

Every Looked After Child entitled to a full time school place
An Oxfordshire Looked After Child and currently single roll in OCC school (maintained/special or academy) but there is an imminent risk of school provision breakdown. Pupil does not have an existing EHCP.

Pupil remains on roll of existing school and a clear reassessment of cognitive, social and emotional needs (attachment and trauma) is undertaken. This should also include an SDQ and be recorded within the PEP and an early PEP meeting arranged by school. The social worker and Virtual School should be invited. Questions explored at the meeting: Is placement suitable? What impact is this having on the care placement? What strategies have been tried? Is the current use of the Pupil Premium and DSG funding being used for the right interventions? Following assessment **one or more of the following options** should be pursued, in discussion with social care and the Virtual School. To enable sufficient time for change to occur school should undertake one-two terms of a clear plan, do review cycle before other measures are pursued.

Option: Complete an Inclusion Support Plan. If identified needs meet SEN Additional Funding apply. LAC will need a minimum of one to two terms of plan, do, review for changes to become stable. Where there is trauma or attachment difficulties often behaviours can be exacerbated before improvements are seen. Possible outcome EHCP requested if specialist provision is required.

Option: Alternative provision on or off-site, and in some cases a managed move may be considered. The [Exclusion and Reintegration Officers](#) can advise you.

A managed move should be discussed with LAC, social worker, Virtual School and Exclusion and Reintegration Officer. A transition plan must be prepared, with a clear timeframe.

Option: As LAC do not usually go through IYFAP they can be allocated places at Meadowbrook College for the KS3 Discovery program and the KS4 program via the Exclusion and Reintegration Team.

Final Option: LA name a new provision and agree change of roll to alternative provision. Current school creates a clear transition plan eg joint initial PEP meeting joint class teacher planning, TA or ELSA support if possible. A school / academy can go over PAN to admit a LAC or previous LAC. In line with DfE guidance LAC should wherever possible be placed on roll at schools judged good or outstanding.

For all options: if young person is refusing to attend provision or any other provision arranged absence should be recorded as unauthorised.

If LAC is medically unwell refer to DfE statutory guidance: '[Ensuring a good education for children who cannot attend school because of health needs](#)'. If pupil has anxiety or requires mental health assessment, gain as much evidence as possible from school. Refer to CAMHS in the meantime try to engage or stabilise through:

Option:

- Inclusion Support Plan completed
- PEP meeting arranged
- Virtual Learning (NIMBL tablet)
- Therapeutic intervention
- If over 14 years work experience
- Tutor (*Academy 21* for KS3/4/5)
- Initial reduction of timetable with clear plans to reintegrate back to full-time within a term. Must notify the Exclusion and Reintegration Team at pupilsmissingout@oxfordshire.gov.uk
- Family Intervention through family placement social worker

In very rare circumstances the LA may transfer the pupil to a specialist education provider without DfE number.

