from Virtual School Platform has graded four PePs as 'Good' and 2 as 'Requires Improvement' in the 24-25 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 eep 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
Consistency of approach and process between individuals who attend PeP's.	Additional training obtained for Wellbeing officer as well as meetings and discussions with SENCo and	Training provided by eep is offered with no additional cost

<p>Continue to use PP+ funding in ways that are relevant to individuals to support their education.</p> <p>Continued focus on LAC attendance and persistent absence.</p> <p>Continue mapping LAC provision through Arbor.</p>	<p>professionals from virtual schools.</p> <p>Continue to use established relationships with carers, virtual schools' team, families and social workers to drive how PP+ is being spent.</p> <p>Continue to implement attendance processes which has more detailed analysis of key groups.</p> <p>Continue input from family support worker on LAC attendance.</p> <p>Implement changes to communication pathways for LAC pupils where attendance is a concern to ensure all other professionals are aware.</p> <p>Map interventions accessed by LAC students on Arbor to track impact and associated funding.</p>	<p>Refinement of attendance Excel Spreadsheet and how it is integrated with Arbor.</p> <p>Input from FSM and Wellbeing Officer.</p>
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