

BLACKBURN WITH DARWEN

VIRTUAL SCHOOL HEADTEACHER ANNUAL REPORT 2022-23

Background and Purpose

The Children and Families Act 2014 requires local authorities in England to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children, wherever they live or are educated. That person – hereafter referred to as the Virtual School Head (VSH) - must be an officer employed by the authority or another local authority in England

The key responsibilities of the Virtual School Head (VSH) are:

- To ensure every looked after child has a suitable educational place that meets their needs
- To maintain an up-to-date roll of looked after children who are in school or college settings and gather information about their education placement, attendance and educational progress.
- To inform headteachers and designated teachers in schools if they have a child on roll who is looked after by the VSH's local authority
- To ensure social workers, designated teachers and schools, carers and Independent Reviewing Officers IROs understand their role and responsibilities in initiating, reviewing and updating the child's Personal Education Plan (PEP) and how they help meet the needs identified in that PEP
- To ensure up-to-date, effective and high quality PEPs that focus on educational outcomes and that all looked after children, wherever they are placed, have such a PEP
- Allocate the Pupil Premium Plus to support improved educational outcomes for children in care
- Ensure the educational achievement of children looked after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare
- Report regularly on the attainment of looked after children through the authority's corporate parenting structure

In 2018, additional duties were added to the VSH role to include previously looked-after children. For this group the VSH acts as a source of advice and information to help their parents advocate for them as effectively as possible. VSHs are not acting as part of the corporate parent role in these circumstances but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties.

In September 2021 the role of Virtual School Heads was further extended to include strategic responsibility for children with a social worker. Whilst this is non-statutory it is clear that the VSH has a strategic responsibility for:

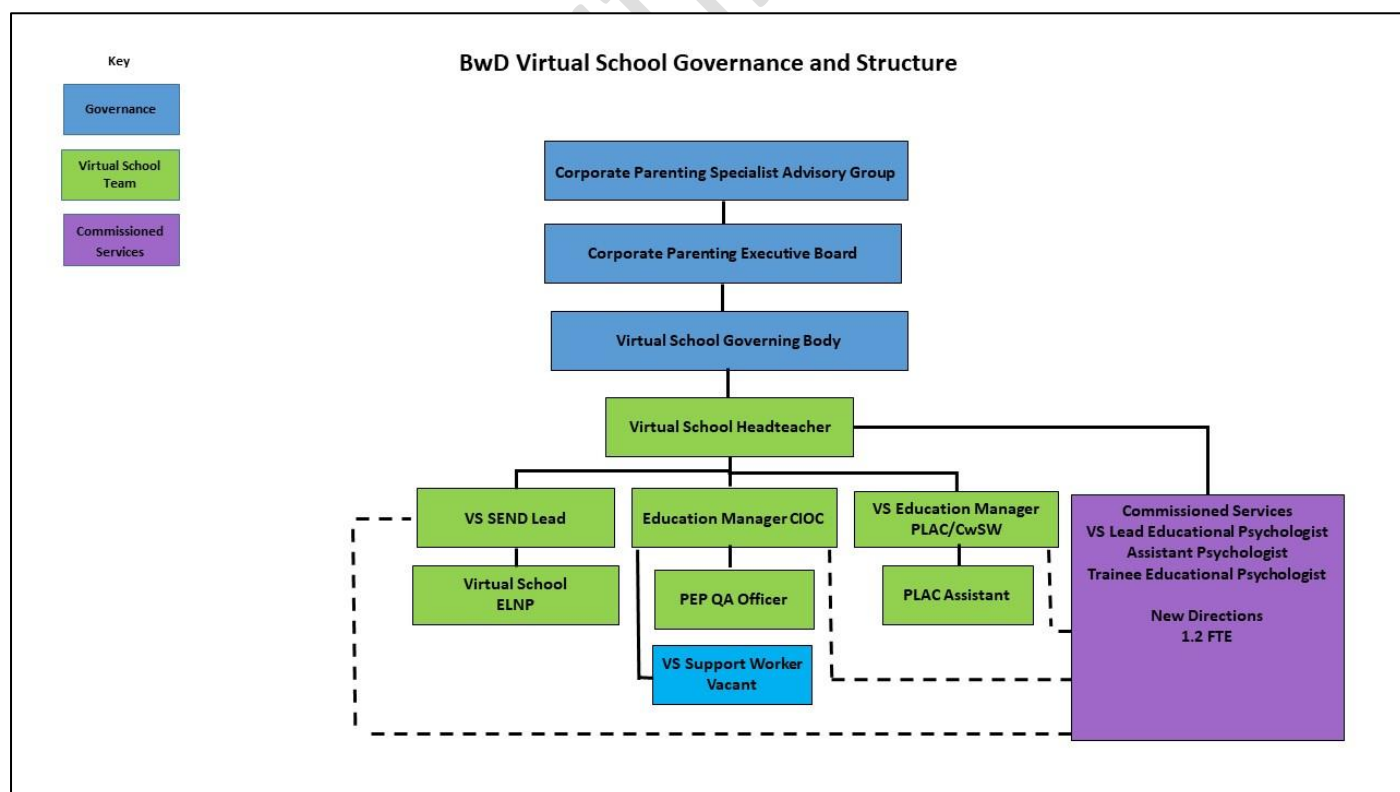
- understanding and addressing the barriers and challenges this group face in attending school
- strengthening partnerships between education settings and local authorities
- establishing a culture of high aspirations that helps these children to progress in education

More locally, in April 2023, the Strategic Director of Children’s Services requested that the VSH take responsibility for the development of a Virtual College to support our care leavers up to the age of 25.

The purpose of this report is to give the Virtual Head’s overview of these areas for the financial and academic year 2022-23. Please note that all the data used is provisional and un-validated at this stage and are subject to correction when DfE issue the final data release. All data included in this report is based on children in care for 12 months or more at 31st March 2023, is matched data included in the National Pupil Database. The Government have stated that there has been a return to pre-pandemic grading in Summer 2023 in England with protection in place for students. It is most meaningful to compare results to 2019, the last summer exam series before the pandemic although for CIOC the small cohorts involved limit the usefulness of year on year comparative data.

Structure and Governance

All school age Children in our Care (CIOC) are on the roll of the Virtual School. In BwD the Virtual School ‘staff’ includes the Virtual School Head, CIOC Education Manager, VS SEND Lead, Education Manager PLAC, CwSW, Emotional Literacy and Nurture Practitioner, PEP QA Officer, PLAC Assistant, Virtual School Educational Psychologist, VS Assistant Psychologist and New Directions Advisors. In addition, there are close working links with Clinical Psychologist/Revive, Early Years, Leaving Care teams to support our children and young people holistically. The Virtual School is overseen by a Governing Body and reports to the Corporate Parenting Executive Boards and the Corporate Parenting Specialist Advisory Group. The Virtual School also has working links with Adoption Now, our Regional Adoption Agency.



Virtual School Roll

The Virtual School has a challenging make-up in terms of its roll, is typically boy heavy and made up of 80% White British (unusual for BwD). At the start of the academic year 2022/23 the Virtual School had 225 school aged Children in Our Care (CIOC) on roll, 108 primary and 117 secondary. 154 (68%) of children attended school in the borough, 79 primary and 75 secondary and 71 attended out of borough schools, 29 primary and 42 secondary. The total school roll by the end of the academic year 2022/23 had decreased to 219. These figures are within the typical range of the Virtual School.

The Virtual School roll includes learners aged 16-18 of which at the start of the academic year there were 75 on roll with 38 students in Year 12 and 37 students in Year 13. Within the post 16 cohort, students attend a range of establishments to continue their education. On-going support for NEET students is provided through our New Directions commission working closely with the social workers and the Leaving Care team.

Month	Year 12					Year 13					Yr12-13 combined				Participation		Cohort
	Yr12 NEET %	No of NEET YP	Yr12 NK %	No of NK YP	Yr 12 Cohort	Yr 13 NEET %	No of NEET YP	Yr 13 NK %	No of NK YP	Yr 13 Cohort	Total YP Yr12-13 NEET	% Yr12-13 NEET	Total YP Yr12-13 NK	% Yr12-13 NK	No of Yr12-13 in EET	% of YP participating Yr12-13	
Sep-22	5.2%	2	0.0%	0	38	13.5%	5	0.0%	0	37	7	9.3%	0	0.0%	68	90.7%	75
Oct-22	10.0%	4	0.0%	0	40	21.2%	7	0.0%	0	33	11	15.1%	0	0.0%	62	84.9%	73
Nov-22	10.0%	4	0.0%	0	40	26.7%	8	0.0%	0	30	12	17.1%	0	0.0%	58	82.9%	70
Dec-22	10.0%	4	0.0%	0	40	31.0%	9	0.0%	0	29	13	18.8%	0	0.0%	56	81.2%	69
Jan-23	9.8%	4	0.0%	0	41	37.5%	9	0.0%	0	24	13	20.0%	0	0.0%	52	80.0%	65
Feb-23	11.9%	5	0.0%	0	42	38.0%	8	0.0%	0	21	13	20.6%	0	0.0%	50	79.4%	63
Mar-23	18.2%	8	0.0%	0	44	42.1%	8	0.0%	0	19	16	25.4%	0	0.0%	47	74.6%	63
Apr-23	20.5%	9	0.0%	0	44	43.8%	7	0.0%	0	16	16	26.7%	0	0.0%	44	73.3%	60
May-23	15.9%	7	0.0%	0	44	25.0%	3	0.0%	0	12	10	17.9%	0	0.0%	46	82.1%	56
Jun-23	13.6%	6	0.0%	0	44	66.7%	4	0.0%	0	6	10	20.0%	0	0.0%	40	80.0%	50
Jul-23	13.6%	6	0.0%	0	44	66.7%	4	0.0%	0	6	10	20.0%	0	0.0%	40	80.0%	50
Aug-23	18.2%	8	0.0%	0	44	0.0%	0	0.0%	0	0	8	18.2%	0	0	36	81.8%	44

* Please note changes/reductions to cohort size which impacts when reviewing NEET % data.

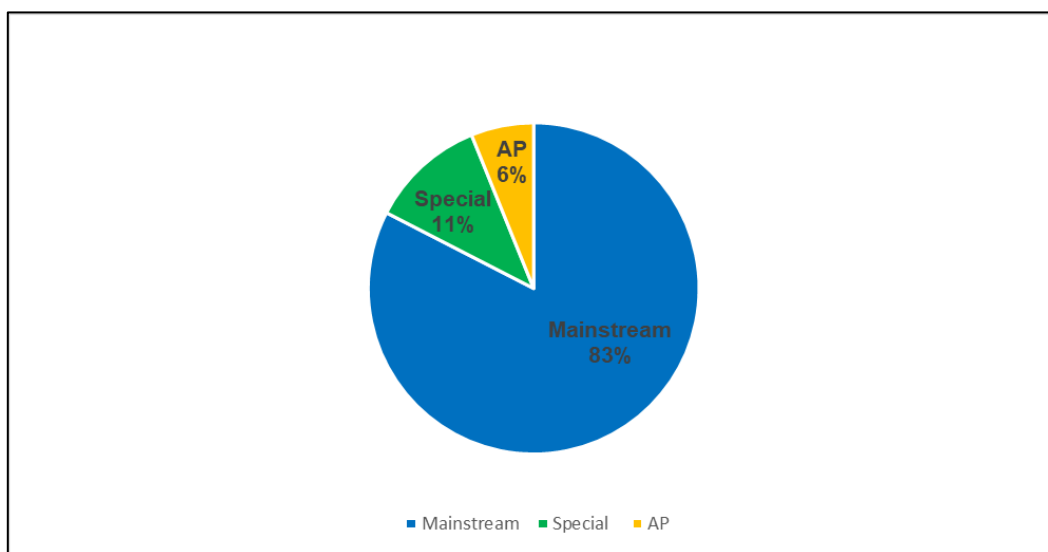
School Ofsted Categories

The Virtual School is committed to providing a high quality education or training placements where learning is inspiring and challenging, leading to the best possible outcomes for every child and preparing them well for adult life. The school the child/young person attends plays a vital role in meeting this commitment and as such the Virtual School monitors the Ofsted grades of the schools/settings attended both through the PEP and a monitoring system. If a school is inspected and deemed inadequate or requires improvement consideration is given as to whether a change of school would be appropriate. However, it is unlikely that a school move would be instigated if, following review, the child/young person is making good progress, is settled socially and their wider needs are being met.

An analysis of the inspection judgements at the end of the academic year 2022/23 for schools with Blackburn with Darwen children attending show that 74% of looked after children attend schools judged good or better, with 4 children attending an inadequate school – 3 children in 1 school who were already attending the BwD school when the inadequate judgement was made and 1 in another out of borough. This has been closely monitored and kept under regular review by the Virtual School to ensure needs are met and good progress is made. There are no safeguarding concerns in either school.

The majority of CIOC attend mainstream settings however some do attend special schools or alternative provision. Below is a breakdown as of September 2022.

CIOC School Type 2022/23



Special Educational Needs and Alternative Provision

SEND Profile

By the end of the academic year September 2022 to July 2023 a total of 58 Children in our Care (CIOC) had held an Education, Health and Care Plans (EHCP). 16 Primary, 26 Secondary and 16 Post 16. 1 CIOC had an Individual Pupil Resourcing Agreement (IPRA).

Of the 58 students with EHCP's, 32 had EHCP's which were managed by the Blackburn with Darwen (BwD) Statutory Assessment Team. A further 26 had EHCP's managed by other Local Authority Statutory Assessment Teams due to their home addresses being outside of the BwD boundary. These Local Authorities included, Lancashire, Bradford, Bolton, Rochdale, Greater Manchester, Liverpool, Stoke on Trent and Tameside.

CIOC with EHCP's are educated in a variety of settings depending upon their level of need. Over the academic year 26 CIOC were educated in mainstream provision (from Primary to Year 13), 14 attended maintained Special Schools (from Primary to Year 13), 13 attended Independent Special Schools (from Primary to Year 13), 4 were educated in Alternative Provision Settings and 1 was accommodated within a Secure Mental Health facility.

Upon assessment of a child's needs, the Statutory Assessment Team determine what a child / young person's Primary Category of need is. For the cohort 2022-23 the Primary Category of Needs included ASD (8), Moderate Learning Difficulties (11), Profound and Multiple Learning Difficulties (1), SLD (2) Physical Difficulties (1), Social, Emotional and Mental Health Difficulties (28), Speech, Language and Communication needs (7).

During this academic year 2 new EHCP's were issued to CIOC, both initiated and issued whilst in their Primary setting. As well as a further 8 requests for Education, Health Care Needs Assessments being prepared over the summer term for consideration in the late summer early Autumn Term.

Attendance for CIOC with EHCPs

Attendance is generally very good for the CIOC with an EHCP. However, there is a very small cohort whose attendance has fallen well below expected levels. In these cases, the VS SEND Lead has worked closely with a multi-agency groups of professionals in a bid to improve this attendance pattern. In all cases we have looked at implementing bespoke timetable which support engagement with education. Results are varied but they remain a priority for both education and social care.

Suspensions and Permanent Exclusions for CIOC with EHCPs

During the academic year 2022-23, 7 CIOC with EHCP's experienced suspensions totalling 30.5 days. The majority of suspensions were as a result of Persistent Disruptive Behaviour. Following all suspensions, the schools are offered a Post Exclusion Consultation with the Virtual School Educational Psychologist (EP). The VS SEND Lead also contacts schools in relation to the suspension and identifies when the EHCP review is due and if there is a need to expedite this. In some cases, the exclusion is as a result of a one off incident that the school deem of a nature that a fixed term suspension is required. However, in other circumstances it has been necessary to become involved in seeking alternative education provision for young people who clearly are not managing in their current setting. We have had no permanent exclusions this year for CIOC with EHCPs.

Year 11 Examinations for CIOC with EHCP's

In July 2023 we had 9 Year 11 CIOC with EHCP's. Of these young people 3 attended mainstream schools, 4 specialist provision and 2 attended Alternative Provision. Of the 9, 5 had attended more than one high school setting prior to reaching Year 11. Exam results for this cohort were all within GCSE Grades 1 - 3, however in all cases the 9 have moved on to College Provision accessing courses in line with their GCSE qualifications. 1 of the 9 is completing an apprenticeship with college support.

The role of the Virtual School SEND Lead

Unlike a traditional school SEND Lead (SENCo), who is able to monitor all children within their setting, the Virtual School Lead, works across all schools (both in and out of borough) who educate BwD CIOC. Identifying CIOC with SEND is done through advice received from schools and interrogation of the Personal Education Plan (PEP). Once a child is identified, the Virtual School SEND Lead, will liaise with both schools and Social Workers and endeavour to attend any meetings in relation to that child (including PEP Meetings, LAC Reviews, Progress Meetings). This allows her to identify what provision is in place and ensure in the case of a child with an EHCP that the school is providing all the recommended provision. Where we have a child / young person with identified SEND needs but no EHCP, the VS SEND Lead can ensure that the school

is following a robust graduated approach and is maintaining momentum in relation to applying for an Educational Needs Assessment (EHC). As part of this work training is delivered on 'The implications of Children in our Care with SEND' to highlight the challenges facing CIOC as well as how supportive tools such as the PEP or Virtual School EP / Emotional Literacy & Nurture Practitioner (ELSNP) can assist schools in meeting a graduated approach to identifying and meeting needs. Regular attendance at meetings has meant that the VS SEND Lead has become a familiar face to our parents / carers, allowing them to have a contact both to ask questions but also to raise concerns in relation to SEND.

To date, each case has been considered on an individual basis as schools have required varying amounts of support depending upon the scenario. In some cases students have EHCPs and are in settled home placements attending schools where all provision is in place and needs are being fully met. In these cases, involvement from the VS SEND Lead has been very light touch. However, there are other cases which involve residential moves, challenges within school, or those where a request for an EHC needs assessment is being prepared where the involvement is more substantial. The VS SEND Lead take responsibility for leading the SEND focus areas in the Virtual School Development Plan.

Attendance and Exclusions/Suspensions

Performance in attendance is strong demonstrating that BwD Local Authority and its schools and schools where children attend promote good attendance as a priority. Average attendance for 2022-23 was 93% which is slightly above the 2021-22 figure of 92% and slightly below the pre-Covid figure of 94%. Daily attendance is monitored through the Welfare Call service commissioned by the Virtual School. This data can be viewed online in real time by the Virtual School and enables the Virtual School to intervene promptly to individual cases and develop strategic responses to trends when looked after children are absent from school. During this academic year we have commissioned time from our Family Support team who have been able to support with some home visits. It is noticeable that the majority of our young people with attendance concerns are placed with their birth parents. This system also gives early warning of suspensions/exclusions with the provider collecting relevant notification letters which we then utilise as part of our Post Exclusion/Suspension process supported by the Virtual School Educational Psychologist.

Suspensions and Exclusions

There has been one permanent exclusion for a young person with which was issued by an out of borough secondary school. The number of suspensions is a cause for concern and this is an issue for Virtual Schools nationally and regionally and reflects also the wider number of exclusions/suspensions issued within BwD more generally. Our response to this has been to offer a post exclusion/suspension review with our VS Educational Psychologist where we aim to offer support and a problem solving framework to help schools plan to reduce the likelihood of suspensions in the future. This is a pathfinder to help us understand if it may assist in reducing further exclusions. We ask that schools participate in a 45 minute consultation (online) with our Educational Psychologist following a suspension for a Child in Our Care. It is important that key people attend the meeting including the Designated Teacher and wherever possible the

Headteacher as they are the decision maker regarding suspensions. Not all schools take up the opportunity but are actively encouraged to do so. This is an opportunity for support and challenge to the school by the Virtual School. We also take the opportunity to remind Headteacher and Designated Teachers of their responsibilities with regards exclusion/suspension of Children in our Care and offer a wide range of training to help staff understand the challenges faced by our children and how they may be best supported through a trauma informed approach. Additional support including direct work with children may also be offered through our Emotional Literacy and Nurture Practitioner. She also works to develop the practice around the child within the school, under the supervision of the VS Educational Psychologist and VS SEND Lead.

	2020/21 Academic Year	2021/22 Academic Year	2022/23 Academic Year
Permanent Exclusions	0	1	1
Total Pupils Receiving Suspensions	23	30	36
Total Number of Days Suspensions	87.5	103	216
Primary Pupils Suspensions	1	5	7
Secondary Pupils Suspensions	22	25	29
Mainstream School Suspensions	10	22	27
Alternative Provision Suspensions	9	4	7
Special School Suspensions	4	4	4

*Please note that some pupils received a suspension in mainstream and also in alternative provision.

PEPS

The Personal Education Plan is an important document which provides the opportunity for care and education professionals to work together with children and their carers/parents to support their educational achievement. As such, improving practice and outcomes through high quality PEPs, effectively delivered and monitored is a priority area for the Virtual School. PEP documentation is reviewed and updated annually ready for the start of the academic year. There has been a focus on the roll out of the Delegation Portal, which links to the Protocol application for the completion of PEPS. This will provide secure access for schools as well as social workers with write back directly to the social care system. The portal was made live in September 2019 and although there have been some challenges in establishing the process and technology overall this has worked well and been positively received by professionals. The roll out was extend in September 2020 for Post 16 PEPs and in autumn 2022 for Early Years PEPs.

A PEP tracker is in place to monitor termly completion rates, audit and other key information. A quality assurance process is an important part of using PEPs to drive improved educational outcomes. All PEPs receive an initial quality assurance and compliance check whereby the PEP is returned to the social worker and school with immediate feedback if there are queries or it is non-compliant. A more detailed audit comprises of a large sample PEPS (30-40%) for that term taken

from a cross section of in and out of borough schools and across the range of social work teams. The document is reviewed using the PEP audit tool and the audit team comprises of the Virtual School team plus volunteers from social care, education, school staff etc. The completed audit tool is sent as feedback to SW, SW manager, Designated Teacher and Headteacher and funding is not released where a PEP is judged inadequate although there is an opportunity for this to be rectified and re-submitted. School staff and social workers who have taken part have reported that the process has aided their own professional development in terms of producing high quality PEPs. Outcomes for the previous academic years are detailed below and demonstrate that there is still a need for a constant drive in this in both completion rates and quality of documentation, Post ILACS there has been a specific focus on quality of SMART targets within the QA and detailed audit process with limiting judgements where SMART target are weak. PEPs remain a key priority within the Virtual School as well as the wider department. This analysis has also enabled the Virtual School to identify training and development activities needed to support practitioners in different areas one of which has been to promote greater engagement from children and young people in completing the 'voice' section of the PEP and attending some or all of their PEP meeting. Through this work we have seen an increase in the number of children and young people attending their PEP and continue to strive to improve this.

School Age*

	Completion Rate	Quality % Good or Better	Notes
Baseline Average 2021/22	90%	63%	In this year a smaller number of PEPs were audited. Completion rate was impacted by technical issues with portal.
Average 2022/23	96%	40%	Revised PEP documentation and audit tool. Particular focus on SMART targets.

Children & Young People Attending PEPs – School Age

	Primary	Secondary	Total Average
Baseline Average 2021/22	13%	26%	20%
Average 2022/23	22%	37%	28%

Children and Young People Voice Section Completed

	Primary	Secondary	Total Average
Baseline Average 2021/22	88%	74%	81%
Average 2022/23	95%	87%	90%

Post 16 PEPs

	Completion Rate	Notes
Baseline Average 2021/22	98%	PEPs completed by leaving care PAs
Average 2022/23	96%	PEPs completed by social workers. Note 100% spring/summer

Post 16 Young People Attending PEPs

	Total
Baseline Average 2021/22	44%
Average 2022/23	60%

Early Years

	Completion Rate	Notes
Baseline Average 2021/22	18%	Word based PEPs
Average 2022/23	55%	PEPs moved to portal Some delays/technical issues in autumn – much improved completion by summer term (73%).

*Notes

Completion rates impacted by a significant technical issue with the delegation portal in summer 2022 which lasted for a full half term. A smaller number were audited in detail during 2021/22 due to operational pressures and therefore the good or better measure should be treated with caution. Improvements in the quality measure have involved implementing a tighter focus on targets has had some impact on the judgement regarding quality. To support this, work has included additional training and support for school staff alongside consultation for changes to the PEP documentation to support staff in 2022/23.

Findings from PEP Audits in 2022/23

- 68% of CIOC met or partly met their SMART targets
- 58% were judged by schools to be meeting or partly meeting age related expectations
- 87% were judged by schools to be making good personal progress
- 83% of PEPs showed schools were providing academic interventions linked to SMART targets utilising the Pupil Premium Plus. Other provisions included behaviour/emotional support, learning equipment and some extra-curricular activities.

This area of work was identified as a continuing priority in the 2022-23 academic year and is covered in training attended by all Designated Teachers, Social Workers and relevant CIOC professionals. The PEP audit tool includes recording the use and impact of PP+ at school level. Where necessary this is followed up with individual school contact and training. It is clear that whilst we are still seeing positive outcomes in terms of progress for CIOC there are issues with the quality of target setting which we continue to strive to improve through training and support to schools.

Pupil Premium Plus

In 2022/23 (financial year) the total pupil premium allocation was £677210. The spend on centralised resources/provision was approximately 50% of pupil premium budget. During the financial year, a Pupil Premium Plus Policy for CIOC has been maintained alongside a Pupil Premium Plus tracker which has been used to ensure that the VSH can effectively manage the statutory responsibilities in these areas. This includes dates when PEPs including costed provisions are submitted, when payments have been made, to whom and for which CIOC and outcomes of quality assurance processes. In addition to the standard maximum allocation of £2410 per CIOC per annum that was tracked and impact measured through the PEP/ provision map we have also been able to centrally fund the following:

Virtual School Use of PP+	Impact /Evidence
Virtual School Educational Psychologist.	<p>Permanent Exclusion rates remain relatively low. We have implemented a trial post-suspension review process whereby when a young person receives a suspension the EP offers a 45 minute online consultation with the school. This offers support and challenge to the school and gives the opportunity to discuss whether a more detailed request for involvement is needed as well as giving some immediate strategies to consider. Take up of this has been a little disappointing in 2022/23 with schools (particularly those out of the borough) not taking up the offer. 20 post suspension consultations took place compared to 32 in the previous year however an additional 5 were moved to the full EP involvement request due to their complexities. Where there is a request for involvement, schools are provided with appropriate strategies to best support the child/young person in meeting their learning and social, emotional and mental health needs. Those who need it are progressed to EHCP panel at which the EP report is essential. 43 new requests for EP involvement were received during this period. 25 reports were finalised and EP work fully concluded whilst the remaining requests remain open with on-going work and support.</p>
Welfare Call, attendance monitoring service.	<p>Attendance within the Virtual School is good – please refer to attendance section for a detailed breakdown. Attendance monitoring and reports provided by Welfare Call allow for swift intervention where attendance drops below expected</p>

	<p>thresholds or if there are emerging patterns. Suspensions are picked up quickly from the attendance reports and inform discussions with schools regarding any necessary interventions. Social workers also receive direct notification of any absence and can respond accordingly.</p>
<p>Virtual School SEND Lead</p>	<p>The Virtual School Send Lead is a role which enhances the existing VS duties to provide specific support and oversight to CIOC with EHCPs or on that pathway. This has helped to manage our concerns regarding the SEND belonging regulations where EHCPs are transferred/sit with the LA where the child lives rather than the LA with who holds parental responsibility. The VS SEND Lead has dedicated tight oversight of all such cases, attending all meetings and offering support and challenge to schools regarding provision and to LA SEND teams. In addition, she is able to support colleagues within social care regarding SEND issues such as writing advice and being a point of contact where a child with an EHCP needs to move placement/school.</p>
<p>Letterbox (book parcels) for Pre-School and Primary aged pupils to promote reading.</p>	<p>Reading is an important aspect of learning at all ages and we actively promote this at home. Children tell us they enjoy receiving the parcels and actively engage with these alongside foster carers and social workers. Some foster carers fail to collect parcels if they are not at home when the post arrives and these parcels are then returned to the Virtual School. Where this is an issue, it has been raised by Virtual School with social workers/fostering to ensure these are collected and used. Some social workers like to take the packs when they undertake visits and engage with CIOC about them. We have also provided spare books to the Foster Carers Association for use at their activities and events and also offer those not collected to other vulnerable children. Feedback from a carer of one of our children</p> <p><i>“ G advised that A loves receiving the books and how he really takes pride in them – having them to hand on a bookshelf in his room. She said he will often go back and read ones he has previously read.</i></p>

	<i>She commented that they are quality books which would be costly if they were to purchase them. A said he loves reading and school advised that this is clear as he loves to read in school also and is also keen to make up his own stories”</i>
Maths and English tuition for students via Kip McGrath study centre.	The sessions have been delivered weekly either virtually and face to face based on the preference of the young person. The option of online makes it easily accessible and is inclusive for all of our learners wherever they live. We continue to offer tuition to Years 5, 6, 9, 10 and 11 including sessions during the summer holidays. 33 children and young people have taken up the offer during the academic year. Of the Year 11s who attended, 50% of those who attended achieve a grade 5+ in English and Maths.
Emotional Literacy Support Assistant (ELSA) training/supervision and Nurture training /supervision.	Following our ACE pathfinder work the roll of the ELSA was identified as a key role within school for supporting children and also driving change. The Virtual School has funded a programme to ensure all BwD schools have at least one qualified ELSA. Where possible we have extended this to out of borough schools who have our CIOC on roll. We now have 109 fully accredited ELSAs working with our children in schools in BwD and beyond. ELSAs and other school staff have also taken up our training offer for Nurture and the associated supervision.
Events including the Annual CIOC Celebration of Achievement.	The highlight of the Virtual School Year is this event. We were able to celebrate the successes of our children and young people together at Ewood Park. As is our tradition we eat together and then have our awards bringing together all those who support children and young people and their corporate parents.
New Directions Commission	All of our young people in Years 9 to 13 receive high quality, impartial careers, advice and guidance wherever they live or are educated. This has been extended to ensure it continues until the end of Year 13 regardless of when the young person turns 18 (the point at which they are removed from the roll of the VS) 90% of our Year 12/13 cohort were in EET in September 2022 with the remaining 10% being actively supported to re-engage.

PEP Quality Assurance Officer	All PEPs have an initial QA check with immediate feedback to social worker/school where they do not meet requirements linked to the needs of the CIOC. This role ensures that the drive to ensure all CIOC have a high quality PEP that meets their educational needs is maintained and that social workers and school staff are supported in achieving this. PEP QA Officers have been fundamental to the roll out of the ePEP via the Delegation Portal.
Additional resource/support on a case by case basis such as 1:1 tuition.	1:1 tuition and Nisai online tuition is used to support our young people on a short-term basis often when they have moved placement and are awaiting a school place out of area. Nisai core curriculum allows us to give young people access to a core timetable of on-line learning with less than 24 hours' notice to the service. This and bespoke support through 1:1 tuition is used when young people need to move a short notice and whilst we await a school place in another LA or if they cannot attend school for safeguarding reasons.
Foster Carers Association	The Virtual School has a strong working relationship with BwD FCA. Fundraising for the FCA is a challenge in the current financial climate. The Virtual School was able to offer £2500 to support events for CIOC /foster families. This included for example summer gala, outdoor activity residential and day trips.
Participation and Inclusion Manager	The PP+ makes a contribution to the salary of the Participation and Inclusion Manager. She leads the work with Our Care Leavers and CIOC Voice Groups and supports gathering of feedback from CIOC and care leavers.
Mind of My Own App	This is an inclusive app that empowers young people to participate in their lives and communicate their views to a trusted adult. The Virtual School has funded this for a 3 year period to support participation of children and young people. The roll out is being led within social care and is currently in the implementation phase. In 2022/23 a pioneer team was setup and trained with plans to train further practitioners in 2023/24. There will be involvement from the Practice Development Team in supporting the

	project with plans to review practice standards, bitesize training and a train the trainer model alongside a comms plan.
ELKLAN Training	This was a 5 day accredited practical course to develop speech and language support for 11-16s for BwD secondary practitioners (8). We know that speech and language difficulties impact on a young person's ability to access learning so developing practitioners to understand and meet their needs is significant. This work will be further developed in 2023/24 looking at a whole school approach to speech and language for secondary schools.
FSW Commission	Although overall attendance for the Virtual School is good, a small number of pupils struggle to attend school regularly. A commission was agreed 2 days per week to provide specific and targeted support for these young people (often on care orders at home). This is a slow process as often the attendance issues are entrenched pre-care. This was a new arrangement beginning in April 2023 with impact of this approach to be reviewed in Spring 2024.

Attainment and Progress

Note:

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Summary

Although overall, gaps in performance between looked after children and their non-looked after peers remain large there are many strengths for BwD CIOC.

Performance at the end of KS4 is often a challenge but our KS4 young people had much success in 2022/23 despite the turbulent times of previous years. It is important that these figures are contextualised for each cohort given the complexity of their individual circumstances, consideration should be given for example to Gender, SEND status, when the young person came into care and the number of placements (stability) they have had during this time. An overview of this is provided at the start of each section for each key stage. Size of the cohort clearly impacts on percentages when the group is small.

Early Years Foundation Stage

Context	Virtual School	North West CLA	National CLA
Cohort (matched)	7	270	1110
Gender Boys/Girls	(5) 71% / (2) 29%	52% / 48%	56% / 44%
SEN Support	(3) 43%	26%	23%
EHCP	0	7%	9%
Educated in LA	(4) 57%	-	-
Assessments			
Good Level of Development	28.6%	39%	41%
Average No Exp ELGs	13.0	11.1	11.1
Prime Goals	57.1%	48%	48%

Whilst our EYFS children performed below their peers regionally and nationally for GLD they achieved significantly higher in the prime goals. In terms of specific goals Maths was a real strength with 85.7% achieving that goal which was not only higher than their peers nationally and regionally but also than all children in BwD schools.

PHONICS

Context	Virtual School	North West CLA	National CLA
Cohort (matched)	10	340	1450
Gender Boys/Girls	(7) 70% / (3) 30%	50% / 50%	54% / 46%
SEN Support	(5) 50%	32%	32%
EHCP	0	9%	12%
Educated in LA	(6) 60%	71%	65%
Outcome			
Working At Standard	80%	62%	61%

The threshold to be working at or above standard in phonics is 32. Our Year 1 children performed well in the phonics test 50% achieving the standard in the 37-40 range. 3/5 of our children with SEN achieved the standard.

KEY STAGE 1

Context	Virtual School	North West CLA	National CLA
Cohort (matched)	6	350	1640
Gender Boys/Girls	(1) 17% / (5) 83%	50% / 50%	53% / 47%
SEN Support	(2) 33%	34%	35%
EHCP	0	11%	16%
Educated in LA	(5) 83%	77%	65%
Assessments			
Reading EXS	83.3%	53%	46%
Writing EXS	83.3%	44%	36%
Maths EXS	83.3%	53%	46%
Science EXS	83.3%	65%	57%

RWM	83.3%	39%	32%
RWMS	83.3%	39%	31%

2022/23 academic year is the final year for the end of national curriculum assessments at the end of key stage 1 from 2022/23. Whilst it should be noted that our KS1 cohort is very small our KS1 pupils outperformed their peers nationally and regionally as well as all pupils in BwD.

KEY STAGE 2

Key Stage 2 attainment and progress is measured based on outcomes from tests and teacher assessments undertaken at the end of primary school.

Context	Virtual School	North West CLA	National CLA
Cohort (matched)	13	550	2620
Gender Boys/Girls	(9) 69% / (4) 31%	52% / 48%	52% / 48%
SEN Support	(8) 62%	32%	33%
EHCP	(2) 15%	24%	25%
Educated in LA	(12) 92%	74%	66%
Assessments			
RWM EXS	38.5%	37%	36%
Reading EXS	46.2%	57%	54%
Writing EXS	46.2%	47%	47%
Maths EXS	53.8%	52%	50%
Progress			
Reading	-0.15	+0.88	-0.09
Writing	+1.08	-0.54	-0.68
Maths	-1.25	-0.01	-0.70

Maths was the subject where attainment was highest and above CLA peers regionally and nationally and in Reading, Writing and Maths combined they were also slightly higher.

Progress - a score of zero means pupils in this school, on average, do about as well at Key Stage 2 as those with similar prior attainment nationally. A positive score means pupils, on average, do better at Key Stage 2 than those with similar prior attainment nationally. A negative score means pupils, on average, do not make as much progress by the end of Key Stage 2 as those with similar prior attainment nationally. Progress figures for KS2 were better than CLA regionally and nationally in writing but somewhat below in Maths despite this being the area where attainment was highest.

KEY STAGE 4

GCSE Grades – GCSEs are now measured as 9-1 (9 being the highest), Grade 4 is a 'standard' pass and Grade 5 is a 'strong' pass. A key measure is whether pupils achieve both English and Maths.

Context	Virtual School	North West CLA	National CLA
Cohort (matched)	28*	960	5110
Gender Boys/Girls	(15) 54% / (13) 46%	52% / 48%	55%/45%
SEN Support	(3) 11%	22%	23%
EHCP	(10) 36% **	23%	22%

Educated in LA	(19) 68%	67%	62%
In care KS3/4			
Attainment/Progress			
Avg Att 8 Score	18.4	19.8	19.9
Avg Prog 8 Score	-1.29	-1.41	-1.24
GCSE English 4+	28.6%	28%	36%
GCSE English 5+	21.4%	18%	23%
GCSE Maths 4+	21.4%	26%	33%
GCSE Maths 5+	14.3%	12%	17%
GCSE Eng & Maths 4+	21.4%	20%	26%
GCSE Eng & Maths 5+	14.3%	9%	12%
Achieved at least 1 qualification	(27) 96%	-	-

* please note that 1 pupil is included in this figure in the national data set who were NOT in Year 11 in 2022. This figure has however been used to ensure consistency of reporting with national data.

** the EHCP figure included in the national data set was 21% - this was a significant variation from the correct figure therefore the LA figure has been used.

The percentage of Young People in Year 11 with EHCPs was significantly higher than their peers regionally and nationally however it is possible other LA data is incorrect in a similar way to BwD. Many of these young people did not necessarily access GCSE qualifications but did achieve other qualifications in line with their needs.

One young person chose not to sit any exams due to bereavement but is attending in college with plans to sit GCSE in Year 12. A talented artist she gained a distinction in her art coursework and continues on this path in college.

KS4 Success Stories

- 2 YP achieved 9 GCSEs at Grade 4 and above including English and Maths at Grade 5.
- 2 YP gained 6 GCSE passed at Grade 4 and above including English and Maths at Grade 5.
- 2 YP gained 6 and 7 passes at Grade 4 and above including English and Maths
- All of our YP with EHCPs gained at least 1 nationally recognised qualification.
- One of our unaccompanied asylum seeking young people who arrived with us in December 2021 with no English made fabulous progress achieving Grade 2 in GCSE English, Maths and Science as well as ESOL certificates and other entry level qualifications.

Destinations

In September 2022, all Year 11 young people had an offer of Education, Employment or training or continued in their existing provision and 16 Care Leavers were attending university and 2 undertaking apprenticeships within the council.

Management Information

The Virtual School has continued its use of a management information system to enable effective tracking and analysis of data utilising SIMS. The development of the system to date incorporates the following:

- Maintenance of the Virtual School roll incorporating pupils from Reception to Year 13.
- Termly assessment data collected and imported into the system.
- Appending PEPs, EHCPs, Educational Psychology reports and other relevant documents to each child's file.
- Recording of SEN status.
- Recording of Protocol ID to enable matching to the social care system Liquid Logic.
- All relevant SEND details and documents are also saved within Liquid Logic in order to ensure Social Care colleagues are fully aware of a child's SEND status.

Children in their Early Years

Early Years Personal Education Plans (EY PEPs) are a statutory requirement for three and four-year-old children who are accessing their free early learning offer. These children are eligible for EYPP funding which the setting claims to support them with appropriate resources to meet their individual needs and targets. The EY PEP also details the impact of how this funding is spent.

Over the last year we have established an online Portal return for settings who previously submitted electronic copies. This has facilitated an increase in returns as the settings are prompted to complete these termly by the Virtual School.

Quality Assurance

The Early Years Quality Improvement Team undertake quality assurance work of EY PEPs, providing feedback where an EY PEP is considered less than good, to support ongoing improvement. The EY PEP information should reflect that the child's individual needs are being met and that they are making good progress with their targets. It is also important that the voice of the child drives their early education with their interests shaping these targets. This consideration will impact more on their learning, development and emotional wellbeing

This year we have found that challenges arise when a LAC is attending a setting out of area (OOA) or has moved from one setting to another during the year. We have noticed a trend this year where social workers are applying for 30 hours funding to further support children attending settings in their pre-school year.

Post 16

The Virtual School roll incorporates Post 16 students in Years 12 and 13 recording where they attend for their education, employment, and training or if they are NEET or Not Known. Post 16 PEPs are in place and due to changes within children's social care, these are now undertaken by social workers rather than the Leaving Care Personal Advisors working with young people and their education providers. Completion rate is good for this group with an average of 96% for the academic year. A commission is in place utilising the Pupil Premium Plus funding with the New Directions team to provide all of our young people in Years 9 to 13 on the roll of the BwD Virtual School with good quality, impartial careers, advice and guidance wherever they live or are educated. As young people officially come off the role of the Virtual School when they turn 18, we have worked with New Directions to extend the commission to the end of Year 13 so that young people are supported in progression to Higher Education or work. The main focus of work in the Autumn term was to engage with Year 11 pupils regarding their post 16 options. Support at this

time was also focused on the Year 12 and 13 that are at College or NEET. During the Spring and Summer terms, the focus has been to engage with Year 9 pupils supporting them through their option choices and with Year 10 pupils in preparation for Year 11 whilst providing continued support for the Year 11, 12 and 13 young people. Typical work involved assisting with CV creation, applications for part & full -time employment, apprenticeships and training opportunities, working closely with Leaving Care PA's. New Directions Advisors have attended PEP meetings held in school/colleges and seen the pupils individually in school and through home visits. They have been able to feedback to school and support pupils with their choices. New Directions Advisors also attend selected LAC reviews, particularly in years 11-13 where concerns regarding education, training and employment have been highlighted. They have continued to work closely with Social Workers, Designated Teachers and carers to ensure that they are kept informed of the New Directions role and how they can support. Our advisors also work with SEND teams regarding post 16 destinations and funding and Youth Justice Service for a small number of our young people both pre-post 16. By the end of the summer term our pupils have been seen or offered the services of New Directions, working to ensure that post 16 young people access and then remain in post 16 education, training and education which makes a positive difference to their lives.

Virtual College for Care Leavers

The Virtual College was established following the ILACS in response to concerns raised that there was a 'cliff edge' for care leavers in terms after the age of 18 – particularly in relation to their Education, Employment and Training.

The Virtual College Partnership Board was put into place with a draft terms of reference and membership in October 2022. For a period of time the Virtual College for Care Leavers and the Virtual College for SEND merged as there was some overlap however following joint meetings it was clear the remit for the groups needed to have different focus. The 2 areas were then separated. A NEET/EET working group was already established and became a sub-group of the Virtual College for Care Leavers.

Easter 2023 the Strategic Director of Children's Services requested that the Virtual School Headteacher take responsibility for the development of the Virtual College for Care Leavers. This fits with the direction of travel of the DfE who have proposed that VSH have extended duties for care leavers up to the age of 25.

Terms of Reference: Objectives

1. Listen and respond to the voice of young people and young adults to understand what young people want and need to fulfil their ambitions, and continually monitor views.
2. Support and challenge young people to raise their aspirations and achieve successful outcomes.
3. Increase the number of young people in or have left care who are engaged in Education, Employment & Training.
4. Develop a strategic partnership that pools intelligence across the authority to influence the range of employment, education and training opportunities available in the borough for young people to engage in and identify areas of development.
5. Ensure every young person up to the age of 18 has a Personal Education Plan in place.

6. All CIOC and Care Leavers have a pathway plan in place from the age of 16 which supports their transition to adulthood.

Terms of Reference: Outputs

- Develop a Virtual College Strategic Action Plan
- Monitor the progress of the delivery of the Action Plan and flex the strategy for continuous improvement.
- Develop effective links with all organisations who provide education, employment or training both within the borough and where our young people are living. To influence their plans to reflect what young people are communicating that they want and need
- Ensure every young person in care 16 + and those who have left care and are 18 plus to have opportunities to engage in education, employment or training and receive appropriate information, advice and guidance to support this.
- Have oversight of the work of the Virtual College Subgroups.

There are 2 operational sub-groups to deliver specific activities that report into the Virtual College Partnership Board.

- NEET/EET Sub-Group
- Dare to Dream Project

Previously Looked After Children

In January 2023 the Virtual School Education Manager for PLAC and CwSW took up post. After introducing the new role, she has supported parents in regard to their understanding of the role of a school in their child's life. For example, one parent was unsure of their child's needs in education and she was supported in a meeting with the school to look at need, plans in place and next steps. The parent valued this input as the school ensured interventions were in place and the Education Manager was able to explain to her what school was doing and why.

As part of initial consultations, parents of SGO and adoptive parents felt that there was a limited offer for them in terms of support with the trauma that their children exhibited. In August a support and training group was established utilising some of the available PLAC grant funding. This is offered utilising additional time with the VS Educational Psychologist to support these parents and carers as a specific group and will continue on a termly basis based on positive feedback.

To support school the Education Manager undertook an audit with schools and has ensured all Designated Teachers are aware of their duties in relation to PLAC. An Inclusion Plan has been devised and trialled and will be recommended to schools for evidencing the use and impact of the Pupil Premium Plus from September. The existing offer of support for PLAC pupils to be supported by the New Direction Team for Careers Information Advice and Guidance was not being fully utilised. An updated offer was developed and issued to the relevant people in the school and this is now in place for 6 pupils.

For adopted pupils specifically, work has been undertaken to understand the current policies and procedures in place through building relations with our Regional Adoption Agency, Adoption Now.

Extended Duties – Children with a Social Worker

On taking up post the Education Manager PLAC and CWSW contacted all Blackburn with Darwen schools, social workers, Independent Reviewing Officers and the Youth Justice Service to introduce the new role and remit of the Education Manager. All professionals understood what support is offered and for which children. This was received with enthusiasm and was recorded on the audit of each school.

It was noted that some schools were questioning access to training for Trauma Informed Practice specifically linked to Children with a Social Worker. Consequently, the Education Manager became involved with the working group in regard to Trauma within the LA to ensure this pathway was clear and delivered to the schools. In addition, she also joined the Neglect Working Party, Emotionally Based School Avoidance group, Education Manager Network and Mental Health in Schools Team steering group to ensure she was up to date with the latest statistics and guidance for vulnerable pupils in the LA. There has been a full exploration of the training that was on offer both in and out of the borough so that schools could be signposted where relevant.

A review as undertaken of the education data that was held by social workers on the social care system. Following an audit of this there were some gaps that could hinder getting information to the relevant professional in the relevant school. Working with the Deputy Director of Children's Services a discussion of the findings was shared and issues noted for action. To support the development of this for professionals, a contacts tracker that recorded each school's DSL, DT, DDSL, SENCO and SMHL name and contact email to ensure the correct information is there for social workers to select in the system. This is now maintained withing the Virtual School and updated on a monthly basis.

Another outcome from the school audits was that the DSLs at times felt isolated and not sure of where to gain up to date information specific to their role. Working with the Designated Safeguarding Manager half termly meetings were organised for the secondary schools initially. These have been well attended and next steps will be to put them in place for primary schools.

Part of the non-statutory guidance for CwSW is to monitor data on vulnerable pupils. As an LA we have decided to concentrate on those open on Child Protection initially as the cohort is smaller and it does not have the same complexities in terms of consent as those open at lower levels of the continuum of need. Plans were made to gather regular data on the number of open cases, part time timetables, attendance and exclusions. This will all be in place by September 2023. This will facilitate challenge and support schools, social workers and other professionals to ensure the children are given the correct support and intervention relevant to their need at the right time.

LA transition days for Nursery to School and year 6 to 7 with a specific focus on those with SEMH needs were developed by our SEMH team. The Education Manager attended both days and made a recommendation that all vulnerable pupils should be discussed as part of this work not just SEMH. This will be implemented in the plans for the new academic year.

Training and Events

A training plan was offered through the Virtual School to support the priority 'CIOC make good progress through supported, trained and developed Virtual School staff/governors, designated

teachers, social workers and foster carers. Since the pandemic, training has been adapted to be delivered over Teams where appropriate but some sessions are face to face, the following sessions were offered in most cases on a termly basis:

- Writing PEPS/SMART targets Training
- Introductory Counselling Skills Training
- Nurture Supervision
- Children In Our Care – Special Educational Needs / EHCP's Training
- ELSA Supervision
- 3 Day Nurture Course
- NEW Designated Teacher Training
- Speech & Language Support for 11-16's Elklan Course
- Introductory Counselling Skills Training
- Blended ELSA & Nurture Supervision
- ELSA Full 5 Days Training
- Living with Trauma & Attachment Training
- Social Worker Induction
- Governor Training

A further area of focus was transition and ensuring Year 6 and Year 11 pupils were well supported in what can be a tricky time for many. The VSH and CIOC Education Manager also attend and support Foster Carers Association or forum meetings as required. Post our ILACS inspection, there has been an on-going focus on writing PEPs/SMART Targets as this was identified as an area to further develop, this training is offered termly.

The annual Celebration of Achievement for Children in our Care and Care Leavers took place in November 2022. Children and young people in care and care leavers who attended were nominated for awards by their carers, schools and Children's Services staff in the categories of, academic achievement/progress, attendance, behaviour, sport, arts, resilience and determination and making a positive contribution. In addition, there were a number of special awards for those who have particularly excelled in these areas. We also celebrated those who are now University students and those who have gained apprenticeships including within the council. The Premier Suite was full with 135 people comprising of children and young people in care and care leavers, foster carers, parents, school staff, Mayor and consort, Leader of the Council, Chief Executive, Acting Director of Children's Services and a range of officers from Children's Services Department. Our special guest for the evening was comedian and Britain's Got Talent Finalist Steve Royle who presented the awards and provided some great entertainment which was great fun. Have you ever seen mouth juggling and someone balance a hat on their nose? We were also treated to a very special singing performance from one of our young people. The John Bury Trust kindly sponsored one of the special awards and all of our award winners received a certificate and gift voucher. Feedback from those who attended the event:

“The award ceremony for all the young people with Blackburn with Darwen on Wednesday was wonderful. What an amazing event. I felt so privileged to be a part of it and it was so wonderful to see the young people getting recognised for their efforts. And all the carers and guardians too”.

“Just wanna say how proud I am of anyone who is or has been in care. It was brilliant to see so many happy young people and their guardians supporting them for the celebration evening. It's so

important we celebrate our achievements in such an inviting way make new friends and finding new ambitions in our path to adulthood”.

The Virtual School team contribute to various activities/working groups across the council and externally. These have included:

- Corporate Parenting Specialist Advisory Group
- Corporate Parenting Executive Board
- Governor Services Training Programme
- Multi-agency audits
- Commissioning Panel
- Foster Carers Association Meetings
- St Thomas’s Centre Management Committee
- School governing body
- NW VSHs leadership and sub-groups
- Virtual College and associated sub-groups
- SEND Fragile Cases
- SEND Data Mapping
- SEND Improvement Group
- SENCO Induction
- EBSA Working Group
- CSAP Neglect Champions Operational Group
- DSL Forum
- Parents in Partnership
- Year 6/7 Transition LA Event

Staff CPD

It is important to build the expertise of the team through relevant CPD and to ensure that the needs of our children and young people are met. The following has been undertaken by members of the Virtual School team:

DOJO Cyber Security Training 2022-23	BwD Information Governance Training 2022-23
Climate Emergency	BwD Governance 23/24
Safeguarding Children & Adults Awareness	Living with Trauma & Attachment
Contingency Planning.	Ensuring accurate identification of SEN in school and college settings.
Making the Most of the National Referral Mechanism (NRM).	Collaboration is Key – Multi Agency Approaches to Tackling Exploitation.
Joint Health Funding.	Reducing Health Inequalities for CYP Workshop - Autism in Schools.
Neurodiversity Conference.	Early Years SEND Support Service Roadshow.
SEN Professionals: Helping Neurodiverse Children Engage with School.	Strategies for Supporting Speech and Language in School.
Fire Marshall Training.	Personal Plan Approach.
Information Governance Training.	Local Authority CME Best Practice.

Trauma Informed Lancashire Basic Awareness - Multi Agency Partnership Staff.	Circle of Adults
Power Bi Training 2023	Graded Care Profile
Children Social Workers Attachment and Trauma	Counselling Skills
Nurture	ELSA
UCAS webinar	Clearing Webinar
T Level update	Post 16-PPG webinar
NAVSH Webinars	SASH - Support Around Sexual Harm
ASK update/Webinar on Supporting Young People into Apprenticeships	ACT Awareness (Action Counters Terrorism)
Supporting the Supporters - HE for CEES (x3 sessions)	Various updates from Providers including Blackburn College, Blackburn Rovers, MPCT,
Advancing Access CPD - Supporting Students to makes choices at 16 and 18	NAVSH National Conference
Equality Diversity and Inclusion	Fire Safety
Health and Safety in the workplace	Manual Handling
Safeguarding against Radicalisation the Prevent Duty	Safeguarding Children and Adults Awareness
Working with Display Screen Equipment	Safer Recruitment
EP Team Development Days	Safeguarding - Modern Slavery Awareness
Safeguarding - Boys and Child Sexual Exploitation	

Next Steps and Areas for Development

The Virtual School, like all schools, has a School Improvement Plan, which focuses on key priorities for the new academic year alongside the corporate plan and wider departmental plan. For 2023/24 the priorities are identified as:

1. Ensure that CIOC attendance is closely monitored with a clear plan for those where issues arise.
2. Introduce attendance monitoring for those open on CP plans and monitor the impact. Working with professionals to narrow the gap ensuring attendance targets are in place for children on a plan.
3. Implement systems to monitor and promote educational attainment and achievements of CIOC and care leavers to improve outcomes.
4. Further develop and implement specific systems and process for monitoring and supporting VS SEND pupils with/or potentially in need of an EHCP, wherever they live or are educated.
5. To improve practice and outcomes through high quality PEPs, effectively delivered and monitored.
6. Pupil Premium Plus policy is implemented to ensure its use is clearly documented and has an impact on the outcomes for CIOC
7. CIOC and PLAC make good progress through supported, trained and developed Virtual School staff/governors, designated teachers, social workers and parents/carers.
8. Give priority support to CIOC age 14-17 to increase education, employment and training (EET) activity and lead the work of the Virtual College to support care leavers age 18-25.
9. Ensure Virtual School staff have a safe working environment and opportunities for professional development.
10. Develop the Virtual School structure to provide full coverage for all statutory and non-statutory duties and support delivery of Virtual College

11. Further develop our understanding of the specific educational needs of BwD children with a social worker. Continue to create a culture of high aspirations across both education and social care that helps to ensure children with a social worker make educational progress and reach their potential.

Charlotte Hesketh
LAC Virtual Head and Assessment Officer
01254 666434

Draft Awaiting Approval