



LAC INFORMATION REPORT 2019-2020

SCHOOL NAME:	HIGHFIELD MIDDLE
TYPE OF SCHOOL	Mainstream deemed Secondary
	Middle School (Years 5 - 8)
CORPORATE PARENTING AND ELIGIBILITY:	<p>Highfield has many different cohorts of pupils on roll. Some of these are in the care of the local authority, placed with foster families, and we all work together as corporate parents to support the education for these children. These pupils are “looked after” children (often abbreviated to LAC).</p> <ul style="list-style-type: none">• Click here to find out what we mean by LAC

	<p>It does not matter which local authority places the child into the school; Highfield works with each child, foster family, and the other services involved to ensure that these pupils are given every opportunity to succeed in line with their peers.</p> <p>Other children may once have been looked after and have gone to be adopted, cared for with a Special Guardianship or Child Arrangements Order (previously called Residence Order) immediately after being looked after. These pupils are often referred to as post-LAC. It is the responsibility of the carer or adoptive parent to tell school about these pupils.</p> <ul style="list-style-type: none"> • Click here to find out what we mean by post-LAC 	
CORE OFFER:	<p>Is Highfield currently able to deliver it's core offer consistently to all pupils across all the curriculum areas of the school?</p> <p>Yes</p>	
POLICIES:	School policies available on the website for:	
	<p>LAC and Post-LAC</p> <ul style="list-style-type: none"> • Click here to read this policy 	YES
	<p>SAFEGUARDING</p> <ul style="list-style-type: none"> • Click here to read this policy 	YES
	<p>SEN</p> <ul style="list-style-type: none"> • Click here to read this policy 	YES
	<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Click here to read this policy 	YES
	<p>EQUALITY AND DIVERSITY</p> <ul style="list-style-type: none"> • Click here to read this policy 	YES

	MEDICAL NEEDS <ul style="list-style-type: none"> • Click here to read this policy 	YES
	ACCESSIBILITY <ul style="list-style-type: none"> • Click here to read this policy 	YES
EQUALITY AND INCLUSION:	<p>Are key staff at Highfield aware of and familiar with the requirements of:</p> <ul style="list-style-type: none"> • Section 20 of the Children and Young Persons Act 2008? YES <ul style="list-style-type: none"> ○ Click here to read this policy • The Children and Social Work Act 2017? YES <ul style="list-style-type: none"> ○ Click here to read this policy • The relevant parts of the Academies Act 2010 that relates to LAC and post-LAC pupils? YES <ul style="list-style-type: none"> ○ Click here to read this policy • The requirements of a Designated Teacher Regulations 2009? YES <ul style="list-style-type: none"> ○ Click here to read this policy 	
<p>Highfield has available (over and above our universal offer for all pupils) the following Areas of Strength:</p>		
<p>Teachers and support staff have had training on:</p>		
Development of the brain, neurodevelopment and neurodiversity <ul style="list-style-type: none"> • Click here to find out more 	January 2019	
Attachment and the impact of trauma <ul style="list-style-type: none"> • Click here to find out more 	January 2020	
Dyslexia	January 2019	

	Speech, language, and communication	September 2019
	Safeguarding (Various topics delivered or planned to be delivered)	Throughout 2019-2020
	PREVENT	October 2018
	Reading, phonics, writing and maths support	Throughout 2018-19
	<p>Nominated staff have had specialist restraint handling (throughout 2019)</p> <p>Our Learning Mentors have had Young Minds training (June 2019)</p> <p>The Designated Teacher / SENDCOs attended the Great North ACEs Conference (May 2019)</p> <p>The Designated Teacher is part of the Northumberland ESLAC working party to support the improvement of attainment for LAC and post-LAC pupils.</p>	
Mental Health and Emotional Well-being	<p>At Highfield we are aware of the importance of mental health and emotional well-being for all our pupils.</p> <p>Pupils who are currently LAC or post-LAC may face additional challenges for a variety of reasons. As a school, we ensure that all pupils, including those who are LAC or post-LAC, cared for under an order or arrangement, have access to:</p> <ul style="list-style-type: none"> ● Quality pastoral care and the nomination by the child of a Trusted Always Available Adult ● Access to a high quality PSHE curriculum to understand and promote self-awareness, self-confidence, acceptance, tolerance, diversity, and equality. ● Awareness of bullying and how to report any incidents or concerns ● Mindfulness and strategies to support self-calming ● Learning Mentor support when appropriate 	

	<ul style="list-style-type: none"> • Celebrate differences by understanding and acceptance of individuals regardless of ethnicity, cultural, religious, social or economic background, in addition our equality and diversity policy. 	
Specialist Facilities / Equipment to support LAC and post-LAC pupils	To cater for every pupil as an individual, there are a range of facilities including those to support children with SEND. LAC and post-LAC children can access:	
	Fully accessible bathrooms with hoists	Main building / POD / Annexe
	<p>Although this is primarily available to our pupils with physical disabilities, the main building has a hygiene room equipped with a bath and shower should this be needed to maintain personal hygiene offering a more discrete facility than that in the pupils' changing rooms used for PE and Games. (These have a single user shower cubicle.)</p> <p>A LAC or post-LAC pupil can tell their Trusted Always Available Adult which they would prefer to use should this facility be required.</p>	
	Gender neutral bathroom / changing facilities	POD / Main building
	<p>It is quite normal for pupils to have some anxiety around communal changing and single sex toilets, particularly when self-identify presents additional challenge.</p> <p>Heightened anxiety and hyper-vigilance can be reduced using gender neutral facilities. A LAC or post-LAC pupil can tell their Trusted Always Available Adult which they would prefer to use should this be required.</p>	
	Chill Zone	Main building
	Highfield has a permanent "chill zone" that has 3 designated areas. One area is a small classroom used for smaller teaching groups for specialist support (e.g. phonics); another has reduced sensory	

	<p>input, casual seating, and Lego; the last has 3 computers to allow supported working or calming.</p> <ul style="list-style-type: none"> • Click here for some suggested ways to reduce anxiety 	
	Butterfly Room	Annexe
	<p>Our Learning Mentor base is the purposely designed “Butterfly Room”. It has casual seating, SEMH resources, and a wide range of support materials including child-friendly reading on specialist SEH issues, such as bullying, body image, and friendships.</p>	
	Outdoor Learning Area / Classroom	In the school grounds
	<p>The school has lovely grounds that have been developed (2018-2019) into a purpose-built and resourced Outdoor Learning Area. All areas of the curriculum use the classroom and areas to deliver lessons that are engaging, fun, interactive, and reduce the anxiety around learning within the classroom.</p> <p>Many LAC and post-LAC pupils have benefited from these areas as the need for hypervigilance is reduced in an open space.</p> <ul style="list-style-type: none"> • Click here to understand some of the benefits of learning outside the classroom 	
PUPIL EDUCATION PLAN (PEP) AND LEARNING SUPPORT	<p>At Highfield, we actively promote high expectations for every pupil. We know that LAC and post-LAC pupils can face specific barriers that may impact on their learning and we want to take every action to overcome these.</p> <p>Above and beyond quality first teaching, examples of the strategies we use to accelerate the progress of LAC and post-LAC pupils include:</p>	
The PEP process at Highfield (for LAC	<p>An up to date PEP</p> <ul style="list-style-type: none"> • Click here for more details 	All teaching and support staff are asked to set appropriate learning targets for looked-after and

<p>pupils).</p>		<p>previously looked-after children in the school that include measures to accelerate their progress. The completed PEP is discussed with the carer and child at a meeting. It is then registered with the local authority.</p>
	<p>A regular 6 monthly review of progress</p> <ul style="list-style-type: none"> • Click here for more details 	<p>As part of our responsibility as corporate parents, we hold regular formal reviews that focuses on the PEP targets and the child’s progress. Highfield ensures that LAC pupils experience a child-centered approach, putting them at the centre of the meeting.</p>
	<p>A personalised learning curriculum</p> <ul style="list-style-type: none"> • Click here for more details 	<p>Highfield has developed “Stepping Stones.” This is a bespoke and personalised flexible learning approach that supports the curriculum. It has a focus on real-life experiences and the learners own interests. We want to be proactive and will offer this choice to carers when a child is struggling with a traditional learning route on a flexible basis.</p>
	<p>Regular in-house reviews</p>	<p>As teachers and support staff work alongside your child, they constantly assess what they are doing, how much progress they are making, and whether they are achieving what they should. Any lack of progress is quickly identified by teaching and support staff, allowing Highfield to put in any interventions to keep progress on track.</p>
<p>Supporting the learning of LAC and post-LAC pupils</p>	<p>Access to a Trusted Always Available Adult</p> <ul style="list-style-type: none"> • Click here for more details 	<p>Highfield recognises the need for LAC and post-LAC pupils to be able to talk to an adult and that any delay can seem too long. We commit to allowing each LAC</p>

		and post-LAC child to nominate a trusted adult within school. We also will try to tell your child when this adult is not available in school.
	Prompt Assessment of any area of learning difficulty <ul style="list-style-type: none"> • Click here for more information 	<p>In line with our SEND policy, we will monitor any difficulties your child may have and use the appropriate assessment routes to identify any cause. Please refer to the SEND Information Report to see how this happens.</p> <ul style="list-style-type: none"> • Click here for our SEND Information Report
	Support with homework	Highfield has a range of homework clubs available during and after the school day; all have access to IT. Each session has the support of a teacher or qualified staff member. Of course, you and your child are welcome to discuss any issues with homework with the pastoral or subject teacher.
	Support with attending school <ul style="list-style-type: none"> • Click here for details of the role of education and welfare officer 	<p>Highfield understands that attendance at school is of the utmost importance. However, when a LAC pupil experiences difficulties such as a change in school setting or foster carer, it may be necessary for a part time or flexible timetable to be used. This will be considered on a case by case basis, and will be for a limited period of time.</p> <p>Many staff also provide further enrichment activities through specialist interest clubs, such as sports teams, astronomy etc. These can be used to engage LAC and post-LAC pupils in their learning. There are currently some 35+ such clubs (SPring term, 2020).</p> <p>School trips and visits are also available to bring learning into context (e.g. visit to Prudhoe Castle for history). As</p>

		part of our inclusion policy, LAC and post-LAC pupils will always be encouraged to attend, as appropriate.
	Use of the ESLAC support team and professionals <ul style="list-style-type: none"> • Click here to find out more about Northumberland ESLAC 	Most local authorities have support teams and professionals available to them via the Virtual School team. We will always seek support from other professionals and specialists to support the learning of LAC and post-LAC pupils, in line with the relevant local authority requirements.
	Consideration of requests to support social skills development <ul style="list-style-type: none"> • Click here to read about the importance of social skills 	If the child's PEP indicates the need for social skills development, Highfield will endeavour to support this; this may mean that some funding may be available to support non-curriculum visits and trips.
	Working with other professionals and specialist service providers	<p>We want your child to achieve their potential, be safe, and enjoy their time at Highfield. However, we know that sometimes things can be difficult. We will always try to support a LAC or post-LAC pupil using a range of professionals and specialist providers including:</p> <ul style="list-style-type: none"> • School Nurse Click here to find out more • Primary Mental Health Click here to find out more • Children and Young People's Service (CYPS) Click here to find out more • Adopt North East Click here to find out more

	<p>Behaviour and Exclusions</p> <ul style="list-style-type: none"> • CLICK HERE TO READ OUR BEHAVIOUR POLICY 	<p>Highfield has a behaviour policy where reasonable adjustments can be made by the Head and the Governing Body to support pupils who have special circumstances.</p> <p>We will always try to work with the foster carers and the relevant local authorities to prevent any exclusions for LAC and post-LAC pupils.</p> <p>However, when this is necessary, you will be involved and the process explained to you clearly, including your right to appeal the decision.</p>
	<p>Complaints</p> <ul style="list-style-type: none"> • CLICK HERE TO READ OUR COMPLAINTS POLICY 	<p>We want to involve you in deciding on the best possible ways to support your child. If you have any concerns then:</p> <ul style="list-style-type: none"> . First - Contact the pastoral teacher . Next - Make an appointment to see the Head of Year / Subject teacher

		<p>. If your child has an IEP or EHCP - Talk to the SENDCO</p> <p>. Should you still have concerns - Make an appointment to see the Head.</p> <p>Any unresolved matters or complaints are taken seriously and will be dealt with fairly and equitably.</p>
PARENT/CARER COMMUNICATION:	<p>Highfield recognises and values the benefits of having good communication channels with carers, adoptive parents and guardians, and we strive to work with them to ensure that every child is well supported in school. For LAC and post-LAC pupils, the families are part of the support mechanism and can provide insight into the challenges that may impact on learning.</p> <p>Whilst we have processes to communicate with foster carers and families, such as Parentmail, home-school books and planners, we also strive to provide additional communication support by:</p>	
	Providing a welcoming atmosphere	We strive to provide support that does not stigmatise you, the pupil, or the birth family.
	Ensuring the privacy of information <ul style="list-style-type: none"> • Click here to find out how we use personal data in school 	<p>We conform to GDPR requirements and will only share information on a LAC or post-LAC pupil in line with our statutory requirements, court orders, or those professionals who have consent to access relevant and pertinent information to support learning.</p> <p>Additionally, we may need to share information on a</p>

		child to ensure that we meet our statutory requirements to ensure safeguarding.
	Providing a Designated Teacher as a point of contact <ul style="list-style-type: none"> • Click here to find out the role of a Designated Teacher 	You are always welcome to talk to your child's pastoral or subject teachers, head of year, SENDCO, or other appropriate staff member. However, there will always be a Designated Teacher to act as a single point of contact between school, the foster carer, and external agencies. This is to ensure that sensitive information is processed with care and respect.
OTHER INFORMATION:	Whilst post-LAC pupils can often be in settled placements, LAC pupils can be transferred between foster carers and may only be in a school for a short period of time. At Highfield, we aim to support transfer between schools by:	
	Transition at a Phase Change	Your child's PEP will show your choice of the next school; this is called the nominated school. We will work with you, your child, and this school to plan at least one visit that can take place before your child joins their new school. There will always be the chance to ask questions, find out who the new Designated Teacher will be, and to talk to key staff, as well as look around the school.
	Transition Mid-Year	Where a LAC or post-LAC child has to change schools mid-year, this can cause anxiety. Pupil's who transfer mid-year to Highfield are welcome to arrange a structured and graduated phased introduction to the school, their new classmates, and the subject areas.

		<p>This may be with a trusted adult from their current School.</p> <p>Highfield has an annual Open Evening, usually in October, to allow pupils and their families to look around the school, meet the staff, discuss additional needs with the Designated Teacher and ask any questions.</p>
	<p>Work and Careers Information</p> <ul style="list-style-type: none"> • Click here to find out how Highfield supports future aspirations 	<p>All pupils with SEND participate in the “World of Work” events organised throughout the 4 years at Highfield.</p> <p>Our Year 8 pupils also undertake a “Careers Speed Dating” event.</p> <p>We also arrange for invitations to attend events at local further and higher education settings for pupils in Year 7 and 8. These are usually held over a weekend and provide an opportunity for the foster carer to encourage further study.</p> <ul style="list-style-type: none"> • Click here to find out more information on North East Raising Aspirations
<p>COMPLETED BY:</p>	<p>Mrs C Laidler Designated Teacher Tel: 01661 833822 Email: admin @highfield.northumberland.sch.uk</p>	
<p>DATE COMPLETED:</p>	<p>14/1/2020</p>	