

Service Report Card 2016-2017

Looked After Children Education Service (LACES)

Section 1: Brief description of the service

The LACES team provide a wide range of detailed support, interventions and extra curricular opportunities, to ensure participation and enjoyment of learning for children 'looked after'. The team raise standards for learners 'looked after' through supporting Children's Services staff, carers and schools to reduce barriers to learning, and providing individual needs led packages of additional support.

The LACES 'Wellbeing Initiative' (our joined up work with the Education Psychology Service) continues to build capacity within schools to better meet the individual needs of pupils who have experienced relational trauma, and support individual pupils to understand and regulate their own emotions whilst respecting the feelings of those around them. The team provides training for schools staff and support to meet the needs of individual pupils 'looked after', adopted or subject to Special Guardianship Order.

The current team consists of Nicky Sneezum (LAC Education Coordinator & Team Leader), Fran Salter (LAC Education Officer), Natasha Walsh – 0.8 hours (Teacher Development Officer), Charlotte Cook, Jenny Harding and Steven Crowley (Teaching Assistants), Kay Duncan - 0.4 hours, Robert Kempson - 0.2 hours and Alison Annear 0.2 – hours (Education Psychologists).

Communication and regional partnerships are strong, contributing towards comprehensive strategic direction, policy and practice, in order to meet local, regional and national need for children 'looked after'.

The Local Authority has a duty to promote educational achievement of children who are looked after (Children Act 2004).

The overarching aim of the LACES is to: improve outcomes for learners who are 'looked after' and overcome barriers that prevent learners achieving their full potential.

Section 2: Overall Summary of Performance for 2015-16 Financial Year

How Much did We Do?

- Of 31 **National Curriculum Year (NCY) 7** pupils who transferred from primary to secondary school in Sept 2017, all relevant received KS3 guides and progress/planning visits at home or school, 3 received in school support (LACES teaching assistant) and 6 received additional after school tuition.
- Of 27 **NCY10** pupils, 25 received GCSE revision and study skill guides, 18 received progress/planning visits at home or school, 1 received in-school support (LACES Team) and 8 continue to receive additional after school tuition.
- Of 38 **NCY11** pupils, 8 received additional after school tuition, a further 13 received revision guides (others previously received in year 10), and 1 pupil received in-school support (LACES Team) and 1 received support at home. All yr11 pupils are being tracked for careers & Further Education College interviews. 2 pupils receive attendance support/monitoring.
- 2 NCY 9 pupils were supported every morning for a month with literacy & numeracy whilst waiting a school placement. 1 continues to receive on-going support from LACES.
- 3 NCY9 and 3 NCY8 pupils receive after school tuition.
- 9 young people have claimed the Higher Education Bursary 2015/16.
- 22 children were invited to attend the LACES/Bulldogs

How Well Did We Do It?

- 30 remain in their planned secondary school (successful transition). 1 transferred again, to new school during Autumn term (successful transition).
- 27 remain engaged in full time education.
- 36 remain engaged in full time education and 2 continue to self-exclude.
- 2 are now fully integrated in full time mainstream school.
- 8 remain engaged in full time education (1 is sadly deceased).
- On average 18 children continue to enjoy attending regularly.

weekly after school activity club for 8-14+ year olds.

- Each school has been provided with a LAC monitoring and resource file.
- 10 NPT schools were involved in the ERW Attachment Aware Schools project.
- 24 schools have received whole school training on 'Trauma and Attachment'.
- 38 additional schools have a trained Emotional Literacy Support Assistant (ELSA).
- The Video Interaction Guidance (VIG) support package for foster carers and adoptive parents is being delivered with 5 families.
- Every school (one member of staff) received training to use 'Observing Children with Attachment Difficulties in the Classroom' checklist and action planning resource.
- 59 schools (one member of staff) received training to use 'Relationship Based Play' (RBP).

- School files are updated regularly following LACES visits, to demonstrate pupil progress.
- 2 schools have begun to adopted a whole school 'attachment aware' approach. 8 schools are developing their 'attachment aware' training action plans.
- 24 whole school staff have increased their awareness of trauma and attachment difficulties and relevant practical strategies.
- Schools are using the checklist and we continue to offer support to develop action plans.
- Beginning to see RBP used in school. Some schools are requesting training for additional staff.

LAC PDG has been guaranteed for 2 years: budget for 2015-16 was £265,050

2016-17 is £258,200

We do not foresee any underspend.

Our 2015-16 average sickness Full Time Equivalent days lost figure of 3 days is below the Council's average of 9.7 days.

We did not have any complaints during the year. We received positive feedback from various workshops and training events we held during the year.

**Section 3:
Service Priorities 2016-17**

Priority	Actions to deliver priority	Officer Responsible	Timescale	What will be different? Measures and/or Outcomes
1: Support NPT schools to become 'Attachment Aware'.	Provide for training and support for Attachment Aware Project schools.	Nicky Sneezum & Cressy Morgan (ERW)	March 2017	Improved school attendance Reduced school exclusion Improved attainment
2: Build capacity within schools to better meet the individual needs of pupils who have experienced relational trauma.	Deliver bespoke training to meet individual school staff training and individual pupil needs. Deliver Emotional Literacy Support assistant training and ongoing supervision. Support the communication and relationships of children recently placed in a foster or adoption placement, by the delivery of Video Interaction Guidance.	Nicky Sneezum, Kay Duncan, Robert Kempson and Alison Annear,	March 2017	Improved school attendance Reduced school exclusion Improved attainment
3: Design and facilitate additional targeted packages of needs led learning support to pupils 'looked after'.	Track and monitor the performance of pupils 'looked after'. Provide pupils with needs led additional after school tuition, learning support materials and additional classroom support (literacy, numeracy and emotional literacy).	Nicky Sneezum, Fran Salter, Natasha Walsh.	March 2017	Improved school attendance Reduced school exclusion Improved attainment

Section 4: Service Performance Quadrant 2016-17

Priority 1: Support NPT schools to become 'Attachment Aware' - In the 2015-16 academic year 10 Neath Port Talbot schools became part of the Attachment Aware Schools Project. It is anticipated that another 10 will join, and attend their first training day (of 2) in November 2016. Grant funding permitting and following LAC PDG plan evaluation, we hope to provide opportunity for additional schools to join during the Spring and Summer term 2017.

Priority 2 - Build capacity within schools to better meet the individual needs of pupils who have experienced relational trauma – Building on the development and success of 2015-16 academic year, the Education Psychology arm of LACES plans to provide bespoke trauma and attachment training and individual pupil consultation to a greater number of schools upon request; continue to provide ongoing supervision and recruit new ELSAs, and will continue to provide VIG for a target of 5 additional pupils during Autumn and Spring terms 2016-17.

Priority 3 - Design and facilitate additional targeted packages of needs led learning support to pupils 'looked after' – LACES staff supported 44 pupils during 2015-16 academic year and will increase this number of pupils during the Autumn and Spring term 2016-17 (target 20 per term). One TA has resigned from post and will leave the team at the end of September; the recruitment process has begun to fill this position as soon as possible. Meanwhile the other 2 TAs will increase their working hours from 30 to 37 per week until a new appointment is made.

The ERW LAC PDG plan will be reviewed and continue dependent on the evaluation and post April 2017 Welsh Government grant funding.

Measure	2014-15 Actual (2013-14 Academic year)	2015-16 Actual (2014-15 Academic year)	2016-17 Actual (2015-16 Academic year)
Service Measure 1: Improved school attendance: 1. Primary Attendance 2. Secondary Attendance	96.55%	97.06%	Data available December 2016
	92.81%	93.58%	
Service Measure 2: Reduced school exclusion: 1. Number of fixed exclusions 2. Number of permanent exclusions	68 1	52 0	Data available December 2016
Service Measure 3: Improved attainment: 1. Level 2 (incl Eng/Welsh & ma) 2. Level 2 3. CSI 4. Level 1 5. English GCSE 6. Maths GCSE	(of 26 pupils) 23.1% 65.5% 19.2% 88.5% 26.9% 26.9%	(of 21 pupils) 19.1% 66.7% 14.3% 76.2% 38.1% 19.1%	Provisional data (35 pupils) 37% 62.9% 31.4% 80% 40% 42.8%
Corporate measure (CM01): a) Number of transactional services fully web enabled b) Number of transactional services partially web enabled	0	0	n/a

*Whilst our service does not have any fully web enabled / partially web enabled services due to the nature of our service, we do contribute to the ERW website and this provides information to the public.

**Section 5:
Financial Quadrant 2016-17:**

SUMMARY of financial performance

The service has responsibility for the LAC Element of the Pupil Deprivation Grant: 2015-16 - £265,050
2016-17 - £258,200

Measure	2014-15 Actual (Full Year)	2015-16 Actual (Full Year)	2016-17 Qtr. 1 (projected to year end)
Corporate Measure (CM02): % revenue expenditure within budget Revenue Budget £265,050	£53,316.93	£265,050	0% over/underspend
Corporate Measure (CM03): Amount of FFP savings Amount of FFP savings at risk			£0

**Section 6:
Employee Quadrant 2016-17**

All staff have either undertaken performance management or have moved across to the Corporate performance appraisal process. All targets are in line with the LAC PDG plan, which is aligned with the NPT Plan. All staff have regular reviews of performance in line with corporate policy.

Sickness is slightly below the Directorate and council average.

Measure	2015-16 Actual (Full Year)	2015-16 Qtr. 1 (cumulative)	2016-17 Qtr. 1 (cumulative)
Corporate Measure (CM04): Average FTE (full time equivalent) working days lost due to sickness absence			
Service: LACES	3 days	2 days	1day
Total Service FTE days lost in the period	14	4	0.4
ELLL Directorate:	9.0 days	2.2 days	2.3 days
Council:	9.7 Days	2.2 Days	2.4 Days

	2015-16 Actual (Full Year)	2015-16 Qtr. 1 (cumulative)	2016-17 Qtr. 1 (cumulative)
Corporate Measure (CM11): Staff engagement Measure	New	New	Under Development
Corporate Measure (CM05): % of staff who have received a performance appraisal during 2016-17 (Target 100%) Number of staff who have received a performance appraisal during 2016-17	100% 5	Data available December 2016	
Corporate Measure (CM06): Number of employees left due to unplanned departures	0	2	2

Section 7: Customer Quadrant 2016-17

There have been no formal complaints about the LACES team and there have been no appeals from any school with regard to the categorisation process.

Measure	2015-16 Actual (Full Year)	2015-16 Qtr. 1 (cumulative)	2016-17 Qtr. 1 (cumulative)
Corporate Measure (CM07): Total number of complaints			
Internal	0	0	0
External (from the public)			
Corporate Measure (CM08): Total number of compliments			
Internal	0	0	0
External (members of the public)			
Corporate Measure (CM09): customer satisfaction measure/s		See note 1	