



5.2	We are conducting TA interviews on Monday. We had a good response to the advert and have shortlisted six.	
5.3	The HLTA role has been re-advertised and will be advertised to TAs in the primary schools who may be interested in stepping-up.	
5.4	[REDACTED]	
5.5	<b>Do the CLF Central Team monitor the percentage of staff absence across the Trust?</b> Yes, they monitor the percentage of days lost which can be broken down by school. The number of Employee Helpline Calls that are made per academy are also logged so that trends can be analysed, but the details are confidential.	
5.6	<b>Do the LPA staff complete the CLF wellbeing survey?</b> Yes, 95% of our staff completed the survey.	
5.7	Out attendance is currently 87% vs the national average of 57.7% which we are pleased about.	
5.8	We can compare the attendance of students to their home academies to determine if it has increased or decreased.	
5.9	We had a second attendance meeting with Fiona Lightwood and BCC to review attendance and share best practice. We instil a sense of belonging which means the children want to be here. There are ongoing conversations with BCC about providing transport for some children who require it.	
5.10	Girls attendance is higher than boys this year and we have started a Girls Group called Fly Girl Foundation which addressed anti-social behaviour.	
5.11	<b>How do you teach PSHE if a lot of your cohort are below ARE?</b> We differentiate the lessons and can also be reactive where required to any contextual concerns. For the younger children there is an emphasis on wellbeing and self-care and personal hygiene. The older children receive lessons about drugs and racism and the inappropriate use of language because that's contextually relevant to them.	
5.12	<b>When a child moves to LPA, do you re-categorise them on CPOMS?</b> If they are a CIN or CP then they transfer with that categorisation. We receive contextual safeguarding information and log any of our own observations.	
5.13	<b>How do you ensure that your teacher's know what the needs are of the children before they arrive?</b> We brief the teacher on the student's needs and any contextual safeguarding concerns.	
5.14	<b>Do you read all the assessment information for the child?</b> I review the surgery and the PEX forms to ensure we can meet need. We undertake our own assessments in terms of educational requirements.	
5.15	<b>Are you making progress against the Safeguarding Audit Report?</b> Yes, and we are now reviewing our report writing techniques and ensuring that we meet deadlines.	
5.16	<b>There has been an increase in mental health incidents despite it being a shorter term. How do you support students to transition back into their home schools?</b> We support the transition by ensuring that the home school has some key strategies to adopt. There is often a spike in mental health reporting as the pupils prepare to return to mainstream education.	
5.17	[REDACTED]	
5.18	An ARM took place recently with Kate Richardson and Tony Searle which followed up on the ARV observations. We have been sharing best practice with WCA which has been impactful.	
5.19	We are considering specialist training for support staff but will utilise mainstream training for the teaching staff.	

5.20	We have been liaising Voice 21 to see how we can adapt their oracy provision for our setting. We are also going to visit HVA because they are a lead school for voice 21.	
5.21	<b>What do you mean about oracy and it being linked to trauma?</b> Children need emotional literacy so that they can express how they feel and what their needs are. Oracy also supports children's life chances.	
5.22	<b>Do staff model oracy for the children?</b> Yes, they will repeat back to children "I can see that you are..."	
5.23	We are reviewing our Gatsby Benchmarks which James will take over when he joins. We will also be tested on our trauma informed provision shortly.	
<b>Outreach Provision - Toby</b>		
5.24	We offer an early intervention offer and go into schools to support pupils are at risk of PEX. We are currently working with 21 pupils in Bristol Primary schools and 7 in BAINES with 13 children in Secondary Schools in Bristol.	
5.25	BAINES children come via a panel referral, but Bristol children come direct. Secondary children come via a weekly panel.	
5.26	We offer a 12-week programme and support the child and class teacher in a primary school but for secondary school children we work with the child to improve their relationship with the school.	
5.27	We undertake assessments and observe the children and then support them to build relationships with peers and adults.	
5.28	<b>How much time do you spend with the pupils?</b> It depends on the child, but it tends to be about an hour a week. Children who suffer trauma often have a development that is considerably behind their peers.	
5.29	Our training includes how trauma affects brain development and attachment. Our training offer changes with each delivery because of developments in understanding that are taking place in the sector.	
5.30	We've provided training to several schools within the Trust which has been well received.	
5.31	The programme is very successful, and we've been able to prevent the permanent exclusion of several children from schools.	
5.32	<b>Do you see the largest number of referrals from children in Y2 and Y6?</b> No, not necessarily Y2 but Y6 there is a pattern. We encourage outreach for students who are being repeatedly suspended because having them transition into us for in-reach and them back to the home school and then transitioning into Y7 is too much for them.	
5.33	Hannah Woodhouse and Vic Verma (Director of Education) are going to visit so we are raising the profile of our provision.	
5.34	<b>Do children who have had out-reach provision still come in on in-reach?</b> Sometimes. It is better if we work with them first, but sometimes the children need both provisions due to their needs.	
5.35	We have a team of three full-time staff and then the HLTA will pick-up approximately 50% of the outreach work.	
5.36	<b>How often do you return to a school?</b> Every couple of years usually. Because of we've worked with a child and their teachers we have upskilled them to help additional children. We also support the front desk staff with how to support children in arrival. We also ask SLT to attend the training.	
5.37	For next steps we could consider supporting schools with some of their policies which would be impactful.	
5.38	[REDACTED]	
5.39	[REDACTED]	

5.40	We do a lot of work to support the children with resilience and engagement in order to encourage them to engage in writing which is very challenging for them.	
5.41	The Secondary School children are assessed on induction which gives us a clear picture of any skills gaps. We use DOOYA to determine which year group the children are working at.	
5.42	We've not had a Maths teacher therefore we've been using the diagnostic tests. Next term we will input the DOOYA data for Maths.	
5.43	<b>Writing has not been as strong in mainstream schools following Covid. Is that trend the same for LPA?</b> It's difficult to compare our children because their level of needs are often complex. In Secondary School children we are seeing an increase of girls and also an increase in children with autism as opposed to boys with SEMH needs.	
5.44	Children who have experienced trauma always find writing very challenging because often trauma impacts the areas of the brain where language is developed as well as fine motor skills.	
5.45	When we visit on our outreach work, we approach writing with caution because the children are sensitive about it. They also find it difficult to formulate their ideas and it's challenging to think about the formation and orientation of handwriting as well as spelling, grammar and punctuation.	
5.46	There are some building legacy issues including a leak in the roof. Karen Williams has visited the site and quotes are underway for essential works.	
5.47	A tree survey is due shortly and there are some that may need to be removed.	
5.48	We have replaced the dishwasher in the kitchen, but there are other items that will be due for renewal soon.	
5.49	The astro turf has produced some static shocks which means that the children are reluctant to use it. We have gone back to the installation company who recommended a rubber handle.	
5.50	New carpet has been installed in some rooms and the parents comment on how well maintained the school is.	
6.0	<b>Policies</b>	
6.1	None.	
7.0	<b>Matters for the attention of the Board/COAC</b>	
7.1	None.	
8.0	<b>AOB</b>	
8.1	We are launching a summer programme for staff to run for one week in August. This will provide an opportunity to check-on on students who are dual-registered with us from a safeguarding perspective, and we can sign-post other summer opportunities. Support Staff will be able to take time off in lieu.	