

Virtual School Headteacher (VSH) Report 2015/16

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1.0 Introduction

- 1.1 This report summarises the educational outcomes of children in the care of Wolverhampton City Council for the 2015/16 academic year.
- 1.2 The report outlines the various ways in which the COPE (Corporate Parenting & Education) Team and Virtual School Head (VSH) have worked to raise the achievement of LAC in 2015/16 and outlines plans for further development.
- 1.3 This report also seeks to inform knowledge and understanding in a number of areas pertinent to the achievement of LAC.

2.0 Cohort Information.

- 2.1 At 1 December 2016, there are:
 - 456 pupils in the Virtual School; reception to year 11
 - 204 (44.74%) are placed in Wolverhampton & 252 (55.26%) out-of-city¹
 - 256 (56.14%) attend primary schools and 200 (43.86%) attend secondary
 - 53 (11.62%) attend Special Schools
 - 7 (1.54%) attend Pupil Referral Units (PRUs)
 - There are 16 different ethnic groups – 29.61% are of other than white British origin

¹ 87% of these were placed less than 20 miles from Wolverhampton, at 1 September 2016, which is in line with the national average and 2% higher than our comparators

- 350 (76.75%) are recorded as having English as their first language, although there are 86 with no language recorded (18.86%)
- 150 (32.90%) are eligible for free school meals
- 54 (11.85%) have Statements of Special Educational Need
- There are 282 children placed in Wolverhampton who are looked-after by other local authorities (this cohort is primarily monitored and managed by the placing authority, although COPE do provide educational support and advice where necessary and appropriate)

3.0 School Ofsted Ratings

- 3.1 Statutory guidance states that LAC should attend schools that are rated as either or good or outstanding by Ofsted.²
- 3.2 127 looked-after pupils who are educated in Wolverhampton attend a good or better school. 152 LAC who are educated outside Wolverhampton attend a good or better school.
- 3.3 This equates to over 62.56% of LAC attending schools rated as good or outstanding. 58.25% of LAC attend schools in Wolverhampton which are rated as good or outstanding.
- 3.4 However 81 schools in the 'virtual school' do not currently have an Ofsted rating because they have recently converted to academy status. Therefore a more representative measure is perhaps the % of LAC who attend schools that are rated as requires improvement or inadequate; at October 2016 this is 17.6% for LAC in Wolverhampton schools and 18.3% for LAC educated outside Wolverhampton. Therefore over 80% of LAC are educated in schools that are not rated as inadequate or requiring improvement.
- 3.5 Our intention is to place LAC in the best schools available to them. However it is sometimes appropriate for a pupil to remain in a school rated as less than good or outstanding by Ofsted, for reasons such as placement stability. These factors can be particularly valuable to the wellbeing and success of a looked-after child in school. In such cases, an informed assessment is made in the best interests of the child.

4.0 Education Support

- 4.1 The COPE (Corporate Parenting & Education) Team are committed to improving educational outcomes for LAC through a combination of direct, advisory and strategic work with Looked after Children, schools, social workers, carers and other stakeholders. COPE has continued to build its capacity to support Looked after Children in 2015/16, utilising pupil premium funding and continuing to strengthen its partnerships with key stakeholders.

²<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

- 4.2 Managed by the Virtual School Head (VSH) for LAC, COPE employ one full-time Teacher Advisor, 2.5 full time equivalent (FTE) Education Support Officers, one 0.5 FTE Data Officer and a full-time clerical officer together with the VSH. COPE also benefit from the support of two senior Education Psychologists (.9 FTE) and a Counselling Psychologist (.6FTE), as well as strong links with Child and Adolescent Mental Health Services (CAMHS) and other key agencies. COPE's Volunteer Co-ordinator manages a team of volunteer drivers who provide a significant amount of home-school transport, ensuring quality and continuity for the young people as well as easing some of the pressure on foster carers.
- 4.3 The COPE (Corporate Parenting & Education) Team have an **Education Support Officer (ESO)** attached to each Wolverhampton school (2.5 FTE workers, covering two localities each). The worker contacts every school on a termly basis and in most cases meets with the Designated Teacher for LAC face-to-face, to discuss the progress of looked-after pupils in their school. Any issues or actions are followed up by that worker without delay, following the termly meeting. COPE track the school attendance and attainment of all LAC in the virtual school to ensure that any issues can be addressed promptly and interventions can be targeted intelligently.
- 4.4 ESOs provide 1:1 study support for LAC in schools, with a particular focus on certain priority areas such as literacy at Key Stage 1 and LAC who are in assessment years. One of the key interventions delivered by the team is the **Turnabout** Programme, an intensive programme (3 weekly sessions) which helps younger pupils to overcome barriers and develop their own strategies for learning. Pupils following the Turnabout programme are assessed by their class teacher at the start of the programme, and again at the end, using 6 key indicators, which were reading, writing, executive functioning, behaviour, communication and self-control (or self-regulation). Pupils are given a score out of 100 for each indicator. This system revealed that pupil's scores had increased by a mean average of 19.2% over the period of the programme (one half-term) which is a good indicator of accelerated progress. All pupils showed improvements across all key areas, indicating that the intervention is strengthening pupil's emotional wellbeing and general cognitive functioning, as well as core academic skills.
- 4.5 COPE have received many compliments related to the success of the Turnabout programme and other interventions in 2015/16, such as the following comment from a foster carer which reflected the positive impact not just on school but on the child's home life also:

During the course I found that H became more focused when completing his homework; previously he had found it difficult to stay on task and sit still. His teacher also commented that he was concentrating more at school. He seemed to become calmer and stopped throwing items. This resulted in him being able to have his bedroom nicely decorated with a Star Wars theme in the summer holidays. Previously we had been unable to decorate his room as he would throw and destroy items in his room. Overall I feel the sessions had a positive impact on H, not only in his school work, but his general demeanour.

4.6 The COPE **Teacher Advisor** provides challenge and support to schools and key stakeholders, in partnership with the VSH. In 2015/16 the impact of this work was recorded against a range of outcomes (in addition to academic progress and attainment), such as allocation of an appropriate school, increased attendance / engagement and transition support. From this impact assessment it can be seen that the Teacher Advisor had, for example:

- arranged 23 appropriate educational placements, where there had previously been difficulties in identifying an appropriate placement, including mainstream, special and Pupil Referral Unit (PRU) provision. This includes numerous pupils who had moved to a placement outside Wolverhampton and would otherwise have experienced more drift and delay in securing appropriate education. Pupils were also supported at crucial transition stages
- increased school attendance for 18 pupils whose attendance had been an issue.
- helped to identify the need for an EHCP (Education, Health & Care Plan) and then arrange the EHCP for 10 pupils who were then able to access much higher levels of support.

4.7 A Wolverhampton social worker commented that the Teacher Advisor: *...has specifically been highly instrumental in advice and support on educational systems and also to guide social work care planning on educational issues...*

As Head Teacher of COPE you have also been instrumental on casework to ensure LAC can access pupil premium and have also supported additional funding when required.

4.8 The activities of the **Educational Psychologists (EPs) and Counselling Psychologist** working within COPE include:

- **Consultation** with Social Workers, teachers and other stakeholders
- **Assessment** of LAC, both in-city and out
- **Interventions** relating to learning, social, emotional and mental health needs
- **Training** for professionals and carers

- Attending **multi-agency meetings** where specialist input is required, along with **reflective practice and solution focussed cases meetings**.

4.9 Breaking their work down into hours spent on the delivery of each of these 5 priorities, COPE psychologists delivered the following in 2015/16:

	In City	Out of City
Consultation	118.0	192.5
Assessment	193.5	268.5
Interventions	31.5	6.0
Training	106	28.5
Meetings	359	65.5

4.10 A Wolverhampton social worker commented that COPE EPs had been “highly effective”, stating that they had:

offered both direct consultation and assessment work on a number of cases in 2016. This excellent service from them demonstrates good multi agency working approaches and supports and informs our care planning. Some of these cases have been complex... and Education Psychology through their assessment and intervention has assisted in ensuring LAC have the appropriate placements and educational provision.

4.11 The VSH has also employed two **Assistant Educational Psychologists** in 2015, funded by the Pupil Premium Grant. These colleagues support LAC in year 11 who are at risk of underachieving by providing extra support with coursework, revision, exam preparation etc, and supporting training for foster carers in promoting education. From September 2016 this support was extended from .8 FTE to 1.5 FTE and includes additional advisory intervention for LAC who are not in full-time education, particularly those who are hard to engage. This extra support is helping to ensure that Wolverhampton Virtual School avoid drift or delay in securing appropriate full-time educational provision for all LAC.

4.12 The VSH has also supported the introduction of a full-time Education, Employment and Training (EET) Officer and Young Person’s Advisor (YPA) in the LAC Transitions Team. These officers provide additional monitoring and support for LAC in year 11 and in their transition from year 11 into year 12 and beyond, which has supported very positive and improving outcomes for LAC at post-16.

5.0 Pupil Premium Plus

5.1 The VSH manages the Pupil Premium Grant (PPG) for LAC, known as the Pupil Premium Plus. The majority of the pupil premium grant - approximately £1800 per pupil - is allocated to schools in termly instalments, and its use is monitored via the PEP process and through COPE's auditing of PEPs and daily work with schools. COPE and the VSH provide challenge and support to schools to ensure that the use of each Looked-after pupil's funding is clearly linked to their individualised learning targets.

5.2 The remaining pupil premium (approximately £100 per pupil) is retained by the Virtual School Head to fund specific interventions and training to raise the achievement of LAC. In 2015/16 these were targeted strategically at particular areas of need, as outlined below:

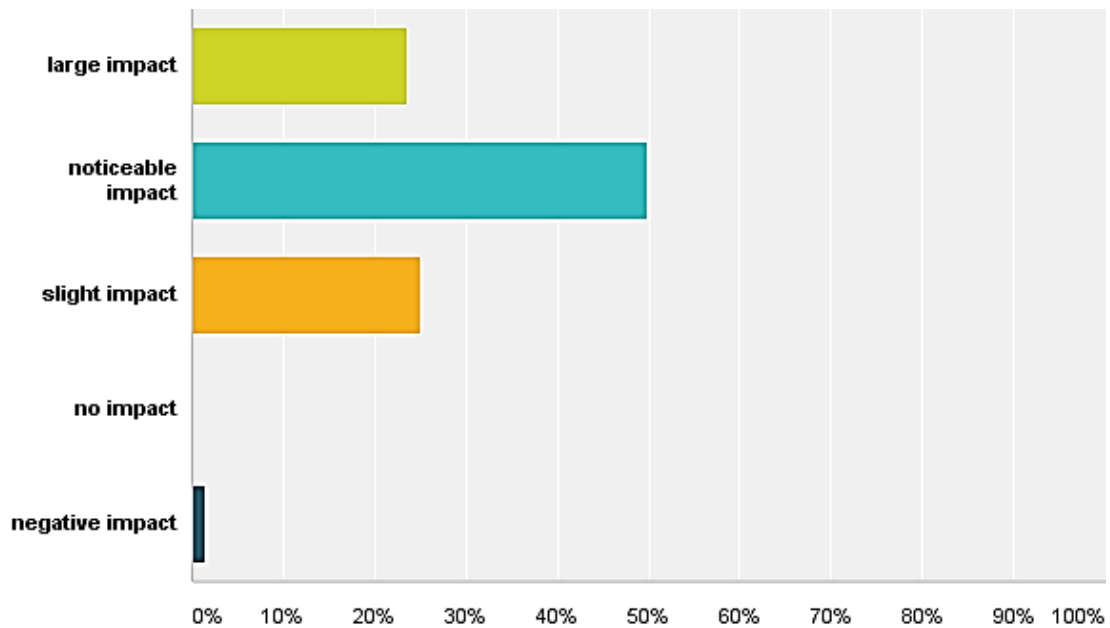
- Continue to improve attainment at KS4
- Improve literacy at KS1
- Ensure timely & appropriate provision for most vulnerable LAC, particularly those placed outside Wolverhampton
- Ensure quality PEPs and best use of PPG
- Improve skills of Designated Teachers and other school staff
- Support improved 16+ transition & EET outcomes (inc. access to HE)

5.3 In April 2016 the VSH conducted a survey with all of the schools that have Wolverhampton LAC on roll (both in and out of city) on their use and impact of the pupil premium plus. 70 schools responded to this survey, which was intended to complement the knowledge that the VSH and COPE have gained through PEP audits and on-going liaison with schools. Some of the results of the survey are summarised below:

- **Question: How much impact has Pupil Premium had on the attainment of LAC pupils?**

Large impact –	23.53%
Noticeable impact –	50%
Slight impact –	25%
No impact –	0%
Negative impact -	1.47%

(table overleaf)



- **Which have been the most effective interventions that have been funded through pupil premium plus, in rank order?**

1. 1:1 tuition
2. Small Group tuition
3. Teaching Assistant
4. Learning Mentor
5. ICT equipment
6. None-ICT equipment
7. Out-of-school learning
8. Staff Training
9. Therapeutic
10. Off-site / alternative provision
11. Literacy and/ numeracy intervention
12. Specialist assessments
13. Other

- **What impact has pupil premium plus had in the attainment of Looked-after Pupils?**

Before intervention; pupil's attainment compared to age-related expectations:

- Above expected level – 13%
- Below expected level – 72%

After intervention; pupil's attainment compared to age-related expectations

- Above expected level – 27%
- Below expected level – 41%

5.4 The results indicate that, while there is undoubtedly room for further improvement, our schools in general are using the pupil premium effectively and that it is having a positive impact on the attainment of LAC. The percentage of pupils who were performing at above the expected level more than doubled following pupil premium intervention, while the percentage of pupils performing below level was reduced by 31% following intervention. 79% of responders also reported that they had found the PEP to be a useful tool in identifying the best uses of the PP+.

6.0 Attainment

6.1 This report summarises the educational outcomes of children in the care of Wolverhampton for the 2015/16 academic year. In line with Department for Education reporting, the report only considers the performance of 'eligible' LAC, or those who were in care for at least a year between 30 April 2015 and 1 March 2016. The report considers outcomes at all key stages, and compares attainment for LAC educated in Wolverhampton schools with those educated outside the city, and between LAC and their peers.

6.2 The Department for Education have been clear that Key stage 1 and 2 results should not be compared with previous years, due to the changes in curriculum and assessment. Therefore this report only considers outcomes for LAC in 2016 at KS1 and KS2 cohorts.

6.3 Early Years Foundation Stage (EYFS)

The table below summarises outcomes for LAC attending early years settings in Wolverhampton in 2015. The results show a consistent improvement with the exception of a peak in 2014. The introduction of the Early Years PEP and Pupil Premium in 2015 should continue to improve outcomes for future cohorts.

EYFSP - LAC	% of LAC assessed at a "good level of development" in reading, writing and numbers	
11 Pupils	2013	13
26 Pupils	2014	42
21 Pupils	2015	33
16 Pupils	2016	38

6.4 Key Stage 1 (KS1)

6.4.1 At the end of Key Stage 1, the following % of eligible LAC in **Wolverhampton schools** achieved the age-related expected level in teacher assessments (table overleaf):

Number of pupils	Maths%	Reading%	Writing%	Science%
13	77	46	47	77

6.4.2 At the end of Key Stage 1, the following % of eligible LAC in **schools outside Wolverhampton** achieved the age-related expected level in teacher assessments:

Number of pupils	Maths%	Reading%	Writing%	Science%
18	33	33	17	33

6.4.3 At the end of Key Stage 1, the following % of **all eligible LAC** achieved the age-related expected level in teacher assessments:

Number of pupils	Maths%	Reading%	Writing%	Science%
31	52	39	29	52

6.5 Key Stage 2 (KS2)

6.5.1 At the end of Key Stage 2, the following % of eligible LAC in **Wolverhampton schools** achieved the age-related expected level in teacher assessments:

Number of pupils	Maths%	Reading%	Writing%	Science%
16	69%	63%	81%	69

6.5.2 69% of eligible pupils in Wolverhampton schools achieved the expected level in Grammar, Punctuation and Spelling (GPS), which is only 3% lower than the national average for all pupils. The average scaled score for GPS (the total number of marks a pupil scores in a test, based on the number of questions they answered correctly) for the in-city cohort was 103; only 1 mark below the national average for all pupils.

6.5.3 At the end of Key Stage 2, the following % of eligible LAC in **schools outside Wolverhampton** achieved the age-related expected level in teacher assessments:

Number of pupils	Maths%	Reading%	Writing%	Science%
27	52%	56%	44%	

6.5.4 At the end of Key Stage 2, the following % of **all eligible LAC** achieved the age-related expected level in teacher assessments:

Number of pupils	Maths%	Reading%	Writing%	Science%
16	59%	60%	59%	

6.5.5 It is apparent that LAC in Wolverhampton schools have performed extremely well at KS1 and KS2 and that their outcomes compare favourably with that of other pupils in Wolverhampton schools. It is extremely rare that LAC actually outperform their peers within the same cohort, yet in 2016:

- 77% in maths at KS1 is 6% higher than the same measure for all Wolverhampton pupils. Performance in science is equally strong for LAC
- 81% in writing at KS2 is 7% higher than the same measure for all Wolverhampton pupils
- 63% achieved the expected level in reading, writing & maths – 11% higher than all Wolverhampton pupils and 10% higher than the national figure for all pupils

6.5.6 This is clear evidence that we are narrowing the attainment gap in Wolverhampton between LAC and their peers.

6.5.7 LAC placed outside the city have not performed as well as those in our own schools, although overall performance at KS2 remains favourable when compared to outcomes for all pupils in Wolverhampton and is likely to be above average for LAC. Literacy at KS1 is an area of concern, and has been in two of the last 3 years. The VSH has worked closely with the Business Intelligence Team to determine the reasons for this discrepancy. A comparison of the attainment of the in-city and out-of-city cohorts at KS1 in 2015/16 has revealed a number of key factors, as follows:

- **Academic starting point**

COPE RAG-rate all LAC in the virtual school in relation to their academic progress, which helps us to prioritise and target our support. A higher % of the OOC LAC had a 'red' starting point, as assessed by COPE, at the start of Key Stage 1, meaning that they were below the age-related expected level in core subjects

- **Stability of care placement**

Of the OOC LAC who did not achieve the expected level in any core subject, more than half of these had experienced changes in their care placements since starting school. Of those that passed 3 or more subjects, none had experienced a placement change since starting school. This should be seen in context – generally Wolverhampton LAC experience good stability and consistency of care placement and everything possible is done to minimise disruption – however we are aware that this can be an issue for LAC with particularly high levels of need.

- **Entry point into care**

Children in the cohort who became LAC before starting school generally achieved better than those who entered care *after* starting school. This

suggests that those who enter care at a younger age are more likely to do well in school assessments.

- **Special Educational Needs & Disability (SEND)**

The OOC cohort had a higher proportion of children with SEND than the in-city cohort, indicating that SEND is one of several influential factors.

6.5.8 There are a number of challenges to virtual schools in providing the same (or greater) level of support to LAC placed outside their local area. However there is clearly a need for greater education support for LAC placed outside Wolverhampton in many cases, and the VSH is focussing significant additional resources on this in 2016/17, including the recruitment of a new Education Support Officer to specifically focus on improving the attainment of LAC placed outside Wolverhampton. Additional focus is also being placed on the quality of PEPs for this cohort, due to their generally higher level of need. Social care are of course fundamental to this work, as is the quality of care placements for LAC placed outside Wolverhampton.

6.6 Key Stage 4 (KS4)

6.6.1 GCSE performance in 2016 (19.4%) is broadly in line with 2015 (20.3%). However several Virtual Heads have reported informally that their GCSE performance is poorer in 2016 than in 2015 - some are significantly poorer. Therefore the performance of LAC at KS4 is likely to remain above national and regional averages for the fourth year running, and 2016 continues a generally positive trend as illustrated in the table below.

% of Eligible LAC achieving 5+ GCSEs grades A*-C, including English & maths

Assessment Year	% for LAC placed in-city	% for LAC placed out-of-city	% for all LAC combined
2012	N/K	N/K	13
2013	N/K	N/K	24
2014	21	12	17
2015	9	28	20
2016³	31	13	19

6.6.2 A number of pupils achieved outstanding results. For example 1 pupil achieved 6 GCSEs at grade A, 2 at grade B and 1 at grade C. Another

³ 13 pupils were placed in Wolverhampton, whereas 24 pupils were placed out-of-city. 2015 saw a similar ratio in reverse; more pupils placed in the city and better outcomes for the smaller out-of-city cohort. It is clear that outcomes for individual cohorts can fluctuate with relatively small numbers, as reflected in this reversal in a particular trend at KS4 between 2015 and 2016.

achieved 2 at grade A (including 1 A*) and 6 at grade B. 10 other pupils achieved a number of GCSEs but did not achieve the above benchmark in terms of grades. Therefore 47% of eligible LAC achieved several GCSE passes.

6.6.3 KS4 outcomes for LAC in Wolverhampton schools are significantly better than for those placed outside the city. While this is actually a reversal of the trend at KS4 in 2014/15, it mirrors the performance of the KS1 and KS2 cohorts in 2016 and is being addressed by the VSH and COPE, as outlined above.

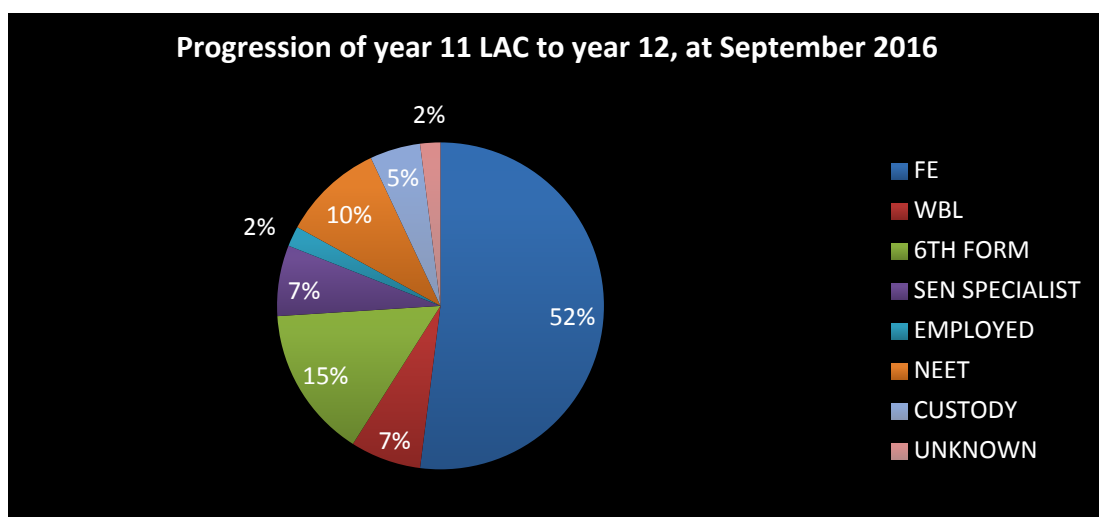
6.7 Post-16

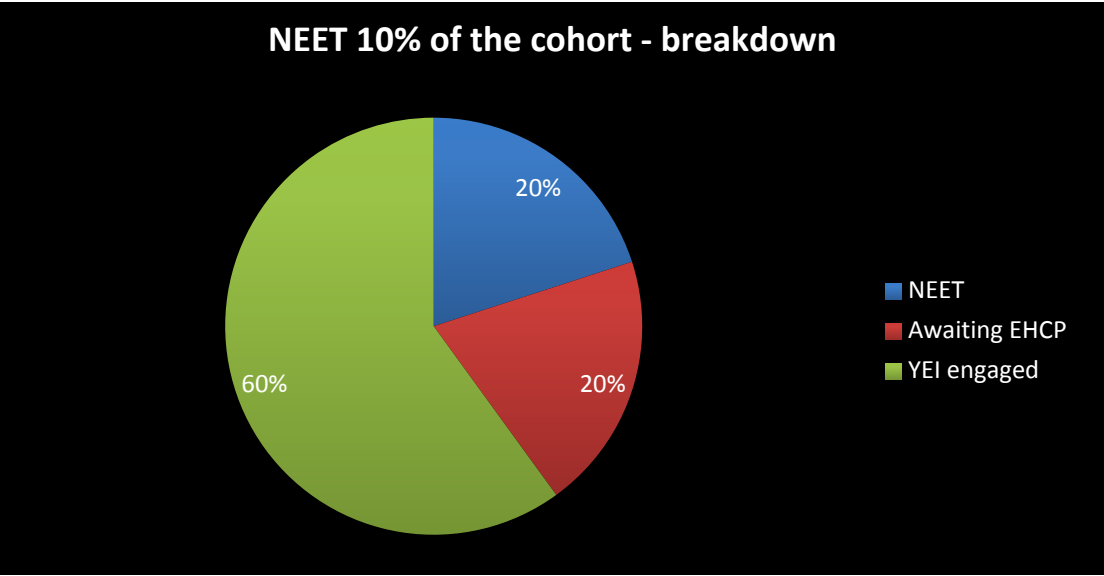
6.7.1 All LAC in year 11 are supported to access appropriate education, employment or training as they enter year 12, and onward into year 13. The close monitoring and support includes Wolverhampton care leavers, in accordance with the raising of the participation age.

6.7.2 At the end of June 2016, 90% of eligible LAC in year 12 and year 13 were in education, employment or training (EET). This figure excludes those not available for the labour market (NALM). However the same measure, including NALM, remained high at 89%.

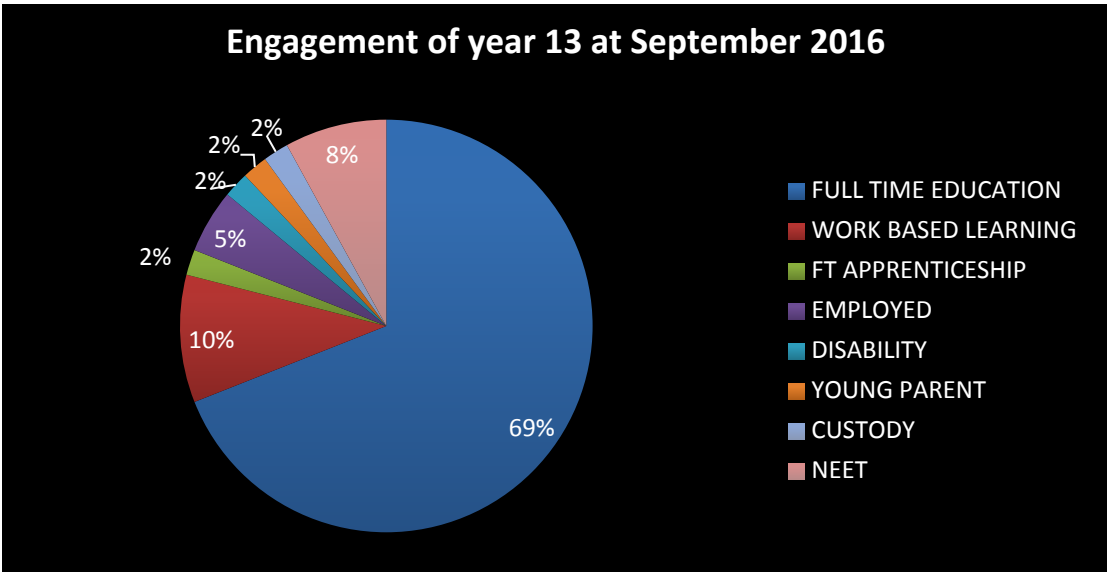
6.7.3 At the end of June 2016, 67% of care leavers in year 12/13 were in EET (excluding NALM). This is in line with national averages. Wolverhampton's unemployment levels are significantly higher than the national average, yet the figures quoted above reveal a very positive and still-improving picture around post-16 LAC and care Leavers.

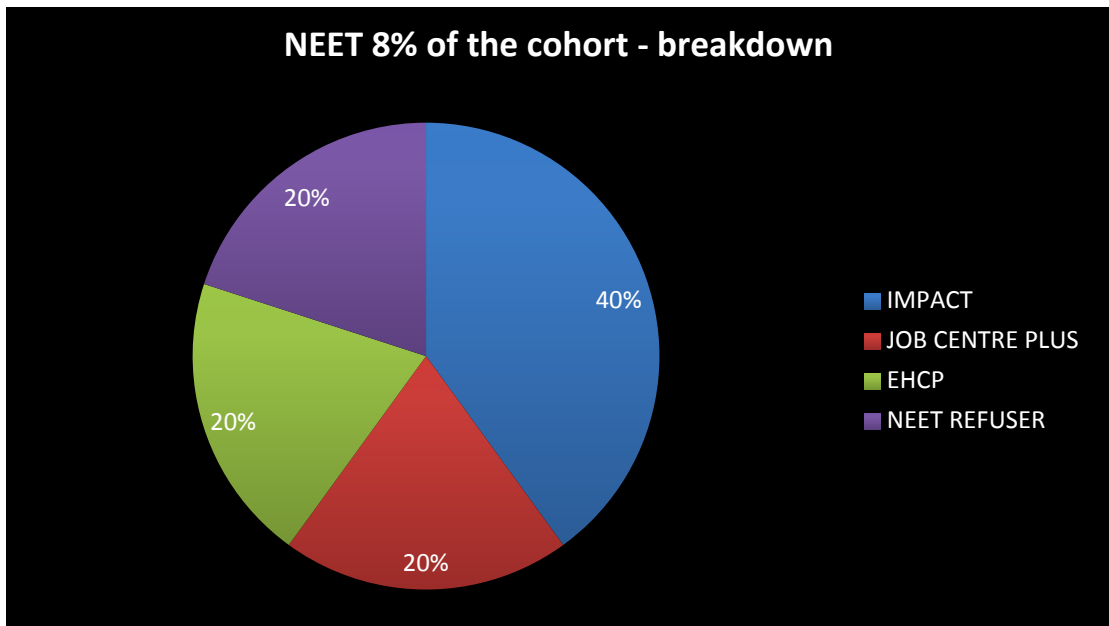
6.7.4 **Year 11 – Year 12 progression:** the charts below illustrate (1) the exact progression of the year 11 cohort (or school-leavers, in traditional terms) in September 2016, and (2) the circumstances of the small portion who were classed as NEET (10%). The cohort comprised of 41 eligible young people (LAC) As the chart shows, the majority of these young people are in the process of an appropriate EET destination being arranged. The majority are receiving support from a YEI (Youth Employment Initiative) worker, which is a grant-funded initiative aimed at supporting young people who are NEET into an appropriate EET destination. All are receiving support from the Virtual School and LAC Transitions Teams on an on-going basis.





6.7.5 **Year 12 – 13 progression:** the charts below illustrate the exact progression of the year 12 cohort (1 year after traditional school-leaving age) in September 2016. It then shows the circumstances of those in the cohort that were classed as NEET. The cohort consisted of 40 young people, all but two of whom remained in care during this period. It can be seen that only 8% are classed as NEET and that small group are receiving support from YEI and other partners with the aim of achieving 100% EET.





6.7.6 22 young people were in their final year of **further education (FE)** this year. 16 of these achieved the expected qualifications. Of these students (counting only the highest level of qualification achieved):

- 2 achieved A-level qualifications and 3 achieved other level 3 (A-level equivalent) qualifications. Of those that achieved A-levels, *1 student attained 3 A-levels at grade A*, and the other achieved a grade A and a grade C
- 5 achieved level 2 qualifications (equivalent to GCSE at grades A*-C)
- 4 achieved level 1 qualifications (equivalent to GCSE at grades A*-G)
- 1 achieved entry-level qualifications
- 6 students did not complete their course, 2 of these were due to them becoming parents

6.7.7 21 care leavers are currently in **higher education (HE)**. 9 of these started this term, improving on previous positive performance. No HE students were in their final year and therefore none completed their courses in 2016.

7.0 School Attendance

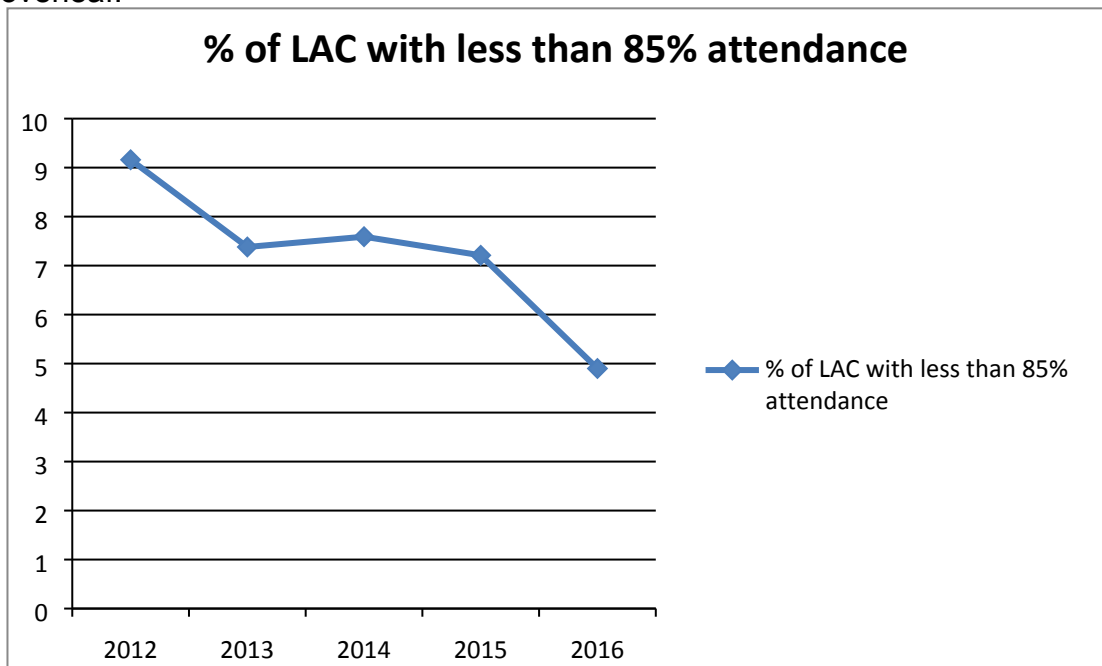
7.1 School attendance is very high for the majority of Looked-after pupils. The average attendance of pupils placed outside Wolverhampton, based on data returns from schools as requested by COPE, was 97% in 2015/16, which is the same as the previous year. The same measure for pupils educated in Wolverhampton schools was 94% which is 2% higher than 2014/15.

7.2 The table below illustrates levels of persistent low attendance - the small minority of pupils whose attendance was less than 85% in 2015/16:

Wolverhampton LAC with < 85% attendance for the 2015/16 academic year

	No with < 85% attendance	Total no of students	percentage with < 85% attendance	No with < 85% attendance	Total no of students	percentage with < 85% attendance	No with < 85% attendance	Total no of students	percentage with < 85% attendance
Autumn	19	237	8.02%	4	245	1.63%	23	482	4.77%
Spring	16	207	7.73%	1	239	0.42%	17	446	3.81%
Summer	24	217	11.06%	4	243	1.65%	28	460	6.09%
	In City			Out of City			Combined		
	Rolling % 8.93%			Rolling % 1.24%			Rolling % 4.90%		

7.3 COPE's attendance monitoring shows that persistent low attendance has dropped sharply in 2016 when compared to the previous year (7.21% in 2015) and is showing a clear year-on-year improvement, as illustrated in the table overleaf:



7.4 The above attendance data relates to all LAC in years 1-11, regardless of time spent in care or when they entered care. Data published by the

Department for Education focusses only on LAC that have been care for 1 year or more, which is why DfE figures will differ from the ones above.

7.5 While the overall % of persistent absence is falling, the figure for LAC in Wolverhampton schools is higher than for those placed out-of-city; a reversal of the trend in attainment. However a high number of persistent low-attendeeds also had high levels of need, particularly in terms of SEMH (social, behavioural and mental health) difficulties. They have often experienced disruptions to their schooling as a result of these issues, and disruptions were linked, in some cases, to changes to care placement. It is therefore critical that firm challenge and support, as well as quality training, are provided for schools to help them to support pupils with high levels of need. Access to alternative provision is made available for LAC without delay in Wolverhampton, when it is required, but we need to make sure that schools are aware of what support they can and should seek, when they are struggling. The quality and appropriateness of care placements is also a key factor. A strong focus will continue to be placed on these priorities in the 2016/17 LAC Attainment Improvement Plan.

8.0 Inclusion

8.1 There were 57 recorded temporary exclusions for LAC in Wolverhampton schools in 2015/16. 26 children experienced one or more temporary exclusion. This is an improvement on 2014/15 when there were 67 recorded temporary exclusions and 28 pupils experienced 1 or more temporary exclusion. This is particularly positive considering the increased challenge that the local authority and Ofsted are providing to schools around 'grey' or unofficial exclusions. This is ensuring that illegal exclusions do not happen and that any exclusions are recorded properly, and at the same time the rate of temporary exclusions for LAC in Wolverhampton is decreasing.

8.2 22 (39%) of the temporary exclusions in 2015/16 were from special schools or Pupil Referral Units (PRUs). This is a smaller proportion than in 2014/15, when about half of temporary exclusions for LAC in Wolverhampton were from special schools and Pupil Referral Units.

8.3 13 of the above pupils experienced more than 1 temporary exclusion in 2015/16, and a high percentage of the exclusions were experienced by this group. It appears, therefore, that a small minority of pupils are experiencing the majority of exclusions. This was also the case in 2014/15 and is a very common scenario. One noticeable difference in 2015/16 is that a higher proportion of the exclusions are from mainstream schools. However this comes down, in reality, to a handful of schools and in many cases those schools had excluded the same pupil a number of times. These pupils tended to have complex needs and in some cases they moved on to a more specialised provision which better met their needs.

8.4 2 Looked-after pupils were permanently excluded from Wolverhampton schools in 2015/16. While this is clearly two pupils too many, it represents a very small number when compared to the significant increase in permanent

exclusions for all pupils from Wolverhampton schools in 2015/16 (totalling 91, as compared to 43 in 2014/15 and 10 the previous year – this trend is mirrored in many other local authorities). An equivalent increase for Looked-after pupils in Wolverhampton has been avoided through strong partnership working between schools, COPE and other key partners. This helps to ensure that all possible alternatives to permanent exclusion are explored and the strongest additional support is provided in a timely manner. The Virtual Head's Model School Policy for Looked after Children (see Annex), which has been extended to include young people in the Youth Justice System, underpins this framework.

- 8.5 COPE and the Virtual Head help to ensure that appropriate education is provided for all LAC without drift or delay. We have challenged and avoided numerous school exclusions, working with schools to create packages of support and to find suitable alternatives to exclusion, and successfully represented LAC at admissions appeals panels.
- 8.6 At 4 July 2016, 5 Looked-after pupils attended alternative provision as their main provider and 6 have an education offer of less than 25 hours. The pupils with less than 25 hours provision usually have very complex needs which tend to result in instability of education provision. In such cases, home tuition and other tailored packages of support are arranged in as timely a manner as possible. All pupils without a full-time offer have an action plan detailing how their provision will be extended toward 25 hours, overseen by the VSH and managed by COPE in partnership with key partners (for example the Youth Offending Team, for LAC in the youth justice system).

9.0 School Transition & Stability

- 9.1 Research shows that young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not⁴. COPE and the VSH work closely with social workers, schools and carers to maintain existing school placements for LAC, wherever possible and appropriate. If a change of school is the best option, then COPE help to ensure a successful transition through in-class support, mentoring and close partnership working with all key agencies.
- 9.2 Social workers are expected to consult the Virtual School Head prior to any change of school for a Looked after Child. The new electronic PEP will help to ensure that this is happening more reliably by triggering an automatic message to the VSH whenever a child is expected to change schools. This requirement is also highlighted in the PEP e-learning and other guidance. COPE regularly provide support for LAC if they do have to move schools, ensuring a successful transition through mentoring, in-class support, and close partnership working with all key agencies.

⁴ http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/12/EducationalProgressLookedAfterChildrenKeyMessages_Nov2015.pdf

- 9.3 The transition from primary to secondary school can be particularly difficult for many Looked after Children. COPE ensure that all LAC are supported with a successful transition through 1:1 meetings with year 6 LAC and their teachers, before & after secondary induction sessions, as well as helping to ensure that Looked-after pupils are given their preferred choice of secondary school. This is followed up with additional meetings in the new Secondary school. Out-of city LAC are given additional information and support and a new full-time Education Support Officer will be recruited by the VSH to provide additional support to this cohort.
- 9.4 The Virtual Head works closely with counterparts in other local authorities to ensure that quality transition arrangements are in place both for Wolverhampton LAC placed out-of-city and for LAC placed in Wolverhampton by other authorities. The regional VSH network produces a set of principles for supporting transition arrangements in the case of cross-border placements, which continues to be a useful model of good practice.

10.0 Personal Education Plans (PEPs)

- 10.1 It is a statutory requirement of local authorities to ensure that all Looked after Children (including Early Years and eligible LAC at 16+) have a quality, up-to-date Personal Education Plan. At July 2016, 87% of LAC in year 1 to year 11 had an up-to-date PEP. 53% of LAC in early years (age 3 and 4) had an up-to-date PEP and for LAC in years 12 and 13 this figure was 80%.
- 10.2 COPE provide strong and consistent support to the PEP process, offering training and advice and frequently attending PEP meetings where additional challenge and/or support is required. The 16+ EET Co-ordinator helps to ensure that the % of post-16 LAC with a quality, up-to-date PEP is improving. From January 2017 a new Education Support Officer for LAC in early years will be joining the COPE team. This officer will help to ensure that all LAC in early years are accessing quality provision and have a quality, up-to-date PEP which details how their progress is being maximised.
- 10.3 However the quality of PEPs has frequently been uneven and sometimes poor. This is a reality often highlighted by Ofsted in their inspections of local authorities' safeguarding arrangements.
- 10.4 To help to address this, the Corporate Parenting & Education Team (COPE) are now auditing PEPs for quality. Approximately 50 PEPs are being audited each month. Different children are audited each time, so that all LAC will have had at least one PEP audited by the end of the year. Individual audit results are sent to social workers and Designated Teachers for their information and guidance.
- 10.5 The Virtual School Head will provide a termly report which outlines the overall quality of the PEPs, and also provides a breakdown of the quality of each key element, using Ofsted descriptors. The report will provide a snapshot of PEP quality and identify areas for improvement and rates of improvement over time.

10.6 This report covers the 2016 summer term.

10.7 In terms of overall quality, of the PEPs audited:

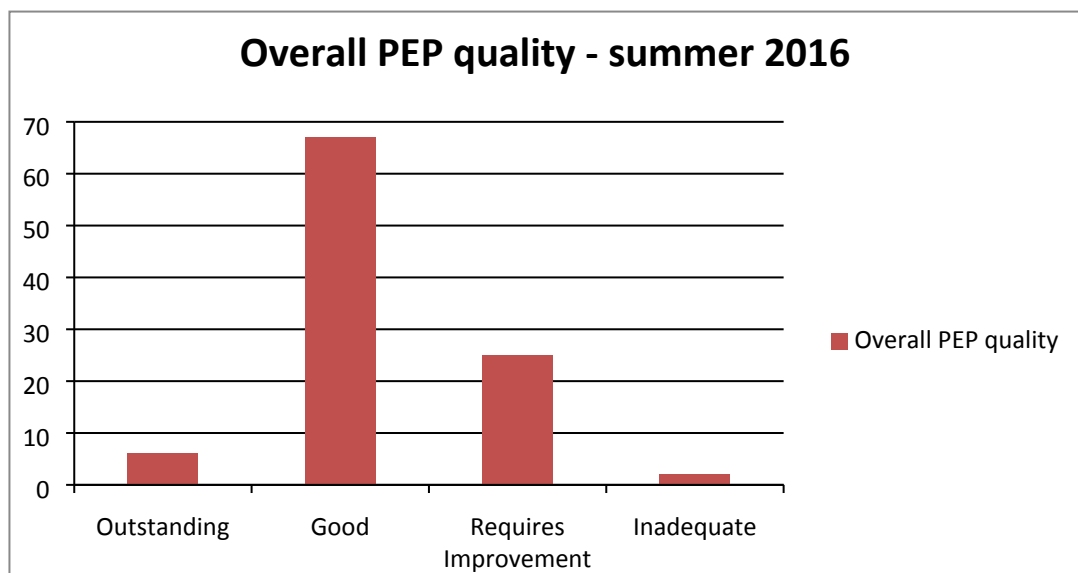
- 6% were outstanding
- 67% were good
- 25% were requiring improvement
- 2% were inadequate

10.8 73% were either good or outstanding. This a 1% improvement on the 2016 spring term audit and continues a general, though slow, upward trajectory in quality.

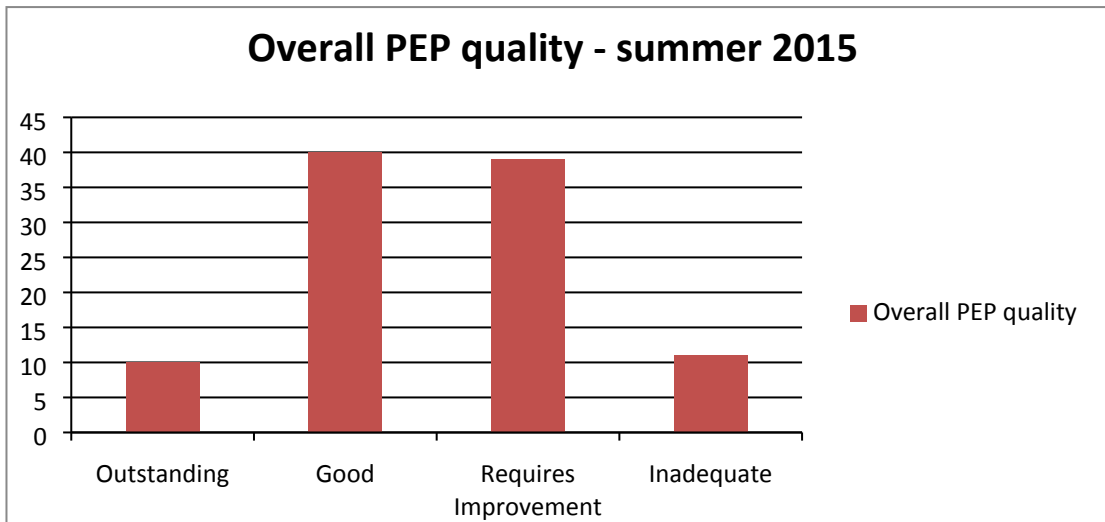
10.9 A “good” judgement is still by far the more common judgement on overall quality, with inadequate being by far the least common.

10.10 83% of selected PEPs were available to be viewed in Carefirst (discounting files that could not be accessed due to a plan of adoption). This is a significant improvement on the 66% that were available during the spring term audit, and the 63% that were available in the autumn term 2015. The lower numbers in previous terms indicated that some PEPs, though completed, had not yet been scanned onto the child’s file and therefore could not be viewed.

10.11 The overall quality of PEPs audited in the spring term 2016 is illustrated:



10.12 The graph below shows the overall quality of PEPs that were audited over the summer term 2015, when only 50% of available and up-to-date PEPs were judged as good or outstanding. This comparison is an indicator that PEP quality has improved significantly over the year.

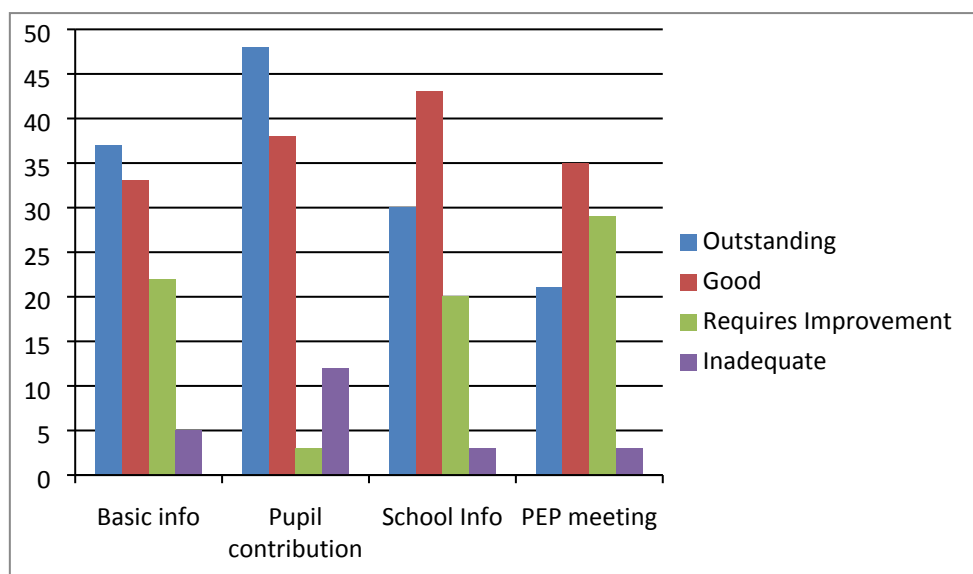


10.13 **Quality breakdown by key element:** The 4 key elements of the PEP are:

1. basic information (pupil, child, carer, social worker details)
2. the pupil's views on their educational progress
3. Specific educational data provided by the school – attainment, attendance etc
4. The PEP meeting itself, including the setting of individualised learning targets for the pupil

10.14 An analysis of the quality of each key PEP element reveals the following:

	Basic info	Pupil view	School data	PEP Meeting
Outstanding	37	48	30	21
Good	33	38	43	35
RI	22	3	20	29
Inadequate	5	12	3	3



10.15 The strongest area of performance is the pupil's view. This is pleasing as capturing the child's voice in the PEP is a key priority.

10.16 The area with the lowest number of good or outstanding judgements is the PEP meeting itself, which is a real concern as the meeting is the crux of the whole PEP process. In some cases this is an issue with accurate minute-taking; the final PEP document may not always be a true reflection of the quality of the conversation that has taken place. However a weak judgement on the PEP meeting is usually because:

- the information presented does not give a full and accurate picture of the child's educational progress
- targets are not sufficiently SMART and/or aspirational.

10.17 School information is good or outstanding in 73% of PEPs. This area has clearly improved since the summer term 2015, when 50% were good or outstanding in this area.

10.18 The VSH has designed a new fully electronic PEP form which is expected to be launched in January 2017. The system will allow secure access to Designated Teachers and social workers and will replace the old system of recording the PEP as a WORD document. The new PEP will be a much more efficient system which will ensure further improvements in PEP quality and improved connectivity between key professionals. The reporting functionality of the electronic PEP will improve access to key educational data for COPE and will effectively become the virtual school database. This will create additional capacity within the COPE team for the analysis and interpretation the data, removing the need to spend considerable amounts of time requesting the data from schools. Wolverhampton will be the first local authority to create an electronic PEP 'in-house', rather than purchasing a system from an external provider.

10.19 In 2016 the VSH also added an e-learning module on quality personal education planning to Wolverhampton Council's Learning Hub. This training is

mandatory for all social workers and outlines how social care can work with schools and other key partners to ensure strong, joined-up educational planning.

11.0 Participation

- 11.1 Wolverhampton has a very strong, and continually developing, Children in care Council (CiCC). The CiCC benefits from close links with the Youth Council and with elected members and is actively involved in Participation at a regional and national level, enabling the CiCC to act as a real force for change and the improvement of services. One highlight of the year was the first joint residential with young people from the CiCC and Youth Council to Condover.
- 11.2 Wolverhampton's Corporate Parenting Strategy and Action Plan was driven by consultation with our Looked after young people and care Leavers. Education, Employment and Training is prioritised as one of four key areas of the strategy, with young people having identified the following priorities under the EET section:
- Help young people to make achievements.
 - Encourage young people to be involved in making choices about school.
 - Maximise access to work experience and apprenticeship opportunities for LAC and Care Leavers
- 11.3 The Virtual School Headteacher Report was discussed with the Children in care Council in November 2016 and educational issues, such as the PEP process, are regularly discussed. The CiCC were pleased with the direction of the 2015/16 annual report and the achievements of young people. They did strongly believe that it is important that the progress continues each year as we continue to close the gap. The CiCC were concerned about the lower academic achievements of some young people who are educated outside Wolverhampton and believed that more work is required to support the educational achievements of these young people.
- 11.4 The new electronic PEP is being developed in consultation with the CiCC and other participation tools such as MOMO (Mind of my Own) are being adopted and developed to enable the voice of children and young people to be heard and to inform future developments even more effectively. The young people were pleased with the development of the electronic PEP but would still like to receive a paper copy for their own benefit. It was agreed that an auto-save function needs to be added after each page so that progress is not lost if someone needs to return to complete the form at a later time (this suggestion was echoed by Designated Teachers at the autumn 2016 Forum, and has been actioned).
- 11.5 Wolverhampton's annual LAC Awards Ceremony, *the I-Awards*, saw over 300 young people receive recognition for their successes throughout 2015/16. Educational success (the *Intellectual* award) is a key award category alongside other achievements. COPE's Corporate Parenting and Participation

specialists led on the organisation of this evening which was once again an excellent success.

12.0 Engagement with Schools & Key Partners

- 12.1 The Virtual Head has a statutory duty related to the training of schools and other key stakeholders, the development of strong working partnerships and the strengthening of policy and procedure to promote the educational success of Looked after Children.
- 12.2 The VSH is fully involved in the 'Attachment Aware Schools' initiative, through which Virtual Heads are developing teachers' awareness of attachment theory and the effects of early trauma in schools across the country. A training conference on Attachment & Trauma for Designated teachers was held in February 2016. This was a precursor to a series that COPE delivered to schools in the spring and summer term on 'emotion coaching', an approach to behaviour management with vulnerable pupils which is firmly rooted in attachment awareness. Feedback from the conference was very positive.
- 12.3 In addition to the above, in 2015/16 COPE and the Virtual Head delivered:
- A termly Designated Teachers' Forum and two training sessions on the role of the Designated Teacher
 - Termly updates for head teachers as part of the School Standards leadership briefings
 - training sessions on supporting education for foster carers every half term
 - Two training sessions for Chairs of Governors in schools
 - An e-learning module on ensuring PEP quality which went live in the summer and was made mandatory learning for all social workers
 - Regular briefings and updates to social care teams
- 12.4 The Designated Teachers' Forum attracts between 30 and 40 attendees on average, highlighting the strong partnerships between COPE and schools in Wolverhampton.
- 12.5 The Virtual Head's role was extended in the summer term to encompass young people in the Youth Justice System, as well as LAC, due to the significant overlap between the two cohorts and to improve the numbers of young offenders who are fully engaged in education, employment & training (EET). To this end, the VSH has extended the Model School Policy for LAC to include both cohorts of young people, to be launched in the autumn term 2016. COPE already work closely with YOT to ensure that the most vulnerable young people are fully engaged with appropriate education. Building on this, among the priorities in 2016/17 is to strengthen partnerships between the Youth Offending Team (YOT) and schools, and to achieve greater synergy between the various plans affecting both LAC and young offenders to ensure a joined-up approach.
- 12.6 The VSH has established a Post-16 Learner Support Agreement for LAC / Care Leavers, as part of a regional initiative developed by the West Midlands

Virtual School Heads Network (attached). Key local providers including Wolverhampton College and NOVA have signed up to this agreement. The agreement will also be extended to include young people open to YOT in 2016/17.

- 12.7 The Virtual School Head has continued his ongoing work with Ofsted in 2015/16, alongside other members of the regional and national Virtual School Heads Network. Termly meetings have been held with leading inspectors, improving partnership working and understanding of the LAC cohort. Partly as a result of this, the West Midlands Ofsted team identified LAC as one of their key priority areas for 2015/16, which is leading to an increased focus on LAC in school inspections. Ofsted are now focussing on the commitment of schools to supporting their looked-after and pupils, including attendance at relevant training such as that delivered by virtual school teams. Schools are aware of these responsibilities and training and network meetings are well-attended.
- 12.8 The VSH helped to run the second annual conference of the West Midlands Virtual Schools Network in the summer term 2016. At this event approximately 150 delegates from every Virtual School team in the region shared best practice, explored solutions to key challenges and reviewed and updated the regional Virtual Schools development plan. The network will be hosting the national VSH conference in Birmingham in 2017.
- 12.9 Improved partnership working with other key services in Wolverhampton such as Early Years, School Standards, SENSTART and Schools Admissions is enabling closer scrutiny and stronger support for LAC in education provision across Wolverhampton. As a result LAC in Wolverhampton are genuinely given top priority for school places, alternative provision is provided in a timely fashion where appropriate and drift or delay in these areas are not tolerated. COPE and the VSH function effectively as a 'bridge' between education and social care and to promote a collaborative approach.
- 12.10 The VSH has also been heavily involved in the council's review of alternative provision in the summer 2016, contributing to the creation of a new quality assessment (QA) framework and carrying out quality assurance visits to the city's three main alternative education providers in the summer term, alongside colleagues from Commissioning and the Early Help Vulnerable Pupils Team. The review has ensured that Wolverhampton's alternative providers are providing quality education which is compliant with DfE and Ofsted requirements.

13.0 Conclusion & Next Steps

- 13.1 This report illustrates that educational achievement and stability continues to improve for Wolverhampton's Looked after Children and Care Leavers. A very small % of LAC are attending schools which are rated as requiring improvement or inadequate by Ofsted. Attainment at KS1 and KS2 for LAC attending local schools is excellent, with several outcomes equalling or surpassing those of their peers. Attainment at KS4 is likely to be above

national and regional averages for the fourth year running and 90% of eligible post-16 LAC are in education, employment and training, with a high number of Care Leavers attending university. Persistent absence is falling, temporary exclusions have also reduced and permanent exclusions remain a very rare occurrence (despite a sharp increase for none-LAC pupils), reflecting the strong challenge and support provided to schools by COPE and its partners in the council. There is clear evidence that the quality of PEPs is improving. The virtual school data set also continues to develop with improving synergy between different information management systems and better communication between the teams that use them.

13.2 While the achievement gap is clearly narrowing, it remains unacceptably wide for LAC and there are certain areas that require a renewed focus. Literacy at KS1 is still an issue and at primary level the attainment of LAC in schools outside Wolverhampton is generally lower than that for in-city pupils. The VSH and COPE will:

- continue to improve PEP quality and ensure that schools and other supporting agencies involve COPE and the VSH proactively in *all* cases where there are issues with a child's education before matters reach a critical stage
- help to ensure that all relevant agencies are fully invested in the PEP for pupils at risk of exclusion and that the different plans affecting these young people are joined-up and cohesive
- launch the new electronic PEP in early 2017 – this has been designed both to drive up quality and to promote synergy between plans and processes - and the expansion of the VSH role and model school policy to encompass youth offending is also strengthening partnership working in support of the most vulnerable pupils
- allocate additional resources and focus to OOC LAC, particularly at KS1, and also continue to strengthen support at EYFS.

13.4 The findings around school exclusions indicate that some schools still require more specialised support and training in meeting the needs of more complex pupils. In 2016/17 the VSH will:

- increase the training for schools in attachment awareness and supporting emotional wellbeing (which was added to the requirements for initial teacher training for the first time in 2016) and ensure that School Standards and other key partners in the local authority are fully involved in supporting this CPD.

13.5 2016/17 promises to be an exciting year for COPE and the virtual school. In accordance with the above priorities the electronic PEP is expected to be launched in January / February and COPE are employing a new Education Support Officer for pupils educated outside Wolverhampton as well as designating a .5 FTE Education Support Officer to supporting LAC in early years. We are also extending the ways in which we engage our Educational Psychology Service and these improvements will all help to enable the strongest possible support for *all* pupils in the virtual school. The 2016/17 LAC

Attainment Improvement Plan outlines how COPE its partners will continue to promote high standards, challenge low expectations, and strive to improve the life chances of Looked after Children and Care Leavers.

ANNEX

WOLVERHAMPTON CITY COUNCIL MODEL SCHOOL POLICY ON SUPPORTING THE EDUCATION OF LOOKED AFTER CHILDREN & YOUNG PEOPLE IN THE CRIMINAL JUSTICE SYSTEM June 2016

1. INTRODUCTION

(INSERT NAME OF SCHOOL OR ACADEMY) believes that, as educators and Corporate Parents and in partnership with key stakeholders, we have a legal, moral and professional duty to safeguard and promote the education of Looked after Children (LAC) and young people in the criminal justice system.

The terms 'looked-after children' and 'children in care' include children placed by a local authority with family members, foster carers or in a residential care home. They also include those placed in care through a care order under section 31 of the Children Act.

1989 or by a voluntary agreement with the child's parents under section 20 of the Act. The terms can also be used to refer to children entered into police protection and those involved in the youth justice system.

We know that a secure and successful education is a major factor in improving the life chances of vulnerable young people and in supporting young offenders to desist from crime. However we recognise that, nationally, pupils in care have significantly underachieved compared with their peers. It is also true that many of the most vulnerable young offenders are, or have previously been, in care. Both cohorts are also characterised by very high levels of Special Education Need (SEN). Therefore, given the overlap and vulnerable nature of the two cohorts, it is appropriate and pertinent to have a joint school policy.

We intend, through this policy, to work toward closing that achievement gap. We will promote the inclusion, well-being and achievement of looked after children and young people in the criminal justice system in our school. As champions for vulnerable children and young people we will prioritise and focus our resources to secure the best possible outcomes.

2. Background legislation

This policy is based on the following legislation:

1. *Section 20 of the Children and Young Persons Act 2008 ("the Act") and The Designated Teacher (Looked-after Pupils etc.) (England) Regulations 2009.*
2. *The Local Authority statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked after children – see link below.*
3. *The Children and Families Act 2014, which requires every local authority in England to appoint an officer to make sure that its duty is properly discharged - referred to as the Virtual School Head.*

4. *The Apprenticeships, Skills, Children & Learning Act (ASCL) 2009, which places a duty on local authorities to promote a person's learning potential while in custody and on release.*⁵

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

3. How will the impact of the policy be evidenced?

The impact of the policy will be seen through improvements in the following key outcomes for LAC and children & young people in the criminal justice system:

- ✓ Reduction or zero rate in school exclusions
- ✓ Improved school attendance
- ✓ Improved attainment at statutory assessment stages
- ✓ Improved and maintained rates of progress and attainment
- ✓ Improved quality of Personal Education Plans (PEPs)
- ✓ The views of children & young people (as recorded in PEPs and captured through the Children in Care Council (CiCC) and wider consultation)
- ✓ Ultimately, an increase in LAC, Care Leavers and young people in the criminal justice system aged 16+ who are in Education, Employment & Training (EET) and the numbers accessing higher education (HE)

4. Partnership working

We will work together with key local authority departments including the Virtual School Head (VSH) and Corporate Parenting & Education (COPE) team, along with education providers and other relevant agencies, to enable the best possible outcomes for pupils looked after and in the criminal justice system through flexible and proactive partnership working.

5. The Governing Body

The governing body will:

- Ensure that there is a named Designated Teacher for LAC and young offenders on the school roll and that (s)he is enabled to carry out his/her responsibilities in line with statutory guidance (see link below)
- Support the Headteacher, Designated Teacher and other staff in ensuring that the progress of LAC and young offenders is prioritised and supported in line with statutory responsibilities
- Nominate a governor for LAC and young people in the criminal justice system. The nominated governor will take a leading responsibility for the challenge and support of the school in raising the achievement of these pupils and attend relevant training. The Nominated Governor should have a termly meeting with the Designated Teacher, with a clear agenda, to address school improvement issues related to LAC and young offenders. They will also ensure that an annual report (as a minimum) is provided to the governing

⁵ YOT have extended this duty to all children & young people in the youth justice system in Wolverhampton. The Virtual School Head's role

body by the Designated Teacher - see Appendix for suggested report template. The nominated governor will present this report to the wider governing body in partnership with the designated teacher.

6. The Senior Leadership Team

The Head Teacher and Senior Leadership Team will:

- Ensure that LAC and pupils in the criminal justice system are prioritised in school policy & procedure and in the allocation of resources, in line with Ofsted and DfE guidance, to ensure that LAC access the best of what the school has to offer
- Ensure that LAC and young offenders are given top priority in school admissions, in line with national statutory guidance and the Wolverhampton Admissions policy. However, we must ensure that the provision is right for the child and, if there are issues, school will meet with social care the Virtual School Head (VSH)/COPE/YOT and other key partners as appropriate, to resolve these issues
- Consider every possible alternative to a temporary or permanent exclusion, in line with national, local and school admissions policies, due to the disproportionate effect that exclusion can have on the most vulnerable pupils. Instead, we will work together proactively with all key partners including the local authority, using every resource in our control (including alternative provision where appropriate), to solve problems.
- Avoid resorting to unofficial exclusions to resolve behavioural or other issues
- In the event of a serious issue, which might otherwise lead to permanent exclusion, the child may be placed on a fixed-term exclusion and an emergency review of the PEP and other relevant plans / provision will be called and attended by key personnel, e.g. the child's carer, social worker and (where appropriate) representatives from COPE, 5-18 Early Help Service and/or Youth Offending Team, to resolve the issue
- If we feel that we are unable to meet the child's needs, we will work with external agencies to ensure that any special educational needs, including social emotional and mental health needs, are assessed in accordance with the SEN/D Code of Practice (2015). This should include, where appropriate, referral for a statutory education, health and care needs assessment
- On occasion, by shared agreement and in the best interests of the child, a managed move to another provision may be considered in order to avoid a permanent exclusion.
- Where a modified timetable may be in the best interests of the child, this will firstly be discussed and (if the pupil is looked-after) agreed in a review of the Personal Education Plan, thereby taking into account the views of the child, carer and social worker. If the pupil is not looked-after but is in the criminal justice system then any timetable modifications will firstly be discussed with the YOT case manager and/or YOT Education Officer.
- Take a proactive approach to sourcing the DfE-recommended first day provision for fixed term exclusion for LAC, in view of the additional pressures that exclusion can put on care placements, and extend this principle to pupils in the criminal justice system.

- Be aware that looked after children and young offenders are more likely to have special educational needs than most, work proactively to identify any SEN affecting Looked after Children, and make appropriate provision in accordance with the SEN/D Code of Practice (2015)
- Ensure that all vulnerable pupils have an appropriate, 25-hour offer of education, other than for a fixed period which has been agreed with parent and/or carer and social worker and/or YOT case manager as being in the child's best interests (such as part of a transition plan).
- Make our school "attachment aware" and fully able to meet each child's learning, health & wellbeing needs, by ensuring that key staff keep up-to-date with relevant policy and legislation and attend relevant training, such as that provided by the Virtual School Head (VSH) / COPE and Educational Psychology Service. We will ensure that key staff are aware of statutory guidance in this area (see link below).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413368/Promoting_the_health_and_well-being_of_looked-after_children.pdf

7. The Designated Teacher

We will have a Designated Teacher for LAC and pupils in the criminal justice system. This will be a member of the senior leadership team who is therefore able to affect changes in policy and procedure where appropriate. The Designated Teacher (DT) will:

- Be an advocate for all children in this school who are in care or in the criminal justice system, ensuring that their voice is heard and acted upon
- Ensure confidentiality for individual children and only share personal information (1) on a need to know basis (2) in line with school safeguarding and information-sharing protocols and (3) in such a way that it helps to ensure that the educational needs of the child can be understood and met
- Maintain an up to date record of all LAC and pupils in the criminal justice system who are on the school roll, in partnership with the Virtual School Head and YOT as appropriate
- Provide the Virtual School Head / COPE Team with termly data on the performance, attendance and attainment of Wolverhampton LAC
- Provide YOT with information on performance, attendance, attainment and other relevant information on pupils in the youth justice system as required and appropriate ⁶
- Be a central point of contact, working with any previous educational settings to ensure a smooth induction and transition into school
- Liaise with the child, parent/carer & social worker and/or YOT case manager to ensure that, for LAC, a high-quality Personal Education Plan (PEP) is completed and reviewed within statutory timescales (and more often if necessary) to support accelerated progress. For young offenders who are not

⁶ This is with particular reference to the ASCL form that YOT will send to DTs when a young person on their school roll enters the youth justice system. This form asks for essential educational information on the young person which will inform the young person's YOT intervention plan and, critically, be used to inform pre-sentence court reports. This will also assist the local authority to fulfil their statutory duty to provide educational information to the secure estate should a young person enter custody.

looked-after the DT will support joined-up working with the YOT case manager, YOT Education Officer and, where relevant, CYP social worker.

- Ensure that Pupil Premium and other allocated funding is used in the most appropriate way to support vulnerable pupils' individual learning targets, as agreed in their PEP meeting and/or on-going communication with the VSH/COPE/YOT - see the following links for further information.
<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>
<https://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities>
- Contribute to LAC reviews, YOT intervention plans, SEND reviews and other meetings and plans as required & appropriate.
- Fulfil school safeguarding protocols, be alert to any child protection issues, and know what action to take.
- Inform the child's carer and social worker when a child in care is absent from school without notification or excluded
- If a pupil on the school roll enters custody, maintain an interest in the young person and provide information and transition support with the secure institution in partnership with YOT. Where the young person remains on the school roll, ensure that appropriate education is provided in the new setting and that attendance, attainment and progress are monitored and supported appropriately.
- Attend relevant training on safeguarding and LAC/youth offending, keep up to date with relevant legislation & guidance and cascade to school staff as appropriate (see links in sections 2 & 6 of this policy)
- Provide in-school training for school staff around attachment, trauma and recovery and its implications for behaviour management
- Provide support and CPD to staff, with a knowledge of the emotional impact that who are looked after can have on trusted adults, including their class-based staff
- Meet with the Nominated Governor or Chair of Governors termly and report to the Governing Body annually, as a minimum, on the performance of their LAC and pupils in the criminal justice system, without naming individual children
- Ensure well planned and informed transitions when a child changes school, with timely information sharing.
- Ensure that the statutory guidance on the role of the Designated Teacher is embedded within practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

8. All School Staff

All school staff will:

- Ensure a safe & secure environment in which vulnerable pupils are able to flourish and grow and high aspirations are encouraged
- Seek advice from designated teacher regarding induction, own CPD and any interventions, classroom environment adaptations etc.
- Be sensitive to the needs of LAC and young offenders, including confidentiality issues

- Support the local authority in its statutory duty to promote the educational achievement of Looked after Children and children and young people in the criminal justice system

9. Arrangements for Review

This policy will be reviewed as to its effective implementation on an annual basis and updated as appropriate.

Signed

Headteacher	
Chair of governors	
Virtual School Head	
YOT Head of Service	
Date	

Appendix:

The Designated Teacher's Annual Report to the Governing Body on the Progress and Support of Looked after Children (LAC) & Pupils in the Youth Justice System in School

Purpose of Report

This report fulfils the statutory duty for the Designated Teacher for LAC/YOT to provide an (at least) annual report to the governing body, outlining the progress of the school's Looked-after pupils and pupils in the youth justice system, and the support that is provided for them

Please note that this is not an exhaustive list of areas for discussion and should be used to inform a termly discussion between the Designated Teacher and Nominated Governor for LAC/Youth offending, or Chair of Governors, as well as a template for the annual report.

This Report Covers (Term & Year):				
Name of School				
Name of Designated Teacher for LAC/YOT				
Name of Nominated Governor for LAC/Youth Offending (or Chair of Governors)				
Designated Teacher's position within the staffing structure				
What training has the designated Teacher and/or other school staff received relating to LAC/YOT and vulnerable pupils in the last year?				
How many LAC/pupils in the criminal justice system attend the school, and how many young offenders are Looked after by Wolverhampton City Council?				
How many have a statement of SEN or EHCP, and for what type of need? How many have identified SEN, but do not have a statement / EHCP?				
Do all LAC pupils have up to date, high quality Personal Education Plans (PEPs)?				
If not, please provide reason / comment				
What is the current attainment of each of these pupils?	Child	English	Maths	Is this below, at or above expected levels?
Please do not use names and add rows as needed				

	1			
	2			
	3			
Are these pupils making expected (or better) levels of progress, and if not, what actions are in place to address this?	Child	Expected Progress +?	Reason / Comment	
	1			
	2			
	3			
Is attendance less than 95% for any of these pupils? If so, please give reason / comment and current actions to addresses this.				
Are any of these pupils following modified or part-time timetables? If so, please add reasons / comment and plans in place to extend their provision to full-time				
Have any of these pupils had fixed-term or permanent exclusions? If yes, what has been done to support reintegration and prevent further exclusion?				
Which other agencies has school worked with to support these children (including, but not limited to, local authority stakeholders)?				
How is the school using its Pupil Premium Grant (PPG) allocation to support LAC and vulnerable pupils?				
Any other information?				