



# Pineham Barns Primary School

## Special Educational Needs Information Report

**For further information, refer to our Inclusion Policy**

This section should be completed following ratification of the Policy

	Name	Signature	Date
Principal's Approval	Caroline Stewart		
Chair of Governors' Approval	Mike Brinkley		
Safeguarding Governor	Adam Wilson		
SEN Governor	Leah Martindale		
Recommended Review Date:	Annually - September 2021		

### Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, Claire Clayson [Claire.clayson@prestonhedges.org](mailto:Claire.clayson@prestonhedges.org) whom any change requests or queries should be directed.

### Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	24.5.17	Updates and Trust additions	H. Lecky
	01.09.19	Update to SENCO	E Dell
	12.03.21	Update to SENCO	E Dell

## **Introduction**

All governing bodies of maintained schools and maintained nursery schools, along with proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations. Preston Hedge's Academy Trust has published their SEN report, which is part of the Northamptonshire Local Offer for learners with Special Educational Needs (SEN). We welcome your feedback and future involvement in this offer, therefore if you have specific questions about the content or about the Northamptonshire Local Offer, please do not hesitate to contact:

SENCO : Mr Josh Pender (Maternity  
Cover for Mrs Emily Dell)  
Principal: Mrs Caroline Stewart  
SEN Governor: Mrs Leah Martindale

## **The kinds of Special Educational Needs which are provided for in our school**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. At Preston Hedge's Academy Trust the governors and staff are committed to ensuring that all children are educated in a manner appropriate to their individual needs. We recognize that all children in our school may have special needs at some time, and that these children need support. These learning difficulties may arise from a variety of causes, e.g. physical, sensory, intellectual, social, emotional and behavioural. We aim to offer children with special educational needs full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Autistic Spectrum Disorders
- Dyslexia
- Dyspraxia
- Visual Impairment
- Speech and Language Difficulties
- ADHD
- Physical and Sensory Difficulties
- Medical Needs impacting learning
- Social and Emotional Needs

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

## How we identify SEN

At Preston Hedge's Academy Trust we strongly believe that early identification of any additional need is vital. A child may be identified as having a special educational need at different times in their school career. The Code of Practice defines SEN as:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- a) Have a significantly greater difficulty in learning than the majority of others of the same age:  
or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Pineham Barns Primary School use the following staged approach in line with local guidance:

### **STAGE 1 Quality First Teaching**

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to good quality teaching
- Some learners will have access to carefully differentiated activities or approaches directly related to the school curriculum, which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN
- All vulnerable learning will be included on a detailed whole-school provision map, which outlines and monitors all additional interventions across the school. The whole-school provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.
- Interventions will be closely monitored termly by the SENCO and recorded on the schools Provision Map.

### **Identification and Assessment at Stage 1**

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, regular class assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.) following up parental concerns
- tracking individual children's progress over time,
- observations in class
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services

- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

### **Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- advice from SENCO to class teachers and TA's
- individual class support / individual withdrawal
- further differentiation of resources
- plan for pastoral support to target individual or group behaviour

### **Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO
- informal feedback from all staff.
- the voice of the pupil
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the SENCO and the Principal
- Principal's report to parents and Governors

### **Stage 2 Additional SEN Support (SEN Register)**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.

- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map. Progress will be carefully monitored and the class teacher will set targets, which are shared with parents.
- It may be decided that some of our pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

### **Stage 3 Education Health and Care Plan**

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan, which will involve; parents, teaching staff, SENCO and the voice of the pupil.

- Our school will comply with all local arrangements and procedures when applying for:
  - High Needs Block Funding
  - An Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### **Roles and Responsibilities**

#### **Principal – Mrs Caroline Stewart**

- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Principal and the Governing Body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - Analysis of the whole-school pupil progress tracking system
  - Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the Senior Leadership Team and SENCO)
  - Pupil progress meetings with individual teachers
  - Regular meetings with the SENCO
  - Discussions and consultations with pupils and parents

#### **Special Educational Needs Coordinator (SENCO) – Mrs Emily Dell**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Analysing Data of SEN pupils and ensuring all SEN pupils make maximum progress and provision in class supports this.
- Maintenance and analysis of whole-school provision map for vulnerable learners
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Conducting pupil progress meetings every term focusing on SEN progress.
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)

- Meeting termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending training as appropriate.
- Liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners.

### **Ethnic Minority Achievement**

The person responsible for Ethnic Minority Achievement is: Josh Pender

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum, which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

### **Class teacher**

- Liaising with the SENCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with an EHC Plan)
- Securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **How children with SEN are able to engage in other activities**

As an inclusive school, we do all we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. However, where inclusion might be judged to compromise the Health and Safety of the pupil, pupils, staff or the trip, there would be an expectation that a parent accompanied their child on the trip. In such circumstances this would enable the child to attend the trip/visit but would require the parent to agree to take responsibility for their child on the trip/visit. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms

### **Support for improving emotional and social development**

Pineham Barns Primary School supports the holistic development of the child, providing social and emotional care throughout the school day. Children have access to;

- Their class teacher as a first point for advice and support
- Phases Leaders as a known additional adult
- Access to advice and support from the SENCO
- Playground buddies
- School council members in each class (from year 1)
- Some additional small group social skills sessions

### **Expertise and training of staff in relation to children with SEN**

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process. These may be met from internal training from the SENCO, or more specific external training. The SENCO will attend regular local network meetings, as well as cluster SENCO meetings.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficiency of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

## **How equipment and facilities to support children and young people with SEN will be secured**

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

## **Arrangements for consulting with Parents/Carers of children with SEN**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils with an Education, Health and Care Plan, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

## **Involvement other professionals in meeting the needs of children with SEN and their families**

The SENCO is the point of contact within school who will coordinate the support from outside agencies for each pupil. We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Assessment team
- CAMHS (Children and Adolescence Mental Health Service)
- Educational Psychology Service
- Information, Advice Support Service (IASS)
- Northampton County Council Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).

## **Arrangements for supporting children with SEN in moving between phases of education**

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the term before in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with an Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and support from our staff. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. All files and information will be passed on to the new school to ensure a smooth transition.

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

If a child enters the school with significant special educational needs, it may be beneficial for that child to begin school on a reduced timetable, which will be decided in partnership with the parents/carers. The provision provided for the pupil will be reviewed frequently and outside agencies will be involved in the review process. This will be shared with the Educational Inclusion Partnership Team.

### **Arrangements made by the governing body relating to complaints from parents/carers**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by Principal. The Governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Preston Hedges Academy Trust Complaints procedures.

### **Links for Other Services**

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information Advice and Support Service (IASS): Contact Number : 01604 636111

[www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team) : Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

[www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

## Inclusion of pupils with English as an Additional Language

### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Teachers will work closely with parents to support children with EAL and if necessary, support children to catch up with missed education.
- The SENCO will monitor the progress of EAL children and ensure the correct provision is in place to support the child. The pupil will not be placed on the SEN register for reasons of EAL.

## Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that :

- Children who are looked after in Local Authority care have the same rights as all children but may have additional needs due to possible attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in Local Authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher **Emily Dell** include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children, which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.