

# ACTION & IMPACT REPORT 2018/19



## AREA OF LEARNING: LAC

### PRIORITIES

5.4 To ensure that our high level of vulnerable pupils with SEMH needs are supported through effective nurture and pastoral provision and removing barriers to learning

1.3 To ensure the attainment of almost all groups of pupils is broadly in line with National averages and if below these, is improving rapidly. (WPT)

To ensure all targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations.

5.2 To improve the attendance so that no groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

### SUCCESS CRITERIA

- Children supported to develop and improve in Social and emotional skills.
- Remove as many barriers to learning in order for the children's self-confidence and esteem to improve.
- All pupils can access the curriculum and make better progress.

- Monitor the attainment and progress of the LAC and previously LAC children.
- Set SMART targets (EPEP) for the children.
- Update EPEPs and attend EPEP and LAC reviews to ensure all parties are aware of progress and attainment.
- Ensure all LAC children are accessing a curriculum that will best support them.

- Monitor the attendance of the LAC and previously LAC children.
- Liaise with other agencies to support the LAC children's attendance.
- Report on attendance during EPEP and LAC review meetings.

### ACTIONS

- Monitor attainment and progress.
- Ensure SMART targets are set
- Update EPEPs and attend EPEP and LAC reviews- report to all agencies about attendance, attainment and progress
- Provide support for SEMH needs- counselling, learning mentor, nurture provision, go to person, classroom strategies.
- Complete SDQ questionnaires to identify areas of need.
- ZN and DR to attend LAC training.

### IMPACT