

## LAC Case studies - information for Scrutiny Panel February 2019

Case Study	Details
Child T (Year R)	<p>T came into care at the age of 3 years 4 months after neglect, witnessing domestic abuse, poor home conditions and his mum not able to maintain consistent positive change. Mum was unable to keep T and his siblings safe.</p> <p>On entry to care T had limited/delayed speech and few early learning experiences. He was presenting at 16-26 months in the EYFS and had delay in his learning across all areas. T was placed in foster care with his younger sibling whilst in care proceedings.</p> <p>T was attending a nursery setting and VS organised an initial PEP to identify needs and set targets to help T in his learning and to narrow the gap. VS worked with nursery, foster carer and social worker to help support and meet T's needs. T's attendance at EY setting has been good since he went into foster care. VS set targets focused around speech &amp; language, emotional well-being and making friends / ability to interact with his peers. T's interests and views were taken into account. Nursery put a My Support Plan in place. VS informed Early Years setting of EY pupil premium.</p> <p>At 45 months progress had been made and T is now on track: his speech has improved, he is making friends, his confidence has grown and his attendance is good. VS have held regular PEPs and supported T with his transition to a new nursery setting after he moved placement with a connected person. VS liaised with the social worker, new setting and current setting in supporting the transition and arranged a transition PEP to transfer knowledge and information, including the child's learning journey. The designated person from both settings attended, along with the VS, SW and new carer.</p> <p>T is now settled in his placement and at school, making good progress and currently the carer is being assessed for Special Guardianship Order.</p> <p><b>Key Positive outcomes</b></p> <ul style="list-style-type: none"> <li>• T is settled at school, his attendance is good, is making good progress and is now working at age related expectations.</li> <li>• T's confidence has grown, his speech has improved and he is making friends.</li> <li>• T is settled in his placement and the carer is being assessed for Special Guardianship Order</li> </ul>
Child A (Year 2)	<p>A is 6 years old and is living in his 6th placement and is at his 4th school including nursery. A came into care when he was in nursery. A had witnessed domestic violence and inappropriate parenting - including seeing dad shoot the neighbour's cat. A also suffered severe neglect and negative parenting.</p> <p>When in Reception the school really struggled to meet his needs. VS worked closely with school and implemented funding to support additional staff to work with A. VS also worked closely with school, Primary Pupil Referral Service (PPRS) and Educational Psychology (EP) service to ensure everything was in place to support school with A. A secured an Education and Health Care Plan (EHCP) at the end of Reception with Band A funding.</p> <p>Unfortunately over the summer A's placement broke down and he moved out of the local authority; initially the carer transported A to school which wasn't ideal. A's carers said they would consider keeping him long term but couldn't sustain the stressful journey to school. It was agreed A would attend the local school after Christmas. A planned transition was implemented and A's TA from his old school spent time at his new school to pass on positive strategies to A's new TA. This was funded by VS.</p> <p>After a number of weeks, A's emotional well-being deteriorated and he became unmanageable at home and school. After a lot of different interventions including nurture etc. school said they couldn't meet A's needs. A had had a number of exclusions. Meanwhile the placement also said they were struggling, carer's siblings were being affected and the male carer was saying they should give notice. A was out of school and no mainstream school would take him due to safeguarding issues. There was no specialist KS1 provision available.</p> <p>After a number of weeks a small specialist school agreed to ask the DfE for permission to take A as they were not registered for KS1 children. The school only had 6 pupils and already had permission to take a 5 year old so A would have someone his own age. It was agreed A could start but there was escort issues. To ensure A got back in school the VS escorted him and then found a temporary escort until Transport secured one.</p> <p>A has been amazing ever since: he is now settled, very happy and engaging in education. He is making accelerating progress in all areas. This has had a positive impact on placement and they are now going to keep A long-term.</p> <p><b>Key Positive outcomes</b></p> <ul style="list-style-type: none"> <li>• A is now settled and very happy.</li> <li>• A is engaging in education and making accelerated progress in all areas.</li> <li>• A's carers are now going to keep him long-term.</li> </ul>
Child N (Year 3)	<p>N transitioned from a mainstream school at the end of Year 2, to move to a Specialist School for KS2 (Year 3). N previously attended a mainstream school, and had an Education and Health Care Plan (EHCP) granted in May 2015 prior to becoming LAC for Cognition and Learning, Communication and Interaction, Social and Emotional and Sensory / Physical. N has a rare chromosomal condition which impacted upon his development in all areas, including Speech and Language and social interaction – making accessing education a challenge. N was granted the top level funding for an EHCP (£6900) to support his school in promoting his education and meeting his needs.</p> <p>Upon becoming LAC in June 2015, N moved to a different primary school and the Virtual School (VS) were able to support N to access extra sensory support, social and emotional support and extra hydrotherapy sessions via Pupil Premium Plus as while he was receiving the top level of EHCP funding, this did not actually cover the cost of all of the support N required. The school felt able to meet N's needs until the end of KS2, but felt that after this he would need specialist provision. There were discussions with the Educational Psychologist and SENDCO, and the SENACT team.</p> <p>An EHCP review was held in May 2018 outlining N's needs and the move to a specialist provision for KS2 upwards. A PEP meeting in June 2018 was held prior to the move to ensure all information was up to date and the transition plan was underway and going well - which it was. The school had worked with VS, SW, Disability Nurse, new school and carers to plan the transition well, and planned a goodbye party for N.</p> <p>A PEP meeting was held in October 2018 to ensure the move to the new school had gone well, that N was settling in – which he was. The hydrotherapy sessions were not part of the curriculum in the specialist school, and therefore were not funded by N's EHCP. VS put in place Pupil Premium Plus to ensure the hydrotherapy sessions could continue as part of child N's routine. N is doing well in this school.</p> <p><b>Key Positive outcomes</b></p> <ul style="list-style-type: none"> <li>• No drift and delay for Child N, processes were completed in a timely manner which meant that the transition went smoothly</li> <li>• Smooth transition meant that N's start to his new school was a positive one, and he was able to begin to engage in his curriculum as soon as he started</li> <li>• New School and Old School worked efficiently alongside VS, Carer and SW to ensure a good and thorough transition – this included a goodbye party at his old school which means that some of the losses N had to face were planned and less traumatic.</li> <li>• All professionals kept in regular contact about how child N was doing, so that the transition plan could be adjusted accordingly when it was felt that things were moving a bit too fast for child N.</li> <li>• Pupil Premium was used to ensure that Child N's routine could continue to benefit his social and emotional wellbeing as well as physical development/sensory needs</li> <li>• School say that Child N is making good academic progress now that he is accessing a specialised SEN and holistic curriculum</li> <li>• N is confident in engaging in his lessons in his new school, despite there being a concern that he would struggle with the change – this is positive</li> <li>• Social development being seen – N is now able to demonstrate turn taking whereas this was a previous concern</li> </ul>

<p>Child J (Year 5)</p>	<p>J has been in care from 1 month of age. He was placed in foster care and then an adoptive placement which broke down. Thankfully his previous foster carer agreed to take him back and so did his previous school. His carer then agreed to keep him long term.</p> <p>The continuity of being able to go back to the same foster family and school helped him to have some stability from this rejection. Although, the rejection from becoming looked after along with the adoption breakdown impacted on his emotional well-being. Despite this J achieved greater depths (above age related expectations) at the end of KS1 and is on track to achieve greater depths at the end of year 6.</p> <p>Throughout his education, VS has supported access to interventions in order to meet J's emotional and academic needs and learning interests. These include a Talking/Drawing art intervention to support with friendships and emotions, referral and support from CHEWS when his behaviour and attitude to learning deteriorated, extra support for English and Maths.</p> <p>Current situation for J: J struggles around Christmas time, behaviours deteriorate, however school and home are aware of this pattern and have the support ready to support him through this difficult period. J is now well behaved and motivated, his behaviours have much improved and he has developed strong friendships. The CHEWs sessions made a positive difference and he is no longer needing to access this service.</p> <p>Pupil Premium was used to purchase a lap top to support him with learning at home. School has installed the appropriate software and J has expressed that he enjoys developing his learning at home.</p> <p>J now takes an active part in school life. He was elected to be a member of the school council by his peers. He attends archery and football club. J is being supported in his preparation to take the eleven plus for admission to Heckmondwike Grammar.</p> <p><b>Key Positive outcomes</b></p> <ul style="list-style-type: none"> <li>• J has been supported to fulfil his potential despite blips in his emotional well being</li> <li>• He is continuing to work above age related expectations</li> <li>• School and carers are working effectively together to meet J's needs and support his educational and personal aspirations</li> </ul>
<p>Child B (Year 8)</p>	<p>B was attending mainstream school. School had concerns about B: he was presenting with behavioural needs and low level learning needs. School addressed his needs by allocating key support workers and time in a nurture group. They also raised concerns about child B stealing food from local shops.</p> <p>B also disclosed to school that he did not feel safe at home and often did not want to go home. He was also looking after his siblings because of his mother being unable to do so due to her mental health needs. At this point child B was unknown to VS.</p> <p>B came in to care due to neglect, failure to keep safe from harm. Whilst in care he had contact with his mother. B's behaviour was always difficult in school the day after his contact visits; school did not know why and were unaware of the difficult contact sessions.</p> <p>After one of the more difficult contacts B's behaviour escalated the day after in school: as a result he was permanently excluded from school for physical assault on a teacher and persistent disruptive behaviour.</p> <p>VS worked with the social worker, the Exclusions Officer and the school Head Teacher and he agreed to rescind the exclusion of B due to his difficult situation and high level of need. VS advised school to submit an application to request a place at a Pupil Referral Unit (PRU), which they did.</p> <p>B did well at the PRU working with the education specialist who was able to support B to cope with behaviours resulting from his emotional needs. The care placement could not offer a long term place so B was moved to another local authority. VS liaised with the local authority and obtained a place at their PRU to avoid any drift and delay. B did well there and after 6 weeks a mainstream place was sought. After a honeymoon period in school B's behaviour became a concern again. B quickly moved through school behaviour sanctions and was again at risk of permanent exclusion.</p> <p>VS raised concerns to school and suggested that behaviour strategies were needed to support B and prevent further negative behaviour that could again lead to a permanent exclusion.</p> <p>A PEP meeting was held along with further meetings with the school pastoral and behaviour team and VS worked with them to put together a My Support Plan which focused on his needs, and agreed what daily support would be provided for him, how often and by who. Plans also included a mentor in school and key staff allocated to support his behaviour and social interaction needs. Time in the learning resource centre has been arranged when he needs time out and Pupil Premium Plus is being used to fund his mentor. This is reviewed termly by his foster carer and the school's DT and SENDCO.</p> <p>In the sessions with B his mentor has identified how he can make positives changes to his behaviour and organised planned opportunities to help him experience success. This has raised B's self-esteem and he is now is more a confident pupil who believes that he can do well at school and that other students and staff like him. He now feels part of his school.</p> <p>VS also worked with the social worker and his foster carers who attended all meetings in school so that they could support him at home as well as being kept up to date with what was happening in school. The foster carers are proactive in contacting school and his social worker when they need support.</p> <p><b>Key Positive Outcomes</b></p> <ul style="list-style-type: none"> <li>• Effective transition and school move – drift and delay avoided</li> <li>• School is now confident in responding quickly and correctly to the needs of LAC, using the correct procedures.</li> <li>• Positive links established with another local authority, PRU's and school admissions</li> <li>• B is now in line with his peers and working at ARE in PSHCE and Media Studies</li> <li>• He is engaging in learning and is no longer at risk of a permanent exclusion</li> </ul>
<p>Child P (Year 8)</p>	<p>P's mum passed away November 2017; he and his 2 siblings were cared for by his older sister. However, it became apparent that she was not capable of caring for P and his siblings. Prior to this P did not display any behavioural or emotional issues and he was working at age related expectations during the first term in Year 7 which consequently dropped.</p> <p>P and his siblings moved in with mum's partner. In the last academic year P's school reported incidents of P displaying verbal aggression, defiance, not following instructions and absconding from school premises. Due to these behaviours P was put on a managed move to another local high school. This move was unsuccessful due to allegations that he brought a knife into school. P returned to the previous school part time (9-11 am) with 1-1 support.</p> <p>In September 2018 P returned from the summer break much more settled without 1-1 support with a view to gradually increasing his hours. Extra support was provided by Kip McGrath to improve literacy, 1:1 support for 5 hours per week was implemented by VS.</p> <p>Due to needing a larger home, P had to move to another area but the journey to school proved too long and often resulted in P being late and missing vital learning. An application to another school was made but concerns were raised with the school being at capacity and also querying if they could meet his needs.</p> <p>In October the school agreed to take P despite over capacity. VS provided 50% funding for Pastoral TA who was an experienced behaviour support worker with experience and skills in trauma and bereavement (and 50% funding to meet P's sibling's needs) in order to help with the transition help meet his emotional needs. P started on part time hours at the school.</p> <p>As P struggled emotionally since his mum's death, the VS implemented emotional wellbeing support including growth mind-set resilience and 1:1 mentoring sessions and provided P with supervised 1:1 space to address periods of frustration and anger and additional support with bereavement.</p> <p>In November P started full time education. Whilst the DT reported some low level defiance it was manageable and addressed by providing a supportive and nurturing environment. To improve literacy and numeracy, VS provided funding for P to access online learning resources.</p> <p>As at mid-December P was continuing to thrive in school. He has recently had contact with his biological father which proved positive - he has been able to see P at school including watching a dancing demonstration in which P took part.</p> <p>P's English and Maths are in line with age related expectations (ARE), Science is below. This will be discussed at the next PEP review with a view to implementing additional strategies to improve P's current attainment levels. He will also be moving to High School for the next academic year which will require careful planning.</p>

	<p><b>Key Positive Outcomes</b></p> <ul style="list-style-type: none"> <li>• P is now in full-time education, attending regularly and is engaging.</li> <li>• P is working at ARE for Maths and English</li> <li>• P's confidence has grown and he is able to regulate himself emotionally.</li> <li>• P has made friends and has learned ballroom dance.</li> <li>• P has developed a relationship with his biological father which the school is supporting.</li> <li>• Support for P 's emotional health and wellbeing has resulted in him being more able to access other curriculum areas and full time education</li> </ul>
<p>Child B (Year 11)</p>	<p>B had a liver transplant at the age of 5 and became LAC in 2015. B is settled in a long-term placement. There is a strong, supportive and consistent team around her - the foster carer, Designated Teacher, social worker, parent and VS.</p> <p>B has attended and contributed to all PEP reviews.</p> <p>She managed at mainstream schools whilst on medication and had several periods off school due to illnesses related to the transplant.</p> <p>Pupil Premium Plus funded 1:1 tuition to identify and fill gaps in her education due to absence from school. At the beginning of Year 10 B was taken to hospital and put in an induced coma; the Leeds Hospital Teaching Team were involved. VS involvement ensured B had internet access while in hospital.</p> <p>B missed the majority of Year 10. When B left school tailored tuition and catch up sessions were provided during the summer break funded by Pupil Premium Plus; there was discussion around what B would be strong enough to access.</p> <p>Distance between home and school was a concern as it added an hour to the beginning and end of each day.</p> <p>VS management met B to ensure she understood the consequences of each of her options, namely:</p> <ul style="list-style-type: none"> <li>• Repeat Year 10 at a school closer to her placement - recommended by social care.</li> <li>• Repeat Year 10 at current school.</li> <li>• Return to current school for Year 11.</li> </ul> <p>B was involved throughout and her wishes were taken into consideration. B determined that she would remain at her current school and start Year 11.</p> <p><b>Key Positive Outcomes</b></p> <ul style="list-style-type: none"> <li>• B started Year 11 at the existing school and has a tailored timetable focussing on the subjects she needs to access Post 16 provision.</li> <li>• B is working below target grades, but is working hard to achieve her goal.</li> <li>• B actively contributed to the target setting/review of her education and input was tailored specifically to requirements</li> <li>• VS supported B to make an informed choice re her educational future</li> </ul>
<p>Child H (Year 11)</p>	<p>H entered care in 2007 and was placed out of area and a long distance from Kirklees. VS began working with H in 2015 when he was in a mainstream school.</p> <p>At school he was placed in small groups with more support due to behaviour issues. Due to these behaviour issues H had some exclusions. This led to school placing H in a PRU for a few weeks. H did not have an EHCP or My Support Plan and the school did not request an assessment. As the time approached for H to return to mainstream, school were not keen for H to return and said that they wanted to explore a managed transfer to another school and started the process of applying for an EHCP.</p> <p>In June 2016 H was temporarily placed in another provision which was in the process of closing down. The VS liaised closely with the local VS in order to find an appropriate provision.</p> <p>In September 2016 H started at a specialist school (SEMH). This was an assessment place with the plan that if it were found to be appropriate it would be named on the EHCP document which was being drawn up. H initially settled well and this school was named on his draft EHCP. However, H started to abscond from school and the school then said they could not meet H's needs as they did not feel they could keep him safe.</p> <p>Working with the local VS another SEMH school in the area was identified and in March 2017 H started at this school.</p> <p>H has settled well into this school. There is a very supportive team that work with him. There have been a few incidents of absconding but H is learning to take responsibility for his actions and school are pleased with his progress.</p> <p>Recently H refused to attend school for a few days. This was quickly resolved by all parties (school / foster carers / social worker and VS) working together and offering a solution to H.</p> <p>Another step in his progress is that H has attended a PEP meeting and given his views which is something that in the past he was always reluctant to do. H appears happy in his school.</p> <p><b>Key Positive Outcomes</b></p> <ul style="list-style-type: none"> <li>• H is attending effective provision that is meeting his needs and seems happy at school.</li> <li>• Committed long term foster carers have meant H feels part of the family and has asked to take the family name.</li> <li>• Excellent support was received from the local VS.</li> <li>• There has been regular contact between Kirklees VS / school / social worker / foster carers.</li> </ul>
<p>Child A (Year 11)</p>	<p>A and siblings entered care in May 2017 whilst A was in year 9. His school attendance was 71% at this time, and A was below ARE in all subjects apart from English and Science. A was anxious in and around school in spite of his Key Stage 2 levels suggesting he was a capable student who should be aiming for high grades at GCSE.</p> <p>A was informed of support available in school and via external agencies, with a referral to either schools counsellor or ChEWS to be made if needed. Foster carer was encouraged to support A at home by having a set time for homework and communicating regularly with school. A laptop was funded to assist home and coursework.</p> <p>At the start of Year 10 School issued A with a timeout pass for the wellbeing centre as A continued to have issues with anxiety. There were no concerns with his behaviour and he received positive behaviour points. Attendance has risen to above 90%. A showed improvement in all subjects but more progress was required in Maths and English. 1:1 tuition was funded by the VS alongside revision guides. A and his siblings moved in with a close family member. A completed 12 sessions at Northorpe Hall which he enjoyed and also reduced the number of panic attacks he was having.</p> <p>Later in the year A's mother died but A seemed to cope at the time. He continued with the 1:1 tutoring and sought careers advice with a view to plans after Year 11. A achieved positive grades in the Year 10 mocks.</p> <p>Following the Year 11 mocks A continues to have excellent attendance and attitude to learning and his confidence and self-belief is growing. He enjoyed pleasing results in the recent mock GCSE exams. Above expected grades in Science, English literature and Language, French, and the rest are in line with his targets. As A does not like public praise, it was agreed that a reward (vouchers for his favourite store) for his mock exam results would be given to acknowledge his success and motivate him to keep up the hard work.</p> <p><b>Key Positive Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased attendance from 71% to 99% with no unauthorised attendance</li> <li>• A has improved emotional health and is developing his confidence and self-belief</li> <li>• A has started to make applications for apprenticeships with FE as a backup choice</li> <li>• A is on track to achieve 8 GSCSE's with predicted grades of 7's</li> <li>• A applied to be a prefect in Year 11</li> </ul>