

Virtual School Annual Report for Academic Year 2020-21



Raising Aspirations, Expanding Horizons

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1. Purpose of the Annual Report

The purpose of this report is to outline the activity of the Virtual School Head (VSH), Haringey Virtual School (HVS) and the educational outcomes of Haringey's Children Looked After (CLA) for the academic year 2020-21. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group.

Data contained in this report is for the Haringey's Children Looked After (CLA) who were in the care of Haringey Council for a year or more as at 31 March 2021 and which is taken from the Statistical First Release published by the Department for Education (DfE) in March 2022.

2. Role of the Virtual School

Our role is to:

- promote high aspirations and raise achievement through challenge, support and targeted interventions
- ensure that children in care access high quality teaching and learning
- work closely with all those involved in the care and education of Haringey's Children Looked After; providing training and support to help understand the issues and challenges they face
- co-ordinate and quality assure all Personal Education Plans (PEPs)
- monitor and challenge schools to make the most effective use of Pupil Premium Plus Grant (PPPG)
- ensure effective transition is provided between schools or specialist providers
- ensure Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- celebrate the achievements of Haringey's Children Looked After
- lead training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools

The Virtual School is an additional resource, which exists to support and challenge all those involved in the education of Haringey's Children Looked After. It is involved in, or promotes nationally and locally, various initiatives to enhance the educational achievement of Haringey's Children Looked After. The Virtual School is not a teaching tool or environment. It does not replace the school or educational provision for these children.

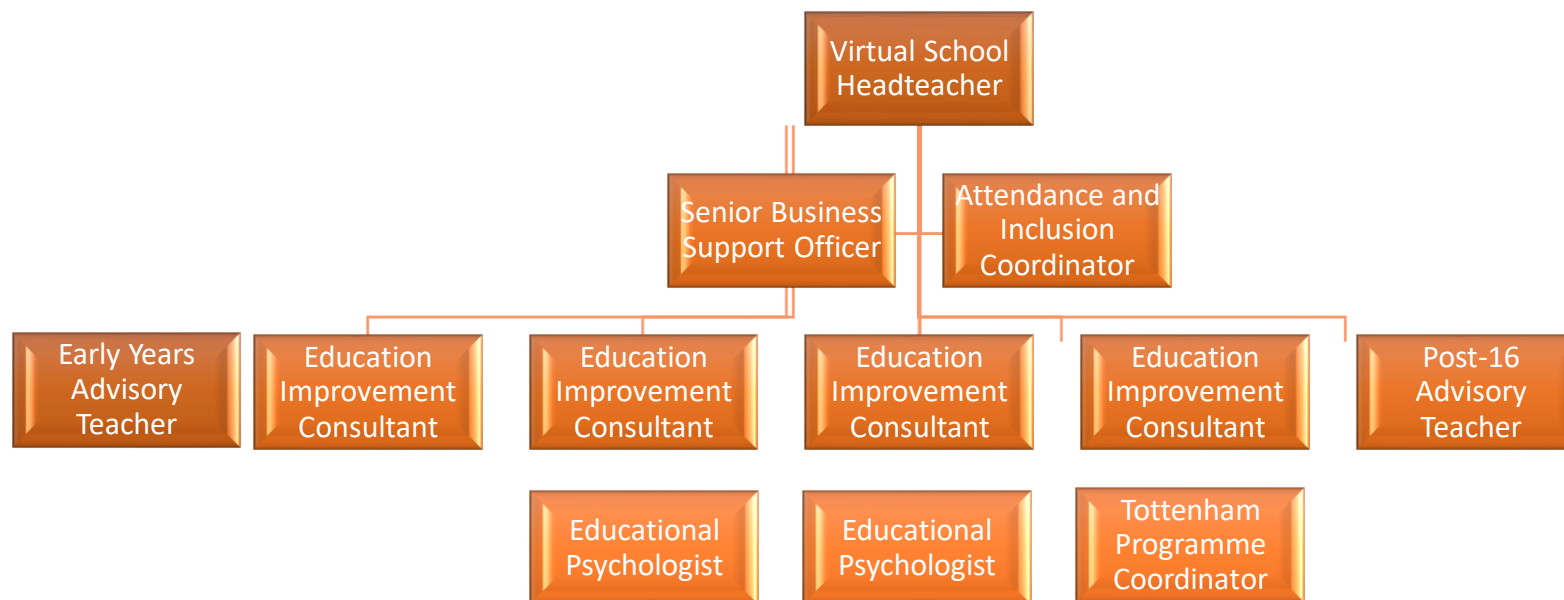
All Haringey's Children Looked After, from the age of 2 to 18 are monitored by Haringey Virtual School (HVS). A Personal Education Plan (PEP) is reviewed termly for each child and includes their progress and attainment information as well as a record of interventions, often funded through the Pupil Premium Plus Grant, to ensure every child is given the opportunity to make accelerated progress.

Vision

Our vision is to ensure that pupils become successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives; responsible citizens who make a positive contribution to society.

3. Structure of the Virtual School

The current structure of Virtual School is as below:



The Virtual School team is a small, multi-disciplinary team, working to raise the educational attainment and attendance of children and young people. The team consists of a Headteacher, Senior Business Support Officer, an Attendance and Inclusion Coordinator, four Education Improvement Consultants, a Post-16 Advisory Teacher, part-time Early Years Advisory Teacher, two part-time Educational Psychologists and a part-time Programme Coordinator. The Virtual School work in close collaboration with colleagues across the authority, as well as colleagues in other local authorities, and tracks educational progress, while supporting and monitoring work with children and young people who are looked after. It aims to help young people achieve their full potential and offers support and advice to those who work with and support them. It also offers support and advice for carers, parents and guardians of previously Haringey's Children Looked After.

4. Training and Development

Haringey Virtual School is committed to ensuring that professionals working with our children in care have the right knowledge, information and skills to enable them to fulfil their role in contributing to improving the educational outcomes for our Haringey's Children Looked After. The Virtual School continues to deliver its multi-agency central training programme to Headteachers, Designated Teachers, school governors, Social Workers, Independent Reviewing Officers, Foster Carers and Newly Qualified Teachers (NQTs). Regular training throughout the year included focus on the use of Pupil Premium, links between research and improving educational attainment and the process of admissions and transition to secondary school. Evaluations from the training is routinely used to plan and target future training.

4.1 Electronic Personal Education Plan (ePEP) Training

In the Summer term, 2018 Haringey Virtual School launched its new ePEP. To support this, training sessions have been delivered to provide an opportunity for role-specific training and support around educational issues pertaining to Haringey's Children Looked After. The training included:

- Promoting the achievement of looked-after children
- Roles and responsibilities regarding PEPs and PEP meetings
- Logging in procedures
- Populating the ePEP with the required useful information
- SMART targets
- Measuring performance
- Providing effective interventions and recording outcomes
- Sharing the completed ePEP with the relevant parties



The sessions aimed to equip Designated Teachers and Social Workers with the necessary skills to navigate and populate Haringey's online ePEP, which is administered by Welfare Call, and to understand the expectations, time frames and processes that it involves.

4.2 Designated Teacher Training

The Virtual School continues to deliver termly cross-phase online training sessions for Designated Teachers in all settings including Post-16 providers. The objectives of the training have expanded from implementing high quality PEPs, to developing the role of the Designated Teacher in accordance with Statutory Guidance. The overall aims of the training are to:

- understand the leadership role in promoting the educational achievement of every looked after child.
- appreciate the central importance of the child's Personal Education Plan.
- raise awareness of the roles and responsibilities of the Designated Teacher.

4.3 Designated Teachers Forum

The Designated Teachers for Haringey's Children Looked After Forum meets termly, with representation from local primary, secondary and special schools. It has been running for several years, with the aim of sharing good practice, highlighting new legislation and providing an opportunity to hear from colleagues across Haringey Council who work with children and families.

4.4 Social Care Training

The Virtual School delivers termly online training sessions for Social Workers, Personal Assistants, Team Managers and IROs. The objective of the training is to highlight the roles and statutory responsibilities of all parties involved in the PEP process, how to implement an effective and high-quality PEP as well as promoting the educational achievement of every looked after child. (In light of Covid-19 restrictions, training has been especially adapted to enable it to be delivered online).

4.5 Foster Carer Training

The Virtual School provides online training to foster carers to promote the educational achievement of their looked-after children. This training gives the foster carer insight into the roles and statutory responsibilities of key professionals, how the PEP process should work and strategies to support education at home and school. (In light of Covid-19 restrictions, training has been especially adapted to enable it to be delivered online).

4.6 Attachment Aware Schools Training

Some of our children will have experienced varying degrees of trauma; victimisation and/or neglect; bereavement and/or loss; or formed poor attachments. Many will communicate this distress to school staff via a whole range of behaviours. The Virtual School has recognised that many schools our looked-after children attend are not Attachment Aware.

Haringey's Anchor Project is an early intervention that uses attachment and trauma theory to inform practice and support the emotional wellbeing and mental health of children and young people. In conjunction with this project, training for schools has been offered by an Educational Psychologist attached to Haringey Virtual School. This course is designed to make educational professionals more aware of the barriers faced by looked-after children, provide strategies to support teaching and learning and to reduce fixed term exclusions.

Current Virtual School pupil profile and service update

	Number	Percentage	Number with EHCP
Total LAC	380 (356)	-	
Statutory School age	237 (218)	62% (61%)	
In borough	87 (77)	37% (35%)	
Out of borough	150 (141)	63% (65%)	
SEND	103 (106)	43% (49%)	
EHCP	68 (71)	29% (33%)	70
Boys	136 (123)	57% (56%)	51 (51)
Girls	101 (95)	43% (44%)	19 (20)
Rec	13 (12)	5% (6%)	4 (4)
Year 1	8 (8)	3% (4%)	1 (1)
Year 2	5 (5)	2% (2%)	1 (1)
Year 3	9 (9)	4% (4%)	1 (1)
Year 4	6 (6)	2.5% (3%)	1 (1)
Year 5	15 (16)	6% (7%)	4 (4)
Year 6	14 (14)	6% (6%)	4 (4)
Year 7	17 (16)	7% (7%)	3 (3)
Year 8	28 (27)	12% (12%)	9 (11)
Year 9	37 (32)	16% (15%)	13 (13)
Year 10	41 (36)	17% (17%)	14 (14)
Year 11	44 (36)	18.5% (17%)	14 (14)
Early Years	28 (16)	7% (4%)	1
Post 16	115 (122)	30% (34%)	26
Year 12	65 (74)	56.5% (61%)	16
Year 13	50 (48)	43.5% (39%)	10
NEET	15 (19)	13% (15%)	3

(-) relate to figures in the previous term

5. Cohort Characteristics

Haringey is the 4th most deprived borough in London, and the 49th most deprived local authority in England (out of 317) (IMD 2019). Within the borough there are extreme contrasts: neighbourhoods in some of the western wards, such as Highgate, Muswell Hill and Crouch End are among the most prosperous in the country; in the east, many neighbourhoods are classified as being among the most deprived in the country.

During recent years the number of children in care has increased primarily due to the pandemic. The needs of those who are in care are becoming increasingly complex with children often entering care with a history of disrupted education.

Almost two-thirds of Haringey's Children Looked After of statutory school age are educated out of the borough and 34% have an Education, Health and Care Plan (EHCP) which has doubled since the previous year. Of those children with an EHCP, 55 live outside the borough in 25 different Local Authorities; Barking & Dagenham, Berkshire, Brent, Calderdale., Cambridgeshire, Croydon, East Sussex, Enfield, Essex, Hampshire, Hertfordshire, Havering, Islington, Kent, Knowsley, Lambeth, Lincolnshire, Medway, Newport, Northamptonshire, Renfrewshire, Southend-on-Sea, Surrey, Upminster and Waltham Forrest.

Whilst the Authority where the child is living/placed is responsible for the assessment of needs and maintenance of the Plan, in general it is Haringey SEND who is responsible for funding any additional provision that is identified within the Plan. This means that while Haringey SEND no longer maintains the Plan, in the case of looked after children, they will still have financial responsibility for the special educational provision set out in the Plan because the child continues to 'belong' to them.

5.1 Unaccompanied Asylum-Seeking Children (UASC)

Haringey continues to support unaccompanied asylum-seeking children. As at the 5 July 2022 we had 32 UASC children, 9 of statutory school age and 23 in Years 12 and 13. This number has dramatically reduced since the pandemic. It can be challenging to find appropriate education provision for some

of the young people in Year 12 and 13, particularly when they arrive in the middle of the academic year. The Virtual School works closely with colleges and Post-16 provisions, to ensure that our Post-16 pupils have access to education that is appropriate for them.

6. Attainment

The impact of the lockdown on schools from January to March 2021, rendered teachers unable to effectively monitor and report on educational progress and children and young people unable to sit exams and undergo formal assessments (SATs, GCSEs, A Levels and other external exams). In February 2021, the DfE made an announcement that all external examinations would not take place and standardised end of key stage assessments would not be made. Instead, the DfE adopted a position whereby moderated assessments by schools would be used to grade all KS4 students. Schools would not be collating evidence to make judgements at the following stages: at the end of Foundation Stage to ascertain if children have achieved a 'Good level of Development', Key Stage 1 (KS) teacher assessments in reading, writing and maths, or Key Stage 2 teacher assessments in writing and external assessments in reading, and maths.

Due to the disruption from the COVID-19 pandemic, the summer exam series for the 2020/21 academic year was cancelled. Instead, grades were determined by teachers based on a range of evidence. These were known as teacher assessed grades, or TAGs. This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (CAGs), based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

Since, the pandemic caused different levels of disruption across the country, many schools and colleges had not been able to teach all the course content. In response, students were only assessed on the content they had been taught while ensuring sufficient coverage of the curriculum to enable progression. Centres were given flexibility to decide how to assess their students' performance, for example, through mock exams, class tests, and non-exam assessment already completed. This flexibility was to accommodate on-going disruption to teaching including school closures and the need for students and teachers to self-isolate.

Schools and colleges put in place internal quality assurance processes. They were required to make sure at least 2 people were involved in each judgement and the head of each school or college had to sign off the grades. Teachers and senior leaders in schools and colleges have worked hard to make sure that judgements were made, quality assured and submitted on time. They also submitted examples of students' work to the exam boards.

Exam boards put in place external quality assurance arrangements, checking each centre's policy, reviewing the profile of grades submitted, and reviewing samples of student work. Where exam boards had concerns, these were followed up with the school or college and in some cases, teachers reconsidered their judgements and submitted revised grades.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean **2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.**

In light of this, progress and attainment have continued to be monitored through the PEP process with our Key Stage (KS) 1 and 2 outcomes based on teacher assessments, as reported in the summer term and our Key Stage 4 GCSE and Key Stage 5 outcomes based on moderated teacher assessment.

6.1 Key Stage 1

23% (3/13) of the Key Stage 1 reporting cohort (Year 1 and Year 2) achieved expected standard across reading, writing and mathematics.

6.2 Key Stage 2

There were 41 children in the entire Key Stage 2 reporting cohort (Years 3-6), 24% (10/41) achieved at least expected progress in reading; 27% (11/41) in writing and 30% (12/41) in mathematics. Focusing on the progress of the 14 Year 6 pupils in the reporting cohort, 50% (7 children) achieved at least expected progress in reading and writing and 29% (6 children) achieved at least expected progress in mathematics at the end of Key Stage 2.

6.3 Key Stage 4

There were 69 pupils in the KS4 (Year 10 and Year 11) reporting cohort. Focusing on the achievements of the 44 Year 11 reporting cohort, 61% (27/44) of our young people achieved at least one pass in GCSEs or various equivalent qualifications. 57% (25/44) achieved four or more passes.

39% (17/44) achieved a 9-4 pass in GCSE English or equivalent and 30% (13/44) achieved a 9-5 pass. For those who were able to sit GCSE English or equivalent exams 65% (17/26) achieved a 9-4 pass and 50% (13/26) achieved a 9-5 pass.

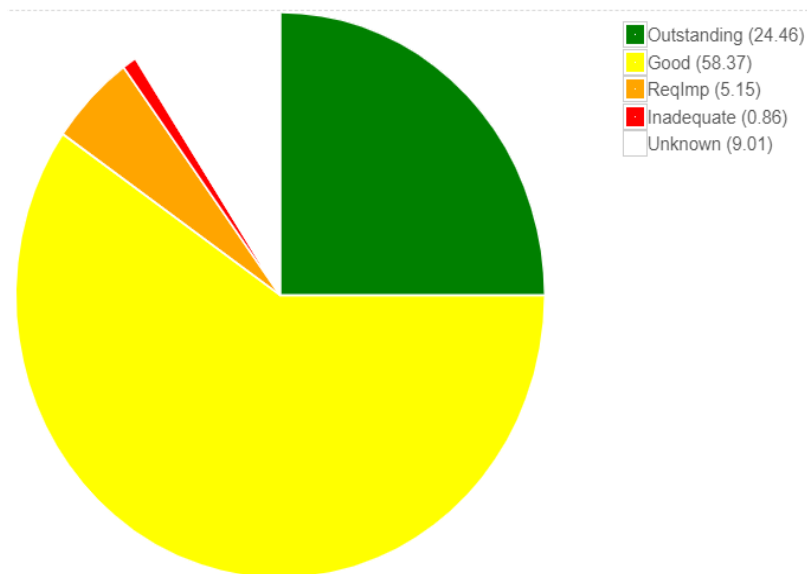
39% (17/44) achieved a 9-4 pass in GCSE Maths or equivalent and 14% (6/44) achieved a 9-5 pass. For those who were able to sit GCSE Maths or equivalent exams 63% (17/27) achieved a 9-4 pass and 22% (6/27) achieved a 9-5 pass.

6.4 Key Stage 5

This year there were 40 young people (care leavers) supported by the Virtual School in Year 13. Of the 29 young adults who would constitute our reporting cohort (11 were NEET), 21% (6/29) left with at least one qualification.

It is often the custom that once a looked-after young person turns eighteen years of age they are no longer monitored by the Local Authority. Haringey Virtual School believes that this is an important time, particularly for those completing A-levels and for others transitioning into the workforce, so has offered care-leavers an opportunity to continue being supported and monitored until the end of their Year 13 (or equivalent), with their consent. Haringey Virtual School also work very closely with the Young Adults Service, ensuring that adequate support is provided.

6 Quality of Provision



The majority (83%) of Haringey Haringey's Children Looked After who attend a school or education provision which has been inspected by Ofsted, are in provision rated as good or outstanding. This is an improvement of 3% since the last annual report. The reasons for pupils not being in schools with an unknown Ofsted rating include those who are waiting for a school following a change of placement, schools not yet inspected and young people who are in custody or hospital. In all cases, close monitoring of progress in these schools occurs on a regular basis by the Virtual School. Where necessary, an action plan is instigated with the social worker to monitor the school and child's progress and put in remedial support if required.

Children who attend schools with an Ofsted rating of less than good were either in the school prior to becoming looked after and it was assessed as less detrimental to their development to maintain their school place, or they were placed as there were exceptional evidence-based reasons for doing so. The HVS Education Consultants attend the weekly social care Resources Panel where children moving placements are discussed and are part of the decision-making process including school choice.

7 Inclusion

7.1 Attendance

The Department for Education (DfE) has laid regulations to remove the requirement to report pupils' attendance data for the 2020 to 2021 academic year, in recognition of the impact of COVID-19 on possible attendance. These regulations came into force on 12th May 2021 and therefore there is no national data available. At the start of the Autumn term 2020 all pupils were required to attend school and then from 5th November 2020 to the end of term schools closed, remaining open only for children of key workers and those identified as vulnerable. In the Spring term 2021 this expectation continued until 8th March 2021. From 8th March 2021 – all pupils were expected to attend school.

Data Taken from Welfare Call

To mitigate the above regulations, data has been taken from Welfare Call. In 2020/21 the overall attendance was 74%. 37% of the cohort of all children looked after achieved 90% attendance or above, with 28% achieving over 95%, 17% achieving over 98% attendance and 7% achieving 100%. 17.5% had below 50% attendance. To monitor attendance, extended team meetings were introduced with outside agencies involved, to try to support those struggling with attendance.

7.2 Suspensions and Permanent Exclusions

Permanent exclusion and suspensions data is collected two terms in arrears, which means the latest available data is for the 2019/20 academic year. A permanent exclusion refers to a pupil who is expelled from school and who will not return to that school, unless the expulsion is overturned. This is matched to the Haringey's Children Looked After from year ending 31 March 2020, which is a year earlier than the other information in this report.

% of Haringey's Children Looked After with at least one suspension	2017-18	2018/19	2019/20
Haringey CLA	14.08	10.81	n/a
Inner London CLA	11.83	11.75	n/a
National CLA	11.28	11.38	9.38

The table (left) shows the percentage of pupils with at least one suspension. (Not all data for 2019-20 was available so please see Haringey Data in the table below).

No. of SUSPENSIONS

YEAR	<u>No. of SUSPENSIONS</u>				<u>No. of PERMANENT EXCLUSIONS</u>			
	Autumn Term	Spring Term	Summer Term	Total	Autumn Term	Spring Term	Summer Term	Total
2019-20	20	25	Lockdown	45	0	0	0	0
2020-21	20	7	14	41	0	0	0	0

DAYS LOST THROUGH SUSPENSIONS

YEAR	Autumn Term	Spring Term	Summer Term	Total days
2019-20	81	68.5	Lockdown	149.5
2020-21	70.5	26.5	19	116

Persistent disruptive behaviour, physical assault against a pupil or an adult, verbal abuse/threatening behaviour against an adult, were the most common reasons for suspensions. Virtual School Education Improvement Consultants have been in regular contact with the schools these children attend and offer advice and guidance with the aim of reducing further incidences.

Strategies to further reduce numbers will include monthly meetings to review all permanent exclusions and suspensions; Virtual School representative to aim to attend every reintegration meeting for an exclusion; and offering additional Pupil Premium Plus to ensure preventative actions agreed in reintegration meetings are being implemented; and closer working with our Educational Psychologists who can provide strategies and support to schools to reduce permanent exclusions and suspensions.

8 Personal Education Plans (PEPs)

Haringey Virtual School is committed to ensuring that our children and young people have the benefit of a high-quality ePEP. The ePEP templates for statutory school age children, Early Years and Post-16 are constantly being revised and refined. All ePEPs are reviewed termly and are quality assured and approved by the Virtual School Education Improvement Consultants and the VSH. The Electronic PEP (ePEP) was launched in Summer 2018 and work continues to embed it in practice to ensure it is being used effectively to improve the achievement of our children. Between July 2017 and May 2020, the percentage of PEPs completed had never reached the target key performance indicator of 90%. Since June 2020, this target has been consistently achieved and exceeded. As of 31st August 2022, the Key Performance Indicator (KPI) for Valid PEPs was 97%. This is our best performance to date. This can be attributed to fortnightly performance meetings, with Education Improvement Consultants, to review out of date and incomplete PEPs, a PEP Working Party with Social Care Managers, setting targets for completion, as well as the Virtual School training offer and individual support for social workers and Designated Teachers to discuss and prepare for upcoming PEPs.

9 Pupil Premium Plus Grant (PPPG)

Pupil Premium Plus is a government grant to support and promote the education of children and young people in care. From 1 April 2014 Pupil Premium Plus has been available to provide each school age looked after child support with their education. However, some children may get more, some less, depending on an assessment of their individual needs. The amount for 2021-22 was £2345. The Pupil Premium Plus was distributed in three termly instalments of £700, with £245 being retained by the Virtual School to fund central initiatives to raise children's attainment. Additional funding can be requested for example, to provide support for children where significant and delayed trauma may manifest in unpredicted high levels of need. The expectation is that an individual request will be made with a clear plan of how the money will be spent, and the expected impact. Pupil Premium Plus Grant (PPPG) has enabled schools to put in place timely additional personalised interventions for Haringey's Children Looked After with the aim of accelerating their progress and closing the attainment gap between them and their peers.

The majority of Headteachers and Designated Teachers continue to make effective use of Pupil Premium Plus to support children through their education, offering learning support resources and enrichment activities. These are generally well-matched to the learning needs of individual children and young people. Pupil Premium spend is linked to PEP targets and the targets themselves are improving, but there is more improvement to be made. The regular Quality Assurance and termly training offered by the Virtual School is addressing this.

10 Local and National Initiatives

Haringey Virtual School is part of a North East London cluster group of Virtual Schools along with Barking & Dagenham, Enfield, Hackney, Camden, Havering, Newham, Redbridge, and Waltham Forest. The Virtual School Heads aim to meet quarterly to share good practice around key practice

areas, such as improving PEP audits, tracking and monitoring of data and working with Haringey's Children Looked After placed out of area. In the next year, there are plans to develop opportunities for joint training across the authorities to pool resources and extend the offer to Designated Teachers.

Haringey is also part of the Pan London network of Virtual Schools and the National Group, which has now become the National Association of Virtual School Heads (NAVSH). Regional representatives meet regularly with DfE and Ofsted to look at improving policies and practice to drive the agenda for raising Haringey's Children Looked After's educational attainment. The Pan London network of Virtual School Heads arranged a London-wide conference for Virtual School colleagues to support their CPD, celebrate their work, share good practice and provide opportunities to network and establish lasting partnerships. A successful NAVSH Conference took place online on 2-3 January 2021 which was attended by the Virtual School Head.

11 Raising Aspirations and Increasing Participation

11.1 To Care is to Do

Building on the work that has been established over a number of years, Haringey Virtual School, in partnership with the Tottenham Hotspur Foundation, run a number of activities during the year specifically for children and young people in the care of Haringey, as part of the 'To Care is to Do' (TCTD) programme. The focus is to support educational attainment of children which, research has shown is improved through the engagement in culture and leisure activities and creating a sense of belonging. To Care is to Do uses the unique brand appeal of THF to engage and inspire Haringey's Children Looked After and care leavers in Haringey. The creation of opportunities and high-quality experiences supports education success and leads to long term targeted vocational qualifications, in addition to pre and post-employment support. Tottenham Hotspur provides a positive connection for young people who are the responsibility of Haringey and builds links to the community and their staff.

The programme provides a range of activities, with the objective of improving educational engagement and attainment, increasing employability, developing life skills and promoting healthy and active lifestyles for children in care of statutory school age and opportunities for Post 16 and care leavers.

This comprehensive programme aims to build pathways to the opportunities provided by the Stadium Regeneration, to ensure that our more vulnerable young people have the skills and support to access them. The programme caters for all ages, including foster carers and provides mentoring, life-skills workshops, work experience, enrichment and aspirational activities including First Friday Art Club; Mentoring; Year 6 -7 Transition Group; Education Achievement Awards and Work experience.

11.2 Groundswell Arts - 'Sing Our Story'

The Sing Our Story Project has been developed by Groundswell Arts over the past 10 years. It is a bespoke approach to music making that connects the young person and a professional musician to write an original song about people, places and ideas that matter to them. Working with a musician

over a number of sessions young people have the opportunity to meet online or over the phone and share ideas, experiences, thoughts and feelings about things that make them unique. The musician then takes these ideas to compose a song which the young person receives as an Mp3 download along with the lyrics, which will serve as a precious memory for the future.

11.3 Big Green Envelope

Twice a year (once a year following the pandemic), every child and young person receives a Big Green Envelope of books, with a carefully chosen theme and selection of reading materials, to help them build their own 'libraries' and support the learning environment with foster carers.

11.4 Publicity

Haringey Virtual School has a website that reflects recent changes in statutory guidance and accurately outlines the work of the Virtual School. It provides information on activities, events and resources. The Virtual School publishes a Bulletin every half-term (six times per year) which provides up-to-date information about any ePEP or PPPG Grant funding changes and any current events or activities, which is distributed to our education providers and social care. There is also an information booklet available from HVS: 'Nursery to University' which gives information on a range of topics including, the PEP process, guidance on children and young people looked after with SEN, admissions and the changes in the way schools assess pupils. The Virtual School has published a comprehensive education guide extending the information included in the booklet so that it can be used as a reference for social workers, schools and carers.

11.5 Corporate Parent Champion - Education

The Corporate Parenting Advisory Committee have proposed to elect different 'champions' to support various aspects of Care. The Education Champion would link with the Virtual School Head, to understand how well children in care do at school, both academically and in terms of other achievements. It is suggested that via two meetings with the Virtual School Head, and one agreed visit of service/ attendance at partnership meetings, the Link Champion will develop an awareness of school admissions, provision, pupil progress, raising attainment, impact of HVS, and support and interventions for children in education.

12 Virtual School Priorities

WHAT WE ACHIEVED IN 2019-2020	SCHOOL DEVELOPMENT PLAN PRIORITIES (SDP) 2020-2022
Early Years Advisory Teacher appointed to improve quality of support and monitoring for this cohort.	Early Years - To support and maintain the number of children that achieve a GLD through the embedding of the PEP process.
Introduction of an Early Years, quality-assured ePEP to enable HVS to monitor and support this cohort more effectively.	KS1 – To increase the number of children making or exceeding age-related expectations and/or reaching agreed targets in all four strands.
During Lockdown, HVS attended the majority of online PEP meetings to provide support and guidance.	KS2 – Increase the numbers of children achieving ARE in Reading, Writing and Maths and the combined measure of RWM.
RAG-rated tracking system developed and used by HVS to enable attainment data to be monitored more effectively.	KS4 – To increase the numbers of young people achieving both English and Maths combined at Grade 5+.
Strong links forged with Social Care, including Young Adult Service providing improved, streamlined support to Post-16s.	To increase the number of Post-16 Pupils in Employment, Education and Training through the embedding of the PEP process.
A Post-16 quality-assured ePEP has now been implemented.	To promote excellent attendance for all looked-after children.
A clear structure of accountability (Escalation Flow Chart) has been devised and published, to improve outcomes.	Develop partnerships in and out of borough to reduce the number of fixed-term and permanent exclusions.
Regular attendance by VS representatives at Resource Panel and Unstable Placements Panel meetings to improve communication.	Improved partnerships with Children’s Social Care teams to improve planning for placement change and consequent changes of school.
Training modules were adapted for online delivery during Lockdown to ensure consistent support and guidance is provided by the Virtual School.	Strengthen schools’ abilities to meet the needs of our Looked-After Children, who are placed there with revised DT forums and training.
HVS provided additional tuition and access to ICT to support young people in their learning during Lockdown.	Improve use of the Pupil Premium Plus to achieve, and provide evidence of, better outcomes for pupils. This is now linked to the ePEPs.
Pupil Premium section of ePEP has been updated and streamlined with impact measures listed to improve evidence of impact, with mandatory sections set to prevent gaps in reporting information.	Personal Education Plans for all cohorts have been refined and updated with better review of targets in place, linking to impact of PPPG funding.
Post-16 and Early Years Advisory teachers have been appointed.	Staffing capacity has been increased with additional Post-16 post and Education Improvement Consultants.

Produced by Nicola Morgan
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Appendix One - Case Studies

Case Study 1 – Student KP

KP is a young lady who has been in care since she was three and a half years old when concerns were raised over her parent's ability to take care of her and her siblings. Over that time, she has had four care placement moves. She has been living with a foster carer for a substantial amount of time and is currently a Year 11 pupil who had recently been out of education for two years. She has been diagnosed with both ASD and ADHD and has an Education Health Care Plan (EHCP) which shows that she has difficulties with literacy and numeracy skills, expressive and receptive language skills, social interaction and behaviour and with her fine motor skills. She struggles to build positive and appropriate relationships with peers. KP also has issues with food where she complains that she is always hungry. Evidence suggests that this is not due to a lack of food being provided, but either down to organic or emotional causes, which medical experts are currently exploring.

Upon taking on this case, KP had been out of formal education for two years and was residing out of borough from Haringey. The challenges in finding a school were to do with where she was living and the difficulty in finding a suitable education provision that catered for her needs, close to the foster carer's home. The foster carer doesn't drive so transport needed to be provided to and from school. Subsequently, KP had been accessing online tuition for a significant period of time, which was putting strain on the care placement as she was at home all of the time.

A suitable school place was identified for KP to attend, and she was due to commence on an initial part-time timetable from 27th September 2021. However, because of the impact of the Covid pandemic and Brexit, there was no available SEND transport to get KP to school because of a shortage of drivers. Communication from the residing Local Authority was minimal leading to excessive delays in the process and no help or support being offered. Haringey SEND Team were also found to be double-funding three hours of online tuition as well as KP's space at an independent alternative provision school.

What HVS did:

- HVS secured provisional funding to pay for transport whilst alternative arrangements were made.
- HVS made regular calls to the external Passenger Transport team, eventually lodging a complaint with the Local Authority that KP lived in, about the poor communication and support from them.
- HVS kept lines of communication open by regularly meeting with the new school, social care and Haringey SEND team to ensure progress, to resolve the matter, was made.
- HVS worked with the new school and Social Worker to source a local taxi company that provided a Passenger Assistant for KP and ensured relevant risk assessments and Safeguarding policies were in place.
- HVS held those responsible to account by escalating the issue to key individuals and teams to ensure that the issue was resolved.
- HVS promoted communication between Haringey SEND team and the SEND Team of the residing borough by ensuring relevant contacts were included in emails or emails were directed to them.
- HVS raised awareness of the problems associated with getting children looked after, who don't reside in Haringey, SEND transport. This resulted in Haringey SEND reviewing their own policies and protocols around SEND Transport for children looked after and, in liaison with HVS, have created a draft proforma to enable a process to be developed for Social Care and HVS to alert Haringey SEND Transport when a child looked after is needing SEND Transport.
- HVS were successful in starting KP in school. This process took 3.5 months to resolve.

Getting KP into school has had a profound impact. Firstly, the foster carer placement has been maintained. At subsequent meetings the school and foster carer have reported on how well KP is doing at school. She is settled, thoroughly enjoying school and learning and engaging in her classes. Her part-time timetable has gradually increased each month towards full-time. KP has developed positive relationships with staff and peers. Good communication between home, social care and school has ensured that school has kept the boundaries around KP's issues with food. It took 3.5 months to negotiate school transport between professionals and teams but had HVS not intervened, KP could have been at risk of being out of education for much longer. Since writing this case study, KP has now progressed to full-time education in a Post-16 setting.

Case Study 2 – Student FL

This young person came into care in February, after escaping child sexual exploitation in West Africa. She arrived in the country not having any family or friends, having fled her home country in fear of her life. In the process, this ambitious young person has had to put her dreams and aspirations of completing formal education and becoming a medical doctor, on hold.

Since coming into care, this young person has been placed in a foster placement in London. Haringey Virtual School led an out of school Personal Education Plan meeting, where the network felt an application to mainstream school would be appropriate. The young person agreed this would present the opportunity of a broader curriculum required to pursue medical school. Despite being a year older, HVS decided it was best to enrol her in Year 10 to enable her to access a full two-years' of education in order for her to leave school with some GCSE qualifications. Whilst awaiting a start date to school, HVS gave her a laptop and arranged 10 hours of face-to-face GCSE Maths and English tuition to get her started.

The impact of this is that this young person is attending and engaging in school with over 95% attendance. She is more upbeat and excited about her future and appears to have restored hope that she will achieve her dream in the future.

Case Study 3 – Student SJ

SJ has been in care since the age of five. She has had minimal contact with her birth family and has experienced trauma and neglect in her early years. During her time in care, she has experienced three placement moves across three different local authorities. An EHCP was issued when she was aged thirteen for, Speech, Language and Communication Needs (SLCN).

SJ has Speech, Language and Communication Needs, significant learning difficulties and struggles to manage her behaviour in the mainstream school setting, finding it difficult to build positive, trusting relationships with her peers and adults. She has been described by school staff as being 'vulnerable to being exploited by others'. Her difficulties at school impact on her behaviour and emotional well-being within her home environment and her foster carer has been increasingly concerned about this.

Support and help given by HVS:

- Regular termly PEP meetings held and attended and monitoring of progress.
- Regular liaison with school SENDCo, DT, pastoral team and key worker at current education provision who supports SJ in the majority of her lessons.

- Planning meetings with key professionals including SEND teams about consultation for schools and facilitating her move to her newly identified independent special school. Supporting discussions about support for her complex SEMH, learning and speech, language and communication needs.
- Organisation of English and maths tuition whilst the consultation process and pending move to the new school took place.
- Advice provided about sourcing and putting in place SEND transport between home to school each day. Agreeing interim boarding on Mondays to Fridays at school until SEND transport in place.

Impact

SJ made good and consistent progress with her after school tutor whilst she was awaiting to secure her new school. She has settled into her new school extremely well. The opportunity to board Mondays to Fridays has helped to strengthen her relationship with staff and peers. She has thoroughly enjoyed this experience so much so; it has been agreed that this arrangement will become permanent and SEND transport would not be needed (as the travelling time of over an hour would have been too long for her). SJ reports that she is happy with school and it appears she is indeed thriving.