

# COPE

Corporate Parenting & Education Team

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## **The COPE Framework: Offer to Schools & Key Partners**

COPE provides education support to Wolverhampton LAC in the model of a 'Virtual School', viewing all of Wolverhampton's Looked after Children as if they attended one school, overseen by the 'Virtual School Head' (VSH). The service has a key role in the monitoring of attainment and attendance and promoting improvement in this to narrow the gap in attainment for this vulnerable group of young people. The Team ensures that all LAC have an appropriate education provision that will best suit their needs and enable them to reach their potential. COPE works closely with schools, social workers, foster carers and residential homes to promote and challenge on the education opportunities for this vulnerable group of young people from the ages of 0-18.

## **Team Structure**

Virtual School Head - Darren Martindale

Teacher/Advisor - Anne Foster

Education Support Officer - Atika Haq

Education Support Officer - Ama Bagri

Education Support Officer - Stacey Burton

Education Support Officer - Will Piercy

Data Officer - Maggie Evans

Educational Psychologist - Huw Williams

Educational Psychologist - Anne Daka

Counselling Psychologist - David King

Each Wolverhampton school has an identified COPE link worker, allocated via the MASTs. In addition, the COPE Teacher Advisor is the designated link with Pupil Referral Units, alternative providers and special schools in Wolverhampton. The Teacher Advisor and VSH address educational issues for LAC placed outside Wolverhampton. Our work focusses on 6 key priorities, with specific roles as outlined below.

Area of priority	What we do	Lead officer(s)
<b>1. Educational Data &amp; Progress Monitoring</b>	<ul style="list-style-type: none"> <li>• maintain an up-to-date roll of children in the Virtual School, to include school placement and care status</li> <li>• monitor the school attendance, attainment &amp; progress of all Wolverhampton LAC</li> <li>• review the above data on a termly basis, enabling us to celebrate achievement, identify areas of underachievement and prioritise and plan interventions</li> </ul>	Data Officer  VSH, ESOs, TA, Data Officer ESOs, TA, VSH, EPs
<b>2. Personal Education Plans</b>	<ul style="list-style-type: none"> <li>• Attend (where capacity allows):               <ol style="list-style-type: none"> <li>a) Every initial PEP meeting for LAC in Wolverhampton schools/PRUs</li> <li>b) At least 1 PEP meeting for all LAC in years 5, 7 &amp; 11 in Wolverhampton schools/PRUs</li> <li>c) Any PEP meetings where there are serious concerns about a child's progress or school placement in a Wolverhampton school or PRU</li> <li>d) PEP meetings in Wolverhampton schools/PRUs where the school or social worker have requested support</li> <li>e) PEPs for LAC in schools outside Wolverhampton, where possible and where extra support is needed as above</li> </ol> </li> <li>• Audit a sample of PEPs for LAC in every school year 1-11</li> <li>• Report any quality issues to senior management as well as addressing them with schools (see section 3)</li> <li>• Provide training to improve PEP quality – see Priority 6</li> <li>• Ensure that the relevant policies and documents are updated and fit for purpose, and that all stakeholders are clear regarding their roles and responsibilities</li> </ul>	ESOs/TA ESOs/TA ESOs/TA/VSH  ESOs/TA  TA/VSH  ESOs, TA, VSH ESOs, TA, VSH  VSH/TA  VSH
<b>3. Pupil Premium +</b>	<ul style="list-style-type: none"> <li>• Manage, distribute &amp; monitor the pupil premium + for LAC in partnership with schools inside and outside Wolverhampton</li> <li>• Provide training &amp; advice to schools and other partners on the best use of PP+, via termly meetings for designated teachers and ongoing communication</li> </ul>	VSH/TA  VSH, TA, ESOs  VSH/TA

	<ul style="list-style-type: none"> <li>Ensure that PP+ is being properly used in line with the Conditions of Grant 2014-15, highlighting any concerns with schools &amp; social workers and ensuring that quality issues are addressed prior to grant allocation</li> </ul>	
<b>4. Targeted work with LAC – direct &amp; advisory</b>	<ul style="list-style-type: none"> <li>Link workers will meet with the Designated Teacher in their schools/PRUs on a termly basis to review the progress of LAC</li> <li>Offer 1:1 support to LAC, which should be agreed in the PEP. Support can include behaviour, anger management, confidence / self-esteem, in-class support, homework / coursework, literacy, support in alternative provision</li> <li>provide a clear work plan, with intended outcomes, prior to any 1:1 support and provide regular updates and a report on outcomes &amp; recommendations at the end of each intervention</li> <li>provide a programme of transition support for year 6/7 and year 11 LAC, ensuring that all have a school / ETE destination arranged for years 7 &amp; 12</li> <li>offer direct access to EP advice &amp; support for priority LAC educated outside, or returning to, Wolverhampton</li> <li>Closely monitor the progress of LAC in residential / specialist care settings, and LAC involved with YOT, offering additional support and advice including access to alternative learning opportunities and accreditation</li> <li>Offer extra support &amp; continuity when LAC move school settings</li> <li>Ensure that modified timetables and alternative provision are appropriate to the child’s needs and help to put together appropriate packages of support where required</li> </ul>	<p>ESOs/TA</p> <p>ESOs</p> <p>ESOs</p> <p>TA/ESOs</p> <p>EP</p> <p>TA/EP/VSH</p> <p>ESOs/TA/EP</p> <p>ESOs, TA, EP, VSH</p>
<b>5. School admissions &amp; inclusion</b>	<ul style="list-style-type: none"> <li>Provide advice / signposting regarding general school admissions</li> <li>Where necessary (e.g. where the child’s needs or the application process are complex) liaise with the provider or receiving local authority to identify and secure appropriate provision</li> <li>Help to arrange temporary or alternative provision in a timely manner where necessary</li> <li>Challenge school exclusions, attending exclusion and appeal meetings as required to ensure that all possible alternatives are explored to avoid exclusion and that due processes are followed in full</li> <li>Contribute to the development of council policy, and to agreements with commissioned services, to ensure that exclusion is avoided wherever possible and that alternative provision is appropriate to the child’s needs</li> </ul>	<p>ESOs, TA, VSH</p> <p>ESOs, TA, VSH</p> <p>ESOs, TA, VSH</p> <p>TA, VSH, ESOs</p> <p>VSH</p>

<b>6. Training for key partners</b>	<ul style="list-style-type: none"> <li>• Deliver a termly network meeting for Designated Teachers, to include training &amp; updates</li> <li>• Deliver training on quality Personal Education Planning, mandatory for social workers &amp; IROs, every 2 months</li> <li>• Deliver educational training as part of Skills-to-Foster, and a longer session for existing for carers every term, as well as training where needed for residential care staff</li> <li>• Deliver training in attachment, trauma and recovery to designated teachers and other key school staff</li> <li>• Promote best practice and ensure that other CYP&amp;F services and key partners are kept up to date with key legislation and statutory guidance</li> </ul>	VSH VSH  ESO/TA/VSH
<b>Other areas</b>	<ul style="list-style-type: none"> <li>• Celebrate the achievements of LAC – support the annual award ceremony, termly awards for good school attendance</li> <li>• Attend EPP, PNIFTED, Admission-to-Care and other forums to proactively monitor the engagement of the most vulnerable LAC</li> <li>• Provide an annual report and interim briefings to key stakeholders as necessary</li> <li>• Promote joined-up working by ensuring strong partnerships with schools and other education providers, and with other local authority services and key partners</li> </ul>	ESO, VSH  TA/EP/VSH  VSH VSH/TA