

Overall Aim:

Through shared responsibility, accountability and effective communication among services LAC make expected progress both in their academic achievement and personal development

Objectives	Strategies	Lead Person	Timescales	Outcomes	Update January 2014
<p>1 All pupils attend in line with their peers</p> <p>(Links to KD 2 Practice Development Board)</p>	<p>i. The contract with Welfare Call is renewed</p> <p>ii. Data is shared with identified personnel and agreed actions are taken when LAC attendance drops below 95% including multi professional meetings.</p> <p>iii. Actions are monitored by lead officers</p> <p>iv. Social Workers will share current attendance information at every LAC Health review</p> <p>v. Virtual School staff will be informed of any CAMHS referral and remain involved in any multi agency meetings to ensure that all pupils access full time appropriate education</p> <p>vi. The Virtual School will provide case studies of examples of best practice</p>	<p>JE/EW</p> <p>LAC Team</p> <p>Schools and settings</p>	<p>October 2013</p>	<p>Overall LAC attendance is in line with national averages.</p> <p>KS 4 attendance improves by 5%</p> <p>10% reduction in the number of LAC who are persistently absent</p> <p>Alternative/personalised curriculums in place for the most disengaged</p>	<p>Autumn term 2013 - 174 pupils of schools age</p> <p>70% of pupils attending 95% and above (26% 100%)</p> <p>16% attending between 85% and 94.9%</p> <p>14% persistently absence</p> <p>4% attending below 50%</p> <p>Education Advisers follow up all absences more than 3 days.</p> <p>The 7 pupils attending below 50% all have a multi-professional approach to re-engage them in their education</p>

<p>2 The number of days lost to fixed term exclusions continues to fall</p> <p>Links to KD 6 Practice Development Board)</p>	<ul style="list-style-type: none"> i. Schools and settings are supported to reduce the need to exclude through effective intervention from a range of agencies to improve personal development and engagement in learning ii. Alternative packages are identified for those LAC most at risk of exclusion including a personalised curriculum. iii. Schools, supported by the Virtual School (VS), identify a directory of quality assured alternative providers iv. Schools and the VS identify a database of quality assured personal tutors for one to one tuition 	<p>Schools/ Settings</p>	<p>March 2014</p>	<p>There is a 10% reduction in the number of days lost to fixed term exclusion</p> <p>There are no permanent exclusions</p>	<p>There has been 1 PE of a LAC – the school refused to withdraw the exclusion and the young person is no longer looked after.</p> <p>Another pupil in a Bedford Borough School was excluded and despite the school being willing to withdraw the PE this was not supported by the LA's policy on exclusion.</p> <p>17 pupils have had at least 1 FTE leading to 83.5 days lost.</p> <p>3 pupils contributed 30 days to this total two are now attending the ACB and the other is accessing 3 days AP in Stevenage.</p>
<p>3 Pupils are set challenging targets to accelerate academic progress to close the gap between LAC and their peers</p> <p>Links to KD 4 Practice Development Board)</p>	<ul style="list-style-type: none"> v. A database is developed that aligns with the Tribal database. vi. Progress data is routinely collected during PEP meetings vii. Data is transferred from PEPs to the LAC database viii. Early intervention is identified when progress slows ix. The VS will produce a 	<p>JE/PJ/ LAC team</p>	<p>January 2014</p>	<p>Pupil progress is closely tracked and recorded.</p> <p>Where possible pupils achieve in line with FFT</p> <p>Number of LACs who become NEET is reduced by 10%</p> <p>No Y11s leave school with no qualifications</p>	<p>The process is now in place to collect and collate data but as yet this is not completed. We do monitor individual pupil progress through LAC and offer challenge to schools where pupils are under achieving.</p> <p>VS head attending carer's meetings advising on pupil progress and offering</p>

	leaflet explaining progress data and what that means to be shared with other agencies and foster carers. This will be provided to all new staff through induction programme.				support if required through the VS.
4 Pupil Education Plans (PEPs) are of a consistently high standard that set challenging targets for academic progress and personal development Links to KD 3 Practice Development Board	<ul style="list-style-type: none"> i. PEP meetings are quality assured by the head of school ii. The PEP is reviewed to align with current data collection of other pupils iii. All staff, including IROs, are trained to offer appropriate support and challenge during PEP meetings. iv. The VS will produce a model PEP with descriptors/checklist included v. Survey of schools to evaluate the effectiveness of PEP meetings 	JE/EW LAC Team	March 2014	PEPs inform early intervention and are owned by all professionals working with Looked After Children. Survey confirms that 100% meetings are good or better	PEPs are now being carried out termly. New PEPs are under development to be piloted in the summer term for roll out in September. Training on completing the PEP and managing meetings to be offered in the summer term.
5 Effective leadership and management of the Virtual School	<ul style="list-style-type: none"> i. Management committee established with appropriate representation from schools, education, social care, health and carers ii. Meetings are planned and offer challenge to the VS 	JE/EW/KMc	October 2013	The work of the VS is robustly monitored by the Management Committee	Governing Body now meeting termly. VS reporting to LA Practice Development Board

	<ul style="list-style-type: none"> iii. head Services are working collaboratively to meet the needs of LAC iv. A briefing note will be provided to all designated teachers setting out the role of different services and clarifying all of the different outcomes measures identified for all services. 				
<p>6 Effective opportunities for Designated Teachers to share effective practice</p> <p>Links to KD 5 Practice Development Board)</p>	<ul style="list-style-type: none"> i. Termly meetings established for staff in schools and settings to share effective practice. ii. Opportunities for experienced DTS to mentor new DTs iii. Expectations are shared with schools and setting regarding the tracking of pupil progress and reporting through the PEP 	LAC Team(Education and Social Care)	First meeting January 2014	<p>Staff in schools and settings have the opportunity to share effective practice and are updated on national expectations</p> <p>Evaluations of meetings indicate that 100% view them as us good or better</p> <p>Pupil progress is tracked (see 3 above)</p>	First DT meeting – 30 at the South meeting and 28 at the North meeting representing 37 schools.
7 The progress of all pupils who are entitled to statutory education is monitored	<ul style="list-style-type: none"> i. Where appropriate Education Advisers will attend post-16 PEPs and track the pupils' progress. ii. Welfare Call will continue to monitor the attendance of LAC who remain in education not training Progress and iii. 	LAC Team (Education) Welfare Call	November 2013 September 2014	<p>All post 16 pupils are tracked through to age 18 and age 25 for pupils with statements</p> <p>A 10% reduction in the number of LACs who are identified as NEET</p>	<p>Education Advisers attending post 16 PEPs when requested.</p> <p>VS Head working with Social care and Youth Support to prevent current Y11s from becoming NEETs. Youth Support</p>

	placement/employment information will be tracked for all care leavers.				Manager attending Y11 PEPs where appropriate.
8 A clear understanding of roles and responsibilities of all staff working to support LAC within Children's Services Links to KD 7 Practice Development Board)	<ul style="list-style-type: none"> i. Head of VS and Head of LAC Social Care to meet twice a month to review practice ii. Joint professional development for education and social care teams on the national expectations for LAC 	JE/EW	October 2013	Improved communications and understanding of working practice across teams	<p>Social Care and Virtual School meeting twice a month to discuss the most vulnerable pupils.</p> <p>Education Advisers working one day a week in Stephenson Court.</p> <p>Joint training took place in November and January.</p>
9 Full time school/setting places are identified when a child is placed into care or moves carers Links to KD 9 Practice Development Board)	<ul style="list-style-type: none"> i. Effective communication is maintained through regular joint education and social care training ii. Communication is monitored by head of VS and Social Care (LAC) iii. PEP meetings are arranged within three weeks of a school placement iv. All relevant documentation is completed on time and shared where appropriate v. Education Advisers liaise with Social Workers on appropriate school placement vi. Head of VS liaises with admissions if needed 	LAC Team(Education and Social Care)	March 2014	<p>Pupils are placed in schools within ten working days of going into care</p> <p>PEP meetings are arranged within the first three weeks of school placement</p>	<p>The regular meetings with Social Care are supporting improved school placement.</p> <p>Not all Lac are placed on good schools but any new placements this is now taking into consideration.</p>

10. Communication across all agencies, including schools and foster carers is improved	vii. The VS GB will identify improved communication methods with schools and foster carers, including website and newsletters	JE GB	March 2014	Website developed Monthly newsletter to foster carers	Joint meetings and VS representation at carers meetings
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