

# Report on Children in Care (CIC)

1<sup>st</sup> Jan 2024

For information on school policy relating to Pupil Premium, Child Protection and SEND, please use this link.

<https://www.beckfoot.org/about-us/policies-and-documents/local-policies/>

## Introduction

This report summarises the range of support offered at Beckfoot School to promote the progress, achievement and well-being of Children In Care (CIC), as well as details of educational outcomes and social and emotional development. It also includes case studies of two CIC students to highlight the diverse needs of our CIC students.

At the time of writing there are currently **21 Children looked after** on roll at Beckfoot, including:

- 14 within Bradford Virtual School.
- 3 within Leeds Virtual School.
- 3 within Kirklees Virtual School.
- 1 within Wakefield Virtual School.

ID	Sex	Year	SEN	Authority	Attendance	English	Grade (KS4) Year Group Average (KS3)	Maths	Grade (KS4) Year Group Average (KS3)	Science	Grade (KS4) Year Group Average (KS3)
A	M	7	E	Bradford	100%	Reading Age 9.2		A2L 2		A2L 1	
B	M	7	K	Wakefield	100%	Reading Age 9.8		A2L 1		A2L 1	
C	M	7		Bradford	88%	Reading Age 10.3		A2L 1		A2L 1	
D	F	8	K	Kirklees	88%	76%	68%	15%	56%	39%	54%
E	M	8		Kirklees	97%	78%	68%	56%	56%	36%	54%
F	F	8	K	Bradford	99%	85%	68%	79%	56%	60%	54%
G	F	8		Bradford	98%	78%	68%	24%	56%	43%	54%
H	F	8	K	Bradford	95%	72%	68%	32%	56%	47%	54%
I	F	8	E	Leeds	100%	72%	68%	9%	56%	28%	54%
J	M	9	K	Kirklees	100%	67%	69%	42%	68%	63%	48%
K	F	9	K	Bradford	98%	50%	69%	16%	68%	30%	48%
L	F	9	K	Leeds	100%	63%	69%	61%	68%	47%	48%
M	M	9	K	Bradford	95%	17%	69%	19%	68%	13%	48%
N	F	10	K	Bradford	93%	3	3	2	4	1	4
O	M	10		Bradford	100%	3	6	4	7	5	7
P	F	10	K	Bradford	4%	U	4	U	4	U	4
Q	F	10		Bradford	99%	3	5	4	6	5	6
R	M	11	K	Bradford	85%	3	4	3	5	3	5
S	M	11	K	Leeds	98%	3	4	3	5	2	5
T	F	11	k	Bradford	88%	1	3	1	3	U	3
U	F	11	K	Bradford	99%	3	4	1	4	2	4

## Key strategies for supporting CIC at Beckfoot

- Expecting strong school attendance through PEPs and home liaison.
- Working closely with carers, social workers and external agencies to ensure that the students' complex and diverse social and emotional needs are being met. Key staff are kept fully aware of the students' needs via updated documentation and reports as well as verbal updates.
- Identifying any additional needs and providing personalised support and resources to ensure that these are met.
- Encouraging CIC students to access extra-curricular activities from the comprehensive range available in order to enhance the school experience, improve health and well-being as well as developing their social and emotional skills.
- Ensuring school representation at CIC Reviews, PEP meetings and TAC meetings and providing a venue for these meetings within school, facilitating a multi-agency, collaborative approach and ensuring that Beckfoot has a clear understanding of the CIC student's progress and provision outside of school.
- Ensuring that each CIC student has regular contact with a trusted and supportive member of staff, usually the Tutor of Pastoral teamed, who knows and understand the individual needs of the student.
- Tracking and monitoring progress systems within school enable us to monitor and compare the Progress and Attitude to Learning of CIC and non-CIC students across subject areas. Teachers and Faculty leaders regularly review this data. KS3 Data is reported home three times a year and KS4 data reported home three or four times a year.
- Tracking and monitoring attitude to learning every lesson with active monitoring and reviewing weekly by Leadership and Year Heads
- CIC student welfare and progress are discussed in the SENDCo and HoY half termly strategy meeting.
- Personalised intervention and curriculum support is implemented where needed to help close the gap, engage and motivate or challenge students as appropriate.

## **Key staff supporting CIC**

### **Designated Teacher: Mike Barnes (SENCo)**

The Designated Teacher maintains an overview of interventions and meetings and liaises half termly with the Heads of Year to discuss achievement and issues relating to the CIC students, as well as targets and action points from the meetings. The Designated Teacher (DT) maintains and regularly updates files on each CIC student via CPOMS, including minutes from CIC Reviews and PEP meetings as well as weekly feedback from Year Heads and the Bradford Virtual School Associate. The SEND team also offers after-school curriculum support, either in small groups to help with homework, revision or consolidation.

### **Senior Leadership: Alex Denham (DHT for Vulnerable Learners), Frances Wade (AHT for KS4), Mike Midgeley (Head of KS3)**

### **Heads of Year and Pastoral leaders**

Due to the 21 CIC students at Beckfoot, much of the interaction with a CIC student is carried out by the Year Heads for the specific year group. It is this pastoral team who support the students daily, providing a trusted and constant point of contact and acting as a go-to person when the students need someone. The Year Head attend the CIC Reviews and PEP Meetings for students within their year group and maintain close contact with carers and external agencies.

Given the numbers of CIC students in certain year groups, this can represent a considerable time commitment to prepare paperwork and data for and attend meetings.

### **Teaching Assistants**

CIC students with additional needs students are taught in well-supported classes, benefitting from the help of dedicated and experienced teaching assistants due to the SEN needs of the student. Some TAs also utilise their subject specialisms to offer after-school support in Homework Club.

### **Securing Fundamentals**

Those CIC students who require catch-up support in literacy in Year 7 and 8 receive additional support through the whole school Literacy strategy. The aim of this intervention is to bring the student's reading age up to 11+.

## **PP Spending**

Please refer to the Pupil Premium Strategy Report here:

- <https://www.beckfoot.org/about-us/policies-and-documents/local-policies/>

## **Exclusion data**

There have been no CIC students suspended this academic year.

## Case Studies

### Student J from the data set

#### **Background:**

Came in to care with Kirklees authority.

Attendance 100%

Their English work is at the year group average, their Maths work is below the year group average and their science work is above the year group average as noted on the data table above.

Student J was placed in a secure extended family setting. They are in a stable place with a sibling. The social worker works closely with family and school. The child came from a school out of area and is very settled at Beckfoot. At the time of transition there was discussion around the need for an EHCP. Much progress has been made and they no longer need that level of support in class to make progress. In Year 7 and 8 VS funded addition private tutoring which benefited the student. The child now attends extra-curricular table cricket disability group. This group has worked weekly on social skills that have made an impact on their social interactions and friendships. The team they are in have been Bradford champions, West Yorkshire champions and National runners up.

They will be selecting GCSE subjects this coming spring.

#### **Academic profile:**

KS2 Starting point **was below average with concerns they needed an EHCP,**

SEN status K , SEMH

Attitude to Learning average – On class charts they have had 800 positive points and 400 negative points.

## **Student M from the data set**

### **Background:**

Came into care with Bradford authority.

Attendance 100%

Student M is in a long term settled placement with a family and is in a settled situation. Student M benefits from this stability. They have a sibling who is also a CIC that previously attended Beckfoot school. They attended Feversham Primary school then Carlton Bolling school before transferring to Beckfoot in 2020.

### **Academic profile**

KS 2 Start level estimated to be average in ability.

SEN Status- is no SEND.

Attitude to learning – is excellent. They are an able and independent learner on track to achieve strong GCSE's.

On class charts they have 1100 positive points and only 20 negative ones.

English target is grade 6, he is currently just off target with a grade 3 at the start of Year 10. In Maths he is at grade 4 and science grade 5.

M traditionally has worked well in a typical classroom setting for all academic learning. They are an independent learner who benefits from strong quality first teaching as part of Beckfoot's universal offer. They do not require any additional support in learning. M is a very strong sports man playing and taking a leading role in the successful school football team. Subjects chosen at KS4 alongside core subjects and French are, Engineering, Business and an additional science making for a triple 3 GCSE science award.

## External scrutiny

### Main points from the last external report on CIC Provision at Beckfoot School:

- “The provision for meeting the needs of CIC students is well thought out and well managed.”
- “Remote learning provision has been comprehensive with a blended learning approach. Student engagement has been strong, and the school has made a concerted effort to sustain parental/student engagement with weekly welfare phone calls and follow up as appropriate.”
- “The school has carried out both a student and staff questionnaire and the results indicate a very positive attitude to the remote learning provision.”
- “The CIC students are identified as a separate group, and their progress is closely monitored. CIC students are prioritised in terms of exam access arrangements.”
- “The school uses PPG and other funding to provide personalised support depending on a students’ individual needs. Recent spending allocated specifically to CIC students has included Art Therapy sessions, considered funding for enrichment opportunities, and the funding of GCSE guides for Year 10 and 11 students. Curriculum trips are always fully funded and other trips receive a level of funding commensurate with student need.”
- “CIC have the adults who know them best and with whom they have the closest bonds acting as their advocates, this is usually the Head of Year and/or SENDCo, who contribute to their PEP. Students are invited to relevant parts of PEP meetings. Funding allocation is a focus within the PEP meeting.”
- “A wide range of strategies are employed to support strong attendance, including return to school meetings, incentives, mentoring, support from the ESW, and their impact on individuals is closely monitored.”
- “The school has developed a Vulnerable Learners Index to ensure staff are fully aware of their needs of all children.”
- “All staff, including the TA team and the teaching team, have been made aware of ACES with TAs having specific training. All staff have training in Teaching and Learning strategies to target and support vulnerable learners, wider issues such as SEMH and CPD has continued online throughout lockdown. Some staff have undertaken the Mental Health Champion Foundation course online.”
- “The school has a very rigorous approach to the support of CIC students, and they are very well supported.”