



ALTERNATIVE AND COMPLEMENTARY EDUCATION AND RESIDENTIAL SERVICE

LANCASHIRE'S VIRTUAL SCHOOL FOR CHILDREN LOOKED AFTER BUSINESS ACTION PLAN 2012 – 2013

Executive Summary

There are currently over 1300 children in care who are the responsibility of Lancashire Authority. Of these, around 950 are educated in Lancashire's schools - we have 25 nursery, 484 primary, 84 secondary, 31 special and 14 short stay schools within the Authority. Around 150 children are educated in schools in other Authorities. Lancashire County Council also has educational responsibilities for children who are resident in and / or educated in Lancashire and are looked after by other local authorities and these will be included within the longer term virtual school developments.

From 1st April 2011, the Virtual School team joined the Alternative and Complementary Education and Residential Service. This service sits within the Directorate for Children and Young People. The Virtual School consists of a Virtual School Headteacher, 3x Education Consultants for Children Looked After, and a Business Support Officer.

The Virtual School plays a strategic role in ensuring the corporate parenting responsibilities of the Local Authority with regard to the education of children in care are met. The team offers support and advice to a range of professionals working with children in care, carers, and support for children looked after through personal visits to schools and attendance at Multi-agency meetings.

Mission Statement

Our overall aim is to improve educational outcomes and enhance personal, emotional and social development in order to ensure that our children looked after have better life chances.

Our Vision

All young people will need to have a wide range of skills and qualifications to succeed in a rapidly changing technological society. Our purpose is to offer support to children and young people who are looked after, schools, carers and fellow professional colleagues to ensure that our children looked after attain their full potential.

Our vision is underpinned by the following Key Commitments

1. Our core purpose is to achieve excellent educational outcomes for children and young people who are looked after. This will be the focus of our work, and is an essential part of the Corporate Parenting Role of Lancashire County Council.
2. We will offer universal and targeted support to schools, social workers and carers who work with children looked after and other professionals as appropriate to ensure the children reach their full academic potential.
3. We will seek to work in the most effective way possible. Innovative ideas and alternative approaches will be encouraged and we will share good practice in our team.
4. We will demonstrate the existence of excellent outcomes through the provision of reliable evidence.
5. We will set clear standards for the work we undertake and each member of our team will have the opportunity to discuss his / her work with his / her line manager.
6. We will ensure that our budget is targeted to help children looked after achieve their true potential through creative approaches as much as possible.
7. We will be realistic about what we can achieve within existing resources; we will not over promise or under deliver.
8. We will work to Lancashire County Council's core values and strategic priorities .
9. We will work towards Children and Young People's Directorate objectives
10. We will work to the priorities set out in the Children's Plan
11. We will work within ACERS Continuous Improvement Plan 2012-2013

Core Work of the Virtual School

Our Core Work for 2012 - 2013 is as follows –

- 1. To continue to effectively promote the educational achievement of each child in care to Lancashire Local Authority, and children in care on roll in Lancashire schools who are the responsibility of other Local Authorities. (Thus fulfilling the legal requirements of the Authority as laid out in the Children Act 1989, amended 2004).**

Our aim is to raise the educational attainment of children in care and to monitor their progress, intervening to give support where necessary.

- 2. To provide training for Designated Teachers, Social Workers and Carers, as required by the Children and Young Person's Act of 2008.**

We appreciate that a range of colleagues work to support children who are looked after. Experience has shown that this work is more effective when individuals have a fuller understanding of each other's roles and responsibilities..

- 3. To work with a range of partners to implement the educational requirements of Care Matters (Children and Young Persons Act November 2008).**

We will use additional resources and funding that has been provided through School Forum/ Corporate Parenting Board to increase the number of opportunities and improve the attainment of CLA

VIRTUAL SCHOOL BUSINESS PLAN – SUCCESS CRITERIA

ATTAINMENT

1. ** To meet targets as set with DFE for KS 4 in 2012
2. ** To meet targets as set with DFE for Key Stage 2 English in 2012
3. ** To meet targets as set with DFE for Key Stage 2 Maths in 2012 (** Targets as agreed, and required, by DFE).
4. 80% of CLA attain 1 or more GCSE, or equivalent 2012
5. 50% pupils in Year 11 to reach Fischer Family Trust target for 2012
6. 70% of Year 12 pupils to be in full-time education, full-time training or full-time employment with planned training in 2012.
7. 68% of pupils to move at least 2 levels in English from Key Stage 1 to Key Stage 2 in 2012
8. 61% of pupils to move at least 2 levels in Maths from Key Stage 1 to Key Stage 2 in 2012.

ATTENDANCE

9. 88.5% of children eligible for full-time school, and in care for 1+ year, to miss less than 25 days from school 2011-2012

EXCLUSION

10. Less than 4 CLA permanently excluded from school 2011-2012.

TRAINING

11. 80% of designated teachers with CLA on roll to attend training sessions in 2012.
12. 30% of designated teachers with no CLA on roll to attend training sessions in 2012

PLAN OF ACTION FOR EACH OF THE 3 CORE AREAS OF WORK

IMPLEMENTATION PLAN 2012- 2013

Area 1 – To raise the educational attainment and achievement of children looked after and to monitor their progress, intervening to give support where necessary.

ACTION	OUTCOMES /IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOMES / IMPACT at:
1. To investigate and access more effective ways of collecting data re the attendance, educational progress of CLA, though E-PEPs	1. An E-PEP system in place which will effectively track the attendance, educational progress and interventions implemented	Data Team (Roger Quinn & Helen Pedder) - Elaine Roberts (Ed Cons,) - Sue Parr (Head) - Alison Brown (BSO)	April 2012	Monitoring : -VS Team Meetings Reports to : -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel	
2. To complete an analysis and evaluation of CLA attendance and educational attainments and achievements	1.Attendance improved by 3% 2..Percentage of CLA reaching National targets increases	-Sue Parr -Educational Consultants -BSO	Monthly Reports	Monitoring : -Attendance termly -National Targets annually Reports to : -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOMES / IMPACT at:
<p>3 To ensure EPEPs are fully completed and are quality documents,</p>	<ol style="list-style-type: none"> 1. All CLA have a E-PEP within the statutory timeframes. 2. PEPs are used as a planning tool to improve CLA progress. 3. Designated Teachers have access to training re E PEPs 	<ul style="list-style-type: none"> - Educational Consultants (Lead : Chris Berry) - Social Workers - Designated Teachers - IROs 	<p>-Termly/6 monthly checks</p>	<p>Monitoring</p> <ul style="list-style-type: none"> -Termly Audits (Chris Berry) - Quality checked on each PEPSA application <p>Reports to Children's Social Care Managers, termly.</p> <p>Reports to :</p> <ul style="list-style-type: none"> -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel 	
<p>4. a)To effectively monitor requests for PEPSAs to ensure they are linked to EPEP , for optimal effect b) To ensure that PEPSA requested are considered and awarded within 5 days of receipt. b) To review PEPSA Criteria</p>	<ol style="list-style-type: none"> 1. Resources targeted effectively; leading to improved educational attainments and achievements for CLA 2. All CLA receive support asap . 3. Equality of opportunity for all CLA 	<ul style="list-style-type: none"> -Educational Consultants -Alison Brown -Sue Parr - Educational Consultants -Alison Brown -Sue Parr - Educational Consultants -Alison Brown 	<p>April 2012</p> <p>April 2012</p>	<p>Monitoring :</p> <ul style="list-style-type: none"> - Sample of EPEPs evaluated - New Request for PEPSA requesting link to EPEP <p>Report to :</p> <p>Head of Virtual school Finance Team</p>	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOMES / IMPACT at:
5. To ensure information in EPEPs feed into Pathway Plans	<ol style="list-style-type: none"> 1. Increase in 16 – 18 year olds with PEPs. 2. Greater focus on educational opportunities in Pathway Plans 	<ul style="list-style-type: none"> - Chris Berry - Leaving Care Managers 	Termly / 6 monthly checks	<p>Monitoring</p> <ul style="list-style-type: none"> -Termly Audits (Chris Berry) - Quality checked on each PEPSA application <p>Reports to Children's Social Care Managers, termly.</p> <p>Reports to :</p> <ul style="list-style-type: none"> -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel 	
6. To visit schools to provide support and challenge in relation to CLA	<ol style="list-style-type: none"> 1. All CLA / schools receive appropriate support , advice or challenge 	<ul style="list-style-type: none"> - All Virtual School Team 	Ongoing.	<p>Monitoring :</p> <p>Educational Consultant Visit Records</p> <p>Reports to</p> <p>Head of Virtual school</p>	
7. To formulate and update a Virtual School Website via ACERS Website	<ol style="list-style-type: none"> 1. Stakeholders are able to access the site and information quickly and easily 	<ul style="list-style-type: none"> - Craster Fenwick - Alison Brown - Elaine Roberts 	April 2012	<p>Monitoring :</p> <p>Sue Parr (monthly)</p> <p>Report:</p> <p>VS Team</p>	

Implementation Plan 2012 – 2013

Area 2 - To provide training for Designated Teachers and Carers (and Social workers)

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOME / IMPACT
<p>1 a). To provide effective training for designated teachers for CLA in each district.</p> <p>b) To provide training and support to ensure Designated Teachers are able to produce effective EPEPs</p>	<ol style="list-style-type: none"> 1. The DST for CLA are fully cognizant and aware of their responsibilities re CLA in their schools 2. DT for CLA active champions of CLA within their school 3. EPEPs give detailed educational planning for each CLA (and are linked to PEPSA) 4. Improvement in the educational attainments / achievements of CLA . 	<p>-Preparation and Implementation of training -Sue Parr -Richard Crombie (EP)</p> <p>-Implementation : Elaine Roberts Mark Robson Chris Berry</p>	<p>Training in each district to take place during summer term 2012</p>	<p>Monitoring -Schedule of Training published -link to EPEP monitoring</p> <p>Reports to : - Champions Groups termly - Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel</p>	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOME / IMPACT
3..To deliver effective training to Foster Carers and prospective Foster Carers re importance of education for CLA , procedures and avenues of support .	<p>1. Foster Carers demonstrate an understanding of the educational needs of CLA and access appropriate support</p> <p>2. CLA in foster placement make very good educational progress (%)</p>	Educational Consultants	Ongoing	<p>Monitoring Schedule of training</p> <p>Reports to Head of Virtual school</p>	
4..To provide training articles re CLA in Governors Newsletters ;to raise awareness of the needs of CLA with school governors	1. Governors aware and consider CLA within their schools	Sue Parr	Articles in at least 1 of the 3 Governors' newsletters each year.	<p>Monitoring : Newsletter</p> <p>Report to Alison Brown (BSO)</p>	
5..To provide advice and support once a term to residential homes and social care offices via visits	1. The staff in residential homes and social care offices are kept up to date on educational issues	Elaine Roberts Mark Robson Chris Berry	Ongoing	<p>Monitoring Schedule of visits</p> <p>Reports to : Head of Virtual school</p>	

Implementation Plan 2012 – 2013

Area 3 - To work with a range of partners to implement the educational requirements of Care Matters

(Children and Young People Act November 2008)

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOMES / IMPACT
1.To re-establish effective Champions Groups operate in 3 districts across the LA.	<p>1.Clear and effective monitoring of CLA educational attainment and progress in each area</p> <p>2.Clear and effective strategic interventions formulated and implemented</p>	<p>East – Mark Robson South – Elaine Roberts North – Chris Berry</p>	September 2012	<p>Monitoring of – -Numbers of CLA -Admissions -Exclusions -Progress -Attendance -Alternative Provision -Creating solutions Reports to : -Corporate Parenting Board - Head of ACERS -Head of Virtual School</p>	
2.To ensure Educational Psychologists prioritise CLA with SEN issues within schools	<p>1. CLA have access to timely Educational Psychology assessments when needed</p> <p>2. Virtual School to have access to designated EP time via ACERS</p>	<p>- Sue Parr - Laura Hurley - Bronwen Glendall</p>	April 2012	<p>Monitoring: -Via Designated Teachers Feedback</p> <p>Reports to : -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel</p>	
2.To work with colleagues in Children's Social Care Teams to ensure stability of placement for CLA	<p>1. CLA have reduced number of school placements</p>	<p>- Sue Parr - Educational Consultants</p>	Ongoing.	<p>Monitoring : -via Multi-agency meetings Reports to : -Corporate Parenting Board. -Head of Service Overview and Scrutiny Panel</p>	

ACTION	OUTCOMES / IMPACT EXPECTED	LEAD OFFICER(S)	TIMESCALE	MONITORING / REPORTING	OUTCOME / IMPACT
<p>4. To support new initiatives in partnership with other services , schools , short stay schools , residential homes etc</p>	<p>2. Virtual School Educational Consultants contribute to formulation and introduction of project action plans ie COPE</p> <p>3. CLA have opportunity to gain qualification and rise self confidence and self esteem</p>	<p>- COPE : Mark Robson</p>	<p>Ongoing</p>	<p>Monitoring : -Action Plan : Mark Robson and Sue Parr -Percentage of CLA undertaking /achieving COPE</p> <p>Reports to : -Corporate Parenting Board - Head of ACERS - Head of Virtual School - Overview and Scrutiny Panel</p>	