



Looked After Children Report
September 2025

Looked After Children - Annual Report 2024 25

At Bradford Alternative Provision Academy (BAPA), we aim to provide outstanding care, support and learning for all of our pupils and are totally committed to enable our most vulnerable young people to achieve their potential. In doing so, we identify and support our Looked After Children (LAC) so that they can also achieve their full potential.

Progress made by LAC

There were five looked after students during the academic year 2024/25. (There were a further two students who are on our roll. One of these students had been with us in the previous academic year, but had been moved out of area over the summer. Her details are on the previous years report. Another student was briefly on our roll, but had her permanent exclusion rescinded prior to induction).

Attendance

Student	Yr gp	BAPA cohort	Prior attendance at school	Attendance at BAPA 2024/25
A	10	Jesse St	53%	78%
B	11	Bfd College / Home Engagement	Not recorded	25%
C	11	Jesse St	75%	85%
D	11	Bfd College / Aireview	Not recorded	60%
E	11	Home Engagement	6%	9%
F	9	Aireview	Not recorded	0%
G	9	Aireview	82%	82%

The attendance for LAC students was 51% compared to 63.5% for BAPA as a whole. However, as per the data above, where prior attendance was shared with BAPA each student had improved attendance with us, compared to their prior school. The small sample size is statistically very small, making it difficult to make valid judgements from it. The information below highlights the complexities in each case.

Student A

Reasons for referral to BAPA:

Student A was permanently excluded for physical assaults against another student and member of staff.

During her time at BAPA she became subject to a child protection plan, and then became looked after. At BAPA it was identified that alongside the trauma that she had experienced, there were significant unmet learning needs. She was diagnosed with ADHD via the taskforce and secured an EHCP.

Notable successes:

Student A made very positive relationships at BAPA and made significant disclosures about experiences she had, that contributed to her becoming a looked after child. She remained stable throughout a very traumatic period in her life, and her attendance continued to be positive, with Jesse St becoming her safe place. She engaged well in all aspects of the BAPA curriculum and was awarded the Head of Centre's Student of the Week award.

Student B

Reasons for referral to BAPA:

Student B had become vulnerable to permanent exclusion from BBEC following multiple suspensions for persistent disruption. She had been placed at Bradford College studying Maths and English Lang whilst with BBEC but her place was withdrawn following the referral to BAPA in October 2024. Student B was enrolled at BAPA on a Tier 2 placement until end of Y11. High levels of anxiety prevented Student B from attending our Jesse St site, so a referral to Home Engagement was made.

Notable successes:

Initially Maths and English sessions were delivered in the home to support engagement and reduce anxiety around a new setting. These were successful in engaging BLC with BAPA staff and enabled other professionals to work with her towards contributing to an EHCA. Following 4 weeks of Home Engagement it was agreed that we would re-instate her college placement as part of an increased educational offer. This allowed her to access a familiar site and receive further support from trusted staff. Student B's timetable was maximised with morning sessions at college followed by afternoon sessions at The Bungalow to complete Entry Level qualifications with BAPA staff. Neither BBEC or college had entered Student B for any qualifications as they did not believe that she would engage with these due to poor attendance and anxiety. However, after completing the Entry Level qualifications, Student B requested the opportunity to sit her Maths and English GCSE exams. Student B engaged with a number of revision sessions with BAPA and at college and successfully sat her Maths and English exams, gaining qualifications in both.

Whilst with BAPA Student B also received significant support from our Post 16 worker to identify a preferred pathway and explore different options available. Consequently, Student B secured an apprenticeship with a childcare provider and completed several successful taster sessions there throughout the summer holidays prior to starting there in September.

Student C

Reasons for referral to BAPA:

Student C came to BAPA on a short term, tier 2 placement following a violent assault on another student in a special school, where they stabbed the other student in the face with a pair of scissors. Student C was in Year 11, and the placement was to avoid a permanent exclusion and to allow the student access to education and the qualifications they had been working towards throughout key stage 4.

Notable successes:

Student C engaged well in an AP environment and had strong attendance. He was successful in all his exams, achieving a GCSE grade in line with his ability, across all the subjects he was entered for.

Awards received during the placement:

Literacy student of the week

Numeracy student of the week

Head of Centre's student of the week

Represented the BAPA Jesse St football team

Engaged in adventure recreation, outdoor education activities

Student D

Reason for referral to BAPA:

Student D was permanent excluded from mainstream education for the following reasons:

Persistent disruptive behaviour.

After the PX from mainstream education, Student D was allocated a placement at Elland AP in October 2024. This placement was terminated in January 25' and he transferred to BAPA. Student D did not access education for over three months during this time.

There are concerns over his involvement in gang related activities and he has been assessed as being a high risk of CCE.

Student D has been known to carry knives in the local community and has images have been shared depicting him posing with knives and guns.

Notable successes:

Student D made exceptional progress in Maths lessons. He identifies Maths as a major strength.

Student D's attendance improved by 9% when compared to attendance at his previous setting.

Student D represented the school football and basketball team in tournaments against other settings.

Awards received during the placement:

Bronze Certificate – 19.03.25

Silver Certificate – 28.03.25

Gold Certificate – 15.05.25

PE Pupil of the Week - 09

Student E

Reasons for referral to BAPA:

Student E arrived in Bradford in February after a series of placements in care in Scotland, Hampshire and Nuneaton. She had experienced significant trauma prior to being placed in care and this was compounded by serious safeguarding concerns in her two most recent placements in care homes. Consequently, Student E arrived in Bradford extremely anxious and disaffected and subject to a 2:1 DOL order. Originally permanently excluded from a school in Sunderland, PK's only focus was on returning to her home town of Sunderland as soon as possible. Education and future plans were a long way down her list of priorities.

Notable successes:

After initially refusing to engage at all with BAPA, Student E began to build a positive relationship with the Home Engagement Practitioner following several weeks of visits to the home. This led to Student E progressing from sessions delivered in the home to attending The Bungalow to participate in GCSE revision sessions and agreeing to sit her GCSE English exams. Student E successfully sat her first English exam but unfortunately was in Sunderland seeing family on the day of her second English exam and was unable to return in time.

However, the positive relationships established with Student E by this time enabled our Post 16 worker to complete some work with her to identify an appropriate Post 16 provision and support an application to be made. Student E enrolled at Springboard College in Sunderland on a Health and Social Care course and started there in September.

Student F:

Reason for referral to BAPA:

Student F was permanent excluded from mainstream provision in Wakefield for persistent disruptive behaviour at the end of year 7. He then attended alternative provision within the Wakefield authority for approximately 18 months.

Student F moved into residential care provision in Bradford in summer 2025 after his care needs escalated. Unfortunately, the care placement within Bradford was terminated resulting in a move into temporary secure accommodation in Lancashire.

Student F remains on roll at BAPA whilst tuition is provided within the care setting. BAPA conducted a full assessment of need via the Educational Psychology JAM process. The EP report was issued on 18.07.25 and shared with stakeholders. BAPA staff continue to link with agencies to ensure Student F is under statutory assessment for EHCA as soon as a permanent care setting is found.

Student G:

Reason for referral to BAPA:

Student G has been a CiC to Redbridge Council for approximately three years. He recently returned to Bradford to be with family pending a court case in July 25'. Previously in a PRU in Redbridge before transferring to mainstream school in Bradford. Social worker states he has now had three permanent exclusions. Most recent PX from mainstream for: *'Brought a knife, THC liquid and THC vapes into school building'*.

Notable successes:

Student G has represented the Aireview football and pool teams in competitive fixtures against other APs/SEDN schools.

Student G's attendance is significantly above the whole AP average. His attendance was 82.2%.

Student G is engaging positively with a range of Taskforce professionals and external professions to reduce his vulnerability within the local community. Engagement with his Bridge Project worker relating to Drugs & Alcohol intervention has resulted in a significant reduction in serious incident logged relating to drug use.

Awards received during the placement:

Bronze Certificate - 07.09.25

Food Expert Pupil of the Week - 11.07.25