

Children in Authority Care: Designated Teacher's Annual Report to the Governing Body

School:	St Johns CofE Primary School
Designated Teacher/ Position:	Mrs J Haigh (Deputy Head/SENCO/DSL/DT)
Nominated LAC Governor:	Mrs J Clark
Date:	September 2021

This report has been anonymised as the names and specific delicate circumstances must remain confidential.

1. Number of looked after children (from September 2021)

Number of looked after children on the school roll, including those with special guardianships, residency orders and adoptions =

Year Group	Number of looked after children
N	1 in authority care (Walsall) (September 2021 starter)
R	1 in authority care (Walsall) 1 residency order 1 adopted
1	1 in authority care (Wolverhampton)
2	1 in authority care (Walsall)
6	1 in authority care (Walsall) 1 special guardianship 1 residency order

Number of pupils who have Walsall Council as their corporate parent during 2020/2021?

4 in Walsall

How many pupils on roll have a different local authority as corporate parent? Please note the local authority.

1 in Wolverhampton

2. Attainment/Achievement of the children from academic year 2020-2021

Data.

As of July 2020, there were 568 children aged 3-18 in care, which shows an increase of 31. One of our children went into care during this time (during pandemic). There is an equal gender split across Walsall, 51% girls, 49% boys. 62% of these children are educated in Walsall.

It is important to note that children in authority care are 4x more likely to have a special educational need and 9x more likely to have an EHCP. Currently, one of our pupils has an EHCP and school is considering another to meet needs.

In Walsall, 42% of children were identified as having a SEN and of these children they are 3x more likely to have SEMH as their primary need. In Walsall, 44% of these children fall into this category. Our school has 2 children on the SEN register.

How many looked after children are identified as special educational needs? How are their needs being met?

Current Year 2 child	EHCP – Primary area Cognition and Learning
Current Year 1 child	SEN support – Primary area SEMH
Current Year 6 child	Put on concern list

These children's individual targets are set termly through the PEP and for those of the SEN register, they also have termly targets set via the Assess Plan Do Review process for SEN. Review meetings are carried out with foster carers and social workers.

We did not have end of Key Stage data for Key Stages 1 and 2, as our children were in years 1 and 5 so not comparisons here. The child in Nursery met the good level of development for that year. Historically, we have had more boys than girls in authority care, however, recently, this trend has changed and in the academic year 2019/2020, we had all girls. We now have a male sibling to a child currently with us - he started in our Nursery setting.

How well are looked after children progressing in the school compared to their peers in the same year group?

The looked after child currently in Year 6 was just below national average. The second Covid lockdown helped her tremendously as she had more attention with less children in the class, (more focus with less distraction), however, socially, it was detrimental. She is still on our concerns list and Virtual School have offered 1:1 tuition to help boost her levels. Class teacher is very mindful of her needs and quality first teaching is the first port of call. Funding will also be sought for additional support in school so that she can try and achieve expected level of development. Concerns will be raised at the next PEP. She achieved 5W in reading, 5b+ in writing and 5b+ in maths at the end of the last academic year.

The looked after child currently in Year 2 had an additional year in Reception due to Covid and due to a change in her home situation (taken from Mum during first lockdown and placed with her Aunt who has an additional 3 children). Her new home environment has made a vast difference and she is starting to make better progress. An EHCP was applied for, and granted due to the nature of her needs both academic and emotionally. Prime area is cognition and Learning. She is currently below age related, however, she is making larger strides to bridging the gap especially socially. In the areas of PSHE, she thrived and in creative development. Her reading and maths is proving to be more of a challenge and we have additional speech and language targets to work on.

The child currently in Year 1 is under Wolverhampton authority. Challenging attention seeking type behaviours and inappropriate actions for attention (lots of the bathroom genre). Wolverhampton work differently to Walsall, they spread the PP money out across the terms and it is not easy to request more money. This will be raised at the next PEP and school intends to move forward with an EHCP application. She is an able child, verbally articulate, and she is making progress with reading, writing and maths, however, her behaviours, social and emotional needs and concentration levels inhibit quicker progress. She did not achieve expected level in all areas in her Reception year, but we know she is capable of so much more academically and are working on this to address it.

The child currently in Reception achieved the expected level of development by the Summer term in Nursery, with the exception of self-regulation. However, this area had improved significantly since she started in the September of 2020. Her brother started Nursery this September and at the end of last term, this caused the child some upset as she had not twigged that she would not be in the same building as him to 'show him what to do'. Academically, she is doing well.

How is the school measuring attainment, what systems are in place for closing the gap and accelerating progress for looked after children? Outline what additional support is in place to help specific looked after children catch up with age related expectations. What support strategies are in place for those looked after children identified as gifted and talented?

Year 6 child has received individual support for specific areas of weakness such as spelling, adding detail to her writing and times tables. She has also received support with friendship issues as she was ill equipped when dealing with girls squabbles. This has improved over the year and she is now seeking help from adults.

Year 2 child has had specific intervention for SAL and for social skills with the HLTA. Class based activities within the Reception class have been geared towards practically learning numbers and sounds. Foster Mum has worked closely with us to support this work at home. School purchased a tablet for her to access more games learning at home.

Year 1 child has received 1:1 support throughout her Reception year, and has received partial 1:1 at lunchtimes. She has had work station activities so that she can focus without distraction and she has been taken out of class by the HLTA for social and emotional learning. She is able, so can access the same curriculum as her peers, however, minor adjustments are made so that she can focus for longer (chunking, walk breaks etc)

Reception child has had specific interventions to further accelerate her learning in phonics and number. This was done in small groups. Early Years lead has worked with foster Mum to reinforce learning and strategies at home.

3. REVIEW

Summary of key actions to support looked after children in the previous 12 months

Identified areas for development in the past 12 months	Outcome/ impact
<p>Staff at St John's are established and already fully embrace attachment friendly practices.</p> <p>School achieved Attachment Aware Gold status in September last year.</p>	<p>Staff continue to use emotion coaching to support children's emotional development. This has kept incidents of extreme behaviour to a minimum which is reflected in the school's overall behaviour scores that are carried out termly.</p> <p>Acknowledgement for the work already happening in school.</p>

4. Plan: Proposed actions to improve outcomes for looked after children over the coming 12 months.

1. Actions to raise aspirations, accelerate progress, improve attainment and ensure access to accredited learning

We already have high aspirations and will continue to do so!

2. Improve attendance and reduce exclusions

The attendance of our children in authority care is still excellent!

3. Future training for designated teacher and wider other staff

We ensure that ALL our staff, including teaching staff, teaching assistants, and office staff have attachment training. We have new staff members and all staff attended a recent training day off site related to children's emotional learning and difficulties.

5. Attendance and Exclusions

What is the attendance rate for children looked after and what strategies are in place to support improved attendance should this become an issue?

Attendance is 95% for one child, but she had time out for a broken shoulder and hospital visits. One child is over 99%, one child is over 98% (time off with illness) and the Nursery child (non statutory school age) was 75%, however, this child had day time contact with birth mother and father separately, so could not attend.

What is the fixed term exclusion rate for looked after in children and how does this compare to all pupils in the school?

No fixed term exclusions across the whole of school.

What is the permanent exclusion rate for looked after children and how does this compare to all pupils in the school?

No permanent exclusions.

What strategies are in place to reduce exclusions of looked after children?

Appropriate behaviour policy, appropriate training (attachment), understanding that all behaviour is a means of communicating a need, concern or worry and the use of emotion coaching so that pupils learn from their lapses in judgement (when in a stable emotional state). Staff are very aware that building a relationships with each child is the key to supporting effectively. Behaviour policy now changed to 'Relationships, Reparation and Restoration' to reflect our ethos and blended approach to behaviour.

6. Personal Education Plans

4

Are all PEPs fully up to date and formally reviewed annually?

Yes

What percentage of the school PEPs are judged to be good?

All with RAG writing of Good or Outstanding

What is the school's internal process for ensuring the quality of PEPs to secure improved outcomes for children in care?

We work as teams, and this feeds into every PEP with discussions with the DT beforehand – all PEP targets are needs led (across all areas – academic, behaviour and social)

7. Pupil Premium Plus

How has the Pupil Premium Plus been used to support looked after children in school?

Additional experiences outside of school (sports, music, health)

Opportunities for after school clubs within school (supported)

In school booster sessions

1:1 support worker for one child

Resources for home learning (including a tablet)

8. Summary of Designated Teacher Training:

- *It is recommended that all designated teachers attend designated teacher training every year.*
- *It is recommended that all nominated LAC governors attend training on the education of Children Looked After.*

All staff have received training regarding the education and needs of children in authority care and the DT attends everything offered by the authority and has carried out additional training online to keep up to speed and consolidate knowledge, which is then shared with staff. A nurturing, individualised approach underpins our behaviour policy, and our whole school ethos. Any information obtained from briefings that are attended, are cascaded to all staff via email.

9. Policy and other documents relating to the education of Children Looked After:

Policy in place and reviewed September 2021.

Our new behaviour policy 'Relationships, Reparation and Restoration' complements the Children in Authority Care policy.

10. Working in partnership

What work has been done with the Virtual School to secure the best outcomes for looked after children in the school?

School has a close relationship with virtual school and they are very happy with our practices.

What work has been done with other partners to secure the best outcomes for looked after children in the school?

None since the Covid pandemic

11. Other comments:

St John's School are attachment friendly, and this is endorsed and certified by Virtual School (Gold standard).

Signature	Person	Date
	Designated Teacher	
	Nominated Looked After Children Governor	