

# The NSB Trust

## Pupil Premium Policy

To be reviewed annually

This policy contains the Looked After Children and Previously Looked After Children policy

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## 1. Introduction

This policy is drawn from the guidance provided in:

*Pupil premium: overview*

*Using Pupil Premium: guidance for school leaders*

*Pupil premium 2023-24: conditions of grant for academies and free schools*

*Pupil premium 2023 to 2024: technical note*

*The Key for School Leaders 2023 Guidance*

The Department for Education (DfE) published the Pupil Premium Grant to:

- increase social mobility
- enable more students from disadvantaged backgrounds to get to the top Universities
- reduce the attainment gap between the highest and lowest achieving students nationally

*“The aim of the Government’s new Pupil Premium is to raise achievement among disadvantaged children.”*

This grant is made to schools irrespective of the existence of any deficit of school budget share expenditure and is not part of school budget share. The payment is made for students based on information derived in the school census (those known to have been eligible for Free School Meals in any of the previous 6 years) and for Service Children, (the latter at a lower rate).

Two separate determining systems support Looked-After Children and Previously Looked After Children. Some of the Pupil Premium each year may be carried forward to future years.

Schools within The NSB Trust Our aim, when devolving Pupil Premium funds, to support disadvantaged students is to ensure that there is both a direct allocation and an indirect allocation.

A direct allocation is achieved through a clear educational objective in terms of raising attainment or closing the attainment gap and ensuring progress of each child from the Key Stage 2 starting point. An Indirect allocation is achieved through a clear rationale for allocating funds in such a way that a student is afforded significantly better and more equal access to school and to learning.

## 3. Definition of terminology

PP      Pupil Premium - disadvantaged backgrounds including Free School Meals, Service Children, Looked After Children and Previously Looked After Children

PP+ Pupil Premium Plus      Looked After Children and Previously Looked After Children

FSM      Free School Meals

LAC      Looked After Children

PLAC      Previously Looked After Children

Disadvantaged Children subject to Free School Meals (FSM) or LAC/PLAC

## 4. Purpose of grant

Pupil Premium funding is received by the school pursuant to Section 14 of the Education Act (2002). The Pupil Premium will be spent for the purposes of the school which is defined as “the educational benefit of the students registered at that school, or for the benefit of students registered at other maintained schools; and on community facilities.”

## 5. Rationale

We know that students from disadvantaged backgrounds perform less well than students from higher socio-economic backgrounds. In 2012 only 50% of children nationally on Free School Meals achieved 5x GCSEs (including English & Maths); in Northamptonshire that number was lower. In 2015 Looked after Children made significantly Lower Progress. Other learners not highlighted by Pupil Premium achieved much higher grades. Equally, the notion of a premium to support less advantaged learners is not a new one and has been present in various forms for many years. The challenge for the schools within the Trust is to ensure that the funding now available is deployed to enhance learning and outcomes and is impact driven. In meeting this responsibility, we will be mindful of the sensitivities and perceptions of parents.

*Following the COVID-19 Pandemic the need for support and funded support has grown and it is an even more challenging time to support students and ensure they make appropriate progress or better.*

For students in receipt of Free School Meals (FSM):

We will ensure that wherever possible, correspondence will be sent directly home electronically.

Letters will not be distributed to students, as they may be opened in front of peers.

Reception staff will be reminded about the possible sensitivities attached to conversations and form-filling and a discreet place should be offered where necessary.

Teaching and non-teaching staff, although aware of the FSM, FSM6, Service Children, LAC and PLAC for tracking purposes, will not share this information with students and will observe best practice in maintaining confidentiality of data.

Pupil Premium spending must be tracked closely to answer the following questions:

- How has Pupil Premium been used?
- How have we made sure that it is used effectively?
- What effect has Pupil-Premium- funded provision had on disadvantaged students?

## 6. PP funding: direct and indirect allocation

We will use PP funding within two main areas: Direct allocation and Indirect allocation.

PP spending will be reported to the Governing Body annually as part of monitoring procedures.

Although more effective teachers, physical resources, smaller class sizes and other strategies can have a significant impact on achievement, increased funding does not automatically mean increased results. We will strive to select imaginative and appropriate methods for tailoring support to the individual and will use statistical analysis and correlation of key factors to determine the areas of greatest need.

We will aim to devolve PP spending to raise attainment, in some or all the following ways:

### **DIRECT ALLOCATION** (academic standards)

- additional Transition Time for The Inclusion Team to focus on PP students during the transition from KS2 Primary setting to the school
- extra group sessions during lunchtime and before school and some focussed smaller group interventions during lesson time and Personal Development (PD) time
- focus PP booster groups pre- and post-school
- 1:1 tuition by teachers and Inclusion staff (focusing on literacy and numeracy across the curriculum in KS3 and subject specific booster sessions in KS4)

- lessons in English, Maths and Science completed at lunchtime and at home, for all PP students who are not on target from Y9-Y11
- additional clinics (if required) to ensure PP Y11 students achieve potential – to be run after school and during weekends/holidays
- resources to support learning outcomes for PP students
- small groups focusing on self-esteem, organisational skills, behaviour and emotional intelligence (EQ) to improve curriculum accessibility and success
- extra teaching sets as required
- SEMH support for students struggling with pandemic or emotional and social based issues
- focussed 1:1 intervention where additional needs such as behaviour and attendance have become a priority

#### **INDIRECT ALLOCATION** (to facilitate access to learning)

- attendance/absence monitoring and administration including additional Family Liaison time through the appropriate school's Inclusion Team
- conditional attendance to optional clubs including lunch-time sports or activities for PP/PP+ students (where behaviour/attendance may be an issue)
- CPD resources to assist the appropriate school's Inclusion Team and teachers in analysis of disadvantaged performance
- other support resources including revision guides for all students
- free breakfast club places for PP/PP+ students during Y11 examination period
- a specific subsidy set aside for parents/carers of each PP/PP+ student as an annual contribution towards the cost of school/PE uniform
- support with sports or PE clubs and/or residential educational visits as appropriate
- "Hardship fund" - a specific amount to be made available, calculated by overall PP/PP+ numbers, in a ring-fenced budget. Activities may include trips and visits but MUST be judged as having a clear educational objective or be clearly linked to increasing the students' ability to access learning. In exceptional cases, this could possibly be extended to a contribution towards home computer equipment/similar technology

### **7. Measuring progress and improving outcomes**

Pupil Premium spending will be tracked by the Senior Leadership Team in each school in close liaison with the Headteacher and information has been, and will continue to be, provided separately to the Trust. This will show numbers of students who have received Pupil-Premium funded provision and track impact.

The school will dedicate a separate section of the website to Pupil Premium in which a brief report of recent spending and allocated funding will reside.

Within school, the progress of Disadvantaged students will also be tracked against the following correlations:

- low attainment (performing below expectations)
- progress for high attainment, middle attainment and low attainment
- low progress (performing below expectations) regardless of attainment
- absenteeism
- SEN
- English as an Additional Language (EAL)

In curriculum teams and whole-school evaluation, the relative performance of PP/PP+ will be individually tracked and monitored, with a view to ensuring that expertise is maintained, and adequate focus remains.

The school will continue to take steps to ensure that PP/PP+ are effectively identified, in order that all teachers and Inclusion Team staff directly involved in learning can fully exercise their duties with respect to "Narrowing the Gap".

## 8. Objectives

Annual objectives should be published by each school within the Trust as part of each school's Pupil Premium Strategy.

## Appendix 1. Looked after children and Previously looked after children Policy

### **Designated staff: Looked After Children and Previously Looked After Children**

Named Trustee: Morcea Walker

#### **Northampton School for Boys**

Senior teacher and Designated teacher: C Armstrong  
LAC co-ordinator: K-J Latimore

#### **Northampton School**

Senior teacher and Designated teacher: K Wilkins  
LAC co-ordinator: F Charidine

# The NSB Trust

## Looked after children (LAC) and Previously looked after children (PLAC) Policy

To be reviewed annually within the Pupil Premium Policy

## 1. Introduction

*'Looked after children deserve the best experiences in life, from excellent parenting which promotes good health and educational attainment, to a wide range of opportunities to develop their talents and skills in order to have an enjoyable childhood and successful adult life. Stable placements, good health and support during transition are all essential elements, but children will only achieve their potential through the ambition and high expectation of all those involved in their lives.'*

(The Children Act (1989) guidance and regulations  
Volume 2: care planning, placement and case review)

The purpose of this policy is to promote the educational achievement and welfare of Looked After Children (LAC) and Previously Looked After Children (PLAC) by providing a robust framework that will ensure that all LAC and PLAC students at the school are provided with every opportunity to succeed.

## 2. Rationale

Looked After Children (LAC) and Previously Looked After Children (PLAC) are some of the most vulnerable groups in society. The national outcomes for LAC students in terms of educational achievement and subsequent life chances are significantly lower than other children of similar age.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of LAC and PLAC students, with schools playing a pivotal role in this.

The NSB Trust is committed to ensuring that all children receive access to a broad and balanced curriculum which motivates and inspire them to learn. The gaps in LAC and PLAC student learning, and in many cases the emotional impact of their experiences, are likely to have become significant barriers to their academic progress. The school therefore carries out careful planning, intervention, monitoring, and evaluation to ensure the best possible outcomes for our LAC and PLAC students.

## 3. Statutory legislation and guidance

This policy incorporates requirements and recommendations set out in the statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act (2004); Promoting the education of looked after children and previously looked after children: Statutory guidance for local authorities (2018); The designated teacher for looked after and previously looked-after children: Statutory guidance on their roles and responsibilities (2018), and West Northamptonshire guidance through the Virtual School.

This policy also incorporates requirements and recommendations regarding Section 22(3) of the Children Act (1989), which sets out the general duty of the local authority looking after a child to safeguard and promote the welfare of the child. This duty underpins all activity by the local authority in relation to looked after children. This duty has become known as **corporate parenting** which means the collective responsibility of the council, elected members, employees, and partner agencies, for providing the best possible care and safeguarding for the children who are looked after by the council.

## 4. Parental responsibility

Under the Children Act (1989), parental responsibility (PR) means all the rights, duties, powers, responsibilities and authority which, by law, a parent of a child has in relation to the child and their property.

It is important to consider that while PR for a young person who is LAC normally lies with the Local Authority and/or the parents, PR for day-to-day decisions is often delegated to the foster carers or staff at the residential home. It is therefore important to ascertain who holds PR and what, if any,



authority has been delegated to carers. Each LAC student's circumstances will be different as to who will have PR and who will need to be kept informed.

## 5. Policy principles and objectives

The Trust aims to:

- help raise the educational standards and thus improve the life chances of LAC/PLAC students
- ensure that school policy and procedures are followed for LAC/PLAC students
- deal with the causes of social exclusion that a LAC/PLAC student may experience. This issue is addressed through careful planning, monitoring and evaluation
- provide a source of continuity for LAC/PLAC students who may have been subjected to emotional distress and/or disruption in their lives
- ensure that all LAC/PLAC students have access to a broad and balanced curriculum
- provide an appropriate curriculum aligned to the individual's needs and ability
- ensure that LAC/PLAC students take as full a part as possible in all school activities
- ensure that Virtual School, Foster Carers and Social Workers of LAC students are kept fully informed of academic progress and attainment
- ensure that LAC students are involved, where practicable, in decisions affecting their future provision

## 6. Definitions

Children in Local Authority care are referred to as **looked after children** (LAC). A child is looked after if they are in the care of the Local Authority for more than 24 hours.

This could be when children are:

- living in accommodation provided by the local authority with the parents' agreement
- the subject of an interim or full care order
- the subject of an emergency legal order to remove them from immediate danger
- in a secure children's home, secure training centre or young offender institution
- unaccompanied asylum-seeking children.

A **previously looked-after child** (PLAC) is one who is no longer in Local Authority care in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order, which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from state care outside England and Wales

## 7. Virtual school: West Northamptonshire Council

The Virtual School is a team of experienced teachers and dedicated educational professionals. They promote and support the educational attainment and progress of Northamptonshire's children in care, and children previously in care.

They do this by:

- championing the educational needs of children in care
- providing advice and information to education settings
- monitoring the attendance and educational progress of children in care
- supporting education settings to complete effective and high-quality Personal Education Plans (PEPs)
- promoting a culture which takes into account the child's views, and helps their view shape their PEP
- providing dedicated training for education settings, designated teachers, social workers and carers

- organising and delivering participation activities to provide children with new experiences
- allocating Pupil Premium Plus (PP+) funding for eligible statutory school age children in care
- working with education settings to ensure PP+ funding is used effectively to promote each child's educational attainment and progress
- promoting the educational achievement of previously looked-after children by providing information and advice to parents, guardians and educators

## 8. Personal Education Plans (PEPs)

A Personal Education Plan (PEP) is a document which:

- reflects a personalised approach to learning
- addresses their educational needs
- raises aspirations
- builds life chances

Children in care in Northamptonshire from pre-school age to 18 must have a PEP which is completed and reviewed termly. A statutory school age PEP should be carried out within 20 days of a child entering care. They should be reviewed once a term or if there are developing concerns regarding the child's education. All PEPs are completed and maintained using the ePEP system and quality assured by the West Northamptonshire Council Virtual School

The PEP is a record of the child's education and forms part of the overall Care Plan. It provides a clear and shared understanding about the teaching and learning provision to ensure academic progress. The social worker, parents, carers and the child will be invited to the PEP meeting to ensure the views of all stakeholders are considered.

The Trust's role in this plan is crucial to establish Specific, Measurable, Achievable, Realistic, and Timely (SMART) targets and subsequently review these.

Issues that may be referenced in the PEP include the child's:

- strengths and weaknesses
- views on how they see they have progressed and what support they consider to be most effective
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising (for the child)

It will also identify targets that will be reviewed during the next PEP meeting.

The PEP should set clear objectives or targets which relate to academic achievement as well as out of school activities and wherever necessary behavioural targets. If a child moves school, the PEP should be forwarded, as a matter of urgency, to the new school when known.

In relation to PLAC students, although they no longer require a statutory PEP, the appropriate school's Designated Teacher and LAC Coordinator should continue to consider their educational needs through ongoing monitoring and evaluation.

## 9. Funding (Pupil Premium Plus/PP+)

PP+ provides additional funding for education settings to support the progress and educational attainment of children in care. The funding is provided by the Department of Education and the Virtual School devolves it to education settings. All children in care to West Northamptonshire Council enrolled in school from reception to Year 11 are eligible.

The aim of the PP+ additional funding is to help improve the outcomes of LAC students and to help narrow the gap between their outcomes and those of their peers. PP+ funding should be used to promote the education (in the widest sense) of the child.

This may include expenditure which addresses:

- academic achievement and progress
- social, emotional and mental health
- wider achievement, perhaps in an area where the child is talented
- transition to the next key stage
- transition to a new education setting
- extra-curricular activities

The Trust is committed to ensuring effective use of dedicated funding to provide additional, personalised support to ensure accelerated progress in order to improve outcomes and meet agreed targets. The appropriate use of allocated funding for LAC students will be assessed and agreed through the Personal Education Plan (PEP).

Schools within the Trust also receive PP+ funding for each eligible PLAC student on their roll. They are eligible if they were in care to an English or Welsh Local Authority and then left care because one of the following applied.

They were:

- adopted
- subject to a special guardianship order (SGO)
- subject to a child arrangements order

The Virtual School has no role in the distribution of PP+ funding for previously looked-after children.

The PP+ funding is not a personal budget and should be spent for the benefit of the whole school PLAC cohort.

## 10. Roles and responsibilities: the Designated Teacher (DT)

The Designated Teacher must be a qualified teacher. The role became statutory in September 2009 under the Children and Young Person's Act (2008).

Ideally, the Designated Teacher should also be a senior member of staff who is able to influence decisions about teaching and learning, plus promote the educational achievements of every LAC and PLAC student. There must be a DT for each school within the Trust (they are named at the start of this document).

Responsibilities of the Designated Teacher include but are not limited to:

- to be a champion for LAC and PLAC students within the school and to ensure that they are receiving targeted provision
- to provide an annual report on the provision for, and progress of LAC and PLAC students to the Trustees through the designated governor for LAC and PLAC
- to act as the first point of contact regarding LAC and PLAC students for external agencies, including the Virtual Schools
- to ensure that pupil premium plus for LAC students is deployed efficiently and effectively, is focussed on raising achievement and is monitored and evaluated
- to ensure that teachers who need to know are aware of who are the Looked After Children; to make teachers aware that extra support should be given to this group of students to help them achieve their academic potential and further their personal and social development

- to ensure that sensitive information related to Looked After Children remains confidential at all times
- to liaise with carers, Social Services and the Virtual School Headteacher so that all possible support is given at the times of transition:
  - all relevant information is collected and Looked After Children receive a smooth induction into the school
  - additional support is given to support Career and Subject Guidance Pathway Choices
  - students receive all possible guidance and assistance in terms of their Post 16 pathways to ensure that they progress to education, employment or training
- to ensure that LAC and PLAC students are following an appropriate curriculum and that there is access to alternative provision if felt necessary. (examples of support through YTL or AIT)
- to check that LAC students know their PEP targets and get feedback termly on how they are performing in relation to these targets and how they can improve and do better (using the same process as for the student body as a whole)
- to use school data tracking and comparisons with national performance on at least a termly basis to indicate if a student is underachieving and ensure that intervention strategies put in place and are monitored, including full access to any booster lessons/support that is available in the school or externally through the Virtual School
- to ensure LAC and PLAC students are entered for public examinations in all cases unless it is totally inappropriate
- to ensure LAC and PLAC students have all possible individual assistance in developing their basic skills including literacy and numeracy
- to make sure that LAC and PLAC students who are on the SEN register receive all possible support to meet their needs and able students have access to the school's Gifted & Talented provision
- to check that LAC/PLAC students complete Home Learning and aspects of coursework on time and to a good quality and that intervention occurs if this is not the case
- to keep comprehensive and up to date files on each LAC/PLAC student and to ensure that these are passed on should the student move school
- to ensure PEP meetings and PEP reviews occur on time and to play the lead educational role at these
- to arrange a meeting that takes place regularly with the Looked After Child to check progress and to listen to his/her views about both in school and out of school issues
- to check with staff on a continuous basis how LAC/PLAC students are doing and to intervene quickly at the first sign of a problem (e.g. behaviour issues, poor effort)

## 11. Looked after children (LAC) Co-ordinator

Within the NSB Trust, the LAC Coordinator at each school, is responsible to the Designated Teacher for LAC and supports in the coordinating of the statutory provision of PEP's for LAC students. The LAC coordinator will also support the DT in all aspects of their responsibilities.

Further responsibilities of the LAC Co-ordinator include to:

- provide administrative support to liaise between Virtual School and their school
- complete Personal Education Plans (PEPs) for each student per year
- track, monitor and report back to the DT and Headmaster progress of LAC students
- liaise with foster care organisation
- champion LAC and PLAC students and to support the school in addressing the needs of LAC and PLAC students who require particular support to overcome behavioural, emotional or

social barriers to learning in order for them to engage fully with learning in a mainstream context

- work in close collaboration with others from the Additional Intervention Team
- prepare related documents, attend and contribute to all PEP meetings for each LAC students
- complete ePEPs and related administration tasks for LAC students following each of the PEP meetings including the setting of related SMART targets
- monitor the progress of the LAC/PLAC pupils and inform staff if there are movements from the agreed targets
- have knowledge of all LAC/PLAC students to include the conduction of interviews in preparation for LAC meetings
- conduct observations of LAC and PLAC students in lessons
- to arrange subject support in lessons for identified LAC and PLAC students
- prepare students for LAC meetings and advise them of the contribution expected from them
- liaise with teachers, CTLs and YTLs
- liaise with those people and external agencies involved in the caring of LAC students (including social workers, Virtual School, foster carers and children's home managers)
- support LAC and PLAC students during lunchtime PP sessions

## 12. Governance

The named Trustee will report to the Local Board on an annual basis using the report from the Designated Teacher as source information:

- the number of looked after pupils in the school
- a comparison of test scores as a discrete group, compared with those of other pupils
- the attendance of pupils as a discrete group, compared to other pupils
- the level of fixed term/permanent exclusions
- pupil destinations after leaving the school

The Trust Board should be satisfied that each school's policies and procedures ensure that LAC and PLAC students have equal access to:

- the Curriculum
- public examinations
- additional interventions to support educational progress (for example, 1-2-1 tuition)
- careers guidance
- additional education support
- extra-curricular activities
- work experience
- the most effective use of the Pupil Premium Plus funding to raise attainment

The named Trustee is encouraged to support the Quality Assurance process within the school on the implementation of the role and responsibility of the Designated Teacher and LAC Coordinator to ensure best practice is being observed.

## 13. Headteacher (through the Designated Senior Lead and Designated Teacher)

The Headteacher must ensure that provision/outcomes for LAC and PLAC students are specifically developed, recorded, monitored and evaluated by means of:

- the School Improvement Plan
- all school policies and procedures
- behaviour, sanctions and exclusions reports, praise and rewards

- analysis of public and internal examinations and assessments: student progress in relation to targets
- Year 9 subject preferences and guidance
- entry to public examinations
- participation in extra-curricular activities and successes
- attendance
- participation in gifted and talented provision and successes
- admissions
- complaints
- student destinations and careers / further and higher education
- providing an annual report on the provision for, and progress of LAC and PLAC students to the Trust
- making it clear to staff and other school stakeholders that LAC and PLAC students require special treatment and positive discrimination and that is Trust policy
- giving the Designated Teacher for LAC and PLAC, the time and facilities to carry out his/her job description and to support them at all times in their work
- showing a personal interest and involvement with LAC and PLAC in the school
- challenging negative stereotypes of LAC and PLAC if they exist and to insist on the highest of expectations in terms of LAC and PLAC achieving their potential
- giving LAC the highest priority regarding admissions to the school even when there is over subscription
- avoiding **as far as possible** the exclusion of a Looked After Child
- providing CPD for staff on issues pertaining to LAC and PLAC
- (Designated Teachers) attending regular external training provided by the LA and national bodies

#### 14. Admissions

LAC and PLAC students are a priority for admission and will be admitted in accordance with the published admission criteria for each school within the Trust.

On occasions, owing to care placement changes, LAC students may enter school mid-term.

Arrangements are in place to give each LAC student a positive induction and support to help them settle into their school community. These are coordinated in the respective school by the LAC Coordinator and appropriate Year Team Leader.

#### 15. Inclusion

The schools within the Trust act as an advocate for LAC and PLAC students in order to allow them equal access to educational opportunities.

The Trust recognises that all students are entitled to a broad and balanced curriculum. This LAC and PLAC Policy reinforces the need for teaching that is fully inclusive.

Each school will work in partnership with West Northamptonshire Council Virtual School and other Virtual Schools for students who are from other Local Authorities, to ensure that LAC students receive the full range of support to which they are entitled to enable them to make progress and achieve. They will arrange an emergency Personal Education Plan (PEP) review with all relevant agencies for any LAC student whose conduct may be a cause of concern or who is at risk of exclusion.

## 16. Links with external agencies

The school recognises the important contribution that external support services make in supporting LAC students. Colleagues from the following support services may be involved with individual Looked After Children:

- Social care worker/ Community care worker/ Residential childcare worker
- West Northamptonshire Virtual School
- Other Virtual Schools for Looked After Children from other Local Authorities
- Educational psychologists and others from Local Authority SEN services
- Medical officers
- School nurses
- CAMHS (Child and Adolescent Mental Health Service)
- Education Inclusion and Partnership Team
- Prevention Team
- CIRV (Community Initiative to Reduce Violence)

## 17. LAC and PLAC policy review and evaluation

The school will review annually the LAC and PLAC Policy and support arrangements. The outcome of this review will inform the appropriate School Improvement Plan.