



MEDINA HOUSE SCHOOL

LAC & POST LAC REPORT 2019-20

Medina House receives additional funding for Looked After Children (LAC), Post LAC Children (those who have been adopted, under a Special Guardianship Order or those on a Residency Order) and Service Children (children of parents who work in the Armed Forces). The funding is to support these disadvantaged children. All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

The governors of Medina House School are committed to allocating the LAC and Post LAC funding to support these groups of pupils who are legitimately identified as being socially disadvantaged in order to address the current underlying inequalities between these pupils and their peers. At Medina House we do not have any Service Children.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Reporting of LAC and Post LAC funding

The governors of Medina House requested a detailed report by available at the end of this financial year to give detailed information on how the funding has been used within the school.

After the positive impact in pupil achievement last year for Pupil Premium pupils, we used the funding in a similar way for LAC & Post LAC pupils.

2019/20 Income received for Post LAC, Looked After Children and Service Children.

Total number of Post LAC pupils = 7 Total number of LAC pupils = 6 rising to 7 mid year Total number of Service Children = 0
Total APN = 83 Actual Pupil numbers = 90 Percentage of Post LAC= 8% and LAC = 7% Percentage of whole school = 15%

Total LAC/Post LAC Funding 2019/20	£ 26600 (7 Post LAC pupils@ £2300 = £16100 + LAC pupils 6 @£1600 (£2300-£700 (top sliced)) =£10500
Contribution from School <i>Budget</i>	£ 3814
Total Spend:	£ 30414

What we are spending it on	What difference it is making	How much we have spent so far
<p>Speech Assistant</p> <p>Continued Staff training in Makaton/ signing</p>	<p>Regular speech sessions to our pupils have had a direct impact on improving communication skills & needs, ensuring improved access to the curriculum and increasing pupils confidence and achievement. 1:1 speech drills on a daily basis have also improved speech sound production for relevant pupils.</p> <p>Whole school drive to enable all pupils to communicate in line with the SDP to make Medina House a total communication establishment</p>	<p>£3227 on Salary costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)</p> <p>£ 225 on training costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)</p>
<p>Physio/OT Assistant</p>	<p>Extra support from our physio assistant for those pupils with physical needs, has had a positive impact, resulting in</p> <ol style="list-style-type: none"> 1. Improved confidence in class teams to incorporate physio and positioning programmes into daily practice leading to full access to learning, leading to improvement in achievement for PMLD pupils, as well as, 2. Improved gross motor skills, 3. Improved fine motor skills, 4. Improved physical skills 5. Improved behaviour and ability to focus for longer periods as a direct result of providing daily sensory circuits for all relevant pupils. <p>In summary, it has ensured pupils have greater access to the curriculum and has made a difference to individual pupils achievements overall.</p>	<p>£ 3227 on Salary costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)</p> <p>£ 225 on staff training costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)</p>

Inclusion Aids	Specialist equipment/ play therapy sessions have improved access to the curriculum and aided physical and communication needs which has had a positive impact on achievement for both LAC and Post LAC pupils.	£ 5068 on specific equipment/ therapy sessions/class purchases for LAC pupils £ 7835 on specific equipment/class purchases for Post LAC pupils
ELSA/FEIPS provision 2 days per week	Weekly ELSA/FEIPS sessions for pupils to ensure they are developing emotional literacy skills, which mean they develop ability to identify their feelings, follow rules – making them ready to learn.	£ 1395 on Salary costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)
Swimming teacher for 2 days per week	Weekly swimming sessions for pupils from a qualified swimming teacher	£900 on Salary costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)
Family Support	Family Support input has been successful in building good relationships with parents. The impact has included: <ul style="list-style-type: none"> • Consistent approaches at home and school- particularly regarding learning/ communication/ behaviour • Implementation of successful behaviour strategies at home • Improved attendance • Support for complex family situations • Provision of Social stories which have been instrumental in addressing anxieties for changes in family circumstances/hospital visits etc and or to address behaviour issues • Emotional/Behavioural support for parents • CAHMS interventions • Workshops for parents • Practical support for parents e.g support to complete forms for family funding/DLA 	£ 2568 on Salary costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)

<p>Extra Curricular activities</p> <p>Football Club Sensory Circuit UKSA Dance Live</p>	<p>Football Club, Sensory Circuit and UKSA and Dance Live have given pupils (who may not have accessed these previously) extra social opportunities with their peers, which are essential to the development of social skills. They have also helped to improve self esteem and confidence.</p>	<p>£ 226 on Salary costs for clubs</p> <p>£ 638 on salary costs for Sensory circuits</p> <p>£ 130 contribution to UKSA (£60 LAC & £70 Post LAC)</p> <p>£ 500 contribution to Dance Live (£250 LAC & £250 Post LAC)</p>
<p>Forest School</p>	<p>Specialist Forest School leader has enabled our pupils to experience outdoor learning and broaden horizons, which has:</p> <ul style="list-style-type: none"> • Improved focus and engagement for hard to reach pupils. • Taught pupils to take ‘safe risks’ . • Improved independent learning opportunities. • Given children the chance to transfer existing skills to a different environment – broadening their experiences. • Opened up the world to those pupils who do not have access to outdoor spaces at home. 	<p>£ 2145 on Salary Costs & specialist equipment (8% of Post LAC Pupil Premium funding) (7% of LAC funding)</p>
<p>Music Therapy</p>	<p>Weekly music therapy for identified pupils has had a significant impact, enhanced over the last two years of provision :</p> <ul style="list-style-type: none"> • Music is processed in a different part of the brain to conventional communication and, as a result, many of our pupils begin to communicate via music. Some of them have only learnt to talk after vocalising with 	<p>£ 1275 on Salary Costs (8% of Post LAC Pupil Premium funding) (7% of LAC funding)</p>

	<p>music.</p> <ul style="list-style-type: none"> • We also have many pupils for whom music is a therapeutic outlet and they have shown that they are able to use music to express their emotions and regulate their anxiety or upset. • Some of our pupils have shown themselves to have a gift for music, learning to play and compose their own pieces. • Many of our pupils report that Music therapy is one of their favourite activities at school. In his Annual Review this year, one of our Looked After children expressed his ambition to play the piano as he grows into adulthood. • Some of our very young and most complex pupils on the autistic spectrum have blossomed over the year : some of them were not able to tolerate the noise and instruments and chose to run away or avoid interactions during the session. As time has progressed, they are all able to access the sessions, learning to wait their turn in a small group and evidently getting great pleasure out of the music they are enabled to make through Anna’s skilled intervention. The social benefits to this input have also been significant. 	
<p>Wikis</p>	<p>All of our LAC pupils have developed their own personal Wiki website :</p> <ul style="list-style-type: none"> • Wikis are accessible, simple, secure and easy to build 	<p>£ 820 for Wiki’s for LAC pupils</p>

	<p>personal websites. They can be used to develop multi-media person centred plans that use pictures, words, video and sound to capture the voice, skills, aspirations and needs of the young person.</p> <ul style="list-style-type: none"> • Pupils have been enabled to develop their own self of sense and self-advocacy by being supported to build their own personal website; they begin by incorporating all of the things that are most important to them. • Pupil voice has been strengthened by children being able to express their interests, needs and wishes via their website. This has supported their involvement in Annual Reviews and PEP meetings. 	
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Personal Education Plans (PEPs)

Every LAC pupil has a Personal Education Plan. This is agreed in the Autumn term and then reviewed each following term, facilitated by the Designated Teacher (DT) and the child's class teacher, with essential involvement from the child, their carers and families and their social worker. These reviews plan for and evidence the impact of the Pupil Premium spend for that individual child. This spend is directly linked to individualised termly priority targets for the child. As all of our pupils have an EHC plan, the priorities agreed at the child's annual review of their EHCP form the backbone of the PEP and serve to support and enhance provision for the child's holistic development.