

Leicestershire Virtual School

Presentation to SEIPs

January 2020

- Work with schools to improve outcomes for children & young people in care
- Advice and information about previously looked-after children
- Virtual School Head: Tony Barnard
- Early Years, primary, secondary & post-16 education improvement officers (EIOs)
- CSA, youth workers, data officer & business support
- Personal Education Plan (PEP) meetings, advice and support, funding, training, liaising with other agencies
- Welfare Call

Education Improvement Officers



Sandra Fletcher



Bronwen Barradell



Marion Hunt



Wendy Gill



Martin Harkisan-Hall



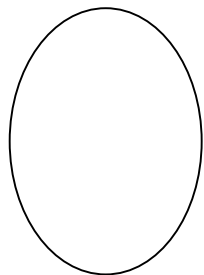
Sam Langridge



Natasha Mann



Tammy Whatley



Suzanne Messam

Young person is looked after under the 1989 Children's Act

- **Section 20 – Voluntarily Accommodated**
- **Section 31 – Care Order**
- **Section 44 – Emergency Protection Order**

Not looked after

- **Adopted**
- **SGO and Child Arrangements (Residency) Order**
- **Private fostering arrangement**

There remains an significant attainment gap between children in care/ previously looked-after children and their peers.



Leicestershire VS cohort:

- 52.6% SEND
- 26.5% with EHCPs (compared with 2.9% of their peers).

- Pre-care experiences, trauma, attachment difficulties
- Placement and school moves
- Time out of school
- Lack of continuity
- Difficulties in making/sustaining relationships
- Low self-esteem
- Bullying, racial abuse or harassment



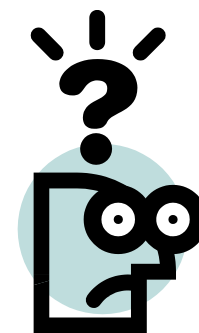
ACES are stressful events occurring in childhood including

- domestic violence
- parental abandonment through separation or divorce
- a parent with a mental health condition
- being the victim of abuse (physical, sexual and/or emotional)
- being the victim of neglect (physical and emotional)
- a member of the household being in prison
- Alcohol/drug use in the household

- When children are exposed to adverse and stressful experiences, it can have long-lasting impact on their ability to think, interact with others and on their learning.
- ACEs should not be seen as someone's destiny.
- Research has found that a relationship with one trusted adult during childhood can mitigate the impacts of ACEs on mental and physical wellbeing.

NHS Health Scotland, 2018

- Contact with birth family
- Sensory triggers linked to past events
- A tense atmosphere/raised voices
- Perceived slights/injustice
- Struggling with a task/making a mistake
- Unstructured activities
- Feeling shame
- Praise: keep it specific & descriptive
- The stigma of being in care



- Think toddler!
- Key adult/team
- Meet and greet
- Safe space
- Emotion coaching
- Support for transitions/changes
- Assessment tools – SDQ /Boxall Profile

TRUSTING RELATIONSHIPS ARE CRUCIAL!

Role of the Designated Teacher

It is a requirement for governing bodies to appoint a designated teacher for looked-after & previously looked-after children.

The DT is a central point of contact and has a leadership role that involves:

- working with VSHs to promote the educational achievement of every looked-after and previously looked-after child on the school's roll
- promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

Be aware of statutory guidance

- have high expectations & set targets to accelerate progress
- are aware of the effects of loss/separation (attachment awareness), that some children may struggle to build relationships of trust & how this may affect behaviour
- see looked-after and previously looked-after children as individuals, not publicly treat them differently, and show sensitivity about who knows about their status;
- appreciate the importance of the PEP
- understand the role of social workers, VSHs and carers
- previously looked-after children: understand the importance of involving the child's parents/guardians in decisions affecting education, and be a contact for advice/concerns at school

Lead responsibility for the development and implementation of the PEP

Working with staff, CYP and carers/parents to ensure:

- effective support for learning (differentiated teaching strategies, prioritise for 1:1 tuition, study support etc)
- an effective induction and support for transitions
- high aspirations
- CYP input into progress discussions and target-setting
- careers advice and financial information about FE/HE, training and employment
- key adult(s) to discuss difficult issues
- participation in school activities and decision making

- Review progress in all areas
- Outcome measures: target setting, use of assessment tools – Boxall/SDQ
- Pupil voice
- Plan for transition to post-16 (careers advice, work experience, CV, college visits etc)

- Since April 2014, children/young people in care have been eligible for PPP funding from the first day of care. Spending is agreed via the PEP process and once approved, is sent to schools by the virtual school.
- Previously looked-after children are also eligible for PPP funding but this goes directly into the school's budget if the student is listed on their January census as previously looked-after.

- Ofsted highlighted the virtual school's responsibility to ensure any alternative provision attended by children in care is adequately quality assured, so we are looking into the best way for us to do so more consistently.
- Corporate parent role

Training should include:

- how attachment difficulties begin and how they can present in children and young people
- how attachment difficulties affect learning, education and social development
- understanding the consequences of maltreatment, including trauma
- how they can support children and young people with attachment difficulties.

Virtual School training for schools

- Attachment/trauma, including Emotion Coaching
- Key adult training (KALM)
- Principles of Theraplay
- Twilight DT cluster sessions (spring & summer terms)
- Training to governors
- **Annual Conference, King Power Stadium, Feb 27th**



- **Roles and responsibilities of the DT:**

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

- **Statutory guidance**

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

For any further information please contact us:

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<https://resources.leicestershire.gov.uk/leicestershire-virtual-school>