

**Time** 5.30 pm **Public Meeting?** YES **Type of meeting** Oversight

**Venue** MS Teams

## Membership

**Chair** Cllr Beverley Momenabadi (Lab)

**Vice Chair** Cllr Wendy Dalton (Con)

### Labour

Cllr Qaiser Azeem  
Cllr Lovinyer Daley  
Cllr Jasbinder Dehar  
Cllr Barbara McGarrity QN  
Cllr Rita Potter  
Cllr Clare Simm

### Conservative

Cllr Mak Singh  
Cllr Udey Singh

Quorum for this meeting is three Councillors.

## Information for the Public

If you have any queries about this meeting, please contact the democratic services team:

**Contact** Shelley Humphries

**Tel/Email** Tel: 01902 554070 or [shelley.humphries@wolverhampton.gov.uk](mailto:shelley.humphries@wolverhampton.gov.uk)

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Wolverhampton WV1 1RL

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Please take note of the protocol for filming, recording and use of social media in meetings, copies of which are displayed in the meeting room.

Some items are discussed in private because of their confidential or commercial nature. These reports are not available to the public.

# Agenda

## Part 1 – items open to the press and public

- | <i>Item No.</i> | <i>Title</i>  |
|-----------------|---|
| 1               | <b>Apologies for absence</b>  |
| 2               | <b>Declarations of interest</b>   |
| 3               | <b>Minutes of the meeting held on 22 September 2022</b> (Pages 3 - 8)<br>[To approve the minutes of the meeting held on 22 September 2022 as a correct record.]   |
| 4               | <b>Matters arising</b><br>[To consider any matters arising from the minutes of the meeting held on 22 September 2022.]  |
| 5               | <b>Schedule of outstanding matters</b> (Pages 9 - 12)<br>[To receive the Schedule of Outstanding Matters.]  |
| 6               | <b>Missing Children and Young People in Care</b> (Pages 13 - 18)<br>[To receive an update on work undertaken to reduce missing episodes for children and young people in care.]   |
| 7               | <b>Children with Complex Needs and Disabilities Children's Homes Review</b><br>(Pages 19 - 26)<br>[To receive the outcomes of the Children with Complex Needs and Disabilities Children's Homes Review.]  |
| 8               | <b>The Reach Leaving Care Offer Review 2022</b> (Pages 27 - 38)<br>[To receive the annual review of the Local Leaving Care Offer from 2022.]  |
| 9               | <b>Virtual School Head Annual Report 2022</b> (Pages 39 - 64)<br>[To receive the Virtual School Head Annual Report 2022.]   |
| 10              | <b>Performance Monitoring Information</b> (Pages 65 - 72)<br>[To receive the Performance Monitoring Information Report.]  |
| 11              | <b>Exclusion of the Press and Public</b><br>[That in accordance with section 100A(4) of the Local Government Act 1972 the press and public be excluded from the meeting for the following items of business as they involve the likely disclosure of exempt information falling within paragraph 2 of Part 1 of Schedule 12A of the Local Government Act 1972.] |

## PART 2 - ITEMS NOT OPEN TO THE PRESS AND PUBLIC

- |    |   |
|----|---|
| 12 | <b>Councillor Visits to Establishments - Schedule of Visits</b><br>[To receive verbal feedback on any visits to establishments undertaken by Councillors since the last meeting.] |
|----|---|

## Attendance

**Chair** Cllr Beverley Momenabadi (Lab)  
**Vice-Chair** Cllr Wendy Dalton (Con)

## Labour

Cllr Qaiser Azeem  
Cllr Lovinyer Daley

Cllr Barbara McGarrity QN  
Cllr Rita Potter

Cllr Clare Simm

## Conservative

Cllr Mak Singh

Cllr Udey Singh

## In Attendance

Fiona Brennan  
Hannah Finch  
Rebecca Grainger  
Dr Wendy Harrison-Frazer  
Shelley Humphries  
Sonia Mahay  
Laura Powell  
Jazmine Walker  
Lisa Whelan

Black Country ICB  
Corporate Parenting Officer  
Black Country ICB  
Child and Adolescent Mental Health Service (CAMHS)  
Democratic Services Officer  
Service Manager for Safeguarding and Exploitation  
Royal Wolverhampton NHS Trust  
Head of Children and Young People in Care  
Service Manager, Fostering Service

Corporate Parenting Board also welcomed one Foster Carer.

*Item No.*    *Title*

**1        Apologies for absence**

Apologies for absence were received from the following members of the Corporate Parenting Board: Councillor Jasbinder Dehar.

Apologies were also received from Emma Bennett and Alison Hinds.

**2        Declarations of interest**

Councillor Barbara McGarrity QN declared an interest in so far as she is a Private Counsellor.

**3        Minutes of the meeting held on 7 July 2022**

Resolved:

That the minutes of the meeting held on 7 July 2022 be confirmed as a correct record and signed by the Chair.

**4        Matters arising**

There were no matters arising from the minutes of the previous meeting.

**5        Schedule of outstanding matters**

Hannah Finch, Corporate Parenting Officer presented the report on current progress on matters previously considered by the Board.

In addition to the information contained within the report, an update was provided on the range of support in place for young people in or leaving care in year 12 with special educational needs and disabilities (SEND). This included support in school and college settings as well as for those not in education, employment or training (NEET). A range of support was in place for those wishing to access higher education such as the provision of extended education, health and care plans (EHCPs), assistance with UCAS applications and a recently appointed, dedicated SEND Support Officer for Vulnerable Pupils.

Resolved:

That the Schedule of Outstanding Matters be received.

**6        Health Services for Children and Young People in Care Annual Report 2021 - 2022**

Fiona Brennan, Black Country ICB and Laura Powell, Royal Wolverhampton NHS Trust presented the Health Services for Children and Young People in Care Annual Report 2021 – 2022 and highlighted salient points. The report provided a summary of the key areas of development and outcomes achieved by local health service providers between August 2021 – July 2022.

In respect of data on children and young people being placed more than 50 miles away, it was noted that only Wolverhampton's data was available at the time the report was published, although data held by other authorities in the Black Country footprint had been requested. It was agreed that this data be shared with Councillors once it became available.

It was requested that details be provided on how many unaccompanied asylum-seeking children there were; it was noted that as at March 2022 there were 56 recorded however this had changed therefore updated figures would be provided at the next meeting.

It was clarified that entitlement to free prescriptions for care leavers had been extended up until the age of 25 years.

Adoption@heart was confirmed as the regional adoption agency which was a shared service and not a private company.

In response to a query on whether unaccompanied asylum-seeking children were fast-tracked onto immunisation programmes, it was confirmed that steps were taken to ensure vaccination schedules were followed by incorporating this into an initial health assessment and six-week follow-up with the named nurse for children and young people in care.

It was queried whether there was any expectation for the current cost of living crisis to impact the number of children and young people entering care and the planned response. It was acknowledged that poverty was often a factor that impacted family functioning although no evidence of an increase in numbers had been seen as yet. Early Help and Strengthening Families offers were in place to provide intervention as soon as possible, as well as access to the Household Support Fund to help support vulnerable families.

A query was raised around whether the rising cost of living was discouraging new foster carers coming forward. Health partners acknowledged that this was a concern and therefore a priority and reported an increase in resources placed across the health economy and wider system to offer support.

The report and associated workstreams were commended and it was acknowledged that support in place for children and young people in care and care leavers was strong.

It was requested that a further update be provided by Black Country ICB at the next meeting, particularly on the free prescriptions offer.

Thanks were extended to Fiona Brennan for all her hard work and contributions to the Board and Rebecca Grainger was welcomed as the new representative from the Black Country ICB going forward.

Resolved:

1. That current numbers of unaccompanied asylum-seeking children be shared with Councillors.

2. That data held by neighbouring authorities in the Black Country footprint on children and young people being placed more than 50 miles away be provided to Councillors.
3. That a further health update be provided by Black Country ICB at the next meeting with a focus on the free prescriptions offer.

## 7 **Annual Fostering Report 2021 - 2022**

Lisa Whelan, Service Manager, Fostering Service presented the Annual Fostering Report 2021 – 2022 and highlighted salient points. The report provided a description of the structure, aims and duties of the City of Wolverhampton Fostering Service and detailed the performance of the service over the last twelve months.

In respect of foster carer retention, a query was raised whether foster carers had been leaving the role to take on Special Guardianship Orders (SGO). It was reported that there were a few who did this, although the majority of foster carers normally only left care once they felt ready to retire completely. Exact numbers of those who had chosen to finish as a result of SGOs were requested by Councillors.

It was confirmed that there was support available upon request in terms of nursery or childcare offer to allow foster carers to attend work or undertake necessary training.

Concerns were raised in terms of foster carer retention as a result of the cost of living crisis and it was noted that this would be picked up in the next report.

Resolved:

1. That the Annual Fostering Report – 2021-2022 be approved.
2. That exact figures of those who had ceased to be a foster carer because of a Special Guardianship Order be provided to Councillors.

## 8 **Independent Reviewing Officer Annual Report 2021 - 2022**

Sonia Mahay, Service Manager for Safeguarding and Exploitation presented the Independent Reviewing Officer (IRO) Annual Report 2021 – 2022 and highlighted key points.

The report outlined the activity of the IRO service, the impact for children and recommendations for service improvement that will enhance young people's experiences. This included the numerous tailored approaches used to engage children and young people to participate actively in their review, whilst taking their wishes and feelings into account.

A brief overview of the role of an IRO and the service was provided for new members of Corporate Parenting Board.

Resolved:

- That the Annual Report of the Independent Reviewing Officer Service 2021-2022 be endorsed.

9 **Care Leavers' Week**

Hannah Finch, Corporate Parenting Officer provided a verbal update on the timetable of local events and activities planned for young people leaving care to mark National Care Leavers' Week which ran from 24 – 28 October 2022.

Board members were encouraged to attend any events where possible and spread the message to local businesses and organisations that any offers of volunteers or donations of prizes would be gratefully welcomed.

Resolved:

That the Care Leavers' Week Update be received.

10 **Performance Monitoring Information**

Jazmine Walker, Head of Service for Children and Young People in Care presented the Performance Monitoring Information report and highlighted salient points. The report provided an update on service performance as at 31 July 2022. It was noted that much had been covered already during the other agenda items and there were no further questions.

Resolved:

That the Performance Monitoring Information report be received.

11 **Exclusion of the Press and Public**

Resolved:

That in accordance with section 100A(4) of the Local Government Act 1972 the press and public be excluded from the meeting for the following items of business as they involve the likely disclosure of exempt information falling within paragraph 2 of Part 1 of Schedule 12A of the Local Government Act 1972.

12 **Councillor Visits to Establishments - Schedule of Visits**

Councillor Lovinyer Daley, Councillor Claire Simm, Councillor Rita Potter and Councillor Udey Singh all expressed an interest in attending and it was agreed that Councillors would be contacted to arrange visits to establishments.

Resolved:

That Councillor Lovinyer Daley, Councillor Claire Simm, Councillor Rita Potter and Councillor Udey Singh be contacted to arrange an establishment visit.

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<b>CITY OF WOLVERHAMPTON COUNCIL</b>	<b>Corporate Parenting Board</b> <b>12 January 2023</b>
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<b>Report title</b>	Schedule of Outstanding Matters	
<b>Cabinet member with lead responsibility</b>	Councillor Beverley Momenabadi Children and Young People	
<b>Wards affected</b>	All wards	
<b>Accountable director</b>	Emma Bennett, Executive Director of Families	
<b>Originating service</b>	Governance	
<b>Accountable employee</b>	Shelley Humphries	Democratic Services Officer
	Tel	01902 554070
	Email	shelley.humphries@wolverhampton.gov.uk

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**Recommendation for action:**

The Corporate Parenting Board is recommended to:

1. Receive and comment on the Schedule of Outstanding Matters.

## 1.0 Purpose

1.1 The purpose of this report is to appraise the Board of the current position with a variety of matters considered at previous meetings of the Corporate Parenting Board.

## 2.0 Background

2.1 At previous meetings of the Board the following matters were considered and details of the current position is set out in the fourth column of the table.

<b>Date of Meeting</b>	<b>Subject</b>	<b>Lead Member / Officer</b>	<b>Current Position</b>
22 September 2022	That current numbers of unaccompanied asylum-seeking children be shared with Councillors.	Jazmine Walker, Head of Service Children and Young People in Care	Verbal update to be provided by Jazmine Walker at 12 January 2023 meeting.
22 September 2022	That data held by neighbouring authorities in the Black Country footprint on children and young people being placed more than 50 miles away be provided to Councillors.	Rebecca Grainger, Black Country ICB	Verbal update to be provided at 12 January 2023 meeting.
22 September 2022	That a further health update be provided by Black Country ICB at the next meeting, particularly on the free prescriptions offer.	Rebecca Grainger, Black Country ICB	Verbal update to be provided at 12 January 2023 meeting.
22 September 2022	That exact figures of those who had ceased to be a foster carer because of a Special Guardianship Order be provided to Councillors.	Lisa Whelan, Service Manager, Fostering Service	Verbal update to be provided by Jazmine Walker at 12 January 2023 meeting.

22 September 2022	That Councillor Lovinyer Daley, Councillor Claire Simm, Councillor Rita Potter and Councillor Udey Singh be contacted to arrange an establishment visit.	Hannah Finch, Corporate Parenting Officer	All Corporate Parenting Board members have been contacted and provided with dates.
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### **3.0 Financial implications**

- 3.1 There are no direct financial implications arising from this report.
- 3.2 The financial implications of each matter will be detailed in the individual report submitted to the Board.

### **4.0 Legal implications**

- 4.1 There are no direct legal implications arising from this report.
- 4.2 The legal implications of each matter will be detailed in the individual report submitted to the Board.

### **5.0 Equalities implications**

- 5.1 There are no direct equalities implications arising from this report.
- 5.2 The equalities implications of each matter will be detailed in the individual report submitted to the Board.

### **6.0 Any other implications**

- 6.1 There are no other implications arising from this report.

### **7.0 Schedule of background papers**

- 7.1 Minutes of previous meetings of the Corporate Parenting Board and associates.

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<b>CITY OF WOLVERHAMPTON COUNCIL</b>	<b>Corporate Parenting Board</b> <b>12 January 2023</b>
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<b>Report title</b>	Missing Children and Young People in Care	
<b>Cabinet member with lead responsibility</b>	Councillor Beverley Momenabadi Children and Young People	
<b>Wards affected</b>	All wards	
<b>Accountable director</b>	Emma Bennett, Executive Director of Families	
<b>Originating service</b>	Children and Young People in Care	
<b>Accountable employee</b>	Laura Wood	Service Manager Children and Young People in Care and Care Leavers
	Tel:	07771836253
	Email:	<a href="mailto:Laura.wood2@wolverhampton.gov.uk">Laura.wood2@wolverhampton.gov.uk</a>
<b>Report has been considered by</b>	Children's Social Care Leadership Team	22 December 2022 Corporate Parenting Board

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#### Recommendations for action:

The Corporate Parenting Board is recommended to:

1. Receive the Missing Children and Young People in Care report.
2. Receive a further update regarding Children and Young people in Care Missing Performance in six months' time for review.

#### Recommendations for noting:

The Corporate Parenting Board is recommended to note:

1. The challenges and actions identified to decrease missing episodes for all children and young people in care.

## **1.0 Purpose**

- 1.1 The purpose of this report is to update the Corporate Parenting Board on the challenges and actions identified when reducing the number of missing episodes for all children and young people in care. The report will highlight the progress made to disrupt recurring missing episodes for young people.

## **2.0 Background**

- 2.1 A previous paper was shared at Corporate Parenting Board in June 2021 analysing 12 audits of young people who were repeatedly missing from home and care. This prompted a working group and subsequent action plan with a focus on policy, process, practice issues and the need for a multiagency approach. This was actioned and completed.
- 2.2 In March 2022, 10 of the previous audits were revisited. We found nine of the 10 young people were no longer repeatedly missing. It was agreed that the audit would be completed on a regular basis to ensure young people are being safeguarded appropriately.

## **3.0 Progress**

- 3.1 There have been 289 missing episodes for 42 Children and Young People in Care (CAYPIC) since 1 March 2022. 22 of those young people had three or more missing episodes. Of the 289 missing episodes, 87 interviews were declined by the young person. The 87 declined interviews were made up of 19 young people from the CAYPIC service and on further analysis we found the following:
- 3.2 Of the 19 young people who declined Missing Return interviews, 11 of these had three or more missing episodes.
- 3.3 Of all the missing episodes for CAYPIC, 61% had completed interviews, 57% were completed for those that had three or more missing episodes.
- 3.4 Social work visits are not consistently completed for the most frequent young people when a missing return interview is declined. Some of these are out of City (OOC) and although an expectation is that they are visited after each episode of young people placed OOC who go missing three times a week, this is not always viable. However, contact at the very least via telephone / virtual should be taking place and this was evident.
- 3.5 Through input from the Exploitation Hub co-ordination of support via Multi-Agency Child Exploitation panel (MACE), and an ongoing commitment to engage young people in Missing Return Interviews, 78% of those closed to MACE had a significant reduction in missing episodes following the MACE process thus highlighting the value of this co-ordinated approach.
- 3.6 MACE meetings are regularly in place with effective use of screening tools. Since the launch of the Partnership Missing and Exploitation Hub at the end of February 2021 there

have been 174 young people and adults that met MACE threshold and had an initial MACE meeting. While the numbers at Significant and Serious Risk have increased over the last two years, 74% of those meeting threshold at the daily briefings are now closed due to reduced risk (the rest are still being supported). Of those that met threshold only 9% were recalled, evidencing that the majority (91%) of those supported via the MACE process have sustained outcomes.

- 3.7 There has also been a significant increase in reported Missing Episodes. Missing episodes for young people were increasing before the COVID pandemic in 2019 but saw a temporary decline during the first lockdown in 2020. They have then continued increasing since September 2020. The average number of missing episodes per month during 2019 was 40. During 2021, the average was 62 per month and so far, during 2022, the average has been 71 episodes per month.
- 3.8 In October 2022, an updated audit of four young people in care who had recent missing episodes was undertaken to ascertain the Local Authority's response. When completing these audits, there were several valuable learning points noted which will aid us in developing our practice in relation to missing young people.
- 3.9 Two young people had missing/return visits completed within timescales. When a child in care goes missing, a return home interview is undertaken within 72 hours by an independent person. Where a young person is placed 20 miles out of the City, the return interview will be undertaken by the Missing Returns Officer face to face where possible or using virtual means (Facetime / Skype / Teams or telephone). Only if a young person cannot be contacted / does not engage with this will they then be allocated to a social worker. The purpose is to ascertain the reasons for the child going missing and what they did during this time to ensure they are appropriately supported and safeguarded to prevent future missing episodes. This is also to ensure any exploitation is disrupted as well as to inform strategic disruption of any criminal activity and risks posed by adults.
- 3.10 Three young people are subject to MACE meetings. These meetings appear to be comprehensive and are addressing the issues however, unfortunately, it does not seem to be making a difference to young people's missing episodes. Three young people were assessed as feeling happy and safe in their placements. For the one young person who had left their placement of their own accord and was residing in a placement that we did not feel was appropriate, there were plans being put into place to find more appropriate accommodation.
- 3.11 For two young people, assessments were out of timescales and for the assessments that were within timescales they did not include and/or address exploitation concerns. Two young people had CAYPIC reviews which included tasks around exploitation and a discussion around what professionals were doing to disrupt the behaviour. The exploitation tool is being completed; however, it is not being reviewed and/or updated regularly. It would be good practice to update this tool regularly and/or when there is a significant change to ensure the young person's risk level has remained static and/or

improved. This tool can then be utilised when updating the young person's assessment of need and their care plan to ensure that all professionals are aware of the strategies in place to support the disruption of missing behaviours.

- 3.12 Only one young person had a risk assessment completed, a safety plan in relation to missing episodes/exploitation and a National Mechanism Referral completed. This has been discussed with team managers and will be discussed within social work supervision to ensure all young people who go missing have these documents on file.
- 3.13 There are daily exploitation meetings held within the Exploitation Hub, with the police attendance, to discuss young people who are assessed as high risk and how police can disrupt. There is also a process for out of City young people who go missing which includes social workers sending notifications to Exploitation Hub and Mash24 email now being sent to Exploitation Hub Manager, Sue Priest for information. This information is fed into daily exploitation briefings and as a direct result there has been an improvement in distinguishing the difference between missing episodes from those missing from curfew across the service.
- 3.14 MACE meetings are regularly in place with effective use of screening tools. There is evidence of effective direct work with young people and good understanding of risk and why a young person goes missing is evident on file, with clear safety plans in place. In all recent audits the child's voice is being heard – this is clear through regular direct work, child attending their reviews, regular conversations during home visits, etc.
- 3.15 There is an escalation process in place for Strategy Discussions which now include Locate Officers so that missing strategy discussions can be picked up quicker. A weekly email is also sent to the services by the Missing Returns Officer detailing all children and young people who are or have been missing that week.
- 3.16 The Safeguarding Service Manager has acknowledged the need for MACE meetings and minutes to be organised and added promptly. There has been funding agreed for an additional Missing Return Worker and MACE Chair.

#### **4.0 Further areas of development**

- 4.1 This review of our missing policy and practice alongside the audits of four young people has identified a number of strengths and areas for improvement. The areas for development include all our missing policies to be finalised and Quick Reference Guide for staff to be circulated, along with workshops delivered by Advanced Practitioners. The workshops will include the expectations around visits, direct work and effective safety plans on file. We are awaiting final approval and, once received, these will then be implemented City wide.
- 4.2 We will continue to promote all agencies to utilise and promote the Children Society Advocacy Service for young people who would prefer support with speaking to their social worker around issues associated with missing episodes.



- 4.3 The Council's Insight and Performance team have been requested to completed a bi-monthly report to evidence management oversight is on file for all repeated missing young people.
- 4.4 Team Managers have been requested to ensure that Care Plans are evidencing how all professionals involved should be supporting the disruption of missing episodes. Furthermore, that assessments and risk assessments are updated and revised whenever there has been a significant event within a young person's life.
- 4.5 Joint audits to be completed annually with the Exploitation Hub to review the response and support that is being provided. Managers need to ensure all their workers are aware of roles, responsibilities, expectations, actions to be undertaken and timescales as detailed within policy. The Team Manager from the Exploitation Hub will support managers should they require this.
- 4.6 There will be quarterly meetings between the Independent Reviewing Officers (IRO) and the exploitation team to ensure all relevant information is shared, enabling the IROs to monitor this via the CAYPIC reviews.
- 4.7 The Service Manager for the Safeguarding service is reviewing the format of the MACE meetings and minutes to strength the evidence of MACE safety planning.
- 4.8 There is a National Referral Mechanism (NRM) audit taking place to ensure all young people who need an NRM have one.
- 4.9 The Wolverhampton Safeguarding Together priority group meets regularly to review Wolverhampton's response to exploitation.
- 4.10 The 'problem profile' overview of exploitation in the City will be completed by April 2023, this will support and strengthen all the above recommendations.

## **5.0 Conclusion**

- 5.1 Overall, there has been progress in the disruption of repeated missing episodes This is largely linked to direct work from social care, focused intervention approach from the daily briefings, MACE meetings and collaborative working with agencies such as Power2, St Giles and the Police.
- 5.2 There is still some way to go to disrupt the activities linked to missing episodes, however plans are in place to support this. Further quality assurance will continue to support this area of work so that we can continue to improve outcomes for our young people who are missing from home and care and ultimately safeguard our young people.

## **6.0 Financial implications**

- 6.1 There are no financial implications associated with this report.  
[JG/22122022/E]

## **7.0 Legal implications**

- 7.1 There are direct legal implications; our response to Missing Children and Young People is underpinned by Statutory guidance on children who run away or go missing from home or care which can be accessed via; [Statutory guidance on children who run away or go missing from home or care \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/108122/sb22122022c.pdf)  
[SB/22122022/C]

## **8.0 Equalities implications**

- 8.1 There are no equalities implications associated with this report. Our policies and guidance ensure all CAYPIC receive an assessment of their needs and an appropriate care plan that meets children and young people's individual needs as a good parent would.

## **9.0 All other Implications**

- 9.1 None

<b>CITY OF WOLVERHAMPTON COUNCIL</b>	<b>Corporate Parenting Board</b> <b>12 January 2023</b>
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<b>Report title</b>	Children with Complex Needs and Disabilities Children's Homes Review	
<b>Cabinet member with lead responsibility</b>	Councillor Beverley Momenabadi Children and Young People	
<b>Wards affected</b>	All Wards	
<b>Accountable director</b>	Emma Bennett, Executive Director of Families	
<b>Originating service</b>	Children and Young People	
<b>Accountable employees</b>	Courtney Abbott	Quality and Assurance Advanced Practitioner
	Email	<a href="mailto:Courtney.Abbott@wolverhampton.gov.uk">Courtney.Abbott@wolverhampton.gov.uk</a>
	Jazmine Walker	Head of Service, Children and Young People in Care
	Email	<a href="mailto:Jazmine.Walker@Wolverhampton.gov.uk">Jazmine.Walker@Wolverhampton.gov.uk</a>
<b>Report has been considered by</b>	Children's Services Leadership Team	10 November 2022
	Children in Care Council	7 December 2022

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**Recommendations for action:**

The Corporate Parenting Board is recommended to:

1. Endorse the Children with Complex Needs and Disabilities Children's Homes Review report.

**Recommendations for noting:**

The Corporate Parenting Board is asked to note:

1. The findings within the attached report as outlined at 3.0.

## **1.0 Purpose**

- 1.1 The purpose of bringing this report to Corporate Parenting Board is to assure the Board that Quality and Safety Reviews (as outlined below) have been completed and to report on whether children and young people with Complex Needs and Disabilities are provided with safe and good quality Children's Homes.

## **2.0 Background**

- 2.1 The Child Safeguarding Practice Review (CSPR) Panel is currently undertaking a national review into safeguarding children with disabilities and complex health needs in Children's Homes.
- 2.2 The Review is considering the experiences of children placed in three specialist independent residential settings located in the Doncaster area. The Review is being completed in two phases, with a plan to publish the Phase One report in the autumn of 2022.
- 2.3 On 23 August 2023, Annie Hudson, Chair of the CSPR Panel, wrote to all Directors of Children's Services (DCSs) in England requiring them to ensure that Quality and Safety Reviews are completed for all children with complex needs and disabilities currently living within placements with the same registrations (i.e., residential specialist schools registered as children's homes) to ensure they are in safe, quality placements.
- 2.4 DCSs are asked to provide an overview report on key findings and issues to both their local Corporate Parenting Board and to local safeguarding partners, together with assurance that the Quality and Safety Reviews have been completed. Further guidance from Ofsted confirmed the names of 48 Children's homes that required review.

## **3.0 Findings**

- 3.1 It has been identified that 12 children and young people with disabilities and/or complex needs are currently in Children's Homes. No City of Wolverhampton children reside in the 48 homes identified by Ofsted and thus we provided a "nil" return to CSPR Panel. However, City of Wolverhampton Council (CWC) have continued to review the 12 children in care with a disability and residing in a children's home for additional oversight.
- 3.2 11 out of the 12 children and young people's homes are joint funded by education (within City of Wolverhampton Council) and health. Their Children's Home's funding is agreed jointly and reviewed within External Placement Panel. There is added assurance that children and young people's needs are being met to a good standard by their Children's Home provider.
- 3.3 The review considered the following areas:
  - Communication Plans
  - Behaviour Plans

- Health Information
- Education
- Family Time
- Child/Young Person's experience of placement
- View of family/others who are important to the child/young person
- Views of key professionals
- Whether the social worker feels the child/young person is safe

#### 3.4 Communication Plans:

- a. Two reviews identified that communication plans were needed and in place.
- b. Both of these reviews also identified that the plans are up to date and there is evidence that they are used.
- c. All other reviews stated that a communication plan was not required.

#### 3.5 Behaviour Plans:

- a. It was identified that nine young people require a behaviour plan; eight were in place and staff are trained to use them. The ninth is being developed as the young person has recently moved to their current home. While this is in progress, there is a risk assessment in place which is adhered to and regularly updated. Also, all staff are aware of the young person's behaviour needs and how to best support the young person.
- b. The review identified that the other three young people do not require a behaviour plan.

#### 3.6 Health:

- a. In regard to health, all of the children/young people have an up-to-date health record, their medications are used appropriately and are securely stored, and each child/young person's physical and mental health needs are understood and met by the adults who care for them.
- b. Subsequent to the review, the health professional for one of the young people was contacted and informed that the home wanted more support from health colleagues. They reported that they were struggling with the young person's behaviour and his medical needs, although this was not expressed during the review. This will be followed up further by health and social care together to ensure a plan of action is put into place and that the young person is supported and safeguarded.

### 3.7 Education:

- a. 10 of the 12 children/young people were identified to be attending school regularly and meeting targets.
- b. One young person is on a reduced timetable and there is discussion around permanent exclusion, this is despite having 2:1 support.
- c. One young person is not currently in an education setting and this is being explored in order to find a setting that best meets his needs. In the meantime, he is receiving daily tutoring for two hours.
- d. One young person has been suspended from his education provision and is attending a setting that focuses on skills such as budgeting, rather than education. Prior to this review, issues were identified with this setting, and all involved feel that this is not an appropriate setting for the young person. Work is ongoing to rectify this and find a more appropriate setting for this young person and the care home provides a support worker to attend with the young person in the meantime in order to ensure his needs are met.

### 3.8 Family Time

All of the children/young people are supported to have maximum family time with those who care about them, including parents and siblings where appropriate, as well as previous carers. For most, family time takes place face to face—some supervised and some unsupervised (including overnights), and for a few this takes place virtually or by telephone. In all instances, the child/young person is supported physically and emotionally by staff.

### 3.9 Child's View of Placement

- a. All of the children/young people who were part of this review said that they are happy in their current homes and that they feel safe. One young person is non-verbal and has minimal communication ability but from observations and experiences of allied professionals it is deemed that he is happy and settled.
- b. Some of the children/young people identified that feel that the staff are their family and that they are happy to call their placement "home".
- c. One said that he likes living in his current home and would only want to move if he were able to move back with his mother.
- d. One is happy in his home but would like to be closer to Wolverhampton, where his friends and family all live. He feels that the distance, alongside his college schedule, makes it difficult to maintain friendships and important relationships.
- e. One young person reported that while he is happy with his home, he is sometimes teased by the other children in the home, and this makes him sad. He also feels that staff can be strict at times but, again, he is generally happy.

### 3.10 Family View of Placement

- a. The parents of two children/young people were not able to be contacted due to their whereabouts currently being unknown.
- b. Of the 10 parents/carers spoken to, all said that they were happy with their child's home and that they see this as positive for their children. There were positive comments around communication as well as the support and relationship building between their child and the staff who are looking after them. They all wish for their child to remain in their current home. One said that while they are happy with their child's home, they do wish it were closer.

### 3.11 Key Professional Views

- a. Key professionals provided their views on each child's experience within their current home in all 12 reviews. All of these professionals felt that the children's homes are positive and safe and are meeting the child/young person's needs.
- b. One school raised some issues around communication with the staff at the young person's home and that there have been some issues around uniform being appropriate. However, they said that this is an issue with individual staff members and not the home as a whole. They are generally happy with the home and the care provided to the young person. This was not raised solely as part of this review and was information that was already known and addressed.
- c. Some professionals raised concerns around whether educational settings were appropriate, but in each of these reviews there are actions in place to try to rectify these issues and this was in progress prior to the review taking place.

### 3.12 Additional

- a. All of the children/young people were seen in their home.
- b. Eight of the children/young people were also seen in school.
- c. The social worker and other key professionals for all 12 children/young people felt that the child/young person was in a safe, good quality Children's Home.
- d. Where safeguarding issues have been raised, these have been appropriately followed up (five of the 11 reviews). These issues had been raised prior to the review and addressed at that time. There is one investigation still ongoing around inappropriate restraint and the member of staff involved has been dismissed.
- e. Three young people have Deprivation of Liberty Safeguards in place, one of which is currently awaiting court review.
- f. Staffing records are in place to ensure staff to child ratios are appropriate and meet the need of the child/young people. One review did not answer this and is being updated.

- g. Outstanding actions from the reviews have been completed for eight children/young people. One young person is still waiting for their annual review and the others did not have any outstanding actions to complete.

#### **4.0 Summary**

- 4.1 The reviews were carried out by social workers and health workers as a joint undertaking. Should any concerns for the safety and wellbeing of children and young people have arisen as part of this review, commissioning would have been asked to visit for additional oversight. However, this was not required for any of the reviews completed.
- 4.2 Where concerns have been identified, specifically around education provision, this was previously known (not identified as part of this review) and actions are in place to address these issues. There is one exception to this where concerns for the home's ability to support the young person and his medical needs were raised after the review took place. The health professional did raise a query as to whether the staff in the home minimised the situation during the review and, if not, how things escalated so quickly after the review took place. Health professionals will work alongside the social worker to develop a plan to ensure the safety and wellbeing needs of the young person continue to be met.
- 4.3 Commissioning are aware of the review and the outcome. If quality concerns had been raised, they would have visited. However, this was not required.
- 4.4 This review did not identify any themes for improvement or any actions, immediate or otherwise, that need to be implemented in order to safeguard the children and young people who live in these children's homes.
- 4.5 From the findings highlighted above, Wolverhampton is assured that children who are looked after in children's homes are safe, happy and in good, quality care provisions.

#### **5.0 Financial implications**

- 5.1 There are no additional financial implications as part of this review and the findings.  
[JG/07112022/H]

#### **6.0 Legal implications**

- 6.1 There are no additional legal implications as a result of this review and the findings. However, this may change depending on the outcome of the one safeguarding investigation that is currently underway.  
[SB/12112022/H]

#### **7.0 Equalities Implications**

- 7.1 It is important to note that the information provided in this report was accurate at the time the review took place. Needs can change or arise at any time, and should further needs arise, these will be assessed and supported at that time.



- 7.2 Where any child/young person had any additional communication requirements, reasonable adjustments were put in place to ensure that they were able to express any concerns in a tailored way that suited their individual needs.
- 7.3 The children and young people who were part of this review all have complex needs and/or disabilities. CWC takes pride in assuring that children who are in care are treated fairly and that their individual needs are understood and supported. Considering equalities is mandatory in the work that CWC does with children, young people, and families. This review highlights that the needs of the children and young people living in children's homes are currently being met and that they all feel safe and secure in their home.

## **8.0 All other Implications**

### **Covid-19**

- 8.1 There are no longer any Covid-19 measures in place that negatively impact the experience of the children and young people who were part of this review. They continue to benefit from face-to-face visits with professionals, family time, school and other activities.

### **Health and Wellbeing**

- 8.2 The majority of the children and young people who were part of this review would be looked after by Wolverhampton Health Services. Therefore, CWC would be assured that their health needs are assessed and addressed in a timely manner and in a way which leads to positive outcomes. Children and young people who are looked after more than 50 miles from the City of Wolverhampton Council will have their health needs looked after by their local Health Authority. City of Wolverhampton Council will need to ensure that these children have regular health reviews and that their needs are addressed in a timely and appropriate manner in line with CWC expectations.
- 8.3 It is important note that the information in this report was accurate at the time of the review. As health and wellbeing needs can change and arise at any time, CWC will ensure that these are assessed and addressed as and when needed.
- 8.4 There were no known health and safety implications at the time of this review. As with the other implications, this could change at any time and, if needed, will be addressed.

## **9.0 Schedule of Background Papers**

- 9.1 There are no background papers pertaining to this report.

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<b>CITY OF WOLVERHAMPTON COUNCIL</b>	<b>Corporate Parenting Board</b> <b>12 January 2023</b>
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<b>Report title</b>	The Reach Leaving Care Local Offer Review 2022	
<b>Cabinet member with lead responsibility</b>	Councillor Beverley Momenabadi Children and Young People	
<b>Wards affected</b>	All wards	
<b>Accountable director</b>	Emma Bennett, Executive Director of Families	
<b>Originating service</b>	Children and Young People in Care	
<b>Accountable employees</b>	Hannah Finch Email:	Corporate Parenting Officer <a href="mailto:Hannah.Finch@wolverhampton.gov.uk">Hannah.Finch@wolverhampton.gov.uk</a>
	Samantha Grainger Email:	Team Manager – REACH Leaving Care <a href="mailto:Samantha.Grainger@wolverhampton.gov.uk">Samantha.Grainger@wolverhampton.gov.uk</a>
<b>Report to has been considered by</b>	Children’s Social Care Leadership Team Meeting	22 December 2022

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**Recommendation for action:**

The Corporate Parenting Board is recommended to:

1. Receive an update on the review process undertaken of the Care Leaver Local Offer.

## **1.0 Purpose**

1.1 To update Senior Leaders and Partner agencies on the review of the Care Leaver Offer.

## **2.0 Background**

- 2.1 It has been 12 months since the REACH Local Offer for Care Leavers has been reviewed. Therefore, a comprehensive review including Care Leavers took place to support the development of the services published in the offer. This report updates Senior Leaders and Partner agencies on the review of the Care Leaver Offer and seeks Partner Agencies' support to further enhance the offer.
- 2.2 Following the 'Children's Social Care Reform – A Vision for Change' document published in January 2016, the government produced the Children and Social Work Bill which subsequently received Royal Assent on 27 April 2017. Implicit in the Children and Social Work Act 2017, it is the requirement to improve support for children in care in England and Wales, especially for those leaving care.
- 2.3 The Act introduced seven corporate parenting principles to which local authorities must have regard. These are:
1. To act in the best interests and promote the physical and mental health and wellbeing of relevant children and young people
  2. To encourage those young people to express their views, wishes and feelings
  3. To take into account the views, wishes and feelings of those young people
  4. To help those children gain access to and make best use of services provided by the local authority and its relevant partners
  5. To promote high aspirations and seek to secure the best outcomes for those children and young people
  6. To have regard to the need for those children and young people to be safe and have stability in their home lives, relationships, education or work
  7. To prepare those children and young people for adulthood and independent living
- 2.4 As of September 2018, all local authorities in England are required to publish a Local Offer for care leavers, providing information about services within the local authority that may assist care leavers in, or in preparing for, adulthood and independent living. This includes services relating to health and wellbeing, relationships, education, training and employment accommodation, and participation in society.

## **3.0 Additions to the Local Offer**

- 3.1 Since the previous Local Offer Review in 2021, the City of Wolverhampton has continued to regularly update and increase its Local Offer in line with the needs and requests of the care experienced young people it supports. Notable additions to the offer in the last twelve months include:
- An increase in Setting Up Home Grant (SUHG) from £2,000 to £2,483.

- Access to the Ask Jan app, which entitles young people to a variety of support options 24 hours a day including:
  - A 24-hour counselling helpline with direct and immediate access to an accredited counsellor
  - Up to eight face to face counselling sessions per issue with an accredited counsellor
  - Personal finance advice – mortgages, pensions, insurance, debt, and savings
  - Nutrition, exercise, stress and wellbeing advice
  - Specialist helplines including housing, legal and citizens advice 8am-8pm
  - Access to an enhanced wellbeing app My Possible Self
  - Cognitive behavioural therapy – available online on via the App
  - Discounts and special offers on days out and activities with The Max Card
- The launch of a regular Thursday afternoon drop-in session at The Oasis Hub with access to:
  - Young People’s Advisors
  - Benefits Advisors
  - Education, Employment and Training Advisors
  - Wolverhampton Homes Advisors
  - Nurse Specialists.
  - Unaccompanied Asylum-Seeking Young Persons Champion
- A weekly baby group hosted at The Oasis Hub by a Community Champion and Young Persons Advisor
- Access to Household Support Grant:
  - £40 per month for individual Care Leaver
  - £80 per month for Care Leaver with children

#### **4.0 Local Offer Review 2022**

- 4.1 On Monday 24 October 2022, the start of Care Leavers’ Week 2022 at The Oasis Hub, 15 care experienced young people attended a workshop to look through aspects of the Local Offer and to establish the strengths and the challenges of accessing the offers.
- 4.2 A variety of activities were used to collate the views and feedback of the young people involved, including “Mood Boards”, “The Offer in Numbers” and a “Menti Meter” ranking system. Alongside this a “Suggestion Station” and a “Star Chart” activity ran for the duration of the week to enable other Young People who were unable to attend the event the opportunity to provide feedback on the areas of the Local Offer that meant the most to them.

## 5.0 Activity One: Local Offer in Numbers

5.1 In four groups young people were presented with five measurable activities, shown in figure one, from the current Local Offer and were asked:

1. Do the number of young people accessing this offer seem too low/too high or just about right?
2. How might we increase engagement with this offer?

The Offer	The Numbers
<b>ASDAN Award</b>	10 Young People completed the award in 2021 - 2022
<b>REACH Café weekly attendance</b>	Eight attendees per week
<b>WV Active Membership</b>	82 active members
<b>Grand Mentors</b>	26 Young People matched with a Mentor
<b>Family Group Conferencing (FGC)</b>	Four Young People successfully took part in FGC

Figure One: Local Offer in Numbers

5.2 Feedback from the groups was for the most part positive, looking specifically at the five focus areas it was noted:

### **ASDAN Award**

5.3 Young people did not fully feel they understood the award but did feel independence skills for young people should be started at an earlier age (around 15) to prepare children in care for the transition to becoming a care leaver. Young people suggested the ASDAN award could be completed prior to accessing your first time flat or while you take up your first tenancy and an incentive, such as a financial reward, that could be used setting up your first home, might encourage young people to engage with the ASDAN scheme.

### **The Reach Cafe**

5.4 Young people reported favourably about the Reach Café drop in; they were aware of it even if they hadn't attended. Young people suggested cooking sessions and regular hot meals might encourage more attendance. Likewise, young people reported they would attend more regularly if monthly "Special Nights" with Young Person's Advisors were arranged, examples of this included food nights and pamper sessions.

5.5 Transport to the Reach Café was a factor in some reluctance to attend, however this was felt as something that needed to be tackled at a regional level rather than focused on a local one.

### **WV Active Membership**

- 5.6 All young people reported they were aware of the WV Active membership offer, they also felt that 82 active members of the scheme was a fair uptake. It was noted the promotion of classes at WV Active might encourage other Care Leavers to take part. Care Leavers also suggested memberships to be “auto renewed” and have a reminder sent when their membership is due for renewal.
- 5.7 Transport to WV Active locations was mentioned as a potential barrier to some young people. However, it was suggested by the young people that this was a regional concern that needed greater joint working across the West Midlands Combined Authority. Access to baby swimming classes may also encourage those with children to attend more regularly.

### **Grand Mentors**

- 5.8 Young people noted they had heard of the Grand Mentors Scheme; however, they were unsure as to what, in terms of support, they were able to offer and as a result suggested this might be the reason that more young people had not been matched with a mentor. Young people suggested Grand Mentors are invited to attend the REACH Café.

### **Families Working Together**

- 5.9 When asked about Families Working Together (FWT) all young people mentioned they were unclear as to what FWT would be able to offer them and felt this was not well explained by YPAs. Further group discussions highlighted that young people would prefer FWT’s scope to be wider, outside of family links, to include important individuals such as past Social Workers, Teachers, or Neighbours etc. Young people suggested FWT might conduct “Family Strength Days” where important people to the young person might be invited to engage in informal activities to promote better communication and potential prepare them for undertaking FWT.

## 6.0 Activity Two: Menti Meter

6.1 In this activity, groups ranked 10 sections of the Wolverhampton Local Offer, highlighted as areas of importance from the last review, from most important to least important to them today.



Figure Two: Menti Meter

6.2 Figure Two outlines the completed “ranking” figures from all four groups taking part in the activity. Young people reported overwhelmingly that having access to Band 1 Housing within Wolverhampton Homes and being exempt from Council Tax within the City until they are 25 were the most popular and utilised aspects of the offer.

6.3 However, it was clear from the ranking that access to FWT and the ASDAN award appeared significantly lower in young people’s interests. Taking into consideration the findings from Activity One, it may be suggested that a lack of understanding around ASDAN and FWT may account for their lower places in the ranking.

6.4 Other notable rankings include access to the Ask Jan app. As this is a fairly recent addition to the Local Offer, it was pleasing to see so many young people expressing that they had used the app or knew someone who had.

## 7.0 Activity Three: Health Mood Boards

7.1 Young people, with the support of Rebecca Grainger, Designated Nurse for CYPIC, were asked to consider the current health local offer and use it to develop a group “Wants” and “Needs” mood board to reflect what they felt was most important to the in terms of the health offer.



## Needs

- 7.2 All young people strongly reported the need for a Nurse, Health Support Worker, or a Young Person’s Advisor with a specialism in Health to be available to them. All groups were aware of the support available to CYPIC from designated nurses and school nurses however felt this “dropped off” when turning 18. They also suggested adult services were not prepared for care experienced young people to access their services and often felt they did not understand their story. Further to this, access to free sanitary products and contraception were a key need noted by respondents.
- 7.3 The Reach Café does provide both sanitary products and contraception free of charge, however young people felt this needed to be better advertised to make others aware. Alongside this young people reported the need for greater access to dentists and GPs in their local areas, however felt this was a national issue and not just focused on Wolverhampton alone.

## Wants

- 7.4 Young people felt care experienced people who work should be entitled to free prescriptions, however they felt this should be means tested.
- 7.5 Young people were informed that current work by the Black Country Integrated Care Board (BICB) was taking place to allow Wolverhampton Care Leavers access to free prescriptions, but this work was ongoing. Groups reported they felt this was taking some time and due to the rise in the cost of living, this needed to be expedited.

## 8.0 Activity Four: Star Wall

- 8.1 Across Care Leavers’ Week, young people were encouraged to provide feedback and suggestions around the local offer and what they would like to see added or developed. The “Star Wall” asked young people to look at five challenges highlighted by them during the previous review and to add their own star to the challenge they still think is important to them today. Challenges highlighted were:

<b>Challenge:</b>	<b>Star count</b>
Access to a dentist/optician	3
Access to Mental Health support	5
Keeping in touch with your YPA or other special people	7
Rent discounts for working Care Leavers	7
Reduced or Free Transport across the region	15
<b>Total Responses</b>	<b>37</b>

Figure 3: Star Wall

## 9.0 Regional Care Leaver Offer

9.1 In June 2022, a review of local authority care leaver offers in the West Midlands took place as part of the development of the Regional Care Leaver Offer Blueprint. As part of this review, a comparison of the 14 local authorities and their offers was completed, looking at the four key areas of housing, work experience, council tax exemptions and access to free leisure, as outlined in Figure 4.

Local Authority	Priority for Social Housing	Offers Work Experience	Council Tax Exception (within LA)	Access to Free Leisure
<b>Wolverhampton</b>	YES	YES	YES	YES
<b>Dudley</b>	YES	NO	YES	NO
<b>Birmingham</b>	YES	YES	YES	NO
<b>Sandwell</b>	YES	YES	YES	YES
<b>Walsall</b>	NO	NO	YES	NO
<b>Solihull</b>	YES	YES	YES	YES
<b>Coventry</b>	YES	YES	YES	YES
<b>Telford and Wrekin</b>	NO	NO	YES	YES
<b>Shropshire</b>	YES	YES	YES	YES
<b>Stoke on Trent</b>	YES	YES	YES	YES
<b>Staffordshire</b>	NO	YES	YES	YES
<b>Warwickshire</b>	YES	YES	YES	YES
<b>Worcestershire</b>	YES	NO	YES	NO
<b>Herefordshire</b>	YES	NO	YES	YES

Figure 4: Regional Offers

9.2 Of the 14 local authorities to take part, only seven (which includes Wolverhampton) were able to demonstrate their local offer met the four key areas outlined by the review.

9.3 Alongside a local authority-led survey, an additional regional survey of care experienced young people took place. The survey received 179 responses and from this, the Regional Care Leaver Offer Blueprint outlined the following suggested recommendations for all local offers in the West Midlands:

### Health:

- Free prescriptions (up to 25 years)
- Better mental health support
- Free leisure passes

### Housing:

- Specific Housing Offer for Care Leavers
- Homelessness protocol in place
- Council Tax exemption up to 25 (in LA)
- Reciprocal arrangement outside of LA for Council Tax exemption

**Finance:**

- Discounted utility bills, including Wi-Fi.

**Mentoring:**

- Mentoring opportunities up to 25

**Education, Employment and Training:**

- Ring fenced apprenticeships within LA
- Public Sector opportunities
- Skills and Pre-Employment programmes

**Transport:**

- Free travel across the West Midlands

9.4 Comparing the City of Wolverhampton's own local offer to the feedback from the Regional Offer, it can be noted that Wolverhampton offers many of these support requirements. There were only three areas not included in our current offer:

- Free prescriptions (up to 25 years)
- Reciprocal arrangement outside of LA for Council Tax exemption
- Free travel across the West Midlands

9.5 We recognise that these areas will require a regional approach to achieving progress and will continue to work with the Regional Care Leaver Offer workstream to achieve these elements for all care leavers in the West Midlands.

## **10.0 Development Areas**

10.1 The Local Offer Review event and Care Leavers' Week feedback suggests overall that our care experienced young people feel positive about what is currently available to them within the local authority. However, some suggestions for improvement included:

- A Nurse, Health Worker, or Young Persons Advisor with a focus on health specifically for care leavers would be greatly welcomed
- Families Working Together and what it can offer young people needs to be more clearly explained
- ASDAN Award needs more flexibility and to be better explained to young people at an earlier age
- The Reach Café would benefit from a once a month "special" evening event for care leavers to attend
- Cooking sessions during The Reach Café to enable young people to have a hot meal
- Better access to GPs and Dentists in Wolverhampton, however young people felt this was a national crisis and not focused on one area alone.

## **11.0 Financial implications**

11.1 Any costs associated with developments and additions made to the REACH Local Offer for Care Leavers will be contained within the overall budgets for Children and Young

People in Care Service and separate decision papers for any additions will be processed through Children's Social Care Leadership Team as required.

- 11.2 Other Services within City of Wolverhampton Council and external partner organisations are working in partnership with the Children and Young People in Care Service to support the REACH Local Offer for Care Leavers. Any costs incurred by other Services within City of Wolverhampton Council and external partner organisations will be contained within their existing approved budgets for 2022-2023.  
[JG/22122022/M]

## **12.0 Legal implications**

- 12.1 The publishing of a Local Offer for Care Leavers is a legal requirement as set out in the Children and Social Work Act 2017 to improve support for looked after children in England and Wales, especially for those leaving care.  
[SB/18122022/Y]

## **13.0 Equalities implications**

- 13.1 Care leavers are asked to begin their journey into adulthood earlier than most young people. This can make them more vulnerable, isolated and unsure how to ask for help. The REACH Local Offer for Care Leavers aims to mitigate against the challenges faced by care leavers in the community.
- 13.2 Outcomes for care leavers as a result of their pre-care and in-care experience are poorer than their peers. Unfortunately, sometimes being in care can have a negative impact on children's education. Frequent placement and school moves will all impact on a child's confidence and ability to learn. Traumatic experiences before entry into care can also cause difficulties, which may affect a child's behaviour, self-esteem, self-regulation, or trust in authority figures. This experience means that nationally compared to the general population care leavers are (DoE, Published 12 August 2019):
- less likely to be in education, employment, or training - over a third of 19-year-old care leavers are not in education, employment, or training
  - more likely to be attempting to live independently - some are unable to remain in their placements beyond the age of 18. They are therefore likely to experience compressed and accelerated transitions to independence.
  - impact of childhood trauma means they are more likely to suffer with issues relating to emotional health and well being
  - more likely to have a criminal conviction and may have experienced unnecessary criminalisation. Care leavers are estimated to represent between 24% and 27% of the adult prison population.
- 13.3 The Reach Care Leaver offer's sole purpose is to mitigate against the negative impact of being in care and the inequality they can face in society.

#### **14.0 All other Implications**

14.1 There are no other implications as a result of this report.

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<b>CITY OF WOLVERHAMPTON COUNCIL</b>	<b>Corporate Parenting Board</b> <b>12 January 2023</b>
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<b>Report title</b>	Virtual School Head Annual Report 2022	
<b>Cabinet member with lead responsibility</b>	Councillor Beverley Momenabadi Children and Young People	
<b>Wards affected</b>	All wards	
<b>Accountable director</b>	Emma Bennett, Executive Director of Families	
<b>Originating service</b>	Children's Services	
<b>Accountable employee</b>	Darren Martindale Tel: 01902 556951 Email address: <a href="mailto:darren.martindale@wolverhampton.gov.uk">darren.martindale@wolverhampton.gov.uk</a>	Virtual School Head
<b>Report has been considered by</b>	Children and Young People in Care Managers Team Children's and Education Leadership Team	7 December 2022 15 December 2022

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**Recommendation for action:**

The Corporate Parenting Board is recommended to:

1. Receive the Virtual School Head Annual Report 2022.

## 1.0 Purpose

- 1.1 The purpose of this report is to highlight the educational outcomes of Wolverhampton's children and young people in care and care leavers from September 2021-July 2022, and how these have been supported by the Council, schools and other key partners. It also highlights notable successes as well as future priorities and areas for development.
- 1.2 This report also seeks to inform knowledge and understanding in a number of areas pertinent to the achievement of children and young people in care.

## 2.0 Background

- 2.1 The Virtual School Head (VSH) for children and young people in care is responsible for ensuring that the local authority effectively discharges its statutory duty, under 22(3A) of the Children Act 1989, to promote the education of children in the care of the local authority (DfE 2014)<sup>1</sup>. Due to a range of barriers, the educational outcomes for children and young people in care and care leavers are statistically far poorer than those of their peers. Local authorities seek to narrow this gap through the model of the 'virtual school', with the VSH as the head teacher of that school, working closely in partnership with education settings, social care and other partners and stakeholders.
- 2.2 Unless otherwise stated, all data was taken at the end of July 2022 and pertains to the Department for Education's definition of a 'looked after child', which in this case is a child "who has been continuously looked after for at least 12 months up to and including 31 March 2022". This definition has been used because 12 months is considered an appropriate length of time to gauge the possible association of being looked after on educational attainment."<sup>2</sup>

## 3.0 Cohort information

3.1	Total Pupils (Reception to Year 11)	343
	Educated in Wolverhampton	191
	Placed out of City	152
	Primary Phase	126
	Secondary Phase	217
	Attending Pupil Referral Units (PRUs)	10
	Attending Special Schools	34
	Attending other alternative provision	4
	Education, Health and Care Plans (EHCPs)	92

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<sup>1</sup> [Promoting the education of looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/promoting-the-education-of-looked-after-and-previously-looked-after-children.pdf)

<sup>2</sup> [SFR Template NatStats \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/sfr-template-natstats.pdf)



Special educational needs & disability (SEND) support	70
Boys	197
Girls	146
Total Ethnic Groups	16
Non-White	42%

#### **4.0 Summary of report**

4.1 There is much to celebrate regarding the educational achievement of the children in our care:

- The majority (83%) of Children and Young People in Care are attending schools which are rated as good or outstanding by Ofsted.
- There were again no permanent exclusions for pupils in care in 2021-22 and suspensions have reduced, with consistent improvements in inclusive practice.
- Attainment at KS4, though it has dropped as expected since schools returned to exam-based assessments, is higher than in the years immediately prior to the COVID pandemic despite the disruptions that young people experienced due to COVID. 19% achieved grade 4 or above in both English and maths at GCSE in 2022.
- Progression to education, employment training is excellent, and better than average for the cohort based on the available national data, with 96% of pupils in year 11 progressing to education, employment or training (EET) from school, and notable successes at post-16 including a high number of care leavers attending and achieving at university. Nine care leavers graduated in 2022.
- Aspire2Uni is starting to show real long-term impact.
- A very high percentage of young people have up-to-date PEPs and quality is improving.
- Pupils in care are given top priority for school admissions in Wolverhampton and we have excellent relationships with our schools, who have a good understanding of their corporate parenting responsibilities and of the value of attachment and trauma-informed practice. This was evidenced in 2022 when the VSH nominated two Wolverhampton schools for the “Alex Timpson Attachment Award”, a national award which recognises and celebrates best practice in attachment and trauma-aware schools and settings. The winners were announced at the ARC (Attachment Research Community) national conference on 22 November 2022, with Low Hill winning the early years award for making “a profound and lasting contribution to attachment and trauma-aware practices”. The other

Wolverhampton school nominated, St Michael's CE Primary, were shortlisted in their category.

- Foster carers are well supported and the structural move of the virtual school team into the Children and Young People in care service is supporting improved partnership working with social care.

4.2 At the same time, however, there are always areas for development:

- 20% of pupils are persistently absent
- PEP quality, though good overall, is still uneven and our Ofsted inspection highlighted a need to ensure a firmer overview of our PEP auditing and audit moderation processes.
- There is, as always, an urgent need to narrow the significant attainment gap between care-experienced children and young people and their peers. Attainment at the end of reception year and KS2 are both priorities for improvement, based on 2022 attainment.
- When children move to a school outside Wolverhampton, we work extremely hard with schools and admissions teams in other local authorities to ensure that our young people are provided with the best education available to them without drift or delay. This can be very challenging, however, due to pressures on school places and limited options in for pupils with higher levels of need.

4.3 All of these areas are being addressed as a priority **as outlined in the full report, which is attached as an appendix**, as we continue to strive to improve the life chances of our children and young people in care and previously in care. Key objectives for 2022-2023 include:

- Establishing a more comprehensive data set on the educational progress of children and young people in care in the form of a monthly performance dashboard drawn largely from the Eclipse PEP system
- A review of attachment awareness in Wolverhampton schools, including the impact of attachment and trauma training on school exclusions and inclusive practice
- Continuing to improve the quality of PEPs, supported by a new framework for quality assurance and moderation
- Increasing the participation of young people in our arts/cultural and other enrichment activities.
- Developing the extended strategic and advisory role of the VSH around all children with a social worker, including the use of attendance and inclusion data to evidence impact.

## **5.0 Financial Implications**

5.1 There are no direct financial implications arising from this report. Any costs associated with the development of the plan and any future plans that are identified as a result of this report will be funded from existing budgets within the Children and Young People in Care Service.

[JF/20122022/H]

## **6.0 Legal Implications**

6.1 There are no legal implications to this report. The VSH for children and young people in care is responsible for ensuring that the local authority effectively discharges its statutory duty, under 22(3A) of the Children Act 1989, to promote the education of children in the care of the local authority (DfE 2014), and this report outlines how Wolverhampton is meeting its duties.

[SB/20122022/C]

## **7.0 Equalities Implications**

7.1 An equalities analysis will be undertaken if required, in partnership with the Equalities and Diversities Team. As the work that underpins this strategy is to overcome any inequality, the analysis is aspirational and will need to be used to evaluate the effectiveness of the work undertaken.

## **8.0 All other Implications**

There are no other implications.

## **9.0 Appendices**

9.1 Appendix 1 - Virtual School Head Annual Report 2022

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## Virtual School Head Annual Report 2022

### Full Report

#### 1.0 Purpose

- 1.1 The purpose of this report is to highlight the educational outcomes of Wolverhampton's children and young people in care and care leavers from September 2021-July 2022, and how these have been supported by the council, schools and other key partners. It also highlights notable successes as well as future priorities and areas for development.
- 1.2 This report also seeks to inform knowledge and understanding in a number of areas pertinent to the achievement of children and young people in care.

#### 2.0 Background

- 2.1 The Virtual School Head (VSH) for children and young people in care is responsible for ensuring that the local authority effectively discharges its statutory duty, under 22(3A) of the Children Act 1989, to promote the education of children in the care of the local authority (DfE 2014)<sup>1</sup>. Due to a range of barriers, the educational outcomes for children and young people in care and care leavers are statistically far poorer than those of their peers. Local authorities seek to narrow this gap through the model of the 'virtual school', with the VSH as the head teacher of that school, working closely in partnership with education settings, social care and other partners and stakeholders.
- 2.2 Unless otherwise stated, all data was taken at the end of July 2022 and pertains to the Department for Education's definition of a 'looked after child', which in this case is a child "who has been continuously looked after for at least 12 months up to and including 31 March 2022". This definition has been used because 12 months is considered an appropriate length of time to gauge the possible association of being looked after on educational attainment."<sup>2</sup>

#### 3.0 Cohort information

3.1 Total Pupils (Reception to Year 11)	343
Educated in Wolverhampton	191
Placed out of City	152
Primary Phase	126
Secondary Phase	217

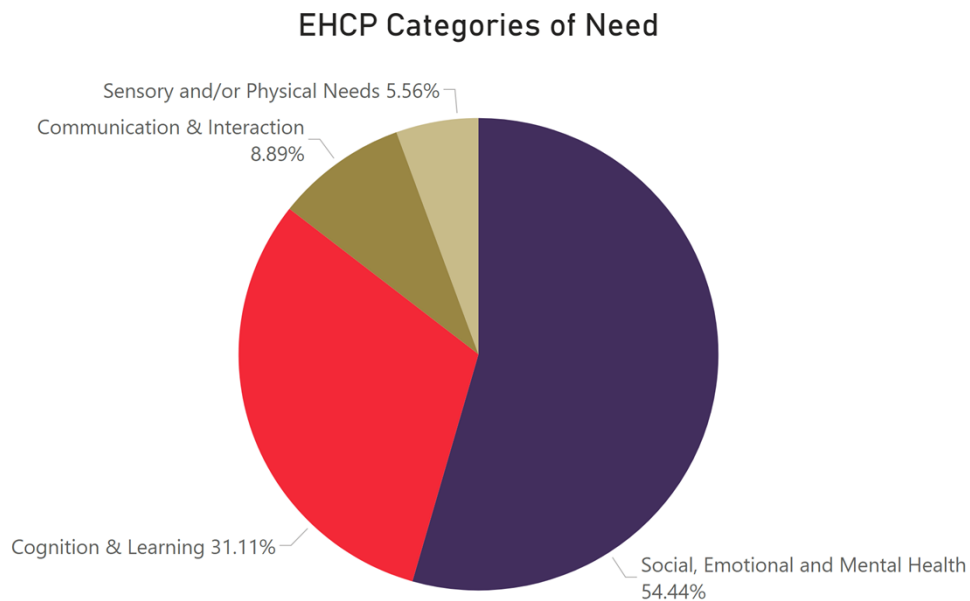
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<sup>1</sup> [Promoting the education of looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/promoting-the-education-of-looked-after-and-previously-looked-after-children)

<sup>2</sup> [SFR Template NatStats \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/108888/SFR_Template_NatStats.pdf)

Attending Pupil Referral Units (PRUs)	10
Attending Special Schools	34
Attending other alternative provision	4
Education, Health and Care Plans (EHCPs)	92
Special educational needs & disability (SEND) support	70
Boys	197
Girls	146
Total Ethnic Groups	16
Non-White	42%

3.2 Among the children and young people in care with Education, Health and Care Plans (EHCPs), social, emotional and mental health (SEMH) difficulty is by far the most prevalent category of need, accounting for almost 55% - 5% higher than 2021 and 11% higher than 2020 (SEMH is the most common category need in EHCPs nationally for children and young people in care). The prevalence of each category of need is outlined in the chart below.



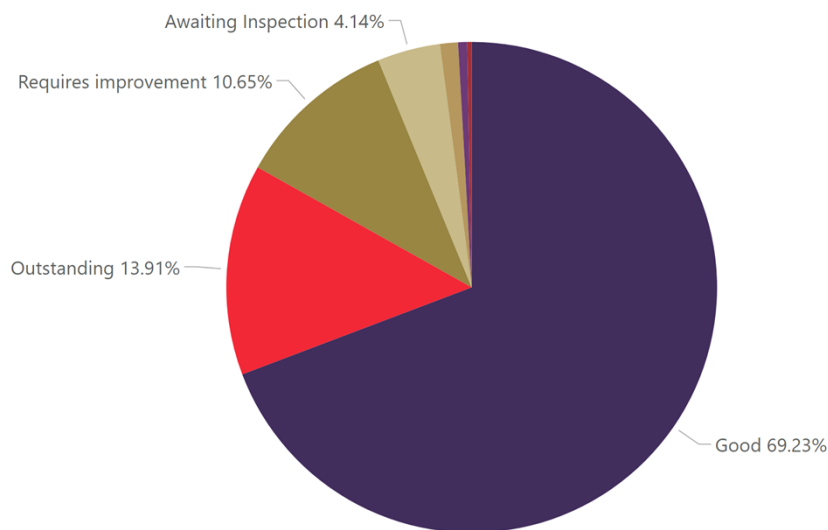
#### 4.0 School Ofsted ratings

4.1 Statutory guidance states that Children and Young People in Care should attend schools that are rated as either or Good or Outstanding by Ofsted. 83% of children and young people in care attend a school which is rated as good or better by Ofsted. 4% are awaiting an Ofsted rating outcome. 1% are rated as inadequate. The ratings are summarised in the chart below.

4.2 As a corporate parent, Wolverhampton council will always strive to ensure that out pupils in care are educated in the best possible school available to them. There may be occasions, however (for example, when a child is settled and doing well in a school, and its Ofsted rating changes), when it is deemed better for the pupil to remain in a school rated by Ofsted as requiring improvement (or, in very exceptional circumstances, inadequate), than to move them and disrupt their education. In such cases, a decision is always made in the best interests of the child.

Ofsted Ratings of Schools Attended by Children and Young People in Care

Ofsted ● Good ● Outstanding ● Requires improvement ● Awaiting Inspection ● Inadequate ● Adequate - Wales ● Special Measures



## 5.0 Supporting learning and achievement

5.1 Wolverhampton's **Virtual School Team** are committed to improving educational outcomes for children and young people in care, and previously in care, in accordance with the council's statutory duties. We achieve this through a combination of direct, advisory, and strategic work with children, schools, social workers, carers and other key partners. These include:

- Regular meetings with Designated Teachers in schools
- Supporting and improving the Personal Educational Planning process
- Tracking attendance, exclusions, attainment, and progress
- Providing direct learning support to pupils
- Providing advice and training, together with robust challenge and support to schools and social care
- Interventions and wider activities to promote learning, raise aspirations and celebrate achievements.

5.2 The Virtual Head manages the **Pupil Premium Plus** (PP+). This is the funding allocated to local authorities to support the education of pupils in care from year 1 to year 11, at a

rate of £2,420 per pupil, per annum.<sup>3</sup> It has been clearly stated by the DfE that, for Children and Young people in Care, the Pupil Premium should be utilised to support the child's individualised learning targets as contained in their Personal Education Plan (PEP). This support can vary from 1:1 tuition, ICT equipment and other resources, to therapeutic programmes. In Wolverhampton we allocate the majority of funding directly to schools in termly instalments. The exact amount varies depending on needs and priorities but is usually approximately £600 per term. We retain the remaining amount for specific projects and interventions such as:

- 'Britannica School'; an online Encyclopaedia Britannica subscription for all CYPIC.
- 'Beanstalk'; a volunteer reading help programme for selected pupils at primary phase.
- 'Aspire2Uni' – see 5.10.
- 'My Own Tutor' online learning package.
- Musical instrument tuition for 17 of our young people. Wolverhampton's Music Service also delivered 2 'play in a day' events in 2021-22, giving our aspiring musicians an opportunity to play together with other children and young people in care from around the City.
- A local and regional arts and culture offer for care experienced children & young people through an organisation called 'Artslink'. The online platform allows all our children to have access to a wide range of arts & culture activities and experiences to have at home, including art, music, dance, drama, creative literacy, digital arts. including creative challenges, filmed activities set by artists in the region and a gallery to showcase some of the work created by young people. Since face-to-face interaction became possible again post-COVID, more face-to-face activities have been delivered (having previously been 'virtual'), including a theatre trip in which 23 young people from Wolverhampton participated. The Virtual School Team have applied for 'Artsmark', a national quality mark, in recognition of our growing arts and cultural offer.
- Dedicated Educational Psychology support and 1:1 learning support from Assistant Educational Psychologists for pupils at key stage 4 who are at risk of underachieving. The short case study below gives an example of how valuable this support can be, not only to the young person but also to their foster carer and the relationship between them. The names have been changed.

### **5.3 Assistant Psychologist Interventions for Virtual School Students: A case study of effective support including collaboration with a foster parent**

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<sup>3</sup> [Pupil premium: virtual school heads' responsibilities - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



“Emily was introduced as Chloe’s foster parent in my initial planning meeting with Chloe’s designated teacher. Chloe’s teacher mentioned Emily had extensive experience as a carer and was able to discuss Chloe’s strengths and needs in more depth than she was. We collaboratively used this information to plan my sessions with Chloe. Focussing on her preparation for exams, we used approaches and strategies which best suited Chloe, aiming to remove potential barriers to achievement. Emily emphasised how important relationships were for Chloe, so the first few sessions focussed on me building a genuine connection with her. Emily would often dip in and out of the conversation, offering support and clarification when needed. The positive social communication between myself and her carer helped me to build a real rapport and sense of trust with Chloe, improving her readiness to learn.

The duration and frequency of sessions were also decided collaboratively between the three of us, taking into consideration Chloe’s other commitments. Everything we did was co-produced, and Emily would support by helping Chloe to verbalise what she wanted from the sessions. Leading up to and during the examinations, Emily’s and Chloe’s relationship was tested due to the stress of exams. For example, Emily had noticed Chloe was not sticking to her revision timetable and would challenge Chloe, resulting in arguments. During this time, I worked restoratively with them to help maintain the relationship, including 1:1 phone consultations with Emily. During the consultations, it was clear that Emily felt hugely responsible for Chloe’s educational achievement; so much so that it was affecting her own wellbeing. I was able to support a more restorative approach between them, which helped to repair and strengthen their relationship.

Chloe achieved Good GCSEs in all of her subjects.”

- 5.4 In addition to Pupil Premium Plus, the **School-led Tutoring (SLT) and Recovery Premium grants** were allocated to local authorities for the 2020-21 academic year. Both of these grants are intended to help close the education gap which widened as a result of COVID-19. For children and young people in care, funding was allocated to local authorities to be passed to their VSH to decide, in line with DfE guidance, how best to use the funding to provide tuition and other support for their pupils. The SLT grant is part of the tuition offer from the National Tutoring Programme (NTP) and its allocations were calculated on the basis that, for the academic year 2021 to 2022, the grant would cover 75% of the cost of tuition, based on an average cost of £18 per hour for a pupil in mainstream education receiving a package of 15 hours of tuition (totalling £202.50 per pupil). For pupils in specialist educational settings, such as a special school, allocations were based on an average cost of £47 per hour. VSHs were required to contribute the remaining £11.75 from their pupil premium plus budget. The Recovery Premium grant was based on a rate of £145 for each eligible pupil in mainstream education and £290 for each eligible pupil in a specialist setting.
- 5.5 It was helpful, given the complicated funding formula and changing advice throughout the year, that the DfE widened their definition of what can be classed as ‘tuition’ under the terms of the SLT grant. It was allowed to include a wider range of support than traditional

1:1 academic tuition, such as mentoring, targeted teaching assistant support or interventions of a therapeutic nature or to improve engagement. In the end, NAVSH (the National Association of Virtual School Heads) agreed with the DfE that both the SLT and Recovery Premium simply be viewed as a top-up to our existing PP+ funding, which is how it was shared with schools and monitored through PEPs and meetings with designated teachers. All of the funding was utilised by Wolverhampton.

- 5.6 An initial allocation of £145 per pupil was provided directly to schools for our children and young people in care, alongside the spring term allocation of Pupil Premium Plus, totalling £49,880.00. In addition, schools were invited to apply for additional funding for pupils who required more support. Many schools took us up on this offer and received additional funding for identified pupils, which included 1:1 tuition but also therapeutic intervention, physical resources, in-class support or mentoring and specialist tuition for pupils with English as an additional language.
- 5.7 Additionally, the Recovery Premium, with its more flexible remit, funded:
- Whole-school training for schools with high number of children and young people in care attachment aware / trauma informed practice, along with membership of the Attachment Research Community (ARC) to further support with attachment/trauma awareness.
  - A series of online workshops in study skills, exam preparation and post-16 planning for young people at assessment stages and their foster carers.
- 5.8 Another programme funded by Pupil Premium Plus is '**Aspire2Uni**' (A2U), a progressive programme for children and young people in care in Year 7 upwards, designed to raise aspirations and increase the numbers of care leavers in university. Working in partnership with Wolverhampton University and virtual schools from four other local authorities within the West Midlands, we have been running A2U successfully since 2015. 29 young people from Wolverhampton are currently participating in the programme, from year 7 to year 13. Participants are mentored by undergraduates from the university, who are selected, trained and employed for this role. In addition, outreach days, enrichment events are offered to support the young people on their journey toward higher education.
- 5.9 Aspire2Uni held its first 'graduation' event in July 2022, with two young people in care from Wolverhampton among those who, having completed the whole A2U programme and earned places at universities (three young people from Wolverhampton started the programme in its first year), proudly wore their black gowns as they were presented with certificates celebrating their commitment and achievement. They went on to university two months later. One of these young people said: "The Aspire2University is designed to give insight into what university would be like and I would recommend it to any young person in care who wants to go onto university. The staff members are the most

dedicated and passionate people I have ever met and the amount of effort they put into enhancing the experience is hard to describe in words alone.”

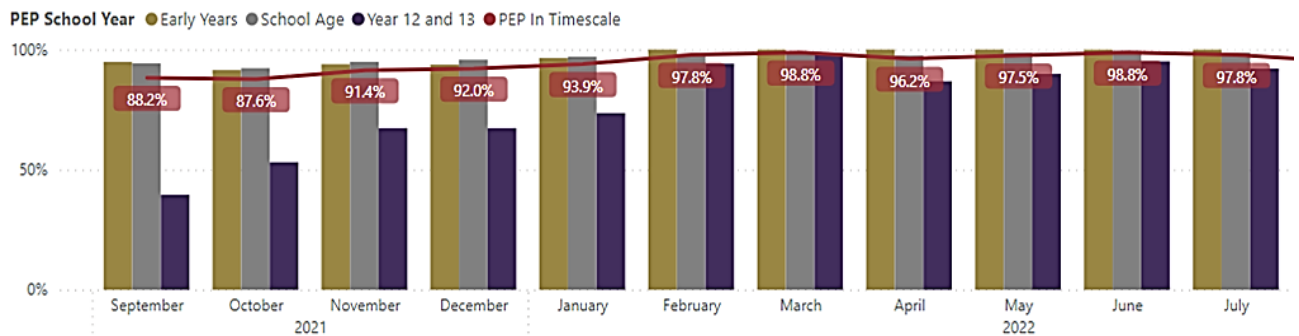
- 5.10 One year 10 student from Wolverhampton was selected as A2U’s 2021-2022 ‘mentee for the year’. His punctuality, enthusiasm and dedication was described as ‘fantastic’ by programme staff.
- 5.11 The numbers of children who started A2U in each year, and who are still engaged in the programme, plus the two university starters, are outlined in the table below. 67% of children who started the programme are still engaged with it, and two of the three participants who are now old enough to have started university achieved that outcome.

Year started	Number of starters	Number still engaged	Outcome
2015	3	2	2 started university
2016	10	6	
2017	5	0	
2018	6	4	
2019	8	5	
2020	5	5	
2021	4	4	
2022	4	4	

## 6.0 Personal Education Plans

- 6.1 It is a statutory requirement of local authorities to ensure that all children and young people in care have a quality, up-to-date Personal Education Plan (PEP). At the end of July 2022, 98% of the cohort had a PEP completed within statutory timescales. A further breakdown of PEP completion rates, as illustrated by the chart below, reveals how they improved throughout 2021-2022. The completion rate of post-16 PEPs was a cause for concern at the start of the academic year. However, this improved by over 52% between September 2021 and July 2022, following concerted and ongoing efforts by social care teams and the virtual school team.

% of CYPIC with PEP in Timescale



- 6.2 It is imperative that this key document is of high quality. Quality assurance, as DfE statutory guidance states, “is the joint responsibility of the local authority that looks after the child and the school. Social workers, carers, VSHs, designated teachers and, as appropriate, other relevant professionals will need to work closely together [on this].<sup>4</sup>” The Virtual School Team complete audits of PEPs on a termly basis. For the last few years, focussed audits specifically on two key areas: (1) whether the individualised learning targets contained in the PEP are SMART (Specific, Measurable, Achievable, Realistic and Time-related) and (2) whether the Pupil Premium Plus is being effectively utilised for the pupil, as recorded in the PEP.
- 6.3 Of the 95 Personal Education Plan that were audited in the summer term 2023:
- 95% had SMART targets (11% higher than 2021 and 14% 3% higher than summer 2020)
  - 84% demonstrated appropriate and effective use of Pupil Premium Plus (5% higher than 2021 and 7% higher than 2020).
- 6.4 PEP quality can still be uneven overall, however, and this was highlighted by Ofsted in their 2022 inspection of Wolverhampton’s children social care services, which also stated that the oversight of managers in the quality assurance of PEPs needed to improve. In response to this, the VSH is establishing a new auditing framework to begin in January 2023. This will entail a large sample of PEPs to be audited in greater depth than previously, by a wider pool of managers from across social care and education. New PEP audit tools have been developed to support this process.
- 6.5 It is also necessary to link PEP quality formally to performance management. Results of individual audits will be reported to the child’s social worker and their manager, and to the designated teacher in their school, to be discussed during supervision meetings etc. Overall findings and recommendations will be fed back to the Quality Assurance Triangulation meetings which take place three times a year. Moderation meetings will take place twice-yearly between all auditors to ensure consistency of practice.

<sup>4</sup> [Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

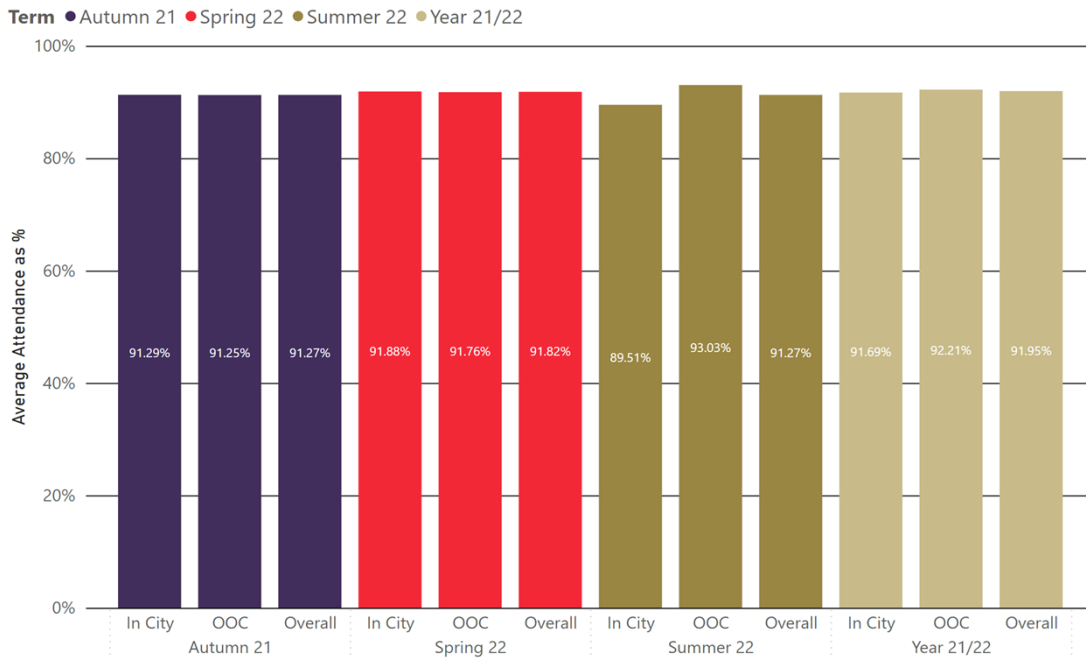
6.6 An enhanced programme of PEP training will support quality improvement alongside audit activity. A concerted effort has been made, through the summer and autumn terms 2022, to ensure that all social workers and social care managers have completed the council's online PEP training - 79 staff have completed the training so far and the target is for all social workers and social work managers to complete the training in 2022-23. The virtual school will also be delivering half-termly open 'PEP clinics' for social care and designated teachers from January 2022, as well as offering 1:1 support.

## **7.0 Attendance**

- 7.1 The Virtual School team monitors the school attendance of all of Wolverhampton's children and young people in care by scrutinising PEPs and half-termly attendance reports for the whole cohort, while pupils who are persistently absent are continually monitored and offered support to improve attendance, with the team working closely with designated teachers, education welfare officers, social workers, and foster parents. The importance of good school attendance is highlighted in training for carers and social workers, and in the relevant council policies.
- 7.2 Attendance monitoring is further enabled by daily telephone calls to all out-of-City schools by 'Welfare Call', a service funded by Pupil Premium Plus, which provides regular reports and helps to ensure that children and young people in care who are educated outside Wolverhampton (and are therefore potentially more vulnerable) benefit from even closer monitoring than those in Wolverhampton schools.
- 7.3 The small number of children and young people in care on modified timetables are monitored closely by the Virtual School Team, supported by key partners such as the council's Inclusion Team, and help to ensure that pupils receive an appropriate offer of full-time education. If a modified timetable or attendance at an alternative education provision becomes necessary for an individual pupil, the team ensure that provision is regularly reviewed and remains appropriate to the child's strengths and needs, with a clear plan to return to full-time education as soon as possible.
- 7.4 Most of our pupils in care attend school very well. The average school attendance of the cohort for 2021-22 was 92%, with the attendance of in-City and out-of-City pupils being virtually identical. This is 5% higher than in 2021.

7.5 A breakdown of attendance by school and cohort (in-City or out-of-City pupils), as illustrated in the chart below, shows a consistent level of attendance throughout.

Average Attendance % by Term and Cohort



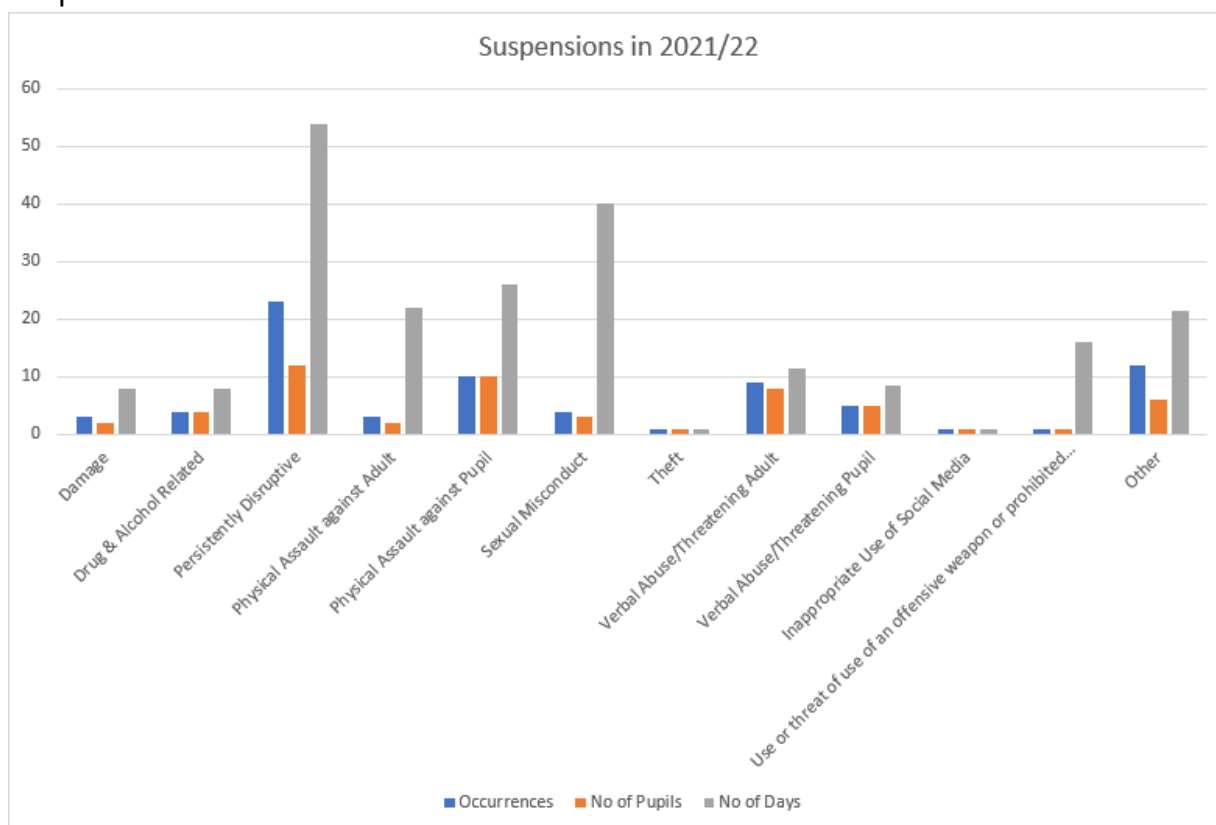
7.6 Despite this, 20% of the cohort had attendance of below 90% in 2021-22. While this is 2% lower than the last figure reported for 2020-21 (taken from when schools reopened following the second lockdown in March 2021, to the end of the summer term), it is still an unacceptable level of persistent absence. This was highlighted by Ofsted in their inspection of Wolverhampton’s children’s social care services in April 2022. In response, the relevant section of the council’s policy on the education of children and young people in care has been revised to outline clearer and more robust measures for responding to attendance problems in the most timely manner.

7.7 The education updated policy also reiterates the expectation that carers should not take children and young people in care out of school for holidays during term time, after a rise in such instances which has undoubtedly impacted on attendance figures. This clear message has been reiterated to our foster carers and social workers and continues to be reiterated in supervision meetings. If a carer feels that exceptional circumstances apply, they should submit a request to their child’s social worker, who will forward the request in writing to the Virtual School Head. As the authorising officer on behalf of the local authority, the VSH will consider the request and provide a written response to the social worker within 10 working days of receipt of the request. The VSH will discuss the request with the child’s school and other managers and arrive at a decision.

## 8.0 Inclusion

8.1 There were no permanent exclusions for Wolverhampton children and young people in care in 2021-2022. Permanent exclusions are extremely rare for Wolverhampton children and young people in care – there were none in 2020-2021, one in 2019-2020, none in 2018-2019, and one in 2017-2018, for example. This is a notable outcome (statistically, children in care are far more likely to be excluded than their peers) which reflects the concentrated work of schools, the council and other stakeholders in providing strong support for pupils who are struggling and alternative to exclusion.

8.2 There were 76 suspensions (previously called fixed-term exclusions) in 2021-2022, with 55 pupils receiving one or more suspension. This is an increase from 2020-2021 (when there were 67 suspensions), but 2020-2021 included two months when schools were partially closed due to COVID. Suspensions in 2021-2022 were lower than in other recent years. Persistent disruptive behaviour is the most common reason for suspensions, which is in line with previous years and the wider school cohort. The reasons for suspensions are illustrated in the chart below.



8.3 The virtual school will continue to work closely with schools and other partners to reduce exclusion, promoting inclusive practice, and ensuring that the right support is in place for vulnerable children. In 2022-23, for example, we are offering whole-school training in attachment and trauma-aware practice to Wolverhampton schools with high numbers of children with a social worker, provided by AC Education and funded with the recovery premium grant.

## 9.0 Attainment – Early Years to Key Stage 4

### 9.1 In 2022 assessments:

- Zero children and young people in care who attended Wolverhampton early years settings achieved a good level of development (GLD) in all areas. However, there are only four eligible children (i.e. in care for 12 months +) in this cohort, which is a very small number and the DfE have stated that these results should not be compared to previous years due to changes in the assessment framework.
- 83% of children and young people in care achieved ARE or above in the Year 1 phonics test.
- The table below outlines outcomes for children and young people in care in assessments at the end of Key Stage 2 (KS2) or Year 6 – all 24 pupils. The highest results were in reading and writing for in-City pupils (40% achieving ARE) while the lowest performance was in reading and writing for the out-of-City cohort (22%).
- It should be noted, however, that of the nine pupils who were educated outside Wolverhampton, four were not entered for standard assessments because they attend special schools which do not enter their pupils for those assessments. Therefore, a high % of pupils with SEND can have a big impact on assessment results in a small cohort, as was the case here.

Subject	At Age Related Expectation
Reading	33%
Writing	33%
Maths	29%
All three Subjects	21%

9.2 The table at 9.3 outlines the proportions of Wolverhampton pupils in care who achieved Grade 4 and above in English, maths, and both English and maths, at GCSE in 2022. The following table outlines the proportions of pupils achieving Grade 5 in the same subjects.

9.3 The DfE have stated that 2022 GCSE results should not be compared to 2021 or 2020 results because of the differing conditions - schools returned to exam-based assessments in 2022 while grades were largely based on teacher assessments in the preceding two years due to the COVID pandemic. Indeed, the percentages below are lower than in 2021 and 2020, in common with many other pupils nationally. However, they are generally higher than in 2019 and 2018. For example, 16% achieved Grade 4 in English and maths in 2019 and 13% in 2018. The results are noticeably better for pupils



in Wolverhampton than for those educated outside the City, which is often the case due to the out-of-City cohort often (though not always) having higher levels of need.

<b>Pupils achieving grade 4 at GCSE</b>			
	<b>English</b>	<b>Maths</b>	<b>Eng &amp; maths</b>
In-City pupils (22)	41%	32%	27%
Out of City (26)	12%	19%	12%
All pupils (48)	25%	25%	19%
<b>Pupils achieving grade 5 at GCSE</b>			
	<b>English</b>	<b>Maths</b>	<b>Eng &amp; maths</b>
In-City (22)	18%	9%	9%
Out of City (26)	12%	4%	4%
All pupils (48)	15%	6%	6%

## 10.0 Post-16 Education, Employment and Training

10.1 The Children and Young People in Care Service and key partners ensure all Children and Young People in Care and Care Leavers of an appropriate age<sup>5</sup> have access to impartial Information, Advice and Guidance (IAG) and are supported with a pathway through education, employment or training (EET). The service supports young people who are not in education, employment or training (NEET), helping to break down any barriers to positive participation. The support includes:

- close partnership working with EET providers, Work Coaches and the Department for Work and Pensions
- dedicated Connexions Advisor and SEND Officer
- support from young person's advisors
- EET Coordinator, EET Advisor and EET Apprentice
- weekly EET drop-in service for young people
- bi-monthly EET panels to agree plans and support for young people who are NEET
- bespoke work experience opportunities and ring-fenced apprenticeships
- partnership working with the Care Leaver Covenant
- financial, practical and emotional support for young people in Higher Education (HE), including PEP meetings, well-being support, post degree planning and access to academic studies and welfare support.
- Particularly close partnerships with the University of Wolverhampton, with an enhanced offer of support including access bursaries, 1:1 one mentoring, a designated care leaver contact, pre-application and entry support, 52-week accommodation, help with graduation costs and a dedicated web page for care leavers<sup>6</sup>

10.2 **Young people with SEND** are given additional priority for such support and extra help to access opportunities if needed (e.g. if mobility support is needed to access a session). Support will always be planned in accordance with their levels of need, aspirations, education, health and care plans and other support plans. A dedicated SEND Officer for

<sup>5</sup> Wolverhampton's PEP asks for information on IAG from year 8 for children and young people in care.

<sup>6</sup> <https://www.wlv.ac.uk/current-students/student-support/support-for-care-leavers-and-estranged-students/>

vulnerable pupils joined the SENSTART team in 2022. His role is to write, review and monitor the effectiveness of EHCPs and help to ensure that provision and transition support plans are appropriate and effective for children and young people in care, care leavers and other vulnerable students. In addition, the EET Coordinator now meets with the Virtual School Education Support Officer Amarpal Bagri on a half-termly basis to review all EHCPs for children and young people in care in school year 11 to ensure a positive transition into education, employment or training, in liaison with Connexions, SENSTART and other partners as appropriate.

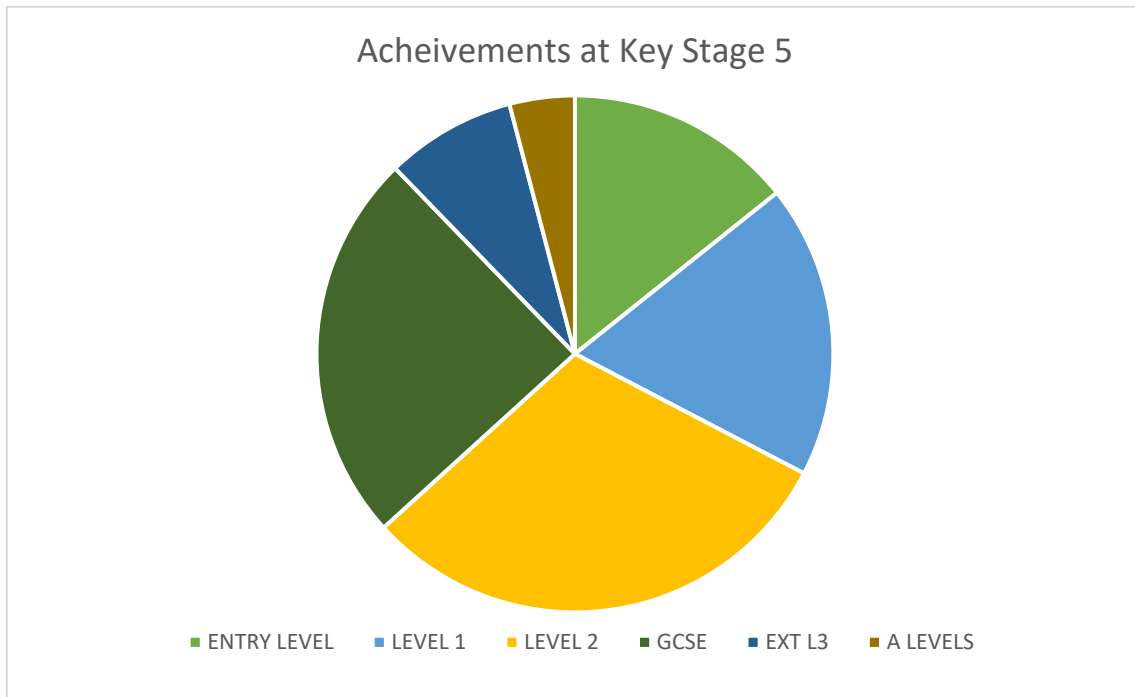
10.3 This work continues to support good outcomes. For example:

- 61% of young people referred to our EET panel progressed into education, employment or training in 2021/22 (referrals to the panel are usually for young people who are long-term NEET and/or are experiencing significant barriers to engagement).
- 96% of children and young people in care left school in year 11 with a positive EET destination. By way of comparison with national averages for the cohort, the DfE track the % of children and young people in care who are still in EET, 6 months after leaving school in year 11. Their 2021 data reports 78% of children who had been in care for 12 months+ achieving this, and 65% for children who had been in care for less than 12 months. We have not tracked this exact statistic in the past, but at the end of January 2022, 90% of our 2021 school leavers were still in EET. Therefore, our performance appearance to compare very favourably with national data.
- 79% of the cohort progressed to college or 6<sup>th</sup> form study, with the others going on to a range of other options such as training or specialist SEND provision. Of the remaining 4% (2 young people), one is NEET and one is not available to the labour market (NALM). The young person who is NEET is being supported to seek education, employment or training through Black Country Impact specialist provision.
- EET figures for the cohort are consistently higher than national averages with a large number of young people achieving qualifications in further education (see 10.3) with a comparatively high number of care leavers in higher education - 25 of our Care Leavers currently attend university with a further 2 taking a break from studies for a year due to becoming new parents (see 10.4). The number of care leavers accessing university has increased year on year.

10.4 There are 111 young people at Key Stage 5 (year 12 and 13), of whom 67 are male and 44 females. 85% of these were in education, employment or training and either achieved a qualification(s) or continued with their studies and are not yet due a qualification until 2023 (e.g. A levels and extended BTEC Level 3). In total 74 qualifications were achieved. Seven young people made a seamless progression to higher education.

- Seven achieved Entry Level qualifications
- Nine achieved Level 1 qualifications
- 15 achieved Level 2 qualifications
- Eight achieved Level 3 qualifications
- 12 achieved GCSEs
- Four achieved extended Level 3 BTECs
- Two achieved A levels

A breakdown of the qualifications achieved is illustrated in the chart below.



10.5 There were 26 **young people in this cohort with EHCPs** and 12 of these achieved qualifications:

- Five achieved entry level qualifications
- Six achieved Level 1 qualifications
- One achieved Level 2 qualifications
- Nine are continuing in education
- Five young people either left or were either withdrawn from their course. They were supported to access other appropriate EET pathways.

10.6 The City of Wolverhampton are proud to support our graduates who have worked extremely hard and shown resilience through not only their studies but also through disruptions to their learning due to the COVID pandemic.

10.7 The table below shows our care leavers' achievements in HE in 2022. There are two results still pending results due to resits and late submissions.

University	Classification
Harper Adams	2.1 BSC hon's Bio veterinary Science
Coventry	2.1 BSC hon's Bio medical Science
Wolverhampton	2.2 BA hon's Social Care, Criminology and Criminal justice
Lincoln	3 <sup>rd</sup> class with honours BA hon's Music
Wolverhampton	2.1 BSC hon's Psychology
Heart of Worcester	2.2 BA hon's Game Design and digital Media
Sheffield	2.1 BA hon's Social Care and Criminology
Worcester	2.1 BA hon's Primary Education
Wolverhampton	2.1 BSC hon's Psychology and Counselling

10.8 Seven young people started courses at university in 2022.

## 11.0 Participation

11.1 Wolverhampton has a strong and well-established Children in Care Council (CiCC) which benefits from close links with the Youth Council, and with elected members via the Corporate Parenting Board. The CiCC is actively involved in Participation at a regional and national level, enabling our children and young people in care to act as a real force for change and the improvement of services. This report is shared and discussed with the CiCC as well as with Corporate Parenting Board.

11.2 Work continues to strengthen young people's contribution their PEPs, to ensure the plan is properly informed by their views and is meaningful to them. Virtual attendance and other tools, such as more child-friendly versions of the section of the PEP form which captures the young person's contribution, tailored to different ages and ability levels, have also been trialled with some success. Designated Teachers are advised on a range of flexible approaches to completing PEPs in order to maximise pupils' engagement.

## 12.0 Strategic and Advisory Developments

12.1 In September 2021 the Virtual School Head's role was extended nationally to include, not just children and young people in care previously in care, but all children with a social worker, or who have had a social worker within the past six months for safeguarding or welfare reasons (i.e. including those with Child in Need or Child Protection plans, or who had had one recently). Non-statutory guidance was published and funding made available to local authorities (£100,000 per annum was allocated to Wolverhampton) to support this extended role. The funding is currently only guaranteed until April 2023, pending the government's spending review.

12.2 This decision was informed by the government's 2019 Children in Need review which highlighted how poor the educational outcomes of children with social workers could be.<sup>7</sup> It showed that children who needed a social worker tended to fall behind their peers at

<sup>7</sup> [Review of children in need - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

every stage of their education. For example, children with a social worker are around three times more likely to be persistently absent from school and between two to four times more likely to be permanently excluded from school than their peers. The review recognised “the crucial role that VSHs have in helping education settings and local authorities work together” and wanted to “extend their leadership to the cohort of children and young people with a social worker.” There is also a recognition that the COVID pandemic has had a significant impact on children’s learning and will have increased existing barriers for some of the most vulnerable children.

- 12.3 The guidance pointed out that “this extended role does not require VSHs to provide direct intervention, help or support for individual children with a social worker or their families”. Rather, it would be a strategic role which seeks to enhance the partnerships between education settings and local authorities, and schools to further understand and address the disadvantages that children with a social worker can experience. VSHs will “help to demonstrate the benefits of attending an education setting and ensure there are mechanisms in place to offer advice and support to teachers and social workers, with the aim of narrowing the attainment gap”.<sup>8</sup>
- 12.4 In 2021-2022, Wolverhampton’s response to the newly extended VSH duties was a detailed action plan which included:
- A management restructure that created additional capacity for the VSH to take on this added responsibility
  - Recruitment of a School Improvement Advisor (SIA) for Children with a Social Worker
  - Establishment of a data set on this wider cohort utilising the council’s vulnerability matrix, which details attendance and exclusions data, which schools the pupils attend and a range of other vulnerability factors such as SEND, safeguarding risks and involvement with other key agencies
  - Direct advice and support from the SIA for schools with high numbers of children with a social worker, alongside contribution to existing processes such as Inclusion Support and Alternative Provision Panel (ISAPP) and Social Workers in Schools (SWIS)
  - Briefings delivered to social care teams, management teams and school leadership networks (designated teachers, designated safeguarding leads, ConnectEd partnership)
  - Training delivered to new school head teachers, school governors and early career teachers, plus an enhanced package of whole-school training offered to schools with high numbers of children with a social worker.

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<sup>8</sup> [Promoting the education of children with a social worker \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- 12.5 In 2022 the virtual school team moved from the Inclusion and Empowerment Service to the Children and Young People Service. This establishment change is enabling closer partnership working with social care teams, while the VSH has retained close links with Inclusion and Empowerment and other services with Education, maintaining positive partnerships with both social care and education teams.
- 12.6 The Virtual School Head's role includes strengthening the awareness of key professionals around the needs of children and young people in care, building partnerships and developing policy and procedure in this area. In 2022, both our Model School Policy and Children and Young People in Care Education Policy were revised and updated to encompass new requirements and priorities. The virtual school website continued being developed and promoted to provide a 'one-stop-shop' for information and advice.<sup>9</sup> The virtual school continued to deliver training on supporting education to foster carers, PEP clinics and advice to social workers and schools, and a termly forum for designated teachers.
- 12.7 The Virtual School team also provide information and advice in relation to supporting the education of children and young people who have left care via an adoption, special guardianship or child arrangements order receive additional support with their education, as set out in the Children and Social Work Act 2017. This duty is covered in Designated Teachers training and further training is made available to schools. The Virtual School team regularly respond to requests for advice and information regarding the education of children previously in care, from schools, adoptive parents / special guardians and social care, particularly with regard to the use of the Pupil Premium Plus for this cohort.

### **13.0 Conclusions and next steps**

- 13.1 There is much to celebrate regarding the educational achievement of the children in our care:
- The majority of Children and Young People in Care are attending schools which are rated as good or outstanding by Ofsted.
  - There were again no permanent exclusions for pupils in care in 2021-2022 and suspensions have reduced, with consistent improvements in inclusive practice.
  - Attainment at KS4, though it has dropped as expected since schools returned to exam-based assessments, is higher than in the years immediately prior to the COVID pandemic despite the disruptions that young people experienced due to COVID.
  - Progression to education, employment training is good, and better than average for the cohort based on the available national data, with notable successes at

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<sup>9</sup> [Wolverhampton Virtual School \(wolvesvirtualschool.co.uk\)](https://www.wolvesvirtualschool.co.uk)

post-16 including a high number of care leavers attending and achieving at university.

- Aspire2Uni are starting to show real long-term impact.
- A very high percentage of young people have up-to-date PEPs and quality is improving.
- Pupils in care are given top priority for school admissions in Wolverhampton and we have excellent relationships with our schools, who have a good understanding of their corporate parenting responsibilities and of the value of attachment and trauma-informed practice. This was evidenced in 2022 when the VSH nominated two Wolverhampton schools for the “Alex Timpson Attachment Award”, a national award which recognises and celebrates best practice in attachment and trauma-aware schools and settings. The winners were announced at the ARC (Attachment Research Community) national conference on 22 November 2022, with Low Hill winning the early years award for making “a profound and lasting contribution to attachment and trauma-aware practices”. The other Wolverhampton school nominated, St Michael’s CE Primary, were shortlisted in their category.
- The Virtual Head is becoming more actively involved with the regional VSH network and National Association of Virtual School Heads (NAVSH) and has been identified as the regional lead for PEPs and Pupil Premium Plus for 2022 - 2023.

13.2 At the same time, however, there are always areas for development:

- 20% of pupils are persistently absent
- PEP quality, though good overall, is still uneven and our Ofsted inspection highlighted a need to ensure a firmer overview of our PEP auditing and audit moderation processes.
- There is, as always, an urgent need to narrow the significant attainment gap between care-experienced children and young people and their peers. Attainment at the end of reception year and KS2 are both priorities for improvement, based on 2022 attainment.
- When children move to a school outside Wolverhampton, we work extremely hard with schools and admissions teams in other local authorities to ensure that our young people are provided with the best education available to them without drift or delay. This can be very challenging, however, due to pressures on school places and limited options in for pupils with higher levels of need. We are constantly working to improve communication. It is vital that we work together as closely, creatively and proactively as possible to address any issues early on, helping to prevent greater problems and potential school moves in the future.

13.3 All of these areas are being addressed, as outlined in the sections above, as we continue to strive to improve the life chances of our children and young people in care and previously in care. Key objectives for 2022-2023 include:

- Establishing a more comprehensive data set on the educational progress of children and young people in care in the form of a monthly performance dashboard drawn largely from the Eclipse PEP system
- A review of attachment awareness in Wolverhampton schools, including the impact of attachment and trauma training on school exclusions and inclusive practice
- Continuing to improve the quality of PEPs, supported by a new framework for quality assurance and moderation
- Increasing the participation of young people in our arts/cultural and other enrichment activities.
- Developing the extended strategic and advisory role of the VSH around all children with a social worker, including the use of attendance and inclusion data to evidence impact.



**CORPORATE PARENTING BOARD**

**PERFORMANCE OVERVIEW**

**Data as at:**

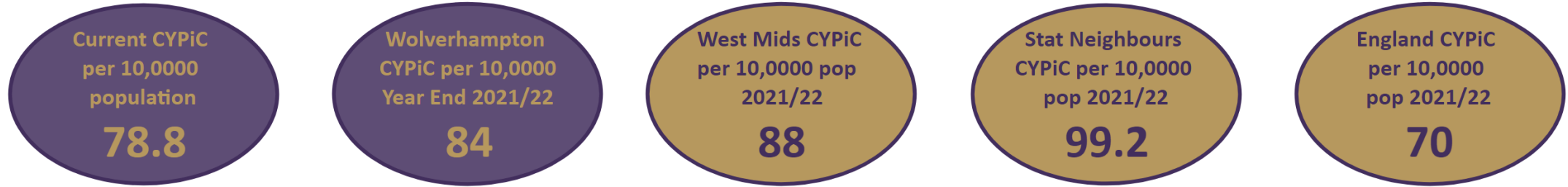
**30/11/2022**

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Agenda Item No: 90

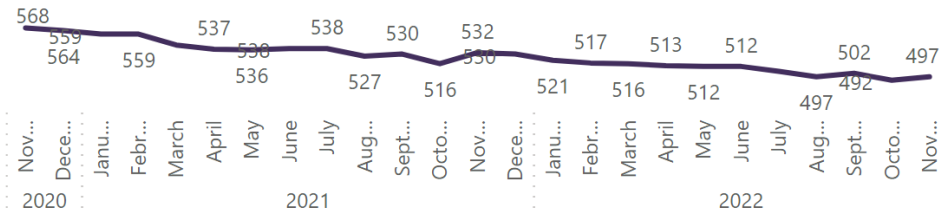
# City of Wolverhampton Council - Corporate Parenting Report

## Current CYPiC Profile



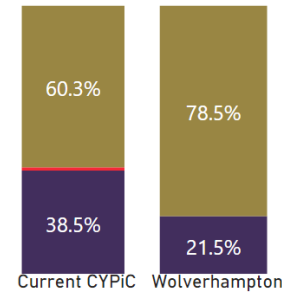
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Number of Children and Young People in Care in Wolverhampton



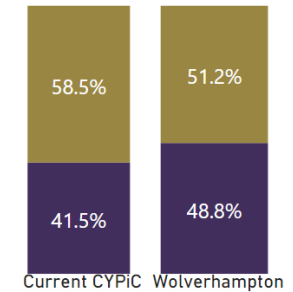
Ethnicity Comparison

- Ethnic Minority...
- Other
- White

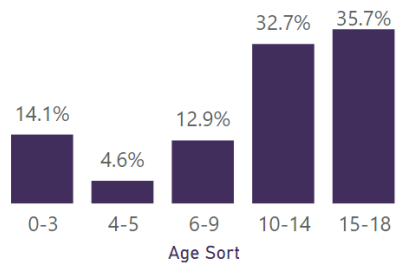


Gender Comparison

- Female
- Male



Age Breakdown



There were 497 children and young people in care at the end of November 2022. The numbers of young people entering care has gradually and consistently reduced over the past 12 months, with November and September 2022 seeing the lowest levels recorded in the past two years. 68% of the children and young people in care are over the age of 10 with 32.7% aged 10 – 14 and 35.7% aged 15 – 18 years. There remains an over representation of children and young people from an ethnic minority background in the current CYPiC cohort with 38.5% compared to 21.5% for the Wolverhampton population. There is also a slightly higher proportion of males (58.5%) in the current CYPiC cohort when compared to the overall Wolverhampton population (51.2%).

# City of Wolverhampton Council - Corporate Parenting Report

## CYPiC Placement Analysis



**% CYPiC placed more than 20 mile + from home**  
**10%**

2018/19 = 13%, 2019/20 = 10%, 2020/21 = 12%, 2021/22 = 14%

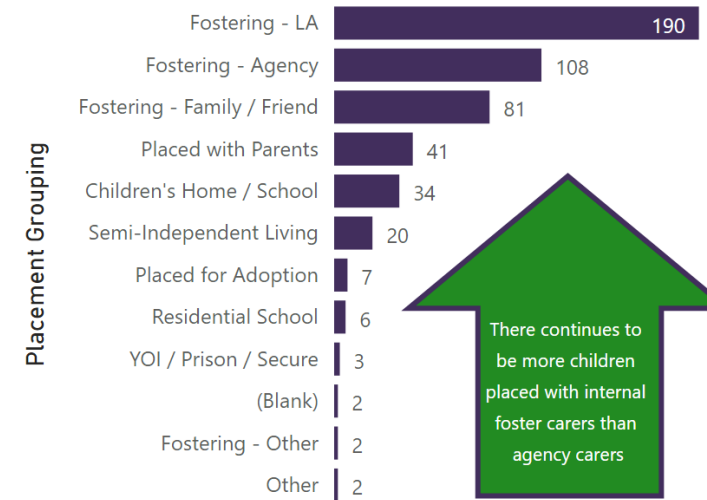
**% CYPiC with less than 3 placements in last 12 months**  
**95.0%**

2018/19 = 86%, 2019/20 = 91%, 2020/21 = 94%, 2021/22 = 94%

**% CYPiC in same placement for 2 years or more**  
**73.5%**

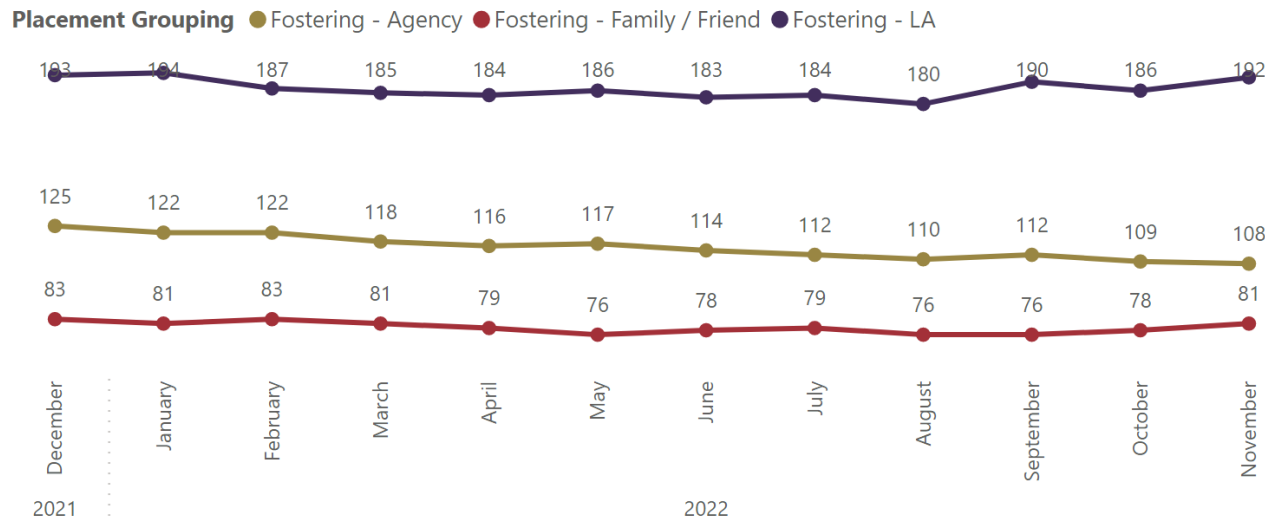
2018/19 = 73%, 2019/20 = 74%, 2020/21 = 77%, 2021/22 = 75%

### Current CYPiC by Placement Type

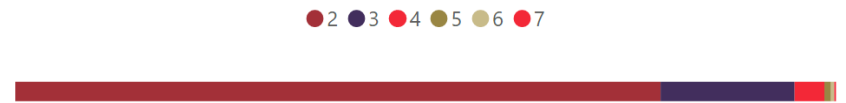


There continues to be more children placed with internal foster carers than agency carers

### Number of placements for current CYPiC in past 12 months



### Number of placements for current CYPiC in past 12 months



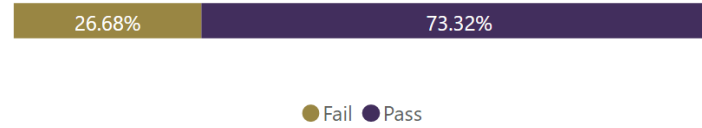
There has been a reduction in the percentage of CYPiC placed more than 20 miles from home at 10% compared to 14% and 12% in the previous two years. The percentage of CYPiC with fewer than 3 placements has seen a slight improvement at 95% from 94% in the past two years. The percentage of CYPiC in the same placement for 2 years (73.5%) or more has reduced slightly by 1.5% compared to 2021/22 year end data.

## Assessments, Reviews, Visits



### CYPiC with an up to date assessment

Where a new assessment has been completed within 12 months

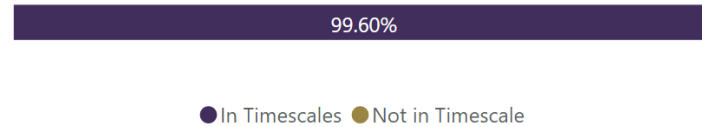


2021/22 = 68.48%  
2020/21 = 80.66%  
2019/20 = 77.82%



### CYPiC with an up to date review

Where the First Review is within 20 working days. Second review within 3 months. Third and subsequent reviews every 6 months

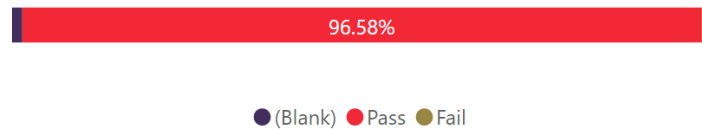


2021/22 = 99.4%  
2020/21 = 98.9%  
2019/20 = 96.93%



### CYPiC who participated in the review

The proportion of CYPiC reviews where the child was present or contributed by other means in their review



2021/22 = 98.2%  
2020/21 = 99.3%  
2019/20 = 93.8%

CYPiC with an up to date assessment is at 73.32%, this is an increase from 68.87% at the end of 2021/22.  
99.6% of CYPiC have an up to date review in the past 12 months, this is a further increase from 98.81% at the end of 2021/22.  
CYPiC Review Participation over the last 12 months is at 96.58%.

# City of Wolverhampton Council - Corporate Parenting Report

## Education

KS2 Expected Standard	Maths	Reading	Writing	Reading, Writing and Maths
CYPiC Wolverhampton 2019	47%	50%	58%	42%
Wolverhampton 2019	74%	70%	77%	64%
CYPiC West Midlands 2019	50%	51%	52%	38%
CYPiC Stat Neighbours 2019	54%	49%	52%	38%
CYPiC England 2019	51%	49%	50%	37%

	Wolverhampton CYPiC		All Wolverhampton		West Midlands CYPiC		Statistical Neighbours CYPiC		England CYPiC	
	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021
KS4										
% 9-4 pass in English and Maths	15.2	32.1	57.6	68.1	17.4	29.4	18.63	25.71	17.8	28.8
Average Attainment 8 Score	20.4	27.1	45.1	50	20	24.5	20.01	23.27	19	23.2
Average Progress 8 Score	-1.09		-0.01		-1.08		-1.08		-1.23	

**CYPiC Unauthorised Absence (2021)**  
**1.1%**  
 West Midlands- 1.1%  
 Statistical Neighbours- 1.4%  
 England- 1.5%

**CYPiC Overall Absence (2021)**  
**9.5%**  
 West Midlands- 9%  
 Statistical Neighbours- 8.7%  
 England- 9.1%

**CYPiC Persistent Absence (2021)**  
**33.7%**  
 West Midlands- 31.5%  
 Statistical Neighbours- 29.6%  
 England- 30.4%



### CYPiC with an up to date PEP

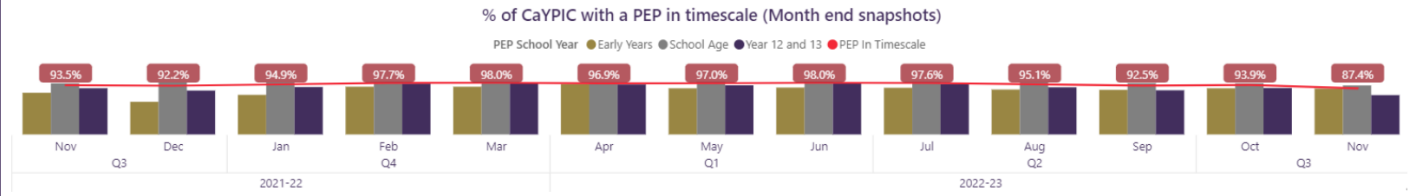
The proportion eligible CYPiC with an up to date Personal Education Plan (PEP)

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The 2021 KS4 results show that Wolverhampton CYPiC has improved in line with national, statistical neighbours and West Midlands performance. There remains a significant gap between the performance of CYPiC and all Wolverhampton children however small numbers in the cohort can make these measurements volatile. For further information about the education attainment (including KS2) of CYPiC in Wolverhampton please refer to the Virtual School Head teacher annual report.

Attendance data has been updated for 2021. This is taken from latest DfE published data and shows that performance is in line with with comparator groups. Wolverhampton are in the upper quartile nationally (best performance) for children and young people in care unauthorised absence.

CYPiC with an up to date PEP performance has decreased in November. Work is ongoing in the service to improve the PEP performance for the year 12 and 13 cohort. School age children cohort have 92.6% PEP in timescale at the end of November,



#### PEP's - All Ages

Nov 22 = 87.4%  
 2020/21 = 90%  
 2019/20 = 93%

#### PEP's - Early Year's

Nov 22 = 87%  
 2020/21 = 93%  
 2019/20 = 72%

#### PEP's - Year 12 & 13's

Nov 22 = 74.6%  
 2020/21 = 51%  
 2019/20 = 81%

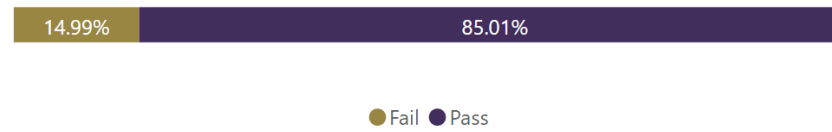
# City of Wolverhampton Council - Corporate Parenting Report

## Health & Dental - This data is internal CWC data and reflects different timescales to the data provided by health



### CYPiC with an up to date review health check

Where a review health check has been completed within 12 months

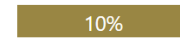


2021/22 = 80%  
2020/21 = 85%  
2019/20 = 92%



### CYPiC with an initial health check

Where a health check has been completed within 20 working days of entering care (rolling 12 months)



2021/22 = 13%  
2020/21 = 36%  
2019/20 = 27%



### CYPiC with an up to date dental check

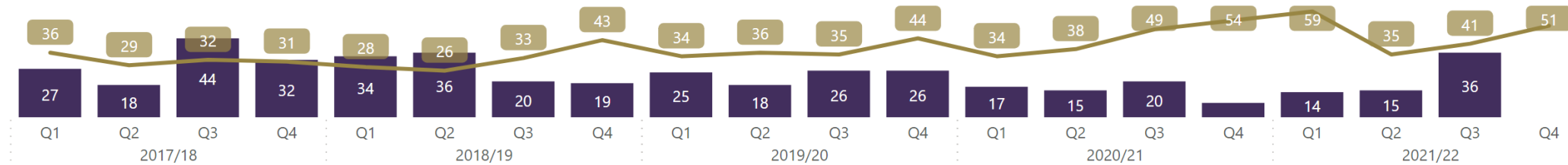
Where a dental check has been completed within 12 months



2021/22 = 82.4%  
2020/21 = 45%  
2019/20 = 95%

Care Applications (Source: www.cafcass.gov.uk)

● Number of children subject of Care applications ● Timeliness of care applications (Avg. Duration)



The percentage of CYPiC with an up to date review health check is consistent at 85% as per the previous two years. The percentage of new CYPiC receiving an initial health check within 20 working days of entering care remains low at 10% this remains an area of concern and continues to be flagged as an area of concern in internal performance management meetings. The percentage of dental checks completed has reduced by around 7% over the past 12 months from 87% in November 2021 to 79.85% at the end of November 2022. The average duration for Care Applications for Q1 2022/23 is 40 days, this is consistent with the past two years. No data is currently available for the number of children subject to care applications after Q3 2021/22.

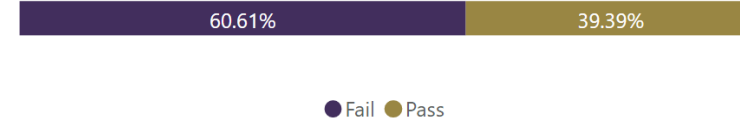
# City of Wolverhampton Council - Corporate Parenting Report

## Adoption



### CYPiC adopted within A1 indicator (428 days)

Average time between a child entering care and moving in with their adoptive family

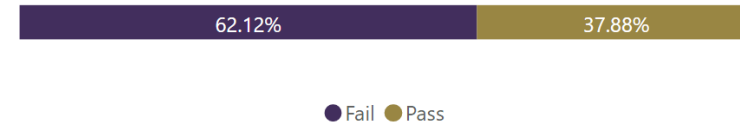


2021/22 = 43%  
2020/21 = 29%  
2019/20 = 66%  
2018/19 = 58%



### CYPiC adopted within A2 indicator (122 Days)

Average time between receiving court authority to place and finding a match

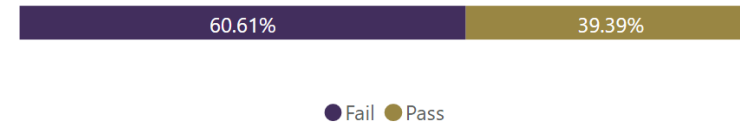


2021/22 = 41%  
2020/21 = 43%  
2019/20 = 49%  
2018/19 = 67%



### CYPiC adopted within A10 indicator (428 Days)

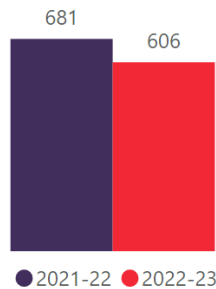
Average time between a child entering care and moving in with their adoptive family (stopped at point of fostering for foster carers adoptions)



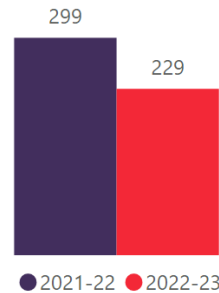
2021/22 = 43%  
2020/21 = 38%  
2019/20 = 81%  
2018/19 = 80%

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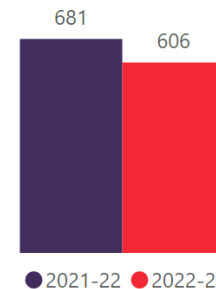
Adoptions - A1 (Avg. Days)



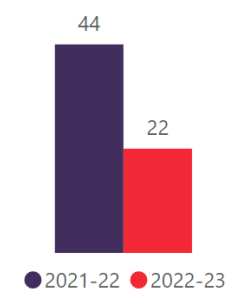
Adoptions - A2 (Avg. Days)



Adoptions - A10 (Avg. Days)



Number of Adoptions



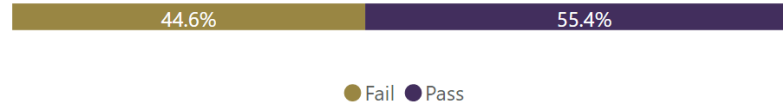
There were 44 adoptions in the 2021/22 year, a significant increase from the 21 adoptions in 2020/21 which was heavily impacted by Covid-19 as court closures caused delays in timeliness, 22 adoptions have been recorded YTD for 2022/23.

## Care Leavers



### Care Leavers EET Status

Education, Employment and Training of Care Leavers aged 19-21

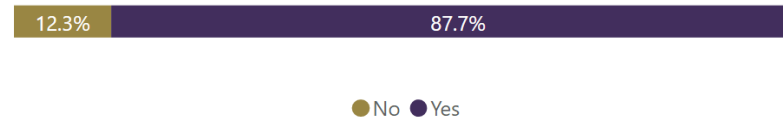


2021/22 Year Out-turn = 56%  
 2021/22 West Midlands = 52%  
 2021/22 Stat Neighbours = 51%  
 2021/22 England = 55%



### Care Leavers available to work

Care Leavers aged 17-21 who are available for education, training or employment

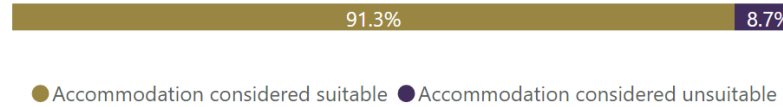


2021/22 Year Out-turn = 87%  
 2021/22 West Midlands = 86%  
 2021/22 Stat Neighbours = 87.6%  
 2021/22 England = 88%

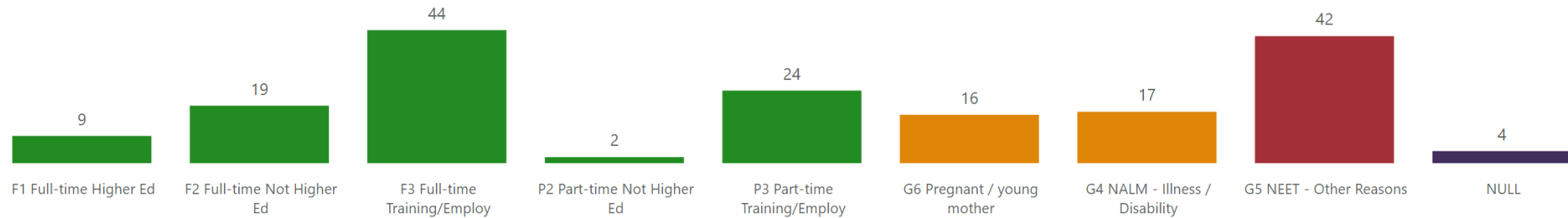


### Care Leavers in suitable accommodation

Care Leavers aged 19-21 who live in suitable accommodation



### Current Care Leaver EET Status (19-21)



At the end November 55.4% of 19-21 year old care leavers were in Education, Employment or Training, this is consistent with the 2021/22 percentage and remains above the local and statistical neighbours and in line with the national level. 87.7% of care leavers aged 17-21 are available for work, this remains a significant achievement when considering the high levels of youth unemployment within the city. 91.3% of the current care leavers 19-21 cohort are currently deemed to be in suitable accommodation, this is above the 2021/22 total and local, regional and national levels.