

Appendix 1

Looked After Children with Special Educational Needs Report

June 2017

Background

- 1 There were 244 LAC in July 2016 at the time of collating this information. In Gateshead there were 97 SEND pupils of whom 53 had Education Health Care (EHC) Plans or Statements. This is 22% of the LAC number of pupils. There were 44 pupils receiving SEND support therefore 18% of the LAC pupils. Overall 97 were SEND LAC which is 40% of pupils.
- 2 Of the 53 pupils with Plans for SEND, the largest area is Social, Emotional, Mental Health (SEMH) with 23 pupils. There are relatively small numbers in other areas. See table below.

Breakdown of LAC	Number of Children
Attention Control Difficulties (SEMH)	6
Autistic Spectrum Disorder (ASD)	6
Disruptive & Disturbing Behaviour (SEMH)	23
Moderate Learning Difficulties (MLD)	6
Physical Disability (PD)	2
Severe Learning Difficulties (SLD)	6
Speech, Language & Comms Needs (SLCN)	3
Visual Impairment (VI)	1
Total	53

- 3 Out of borough there were 18 pupils in special schools.
- 4 In Key Stage 1 there were 21 Looked after children in the Year 2 cohort. 12 of these were SEND which is 57%.
- 5 In Key Stage 2 there were 21 Looked after Children of which 8 were SEND 36% were SEND in the Year 6 cohort. 2 pupils were at special schools, one at an Independent Special school and one at Eslington.
- 6 There were 37 Looked after Children in the Year 11 cohort, 21 of these were SEND which is 57%. Of the 21 pupils they were either SEND support or with Statements and/or EHC plans. 9 of these pupils were in special schools.

SEND LAC Progress

1 Key Stage 1

On entry to reception, 9 of the cohort were working below the expected standard at Early Years Foundation Stage, however, despite this 5 of the 9 still made the expected standard in Writing and Maths and 4 in reading. This is outstanding progress for those pupils meeting the expected standard from their low starting points. The other 4 pupils made progress but because of their SEND needs were working at a low developmental age.

2 Key Stage 2

There were 8 pupils in Year 6. 50% of SEND made the expected level in reading. Of the 8 children 6 were below expected level at Key Stage 1. However, 4 of these pupils met the expected standard for reading. Tracking showed that all were on track from their starting points though 2 had exceeded them from KS1.

3 Key Stage 4

There were 37 in the cohort of which 21 were SEND that is 57%. 15 of the 21 pupils, 71% of LAC SEND made good progress in gaining at least 5 GCSE qualifications. 9 pupils were in special schools. 4 of these pupils were in Furrowfield special school. The other 5 pupils were in other local special schools or the Behaviour Support Service (BSS).

Provision

- 1 Schools receive pupil premium money to use to provide additional support for those pupils falling behind. This sum of money is linked to

- the pupils education plan (PEP). The first intervention to support LAC pupils is in the schools with this additional funding.
- 2 Our special schools are all deemed Good or Outstanding in Ofsted terms, so provision is strong.
 - 3 Some pupils may need further additional support if they are falling further behind and need help to catch up, stay engaged with their education or prevent the school excluding them. REALAC then has a few options:
 - Offer advice and check strategies the school is using to support the pupil and liaise with SEND agencies for their advice.
 - On specific cases provide additional pupil premium funding to the school.
 - Support assessment in conjunction with the Education Psychology Service so that the pupil is moved on to an EHC plan.
 - Provide additional teacher support from the REALAC teacher.
 - Provide 1:1 tuition to boost progress or close gaps in learning.
 - Provide mentor support if the pupil is at risk of exclusion.
 - Some pupils have Education Psychology time for Play Therapy.
 - 4 In addition primary age pupils are monitored to identify those at risk of not meeting expected standard in reading. They are given the Letterbox programme to support the development of reading skills.
 - 5 All SEND pupils have access to the Pathways to Work Programme. SEND pupils and those pupils at risk of exclusion are particularly targeted.
 - 6 Schools also receive training on attachment and SEND to support them in meeting needs.

Challenges

- 1 There is a significantly increasing number of permanent exclusions from Gateshead schools. This is impacting on the need to intervene with schools to prevent permanent exclusions. This has predominantly taken most of the team's support time over the last three terms. Mostly arrangements are made that maintain pupils in school by managing moves through the Fair Access system, however, in primary and secondary schools there are a growing number of pupils the schools will not accommodate because of their behaviour that are on shared place arrangements with alternative programmes. The pupil BSS was full this year which meant it was extremely difficult to find provision for the LAC SEMH pupils.
- 2 Those pupils with SEND EHC plans that are now on the LA complex needs list where special schools out of borough don't maintain them because of their SEMH and they lose their school place.

- 3 Schools that have left it late to identify a special educational need for SEMH and wish to permanently exclude, particularly younger pupils in KS1 and KS2.

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