

THE REPORT TO GOVERNORS ON CHILDREN IN CARE

School:	Lakeside School
Date of report:	4/09/17
Designated teacher for Children in Care:	Mike Williamson
Number of Children in Care in this school by year group:	Y6-1 Y7-1 Y8 - 1 Y9 - 2 Y10 - 2 Y11 - 2 Total -9

1. Fulfilling the requirements of the role of designated teacher for Children in Care

During the year I continued my development as Designated Teacher and attended the Looked after children's Annual conference and several Designated Teacher Network meetings. I also attend training on Attachment and trauma run by the Virtual school. This training consists of a range of whole days and half days away from school, spread over two years. This training was then cascaded down to all staff by myself in several twilight training sessions. At the end of the two years Lakeside will become an Attachment aware school and will be better placed to aid pupils who suffer from barriers to accessing their education through attachment issues.

Over last year the school had nine different pupils in care. One year seven pupil left but was replaced with a year 9 pupil so overall numbers stayed the same.

Two Y11 pupils have left school, reducing the number of looked after children for 2018-2019 to seven

One Y11 pupil is a non-attender; he has not attended Lakeside for several years, apart from one day last year which proved unsuccessful as he was not willing to engage with his education and caused several issues in school which included violent behaviour towards staff. This pupil remains an issue for social services as he continually absconds from care, which makes it difficult for any of the strategies Lakeside has put in place to provide education for him to work.

Last year we had one Y6 pupil who was registered as a guest at Lakeside and he was still registered as a looked after child with his old school and I only sat in on meetings as they were run by his Junior school's Designated Teacher.

2. Levels of progress made by Children in Care

All pupils apart from one made expected progress or better. The only pupil who did not meet expected progress was the Y10 who does not attend school.

All looked after pupils have made progress over the year in their Literacy and spelling levels with one year nine pupil improving his reading from 8.5-10.10 and spelling from 5.10-6.4. This pupil, when he joined lakeside at the beginning of Y7, had levels so low, they were not measured (below 5). The pupils behaviour has also improved over the period he has been at Lakeside as he has now moved out of a local care home, into a permanent foster placement in Aldershot. This could have seen him moving schools but Social Services were impressed with how much he had improved they wanted him to stay at Lakeside. Pupil's social and emotional development needs are catered for and targets set out in their PEP's. Most pupils have a target of enhancing their social skills and building their self-esteem. This can be done through off site activities and small group work as well as residential trips.

3. Patterns of attendance and exclusions

On the whole looked after children at Lakeside have good attendance, especially pupils who are in a stable foster care placement (average attendance 93%) rather than a care home which can be problematic for attendance.

Seven out of eight pupils have an average attendance of 97%(these figures do not include the non attending Y10 pupil)

Last year there was a one day exclusion for a Y11 pupil

4. Planning issues

All PEP's are up to date with digital copies available on the staff drive and a hard copy kept in the reprographics room.

Where the time table allows there are support staff in lessons with looked after children. Members of the virtual school support team have been present to offer support and interventions in the more problematic cases.

There are various outside agencies involved with supporting looked after children such as CAMHS, Speech and language therapist and Military college

School management are given copies of pupil's targets and their progress. All staff who

will be working with pupils are also given a copy of targets.
All PEP paperwork is up to date and relevant people- social workers, carers and where applicable parents receive a copy. This is being phased out and Lakeside has moved onto ePEP's which are sent to a central mailbox. This new system also cuts out the need for the Designated Teacher to fill out termly returns to the virtual school on pupil progress and expenditure.

5. Use of funding

Each pupil receives a DSG of the amount £1987

Expenditure- Kindle tablets.

Apps for kindle

Residential Trips

1:1 in English

1:1 in Maths

1:1 in Science

Funding in support of after school support in above subjects ie.

Transport and refreshments.

Various off-site active

Funding also goes on providing support staff in most of the Looked After Children's lessons

This is an example of the resources that the school has secured for LAC pupils and it is not a definitive list.

Year 2018-19

At start of Autumn term there are a total of seven Looked After Children.

Two Y11

Two Y10's

One Y9

One Y8

One Y7

There has been no new Looked after Children registered at Lakeside in Sep18. The Y7 pupil was our old Y6 pupil.

