



# Looked After Children Report September 2019

## Looked After Children - Annual Report 2019

At Bradford Alternative Provision Academy Central (BAPAC), we aim to provide outstanding care, support and learning for all of our pupils and are totally committed to enable our most vulnerable young people to achieve their potential. In doing so, we identify and support our Looked After Children (LAC) so that they can also achieve their full potential.

### Progress made by LAC

#### Key

Data is for a seven-week period.

**Moderate Target** = Moderate Target = Progress in the top half of all people of the same age that have taken the test nationally.

**Ambitious Target** = Ambitious Target = Progress in the top quartile of all people of the same age that have taken the test nationally.

**2+** = Two levels of progress

**4+** = Four levels of progress

**()** = Number in the cohort

### Academic progress

During an average seven-week assessment period, for LAC during the 2018-19 academic year are highlighted in the table below:

Time	English				Maths			
	LAC		Whole Academy		LAC		Whole Academy	
	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target
7 Weeks	57%	43%	69%	64%	50%	50%	64%	60%
14 Weeks	100%	83%	83%	76%	80%	60%	65%	65%

### Attendance of LAC

	Attendance	
	LAC	Whole PRU
2016-17	77%	86%
2017-18	89%	86%
2018-19	88%	69%

## **Fixed- term exclusions for LAC**

There were no days lost to fixed term exclusions for LAC during the last academic year. The total for the whole of BAPAC was out of 13.5 days.

## **Overview of provision for LAC**

LAC that are referred to BAPAC are highlighted at the referral stage. All professionals who are linked to the child are invited to the initial meeting to support a multi-disciplinary approach to meeting needs. Throughout the placement, all agencies and partners are informed of progress and relevant information. When appropriate, BAPAC will host or attend meetings to support the placement or needs of the pupil.

## **LAC performance data 2018-19**

During the 2018-19 academic year, the attendance for LAC remained positive, with the LAC cohort recording better attendance than the whole school cohort. Although assessments after seven weeks in English and Maths fall slightly below the whole school cohort, the fourteen-week assessments highlight that LAC are making better progress than the whole school cohort. This is again positive, with the possible reason for this being that the young people begin to settle into the routines and ways of working and benefit from the offer made to them. Although the small data set is something to be mindful of, it is important to reflect on the data to highlight any trends etc.

## **A case study of a LAC**

Below is an overview of a LAC that attended BAPAC Academic year 18-19.

Reasons for referral:

X was excluded from mainstream school in Blackpool due to challenging and violent behaviour. X has experienced neglect and has been exposed to domestic abuse. He is currently LAC in the care of his maternal grandmother in Bradford. X struggles academically, presents much younger than his chronological age and he struggles to regulate his emotions; this can lead to aggressive outbursts. X has a draft ECHP for SEMH, he is awaiting a placement in specialist provision.

Areas of focus during the placement: Some areas for the pupil to work on whilst here include:

1. Stay on task increasing periods of time
2. Try my best/produce good work
3. Develop ways of managing my behaviour

Notable Successes:

X has made sustained progress in core subjects. When he started his placement he was very reluctant to engage with written work. His self-confidence as a learner was very low. Over time he has become increasingly independent in lessons. X knows he is capable of producing good work and he does so. He is proud of his achievements.

X has successfully developed strategies to self-regulate. This is evidenced by a significant reduction in behaviour related incidents and serious incidents.

Data capture for placement:

	Baseline (Sep 2018)		Current	
English	NC 2b (GCSE Entry Level 3)		NC 4b (GCSE 2-)	
Maths	NC 3b (GCSE 1-)		5b (GCSE 2+)	
Reading Age	7 yrs.	11 mths.	8 yrs.	7 mths.
Spelling Age	7 yrs.	2 mths.	8 yrs.	3 mths.
Comprehension Age	7 yrs.	3 mths.	11 yrs.	7 mths.

Other notable achievements:

X achieved 100% attendance for the full academic year.

X has received the following awards during his time at BAPAC:

Head of Centre Award 17.12.18

Pupils Pupil of the week 22.11.19, 29.11.19, 18.10.19 & 11.10.19

Literacy Award 16.11.19 & 11.10.19

Charity Champion 25.01.19

STEM Award 16.11.19

Chess Champion 14.06.19 & 15.11.19

Homework Award 28.09.18, 30.11.18, 08.03.19, 29.11.19

DT student of the week: 18.10.18 & 23.11.19

Media student of the week: 10.12.18 & 25.01.19

Art student of the week: 24.05.19

Food Tech student of the week: 05.10.18, 01.11.18, 18.01.19, & 07.06.19

X has participated in the following enrichment activities:

Represents the school football team

Participated in the following outdoor education activities: Climbing, mountain biking, archery, high ropes course and bushcraft

Attended school trips to ice skating, go-karting and scuba diving.

### **Personal Education Plans (PEPs)**

BAPAC works with allocated social workers to support a positive placement for any LAC that is referred for a place. To support this, BAPAC will contribute to a review of the PEP to reflect on and help to set new objectives for education.

### **CPD events attended**

During the academic year staff attended training that will deal with areas of development that support LAC.

### **Summary**

This year the progress of the relatively small cohort of LAC at BAPAC has been positive. Attendance has been very positive and highlights the positive relationships and enjoyment

that the young people have when attending BAPAC. Academic data highlights that, as the LAC become settled within BAPAC, their academic progress is accelerated so that, by the fourteen-week assessment point in their placement, they are making better progress than the whole school cohort.

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