

CENTRAL BEDFORDSHIRE VIRTUAL SCHOOL (VS) DEVELOPMENT PLAN 2015/16

Overall Aim:

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

Key Strengths:

- Progress in Key Stages 1 and 2 continues to improve
- Number of days lost to fixed term exclusions from pupils placed in CBC schools continue to drop
- All pupils now placed in good or better non-residential schools when moving schools.
- Early identification and support for schools to access statutory assessment for KS1 children
- Effective partnership working with the Youth Support Service and Social Care to engage 15 – 19 year old Unaccompanied Asylum Seekers (UASC) in education
- Maintaining the most vulnerable learners engaged in learning while appropriate placements are found
- Partnership working with other VSHs to prevent the exclusions of LAC placed in CBC schools from other LAs
- Partnership working with schools in and out of LA to prevent the permanent exclusion of young people.

Areas for Development

- Attendance of pupils in Years 9, 10 and 11
- KS4 attainment.
- School placements for children/young people with statements/EHCPs placed out of CBC.
- Reduce the number of days lost to fixed term exclusions of pupils placed in schools outside of CBC.
- Further improve the quality of Personal Education Plans
- Monitor the use of Early Years Pupil Premium to support school readiness

CENTRAL BEDFORDSHIRE VIRTUAL SCHOOL (VS) DEVELOPMENT PLAN 2015/16

Objectives	Strategies	Lead Person	By when?	Outcomes	Update Spring 2016
1 Ensuring that Looked After Children attend school well, in line with their peers. This will be achieved through:	i. The systematic monitoring of attendance data provided by Looked After Call for each pupil, with actions identified to support improved attendance.	JE/JBD Court & Permanency Team Schools and settings	July 2016	<p>Improve the overall attendance of years 9, 10 and 11 by 3%</p> <p>Close the gap between secondary attendance and the national average for all schools by 2%</p> <p>Sustain the improvement in primary attendance above the national average for all primary schools to at least 1.5%</p>	<p>There are significant challenges with this year 10 and 11s. This is continuing to impact upon overall attendance. We continue to work closely with Social Care to put in place short term educational provision when students refuse to engage or abscond.</p> <p>Attendance of pupil in years 1 to 6 continues to be above the national average from when they come into care compared to non-LAC pupils</p>
2 Reduce the number of days lost to fixed term	i. Daily notification from Looked After Call of exclusions of all pupils	JBD/AN/DM Court &		Days lost to FTE reduce by 5% in CBC schools.	A small number of young pupils are impacting upon this figure. Appropriate

CENTRAL BEDFORDSHIRE VIRTUAL SCHOOL (VS) DEVELOPMENT PLAN 2015/16

<p>exclusions in out of local authority schools</p>	<ul style="list-style-type: none"> ii. Team Leader Virtual Leader liaises with Education Adviser arranges to visit school to consider alternatives to exclusion iii. School offered additional pupil premium to support the pupil iv. Head of Service Virtual School will work closely with VSHs in other LAS to identify other educational provision where appropriate 	<p>Permanency Team</p>		<p>Days lost to FTE reduce by 40% in schools OLA</p> <p>Permanent exclusions occur only in exceptional circumstances. VSH works with any school considering a PE.</p>	<p>assessment and school placement is being addressed.</p> <p>There has been no permanent exclusions this academic year.</p>
<p>3 Ensuring that Looked After Children are placed promptly in schools when moving council areas.</p>	<ul style="list-style-type: none"> i. Social Care Team managers to consult with the Virtual School re school changes for a planned placement move ii. When emergency placements take place the Virtual School will work with social workers in identifying 1:1 tuition until a school place can be secured. iii. The Virtual School liaises with other LAs to ensure that the child/young person accesses appropriate educational provision in a timely manner iv. The Team Leader Virtual School works closely with social care and the Assessment & Monitoring Team (SEND) when a child 	<p>Virtual School</p> <p>Corporate Parenting Team</p> <p>Schools/ Settings</p>	<p>March 2014</p>	<p>All new school placements are in good or better schools as judged by Ofsted.</p> <p>LAC placed in 80% schools judged good or better by July 2016</p> <p>No child/young person who is required to move school is out of education for more than ten days. (this includes children/young people who are moved to potential adoptive parents)</p>	<p>One pupil has been placed in a CBC school that is judged Requires Improvement but where monitoring visits have been very positive. This decision was based on the pupils own views after visiting identified schools.</p> <p>In all cases schools are identified and places applied for. There is still a challenge where a young person refuses to attend school. This results in a multi-agency response address this.</p>

CENTRAL BEDFORDSHIRE VIRTUAL SCHOOL (VS) DEVELOPMENT PLAN 2015/16

	<p>with a statement requires a new school</p> <p>v. Transition PEP meetings take place where appropriate.</p>			<p>Any child with a statement/EHCP who requires a place in a special school OLA is allocated a place within six weeks of application.</p>	<p>This continues to be a challenge for pupils moved Out of LA who have identified SEND and multiple placement breakdowns. Social Workers and the Virtual School are proactive in supporting and challenging other LAs to identify appropriate provision.</p>
<p>4 Strengthening the school's abilities to meet the needs of Looked After Children. This will be achieved through:</p>	<p>i. The challenge provided by Virtual School staff at termly PEP reviews;</p> <p>ii. The challenge provided through the Head of Service Virtual School and the Governing Body</p> <p>iii. Continue to review the use of pupil premium</p>	<p>Education Advisers/ Team Leader VS</p> <p>Court & Permanency Team</p>	<p>Ongoing</p>	<p>Schools can clearly evidence to effective use of Pupil Premium linked to improved educational outcomes.</p> <p>Schools/settings have access to qualified 1:1 tutors</p> <p>Virtual School has a list of preferred 1:1 tutors.</p>	<p>This process has been further strengthened by the appointment of the Virtual School Team Leader who currently robustly quality assuring all PEP documentation and processes.</p> <p>The Virtual School now has access to a range of 1:1 tuition agencies both in and out of LA. This services can be commissioned both by schools and the Virtual School.</p>

CENTRAL BEDFORDSHIRE VIRTUAL SCHOOL (VS) DEVELOPMENT PLAN 2015/16

<p>5 Further improving the quality of the PEP process</p>	<ul style="list-style-type: none"> i. Quality assuring Section B of the PEP documentation ii. PEP meetings take in place has agreed with all relevant parties invited and attending iii. Virtual School are contacted immediately a school age child is taken into care to arrange a PEP meeting iv. Sharing good practice through subsequent PEP reviews and network meetings 	<p>Team Leader Virtual School</p> <p>VS Education Advisers</p> <p>Intake & Assessment Team</p>	<p>Ongoing</p>	<p>PEP meetings are offered termly for all LAC from Reception to Year 11.</p> <p>100% of pupils have at least two PEP meetings a year</p> <p>90% of pupils have at least three PEP meetings a year</p> <p>PEP meeting for pupils recently taken into care are arranged within ten days of this occurring</p>	<p>All CBC LAC both in and out of LA have at least two PEP meetings in an academic year the majority over 90% have three meetings.</p> <p>These meetings are arranged with ten days in 90% of cases. Where it is not is due to availability of all parties with this time frame.</p>
<p>6 Ensuring that schools intervene promptly and effectively if a Looked After Child falls behind their target trajectory</p>	<ul style="list-style-type: none"> i. Challenging the designated teacher regarding use of Pupil Premium and other funding to ensure that each pupil is keeping up with or exceeding their expected level of progress; ii. Keeping a Virtual School database that monitors each looked after child's progress and ensures intervention if a child is falling behind their expected rate of progress 	<p>Team Leader Virtual School</p> <p>VS Education Advisers</p> <p>Schools & settings</p>	<p>Ongoing</p>	<p>All KS1 & KS2 pupils make at least expected progress from baseline and are in line with national averages for LAC.</p> <p>80% Y11s without an identified special educational need are entered for accredited qualifications in English & mathematics.</p>	<p>At the end of the autumn term 90% of pupils were making expected progress. Where progress has stalled schools are putting additional support as required. This will be updated in April 2016.</p> <p>There are currently 29 Y11s of which 19 have been in care more than</p>

CENTRAL BEDFORDSHIRE VIRTUAL SCHOOL (VS) DEVELOPMENT PLAN 2015/16

	<p>iii. Identifying Y10 and Y11 students at risk of disengagement or under-achievement and offering additional support to school and carers.</p>			<p>40% Y11s without a statement/EHCP achieve 5 A* - C including English and mathematics.</p> <p>50% Y11s with a statement/EHCP make expected progress from baseline.</p>	<p>12 months. Of these 19 students 9 have statements of SEND. Of the 10 who do not have an identified SEND 4 students are predicted 5 A* to C including English & maths.</p> <p>Currently 50% of students with a statement are making expected progress where they are not it is due to other influencing factors including placement moves, periods of absconding and criminal activity.</p>
<p>7 Ensuring robust monitoring and tracking of all 16-21 (or 25) year old young people, and making sure they access further education, training and employment and are in suitable accommodation by contributing to the Support for Success</p>	<p>i. Monthly meetings to discuss 14 – 19 year old students and identify appropriate intervention for including accessing additional funding.</p> <p>ii. YSS/Virtual School Personal Adviser works directly with targeted Y9, Y10, Y11 to advise and support pathway choices</p> <p>iii. YSS share the Personal Action Plans agreed with students with the Virtual School</p>	<p>Virtual School/YSS/ Court & Permanency Team</p>	<p>Sept 2016</p>	<p>80% current Y12 and 13s who are LAC remain in education, training or employment.</p>	<p>On track with current Y12s not with Y13 – further update at the end of the academic year</p> <p>Where PEPs are not take up the YSS Personal Adviser completes Personal Action Plans with all young people.</p>

CENTRAL BEDFORDSHIRE VIRTUAL SCHOOL (VS) DEVELOPMENT PLAN 2015/16

Panel. Continue the support for UASCs to maintain them in education or training	iv. PEPs offered to post-16 students v. Continue to fund the language tuition and application to college on completion of this tuition				
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