



Trafford's Virtual SCHOOL

Designated Teacher for Looked After Children Report to School's Governing Body

School ALTRINCHAM C. E AIDED PRIMARY

Annual Report to Governing Body _____ Date 10/11/2016

By (name) _____ Funding £1800 (Virtual School)

Designated Teacher for Looked After Children (DT) JIM INGLIS (HEADTEACHER)

This report has been developed as part of the response to the statutory guidelines aimed at improving the educational achievement of Looked After Children in the school. The sections below are those that are outlined in the statutory guidance on the role and responsibilities of the Designated Teacher for Looked After Children.

Due to confidentiality issues please do not identify any individual children by name in this report

For support or advice in filling out this form, please contact Trafford's Virtual School Head - lynsey.burridge@trafford.gov.uk

Section 1 - Pupil information & Designated Teacher Workload

Numbers of looked after children:-							1	Total 1
School years:-							Year 6	
Local Authorities responsible for the children							Trafford	1
Number of Looked After Children entering the school during the academic year						0		
Number of Looked After Children leaving the school during the academic year						0		

Personal Education Plans

Number of Personal Education Plans completed	Wed 12 th October 2016
Proportion of PEPs completed within statutory timescales (Termly)	100%

Any process or planning issues arising from Personal Education Plans (PEPs) including comment on the quality and usefulness of the process
High standards maintained Parent/ carer/ Social Worker and School coming together to discuss education three times a year. A very valuable process.
Time issues – time management (admin time).

Training

List of training attended by the DT Date/Title	List of training provided within the school
Delegated to TA looked after children. Designated teacher forums	Well Being Worker Trafford Virtual School – All staff attachment issues. – Autumn 2015

Note any actions on Page 8 – Point 1 Workload, Point 2 PEPs, Point 3 Training **Section 2 – Attainment (Closing the Gap)** *Please list current working levels & end of year target levels in English & Maths for all Looked After Children. For those in KS4 please also indicate expected G.C.S.E attainment group.*

List all pupils by year group	English									Maths			GCSE			Attendance			
	Reading			Writing			Subject Level			Current Level	Target	Progress	5 A*-C Inc E&M	5 A*-C	1 A*-G	Attendance	Authorised Absences	Unauthorised Absences	Trend
	Current	Target	Progress	Current	Target	Progress	Current Level	Target	Progress										
1	E	D		E	D		E	D		E	D					100%	0	0	V. good

NB. Has the above information been shared with the Virtual School for Looked After Children?

Note any actions on Page 8 – Point 4 Attainment, Point 5 Attendance *Additional copies of this page are available at the end of this document*

Section 3 – Local Authority and Additional Support

Support Interventions and Resources – please comment on usage of the following for any of your Looked After Children.

Pupil Premium Plus	See provision Map
Other interventions	SEN (see provision map)
Additional tuition	NTAS (Literacy, Numeracy- 1 hour pw) funded and accessed via Virtual School (1x tchr)
Other (specify)	Awaiting review by School EP, and CHAMS (on waiting list)

Exclusions

Fixed term exclusions total Number of days	-	Number of children	-
Permanent exclusions	-	Number of children	-

Note any actions on Page 8 – Point 6 Support Interventions and Resources & Point 7 Exclusions

Section 4 – Able, gifted and talented and in care ?

Number of Looked After Children	
Subject areas	
N/A	

How the school is meeting these needs
N/A

Special Educational Needs

Number of Looked After Children recorded as School Action	1
Number of Looked After Children recorded as School Action +	0
Number of Looked After Children with full statements of SEN	0

How the school is meeting the need of these Looked After Children
See provision map.

Note any actions on Page 8 – Point 8 Able, Gifted & Talented & point 9 SEN

Section 5 - Whole School Planning, Intervention and Policies

How the teaching and learning needs of Looked After Children is reflected in school development plans:

Describe how current Looked After Children policies specify and reflect support for the educational achievement of Looked After Children

Planning, progress monitored and challenge- teaching and learning in place.

Extended Activities

Please list numbers of Looked After Children taking part, and activity type.

Extended school activities	Sports Club
Sports clubs	Multi Sports
Involvement in any educational visits	Year 6 residential planned

Note any actions on Page 8 - Point 10 Whole School Planning, Intervention & Policies & Point 11 Extended Activities

Section 6 – Partnership Working

This section relates to working with LA teams inc. the Virtual School for Looked After Children

Comments on any involvement with the Virtual School for Looked After Children

TA for LAC attends all Virtual School forums.
Feedback on recent PEP QA by head of Virtual school was very positive (green level)

Comments on any involvement with other Local Authority teams

TA for LAC has recently attended child in care review involving parents, Trafford Social Services and Reviewing officer.

Any other issues relating to the educational attainment, achievement and involvement of Looked After Children in the school.

Mindful that attainment of LAC can be impacted by their experiences often traumatic. Needs nurturing support for LAC.

Note any actions on Page 8 - Point 12 Working with the Virtual School, & Point 13 Any other actions

Section 7 – Governors Annual Report – Summary/Actions

School:		Date:	
Summary of suggested actions relating to Looked After Children:-			
1. Workload		Priority (low) 1 to 6 (high)	6
2. Personal Education Plans		Priority (low) 1 to 6 (high)	6
3. Training		Priority (low) 1 to 6 (high)	6
4. Attainment (Closing the Gap)		Priority (low) 1 to 6 (high)	6
5. Attendance		Priority (low) 1 to 6 (high)	1
6. Support Interventions and Resources		Priority (low) 1 to 6 (high)	6
7. Exclusions Whole School Planning, Interventions and Policies		Priority (low) 1 to 6 (high)	3
8. Able, gifted and talented		Priority (low) 1 to 6 (high)	N/A
9. SEN		Priority (low) 1 to 6 (high)	6
10. Whole School Planning, intervention & Policies		Priority (low) 1 to 6 (high)	N/A
11. Extended Activities		Priority (low) 1 to 6 (high)	3
12. Working with the Virtual School		Priority (low) 1 to 6 (high)	6
13. Any Other Actions		Priority (low) 1 to 6 (high)	

Section 2 – Attainment (Closing the Gap) Additional page

List all pupils by year group	English									Maths			GCSE			Attendance			
	Reading			Writing			Subject Level												
	Current Level	Target	Progress	Current Level	Target	Progress	Current Level	Target	Progress	Current Level	Target	Progress	5 A*-C Inc E&M	5 A*-C	1 A*-G	Attendance	Authorised Absences	Unauthorised Absences	Trend
1	E	D		E	D		E	D		E	D					100%			

Comment

Gap is closing due to increasing confidence and effectiveness of interventions. Reflected in the progress reported within the PEP.

NB. Has the above information been shared with the Virtual School for Looked After Children?

KEY: Provision Map

LAC Pupil Premium funded

/ Additional funding from within school

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		<u>8.15 – 8.45</u> <u>Homework</u> <u>JD</u>			
Assembly				<u>9.05 – 9.20</u> <u>Toe by Toe</u> <u>JD</u>	<u>9.05 – 9.50</u> <u>Nurture</u> <u>JD</u> <u>9.50 – 10.05</u> <u>Toe by Toe</u>
Lesson 1	Small Group Numeracy EB	Small Group Numeracy EB	Small Group Numeracy JD	Small Group Numeracy CD	<u>10.05 – 10.20 Spelling</u> <u>Focus</u> <u>JD</u>
Lesson 2	<u>11.00 – 11.15</u> <u>Toe by Toe</u> <u>JD</u> 11.15 – 11.50 Guided Reading MJ	<u>11.00 – 11.15</u> <u>Toe by Toe</u> <u>11.15-11.30</u> <u>Spelling Focus</u> <u>JD</u>	<u>11.00 – 11.45 Numeracy</u> <u>11.45 – 12.00</u> <u>Toe by Toe</u> <u>JD</u>	11.00 – 12.00 Literacy Group AF (SENCO)	
Lunchtime					
Lesson 3	<u>1.30 – 2.30</u> <u>Literacy/Numeracy</u> <u>NTAS</u>				
Lesson 4					
After School					

