

Friday, 14 January 2022

**CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND  
SCRUTINY BOARD**

A meeting of **Children and Young People's Overview and Scrutiny Board**  
will be held on

**Monday, 24 January 2022**

commencing at **9.30 am**

The meeting will be held in the Meadfoot Room - Town Hall

**Members of the Board**

Councillor Bye (Chairman)

Councillor Barnby  
Councillor Mandy Darling

Councillor Douglas-Dunbar  
Councillor Mills (Vice-Chair)

**Co-opted Members of the Board**

Tatiana Wilson, Church of England Diocesan Representative

Laura Colman, Primary Parent Governor Representative

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**Together Torbay will thrive**

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# CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY BOARD AGENDA

## 1. Apologies

To receive apologies for absence, including notifications of any changes to the membership of the Board.

## 2. Minutes

To confirm as a correct record the Minutes of the meetings of the Children and Young People's Overview and Scrutiny Board held on 22 November 2021.

(Pages 4 - 7)

## 3. Declarations of Interest

a) To receive declarations of non pecuniary interests in respect of items on this agenda

**For reference:** Having declared their non pecuniary interest members may remain in the meeting and speak and, vote on the matter in question. A completed disclosure of interests form should be returned to the Clerk before the conclusion of the meeting.

b) To receive declarations of disclosable pecuniary interests in respect of items on this agenda

**For reference:** Where a Member has a disclosable pecuniary interest he/she must leave the meeting during consideration of the item. However, the Member may remain in the meeting to make representations, answer questions or give evidence if the public have a right to do so, but having done so the Member must then immediately leave the meeting, may not vote and must not improperly seek to influence the outcome of the matter. A completed disclosure of interests form should be returned to the Clerk before the conclusion of the meeting.

**(Please Note:** If Members and Officers wish to seek advice on any potential interests they may have, they should contact Governance Support or Legal Services prior to the meeting.)

## 4. Urgent Items

To consider any other items that the Chairman decides are urgent.

## 5. Education and Learning

1. To review the arrangements in respect of Special Educational Needs and Disability (SEND) following the recent inspection and to receive a verbal update on the next steps.
2. To review the effectiveness of education on vulnerable learners, including the performance of the Virtual School for children in care and children missing education. This would also explore the impact on children whose parents have elected to home educate their children or who are excluded

(Pages 8 - 75)

from school and the impact of Covid-19.

3. To receive the annual report from the Virtual School.

**6. Children's Improvement Plan Quarterly Update**

(To Follow)

1. To receive an update on the Plan and the implementation of Liquid Logic software.
2. To receive an update on the implementation of the eight recommendations arising from the review of Children's Services Leadership, Management and Governance.

**Meeting Attendance**

Whilst national Covid-19 restrictions were lifted on 19 July 2021, Torbay Council has taken the decision to continue operating in a Covid-19 secure manner in order to protect staff and visitors entering Council buildings and to help reduce the spread of Covid-19 in Torbay. This includes social distancing and other protective measures (e.g. wearing a face covering (unless exempt), signing in and using hand sanitiser). Our public meetings will continue to operate with social distancing measures in place and as such there are limited numbers that can access our meeting rooms. Also, to help prevent the spread of the virus, anyone attending meetings is asked to take Covid lateral flow test the evening before - if you have a positive test result please follow the Government's guidelines and do not attend the meeting.

If you wish to attend a public meeting please contact us to confirm arrangements for your attendance.

**Minutes of the Children and Young People's Overview and Scrutiny Board**

**22 November 2021**

**-: Present :-**

Councillor Bye (Chairman)

Councillors Barnby, Douglas-Dunbar and Loxton

Co-opted Members

Tatiana Wilson, Church of England Diocesan Representative  
Laura Colman, Primary Parent Governor Representative

Non-Voting Co-opted Member

Dave Hammond

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**28. Apologies**

It was reported that, in accordance with the wishes of the Independent Group, the membership of the Board had been amended to include Councillor Loxton instead of Councillor Mills. Apologies for absence were received from Councillor Mandy Darling and Jo Morrell and Mike Cook (non-voting Co-opted Members).

**29. Minutes**

The Minutes of the meeting of the Board held on 1 November 2021 were confirmed as a correct record and signed by the Chairman.

**30. Childcare Sufficiency Report 2021**

Emma Kerridge, Senior Early Years Advisor, and Rachael Williams, Divisional Director for Education, Learning and Skills, outlined the submitted Childcare Sufficiency Report, which provided an update in respect of early years need and provision over the past 12 months and the impact of Covid-19 on the sector, and responded to Members' questions in relation to the following:

- Were there any obvious reasons why some early years providers had higher occupancy than others.
- How were family members who provided childcare taken into account within the report.
- What 'developing a vital readiness' meant.
- How research was being used to improve good practice.
- How increase in birth rates would impact on need in future years.
- How could we encourage people to use childminders.

- How wrap around care was promoted.
- What was being done to encourage more providers to go into childcare and wrap around care.
- What effect Covid-19 had on demand and provision.
- The accuracy of the data used and how learning from other authorities was used.
- What action was being taken to help children with speech and language difficulties and those who required support to develop personal, social and emotional connections.
- How the impact of programmes such as the Chat, Play and Read Programme and Network were evaluated.
- If the figures on women smoking during pregnancy and the % of population who smoked included vaping and what the two different figures were for vaping and smoking.
- How we compared nationally for the number of people who smoked during pregnancy and other key statistics.
- The data demonstrated high numbers of people receiving Job Seekers' Allowance and Universal Credit and how this demonstrated lower incomes in Torbay.
- If comparison data for previous years could be provided with an explanation for some of the changes to help understand the changes.
- What options and support were available to non-registered childcare and early years providers and what was being done to encourage registration.
- Query in respect of the accuracy of some of the Ward data in respect of deprivation e.g. Collaton St Mary.
- How was the information on cared for children taken into account within the report.
- What action was being taken to ensure that children who don't have an Education and Health Care Plan (EHCP) also receive the support they need.

The Board welcomed the comprehensive Childcare Sufficiency Report and thanked Emma and her Team. They particularly welcomed the Ward level data which helped to give a good picture of needs and demands within each Ward, particularly the more deprived Wards within Torbay.

Resolved (unanimously):

1. That the Cabinet be recommended to update the Childcare Sufficiency Report to include the following:
  - a. to include in next year's questionnaire how many people are supported by family members for childcare and early years support;
  - b. relevant comparisons with previous years data with reasons behind any changes e.g. number of childcare providers;
  - c. relevant comparisons to national data e.g. around smoking, breastfeeding etc.;

- d. relevant statistics in relation to cared for children; and
  - e. to check the statistics around deprivation particularly Collaton St Mary to ensure that they are accurate.
2. that an update on the recruitment campaign to encourage more people to become childminders be presented to a future meeting of the Board; and
  3. that copies of relevant research documents in respect of early years be provided to the Board.

### **31. Children's Improvement Plan Quarterly Update**

The Director of Children's Services, Nancy Meehan, provided a verbal update in respect of the Children's Improvement Plan and explained the impact of anomalies within the reporting system from the Liquid Logic software and the actions being taken to address this, which included a Local Government Association Peer Review of Liquid Logic to try to understand why the reporting was not as expected.

Nancy provided a verbal update in respect of key performance on the following areas:

- The level of activity for the number of children and families needing support was similar to the last six months and whilst this was higher than pre-Covid-19 levels there had not been an increase in activity within the Multi-Agency Safeguarding Hub (MASH), with 95% of cases having a decision made within 24 hours.
- Child protection figures were at 138 which was more in line with our statistical neighbours reduced from 238 in February 2021. These cases were being safely reduced with targeted early help and edge of care support to help support changes within families.
- The number of cared for children and young people was 297 which had been safely reduced from 368 through increased permanency and reduction in the number of children coming in and out of care.
- There were 4 unaccompanied asylum seekers who had been placed through the national transfer scheme and two new families were being assessed by the Panel in February who had come forward specifically to support unaccompanied asylum seekers due to their backgrounds.
- There had been no quality assurance or audit which had identified children who should not be living at home and should be in care.
- The stability of placements for children was 12% of children with three placement moves or more which compared to a national average of 11%.
- The number of care experienced young people Not in Employment, Education or Training (NEETs) had fallen to 51% compared to between 60 to 62% and work was being carried out to see what could be done to support this. Councillor Bye agreed to take this up as part of his role as a Member of the Corporate Parenting Board.
- The number of agency Social Care staff had reduced to 20% compared to 41% in 2019/20. Following a successful recruitment campaign the Full Time Equivalent (FTE) staff should be down to three vacant posts.

Members asked questions in respect of the following, which were responded to at the meeting:

- When the next written report would be available.
- If Liquid Logic was the right software for the Council.
- The impact of the reports from Liquid Logic not being correct and additional work involved in checking data and resolving the issues.
- The impact of Covid-19 on the number of care experienced children NEETs.
- Concern and impact around the number of cared for children missing in Torbay.

The Board noted the actions being taken in respect of Liquid Logic and was reassured that an update report on the Children's Improvement Plan would be reported to the Board in January.

### **32. Children and Young People's Overview and Scrutiny Board Action Tracker**

The Board noted the submitted action tracker and the Democratic Services Team Leader agreed to chase up the two outstanding action plans arising from Minutes 22/9/21 and 26/11/21.

Chairman

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## 5 January 2022

Nancy Meehan  
Director of Children's Services, Torbay  
Town Hall  
Castle Circus  
Torquay  
TQ1 3DR

Jane Milligan, Chief Executive, NHS Devon Clinical Commissioning Group (CCG)  
Hannah Pugliese, Head of Women and Children's Commissioning, NHS Devon CCG  
Dorothy Hadleigh, Head of Service SEND and Local Area Nominated Officer

Dear Ms Meehan and Ms Milligan

### **Joint area SEND inspection in Torbay**

Between 15 November 2021 and 19 November 2021, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Torbay to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors from Ofsted, with a team of inspectors including an Ofsted Inspector and a children's services inspector from the CQC.

Inspectors spoke with children and young people with SEND, parents and carers, and local authority and National Health Service (NHS) officers, including staff from the CCG. They visited a range of providers and spoke to leaders, staff and governors about how they were implementing the SEND reforms. Inspectors looked at a range of information about the performance of the area, including the area's self-evaluation. Inspectors met with leaders for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning.

As a result of the findings of this inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI)

has determined that a Written Statement of Action (WSOA) is required because of significant areas of weakness in the area's practice. HMCI has also determined that the local authority and the area's CCG are jointly responsible for submitting the written statement to Ofsted.

In reaching their judgements, inspectors took account of the impact of the COVID-19 pandemic on SEND arrangements in the area. Inspectors considered a range of information about the impact of the pandemic and explored how the area's plans and actions had been adapted as a result.

This letter outlines our findings from the inspection, including some strengths and areas for further improvement.

## **Main findings**

- Area leaders have only just started to work together to implement the SEND reforms. Leaders have been slow to turn their focus to this important work because of the urgent need to deal with the historical weakness in children's services. Although there are signs that area leaders from the CCG in Devon are working more effectively with children's services, this is very recent. Owing to a long history of inaction centrally, the impact of this new commitment is limited. Consequently, there remains a lack of joint working between services to tackle the issues with the pace of change that is needed.
- Children and young people with SEND and their families are not at the centre of leaders' work to implement the reforms. There are no formal arrangements in place for leaders to engage with children and young people with SEND. Similarly, the parent and carer forum (PCF) has recently ceased to operate. The views of parents and carers are often treated as trivial in the decisions that are made about their children and young people. Many front-line professionals express views that parents and carers are difficult to engage with because of their social deprivation and own personal needs. Too often, this is used as an excuse for poor co-production (a way of working where children, families and those that provide the services work together to create a decision or a service that works for them all), rather than professionals taking ownership to change this situation. Although this is not universal and there are pockets of strong practice, many parents feel that they are kept at arm's length by area leaders. This means that children and young people with SEND and their parents and carers are not able to contribute to strategic and individual planning in the way the reforms intend.
- Joint working between services is limited. Front-line providers recognise that area leaders are looking to promote joint working more. However, a lack of central leadership over many years has led to an entrenched culture among services to solve the challenges they face on their own. For example, school leaders make their own appointments to meet local needs, such as with paediatric nurses, counsellors and therapists. This leads to inequality and varied access for children and young people with SEND in the area. As a result, there is little evidence that

joint working is leading to better outcomes for children and young people with SEND and their families.

- There is too much variability in the implementation of the reforms across services. Many parents say that their experience relies on luck. This is the same across education, health and care. They say that when strong, professionals are 'brilliant'. However, at their worst, the experiences of families are very poor. Some schools show a lack of commitment to the reforms. Historical challenges with the turnover of staff in some services have added to the variability of experiences. For example, parents talk about meeting several different social workers and having to retell their stories each time.
- The quality of education, health and care (EHC) plans reflects the lack of joint working between education, health and care. Plans are generally education plans, with little and often no input from health and care. Some plans include a range of useful information about children's and young people's needs. However, they do not include the holistic outcomes that are planned to be achieved through joint working between services. This is particularly an issue for children and young people who achieve well, but also have medical or sensory needs. Their EHC plans focus too much on education, rather than on supporting independent living as they move into adulthood.
- Joint commissioning is underdeveloped. The 0–19 service is a useful starting point. Nevertheless, there are very few other examples of jointly commissioned services. Some individual children and young people benefit from jointly commissioned provision, but this does not reflect what is needed to secure cost-efficiencies across the area to tackle bigger problems. This all means that opportunities to improve outcomes for children and young people with SEND and their families at the same time as saving money through joint ventures are under-utilised.
- The rate of exclusion of pupils with SEND from school is too high. Weaknesses in the SEND system in Torbay, such as poor joint working and the slow autism spectrum disorder (ASD) assessment pathway, have led to a lack of timeliness in identifying the needs of children and young people. Variability in the strength of school provision means that some pupils go through the system without their needs being properly understood or met. As a result, some children and young people with SEND develop behaviours that challenge. Others lack self-esteem because their needs have not been met for prolonged periods of time. This leads to the high proportion of pupils identified as having primary social, emotional or mental health (SEMH) difficulties. Consequently, there is a high demand on child and adolescent mental health services (CAMHS), which are not able to treat children and young people early. Too many pupils are not accessing education because they are excluded.
- Progress in delivering a cohesive offer for young people with SEND post-16 and up to age 25 across education, health and care has been slow. Some areas of strength, such as the specialist school offer, are not maintained for young people when they turn 19. Similarly, many areas of the health offer for young people

end when they turn 20. Opportunities and choices for young people as they transition into adulthood are limited. Many parents of young people stated that they had to look beyond the local area to find appropriate provision, particularly as their children turned 20. Some families find themselves in a void at this point, accessing little or no services because of the limitations in provision within the area.

- The capacity to make the difference that is needed in the area is stretched. Strategic leaders across education, health and care have recognised the challenges within the system. There is now much greater stability in children's services and better working between the local authority and the CCG. However, the lateness in starting to implement the reforms, combined with large challenges such as the variability across the system and entrenched cultural issues, mean that there is a significant amount for leaders to do. Consequently, there is little evidence that children and young people with SEND and their families benefit from a more joined-up experience.

### **The effectiveness of the local area in identifying children and young people's special educational needs and/or disabilities**

#### **Strengths**

- Services in early years work together well. This leads to effective early identification of children with speech and language difficulties. Area leaders rightly identify that more children than is typical do not reach their speech and language milestones in early years. They have invested in this area. Professionals and parents speak very positively about the 'Let's get chatting' initiative, which has led to useful strategies to improve early identification. For example, one recent strategy allows parents and professionals with concerns about children early access to speech and language therapists prior to the checks on two-year-olds. This is already leading to better information being available about children's needs as they enter early years settings.
- Since the implementation of the reforms, the area has benefited from active and well-attended special educational needs coordinator (SENCo) networks. The networks allow for the sharing of good practice and for information-sharing. This has helped develop some consistency in how some areas of need are identified, including the early years SENCo network, where speech and language initiatives have been shared and developed.
- Speech and language therapy for young people with the youth offending team is strong. Therapists provide front-line staff with the skills to help identify the needs of individual young people. As a result, previously unmet needs are identified and young people receive more effective support.

## Areas for development

- Many children and young people's needs are not identified accurately or quickly enough. This contributes to widespread challenges in the behaviour that children and young people show, because their needs are not met well or early enough. This contributes to a higher proportion of children and young people than is typical being issued with an EHC plan.
- Area leaders do not have a comprehensive knowledge of the needs of children and young people who receive support for their special educational needs but do not have an EHC plan (SEN support) in schools. This means that they are unable to track how well they do academically and how well they are prepared for adulthood. Wide variance in their experience is not understood well enough. Therefore, area leaders cannot commission with accuracy the services and support needed for this key group of children and young people.
- Area leaders have correctly identified that the neurodevelopmental pathway, which includes the ASD pathway, is not effective. Waiting times between referral and identification of need are too long. Although leaders have worked with parents and partners to streamline the process, most children and young people wait well over a year for assessment. Some wait as long as three years. As a consequence, many parents report that this puts unnecessary stress on their family, particularly if their children's needs are not met well at school.
- Area leaders' response to the pandemic has been hampered by weaknesses in joint working and checks on the effectiveness of their initiatives. For example, although the 0–19 service now has two teams in response to challenges created by the pandemic, this did not help services reach the children and young people with SEND and their families in the way that was intended. One team provides the universal services, while the 'plus' team focuses on those children under the statutory care of children's social care. However, the focus of this work was to support social care arrangements. Consequently, many children and young people with SEND needing support as a result of their additional needs were not identified. This has caused a legacy of challenge for these families as the pandemic continues.
- The effectiveness of early identification in schools is too varied. Some schools lack commitment to working with partners to identify SEND needs effectively. Occasionally, parents state that school leaders are a barrier to children's and young people's needs being identified. In particular, parents say that their concerns about their children's presentation is often disregarded. Parents say that too often, the default position is that presentation by children is assumed to be a behavioural issue because of poor parenting, rather than an indication of need. Other parents report that they pay for their children's needs to be assessed themselves. Several parents experience shock and feelings of isolation when their children's needs are identified late. For example, several parents who had their children assessed as being on the autistic spectrum as teenagers said there was little or no information shared with them about how to support their children. This shows that not enough is being done to enable children and young people,

particularly those who are disadvantaged, to have their needs identified in a timely manner.

## **The effectiveness of the local area in meeting the needs of children and young people with special educational needs and/or disabilities**

### **Strengths**

- Services in early years work together to provide a joined-up service for children and families. For example, leaders within early years work closely with nurseries, private early years providers, the portage service, and speech and language therapists. Together, they have developed a range of approaches to promote better language and communication between settings and children, as well as parents. These approaches include, for example, the 'It Takes Two to Talk' strategy, speech and language drop-ins for families looking for individual support and advice, and bespoke workshops such as 'Early Communicators'. These initiatives lead to effective speech and language support for children in the area.
- The SEND information, advice and support service (SENDIASS) in Torbay is a well-led, effective service. SENDIASS staff advocate exceptionally well for children, young people and their parents and carers. Parents who have accessed support from this service say that it makes a real difference to their engagement with other services. Evidence shows that when SENDIASS has been involved, outcomes for families have improved.
- The designated clinical officer (DCO) and designated medical officer (DMO) are making a difference. They work together effectively to provide strategic and operational oversight of SEND across clinical networks. They provide useful professional advice to front-line services. For example, they have introduced an online mandatory SEND training module. Service leaders recognise the impact the DCO and DMO have already had. However, since much of this is relatively new, they also recognise that more time is needed to see the full impact of their work on the outcomes achieved by children and young people with SEND.
- Some schools in the area are highly committed to the reforms and make excellent provision for children and young people with SEND. Where this is the case, parents report very positively about how school staff support their children, advocate for them and signpost them to where they can gain valuable support as a family. Some pupils achieve particularly well in certain settings. They go on to well-conceived programmes of study that meet their aspirations and abilities.
- Specialist school settings provide a strong service for children and young people and their families. Many go the extra mile to advocate for the families they support, even when they have moved into adult services and have left the school. Parents with children and young people in specialist settings say that they feel lucky to have secured the provision. They recognise that their children's needs are particularly well met.
- Some front-line staff go the extra mile for children and young people with SEND and their families. Where this is the case, families feel very well supported. For

example, some families talk about their paediatrician being readily available to them and to their children's education setting. When this has happened, it has aided a more timely meeting of needs for the child and for the family.

- Leaders have implemented some effective systems to meet individual children's and young people's needs. For example, the 'Dynamic Risk Register' helps leaders identify young people at risk of being admitted to a specialist learning disability or mental health hospital. The register allows leaders to allocate a key worker to provide the young person, their families and those who work with them with support in order to reduce the risk of mental health admission or placement breakdown. This has helped avoid the escalation of acute mental health challenges for some children and young and people in the area.
- The short break offer in Torbay, including what is provided through the voluntary sector, is well regarded by those who access it. There is an appropriate range of opportunities for children and young people with SEND and their families to access. However, leaders rightly recognise that there is more to do to develop short breaks once the PCF is re-established to ensure that provision is co-produced and fully meets local needs.

### **Areas for development**

- The quality of EHC plans needs improving. Weaknesses in joint working across education, health and care, and the systems and processes for assessing children's and young people's needs are not strong enough. Consequently, the contribution of health and social care professionals to EHC plans is scarce. EHC plans are too focused on educational outcomes, even when a child or young person is supported by health or care professionals. As a result, those working with families are not able to contribute fully to meeting children's and young people's wider needs, particularly in preparation for adulthood.
- The implementation of the graduated response reflects the lack of consistency in the area. Although the SENCo networks provide the potential to achieve better consistency, these are not led centrally by area leaders. The need to improve children's social care services has contributed to the stalled development of a useful SEND strategy. Consequently, maintained schools and academies have developed their own approaches to implementation of the reforms. Despite some very strong practice, large numbers of families told inspectors that their children's needs are not met well, particularly in the mainstream school system. Area leaders recognise that there is variability in the desire to be inclusive among some schools. However, there is a lack of a coherent strategy to improve this. Current leaders in the authority are now working well with the CCG. They are keen to work more with all services to develop a 'Torbay approach' to the implementation of the graduated response. However, many service leaders have lost faith that any central direction will now make a difference.
- There is variability in the implementation of the SEND reforms across health and care services. For example, general practitioner (GP) services in the area have had varied success in implementing elements of provision that are considered

good practice. The uptake of the annual health review for young people with SEND aged 14–25 years with their GPs is lower than is typical. Although leaders are looking to address these inconsistencies, this work is still at an early stage and it has not yet had an impact.

- Area leaders have failed to sustain effective ways of engaging with parents and carers. Weaknesses in parental engagement leading into the pandemic meant that when PCF members needed to look after their own children, the PCF stopped operating. Area leaders have been supported to begin the process to re-establish a PCF in Torbay. However, at the time of this inspection, the PCF was still not running. Therefore, opportunities for parents to feed into leaders' strategic thinking do not exist.
- Opportunities and choices for children and young people in the area when they reach 16 significantly reduce. This worsens the older young people get and the more complex their needs are. Many families struggle to find appropriate provision for young people as they transition into adulthood within the area. Many young people go on to study programmes at South Devon College. However, beyond this provision, there is very little choice for young people to access education post-16.
- The online local offer has a range of useful information about the services available to support children and young people with SEND and their families. However, because children, young people, and parents and carers have not been involved in the development of the website, leaders have not considered how difficult it is for users to find the information they need. This means that, even where there are useful and strong services, children and young people with SEND and their families are often not aware of these. Most parents were unaware that the website existed. Those who knew about it said that information on it is too difficult to find.

## **The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities**

### **Strengths**

- The effectiveness of joint working in early years supports timely and accurate identification of young children's needs. Collaboration between services means that children with SEND often have their needs met well in early years settings. Consequently, children with SEND achieve well at the age of five.

### **Areas for development**

- A legacy of mistrust and poor identification and meeting of needs means that many families still feel that they need to fight for their children's rights. Even when area leaders are attempting to improve provision by meeting needs in a more strategic way, the legacy of mistrust means that many parents still feel the need to battle for what they feel is best for their children.

- The achievement of children and young people with SEND at the end of key stage 4 is poor in Torbay. Following the strong start children make in early years, variations in the quality of identification and in meeting needs lead to a slowing of progress. Children and young people attain particularly poorly at the end of secondary schooling. This reflects the variability in the system as children get older. Despite leaders accurately analysing educational outcomes, the year-on-year trend of underperformance at the end of key stage 4 has not been addressed.
- Children and young people with ASD, SEMH difficulties or similar associated needs do not experience improved outcomes as a result of the reforms. Poor timeliness in identification and variability in inclusive practice mean that many wait a long time before their needs are met. Although there are some initiatives to improve this, leaders' overall plans are not joined up enough to tackle the depth of these issues. This means that there is currently no sign that their work will lead to improved outcomes for these groups.
- There is too little opportunity for young people to achieve positive outcomes as they transition to adult services. Provision post-19 is particularly limited. While some young people are given the support and help they need, this is not the case for most. Some young people with complex needs have little or no meaningful provision once they are 20. This results in uncertainty and anxiety for young people and their families.
- Area leaders' work to improve the life chances of young people with SEND as they move into adulthood has had limited impact. The numbers of young people accessing supported internships and supported living are broadly average, but show little sign of improvement. Similarly, the proportion of young people with learning disabilities who secure paid employment is low.
- The proportions of children and young people excluded from school in the area are high and much higher than is typical. Leaders recognise this weakness. However, there is not a strategy in place to address this as robustly as is needed. Weaknesses in early identification and in meeting children's and young people's needs result in many presenting with behaviour that is challenging and worsening over time. Too often, this presentation is seen as a SEMH need or owing to weaknesses in parenting, rather than understanding that it has come about because of an underlying unmet need. Consequently, too many children and young people are identified as having SEMH needs and end up in crisis. This leads to high levels of exclusion, high referrals to CAMHS and a poor experience of the system for families.
- The outcomes for children and young people with SEND are not improving as a result of the implementation of the SEND reforms by area leaders. The system in Torbay remains disjointed. Staff in front-line services have learned to sort out the challenges they face locally. This has led to a culture of teams working in isolation. Consequently, most parents of children and young people with SEND report having to fight for what they need. They do not recognise any sense of improvement in their experiences as a result of the reforms.

**The inspection raises significant concerns about the effectiveness of the area**

The area is required to produce and submit a WSOA to Ofsted that explains how it will tackle the following areas of significant weakness:

- the lack of a suitably ambitious SEND strategy based on robust self-evaluation, and open co-production, and with the buy-in of all services across education, health and care and that includes measurable criteria for success
- the deep cultural issues leading to weak co-production and the inability of children and young people with SEND and their parents and carers to be equal partners in strategic and local decision-making
- the lack of joint working between services, which prevents area leaders working collaboratively to secure more consistent outcomes for children and young people with SEND and their families
- the variability in the implementation of the graduated response, leading to slow identification, high levels of exclusion, some poor inclusive practices, and inequitable access and experience of the system across education, health and care
- the poor range of opportunities and choice for children and young people with SEND when they reach 16 or transition to adulthood
- the wide variances in the quality of EHC plans caused by weaknesses in joint working, fair access and the timeliness of assessments
- poor joint commissioning arrangements that limit leaders’ ability to meet area needs, improve outcomes and achieve cost-efficiencies
- the lack of impact and of resilience to sustain improvement of recent initiatives due to low capacity in area teams.

Yours sincerely

Matthew Barnes  
**Her Majesty’s Inspector**

<b>Ofsted</b>	<b>Care Quality Commission</b>
James McNeillie Regional Director	Victoria Watkins Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Matthew Barnes HMI Lead Inspector	Tessa Valpy CQC Inspector
Sian Thornton Ofsted Inspector	

Cc: Department for Education  
Clinical commissioning group(s)  
Director of Public Health for the area  
Department for Health and Social Care  
NHS England

**Meeting:** Overview and Scrutiny      **Date:** 24<sup>th</sup> January 2022

**Wards affected:** All

**Report Title:** Exclusions and Elective Home Education During Covid (2020/2021)

**When does the decision need to be implemented?** No Decision

**Cabinet Member Contact Details:** Cordelia Law

**Director/Divisional Director Contact Details:** Rachael Williams, Divisional Director, Education

## 1. Purpose of Report

- 1.1 To outline the number of exclusions in Torbay's Schools during the academic year 2020/21
- 1.2 To outline the number of children who are being Electively Home Educated in Torbay and who are known to the Local Authority.

## 2. Exclusions and Suspensions

### 2.1 Fixed Term Exclusions (Suspension)

For the Academic Year 2020-21 there were a total of 616 pupils with 1472 Fixed Term Exclusions in Torbay Maintained Schools and Academies, this represents around 3% of the school population. See Figure 2 below.

School Setting	Number of Exclusions	Number of Pupils	% of pupils against total NOR
Primary School	195	89	0.8
Secondary School	964	435	4.7
Special School	250	65	11.4
PRU	63	27	54.0
<b>Total</b>	<b>1472</b>	<b>616</b>	<b>3.0</b>

Figure 2: Exclusions in Torbay schools, NOR-Numbers on Roll as per Summer Census 2021

Both the number of fixed term exclusions and the number of repeated fixed term exclusions are at their highest in the secondary phase, see Figure 3 below.

Phase of Setting	Number of Fixed Exclusions	Number of Pupils
<b>Primary Total</b>	<b>195</b>	<b>89</b>
<b>Secondary Total</b>	<b>964</b>	<b>435</b>
<b>Special Total</b>	<b>313</b>	<b>92</b>
<b>Overall Total</b>	<b>1472</b>	<b>616</b>

Figure 3: All Pupils Fixed Term Exclusions and number of Pupils by phase

This data is held at school level and used to inform the work of officers. It will be validated and released by DfE in July 2022.

Published data for Fixed Term Exclusions for previous Academic Years is shown in Figure 4 below. Due to the pandemic 19/20 is the latest published data on the Local Authority Interactive Tool. This shows nearly a 3% reduction on Fixed Term Exclusions between 2018/19 and 2019/20.

It should be noted that this period includes a period during which schools were using remote learning for many children. This remote learning was for longer than the 3% drop would suggest, giving a rise in suspensions when similar timescales are compared,

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

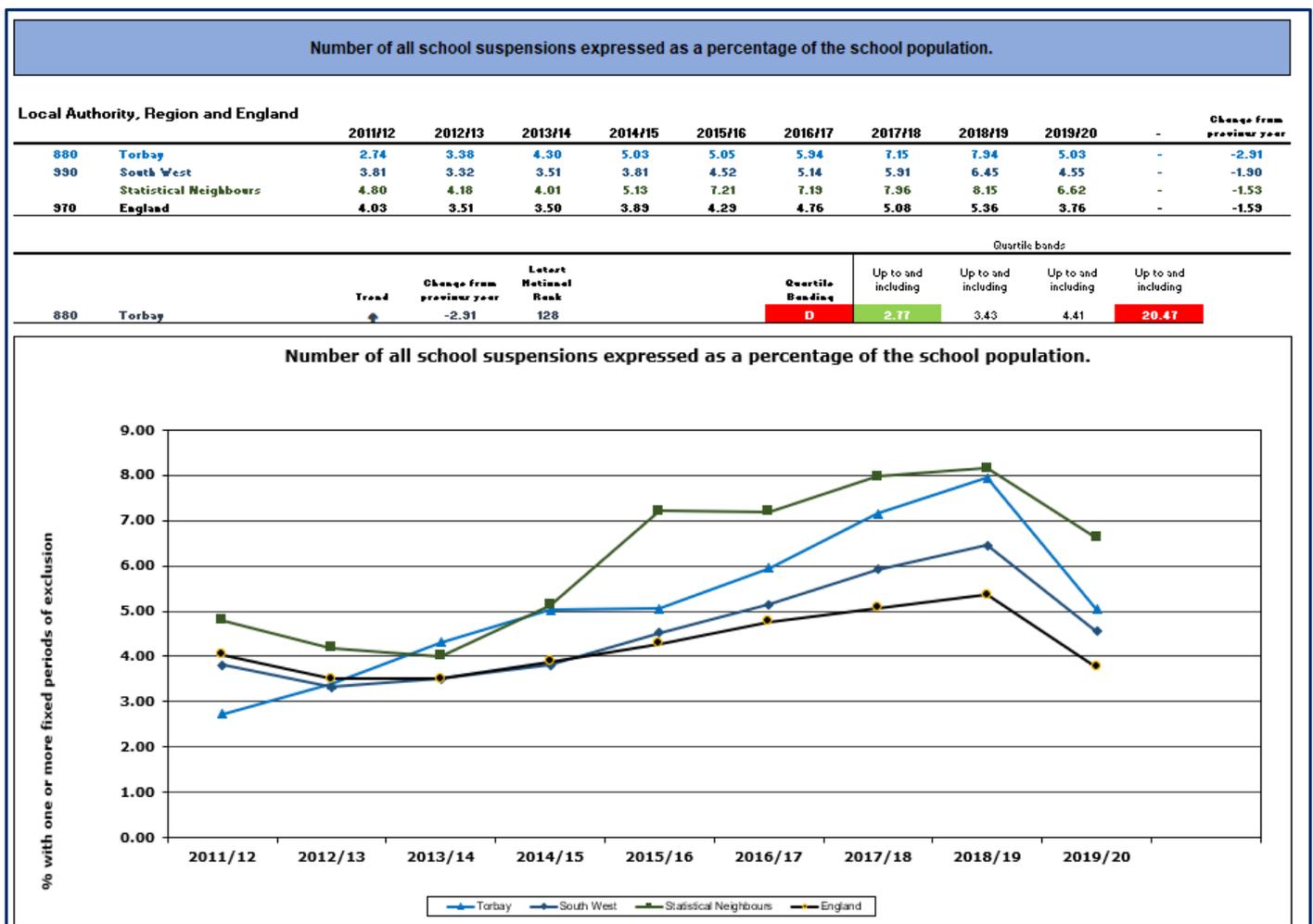


Figure 4: LAIT Number of Fixed Exclusions (suspensions) as % of school population 2011-2020

For the Academic Year 2020-21 there were 30 Cared for Children who had 79 Fixed Term Exclusions.

Of these, 43 Fixed Term Exclusions occurred in Torbay Schools involving 20 children and 36 occurred Out of Area (10 pupils). See Figure 5 below for details per child.

Year Group	Cared For 12+	Torbay/Out of Area School	Number of Occasions	Number of sessions excluded (2 sessions = 1 day)	M/F	EHCP
Year 11a	Y	Out of area	2	5	M	SpLearning
Year 11b	Y	Torbay	1	6	F	No
Year 11c	Y	Torbay	1	1	F	No
Year 11d	Y	Torbay	4	14	M	SEMH
Year 11e	Y	Torbay	1	4	F	No
Year 11f	Y	Torbay	3	5	M	No
Year 11g	Y	Torbay	2	4	F	No
Year 11h	N	Torbay	2	4	M	MLD
Year 10a	Y	Out of area	14	25	F	RSA
Year 10b	Y	Torbay	1	1	M	No
Year 10c	Y	Out of area	1	4	F	No
Year 10d	Y	Torbay	5	9	M	SEMH
Year 10e	N	Out of area	2	13	M	No
Year 9a	Y	Torbay	3	22	M	SEMH
Year 9b	Y	Torbay	3	10	M	SEMH
Year 9c	Y	Out of area	4	12	M	SEMH
Year 8a	Y	Out of area	5	20	F	No
Year 8b	Y	Torbay	1	6	M	SEMH
Year 8c	Y	Out of area	1	14	F	No
Year 8d	Y	Torbay	1	6	F	No
Year 8e	Y	Torbay	1	4	M	No
Year 8f	N	Torbay	2	20	F	No
Year 7a	N	Torbay	7	24	M	RSA/SEMH
Year 7b	Y	Out of area	2	16	M	SEMH
Year 7c	Y	Torbay	1	10	F	No
Year 7d	Y	Torbay	2	8	F	SEMH
Year 7e	Y	Out of area	3	12	F	SEMH
Year 6a	Y	Torbay	1	6	M	RSA/SEMH
Year 6b	Y	Out of area	2	6	M	SEMH
Year 3a	Y	Torbay	1	3	F	RSA/SEMH

Figure 5: Exclusion per Cared for Child – Torbay Virtual School

Published data for Cared for Children who had a Fixed Term Exclusion is shown in Figure 6 below.

This shows a 2.56% reduction between 2018 and 2019, greater than comparative National and Regional figures.

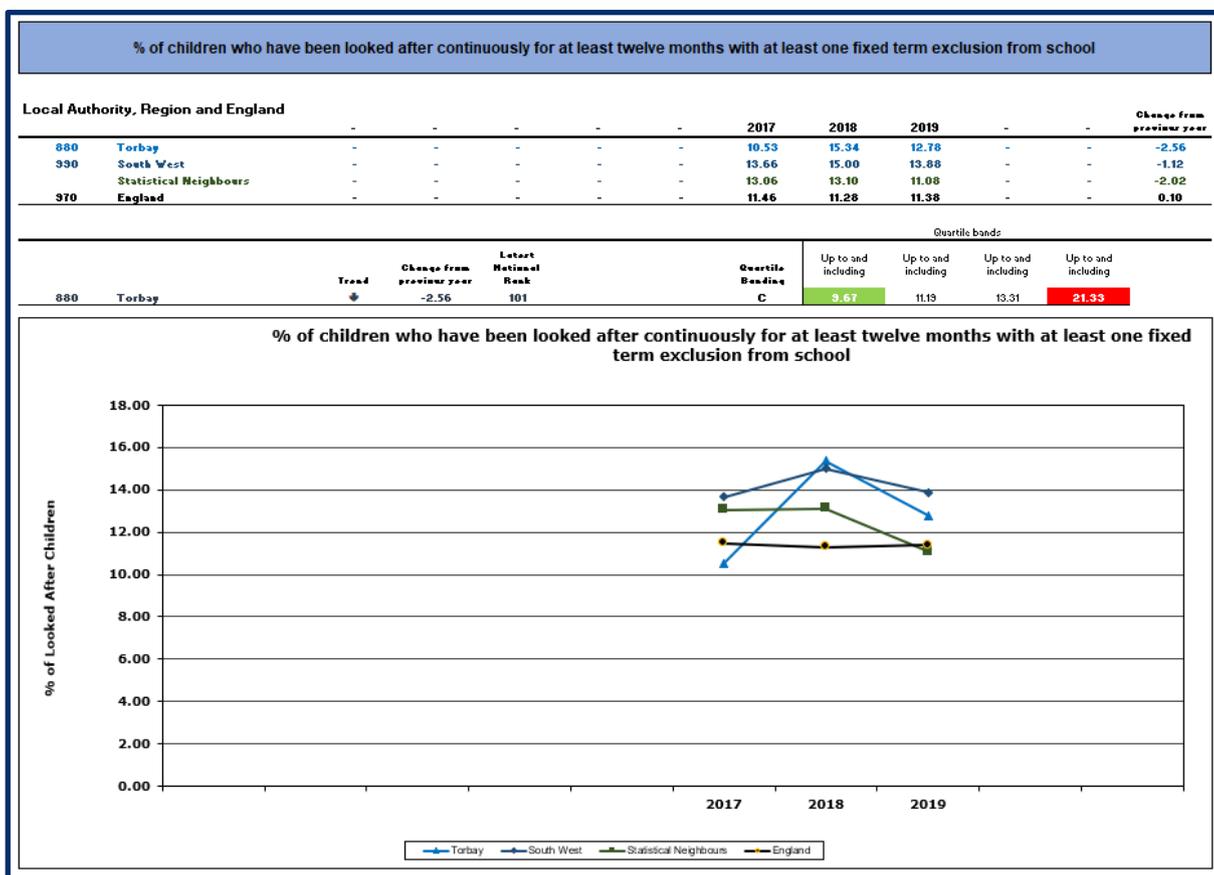


Figure 6: % of Cared for Children with a Fixed Exclusion 2017-2019 by area

## Multiple Instances of Fixed Term Exclusions

In Torbay schools a total of 335 pupils had just 1 Fixed Term exclusion in 2020-21 whereas 13 pupils had between 10 and 16 Fixed Term exclusions. See Figure 7 below.

Across settings one pupil had 16 Fixed Term exclusions in Primary however on moving to a Special school had a further 4, totalling 20. This student had an EHCP.

Setting	Number of Occurrences of Fixed Term Exclusion per Pupil															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Primary School	49	18	9	5	7	2										1
Secondary School	247	98	33	29	11	8	10	5	4	2	1	1		1		
Special School	28	5	8	4	6	4		1	2		1	2	1	1	2	
PRU	11	6	6	4		1										
<b>Total</b>	<b>335</b>	<b>127</b>	<b>56</b>	<b>42</b>	<b>24</b>	<b>15</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>

Figure 7: All pupils – Total Occurrences of Fixed Term Exclusions per pupil

There were 12 Cared for Children who had 1 Fixed Term exclusion each, and one Out of Area child who had 14 separate incidents. See Figure 8 below.  
The case study 3 in Appendix A outlines support given to the child with 14 Fixed Term exclusions (page 17)

	1	2	3	4	5	7	14
Out of Area	2	4	1	1	1		1
Torbay	10	4	3	1	1	1	

Figure 8: Cared for Children Fixed Term Exclusions – Torbay Virtual School

## Fixed Term Exclusions and SEND Status

Of the 616 individual pupils with a Fixed Term Exclusion for the Academic Year 2020-21, a total of 126 pupils (20.5%) have an Educational, Health and Care Plan (EHCP) and 186 had been assigned K-SEN Support by their schools.

A total of 50.6% of individual pupils who have a fixed exclusion in 20/21 are SEND (EHCP or K-SEN Support). See Figure 9 below.

REPEAT (individuals)	EHCP	K-SEN Support	No SEND Needs	%E	No. Pupils SEND	% SEND
Primary School	27	49	13	30.3	76	85.4
Secondary School	38	120	277	8.7	158	36.3
Special School	61	4		93.8	65	100.0
PRU		13	14	0.0	13	48.1
<b>Total</b>	<b>126</b>	<b>186</b>	<b>304</b>	<b>20.5</b>	<b>312</b>	<b>50.6</b>

Figure 9: Percentage of Individual pupil Fixed exclusions with SEND status

To address the rate of fixed term exclusions a number of both, support and challenge mechanisms have been put in place. These are:

1. Peer support groups to establish a shared responsibility for children and to disseminate best practice through joint consideration of interventions where a placement is at risk. This is supported by:
2. A shared 'Behaviour Thresholds' document co created with senior leaders from across Torbay and adopted through the Headteachers' groups (TAPS and TASH)
3. Case Officer and Head of Service challenge and support to schools where levels of suspensions and exclusions are of concern or statistical outliers.
4. Relationship building to understand the aspiration of schools to reduce exclusion and support in school development to achieve this.
5. Regular sharing of the 'at risk of exclusion' list with Early Help to ensure they are placed to support families.
6. Work within social work statutory processes to ensure school attendance remains at the centre of planning.
7. The provision of an independent mediation service to support effective communication between schools and families and best support children.

## Exclusions

For Academic Year 2020-2021 there were 32 Permanent Exclusions in Torbay Maintained Schools and Academies. Of the 32 pupils, 10 pupils had an EHCP, 21 pupils overall with SEND, see Figure 10.

Phase of Setting	EHCP	K - SEN Support	No SEND	Total
<b>Primary Total</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>7</b>
<b>Secondary Total</b>	<b>2</b>	<b>8</b>	<b>11</b>	<b>21</b>
<b>Special Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Overall Total</b>	<b>10</b>	<b>11</b>	<b>11</b>	<b>32</b>

Figure 10: All Pupils Permanent Exclusions 2020-2021 by School and Pupil SEND status

Published data shows a reduction in Permanent exclusions as a percentage of the school roll of 0.7% between academic years 2018/19 and 2019/20, see Figure 11 below.

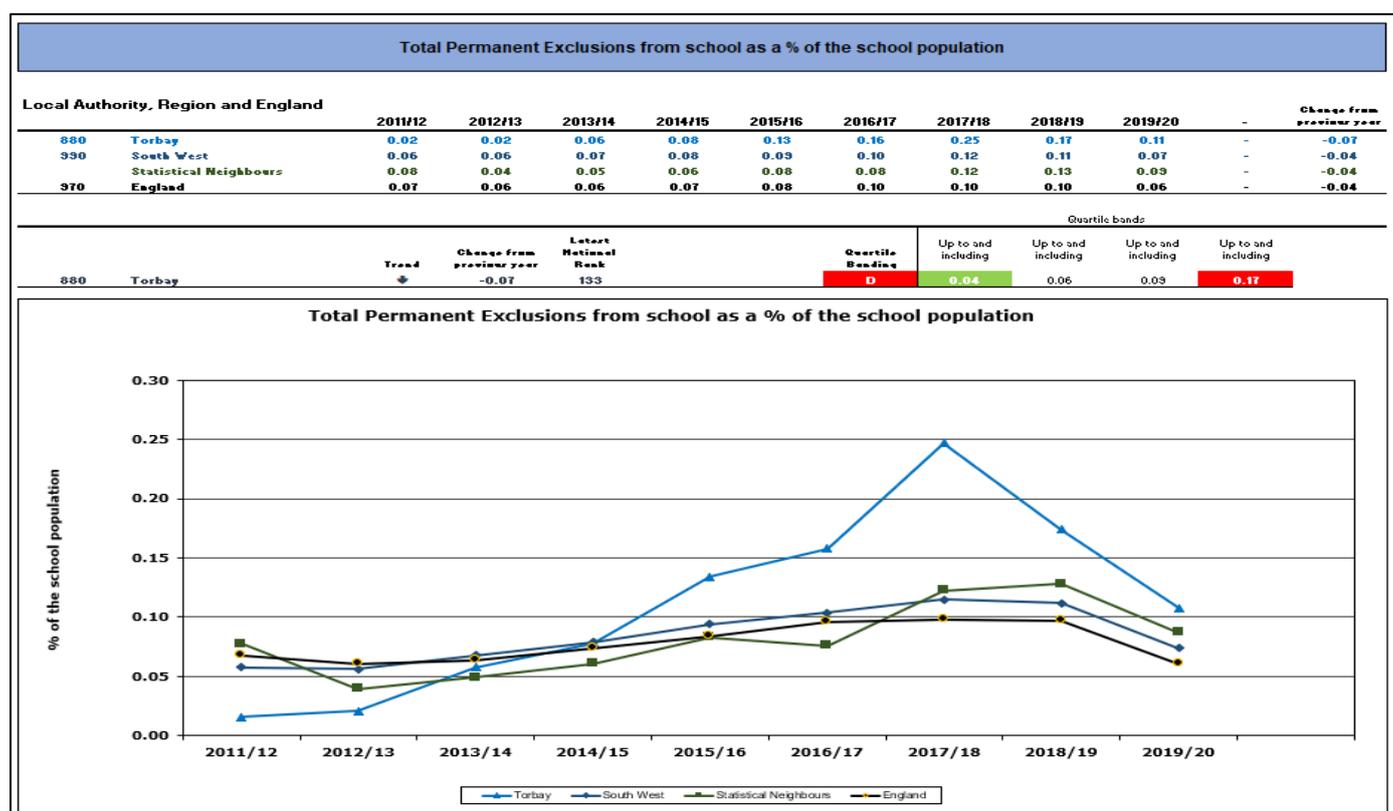


Figure 11: LAIT Total Permanent Exclusions as % of school population by area 2011-2020

There was one Permanent Exclusion for an Out of Area Cared for Child who had 14 prior Fixed Exclusions.

## Challenge and Support Around Exclusions

Local authority officers have a duty to work with all partners to maximise inclusive practice across the area. Exclusions and suspensions signal a failure of our inclusive practice, so we have a robust response.

Schools are supported and challenged around possible exclusions in the following ways.

1. By intervention from the Vulnerable Pupils Team when a child is listed as at risk of exclusion, or the team is made aware by a stakeholder or the school.
2. Through extraordinary interim and annual reviews for children with EHCPs
3. By peer challenge and support at peer groups.
4. Through solution focussed work assembling groups of local senior leaders to discuss individual children and drawing on the collective experience of the area.
5. Supporting schools and children's services colleagues to robustly challenge provision and interventions, using appropriate professional differences processes on need.
6. Engaging YOT where a child is open to that service for either statutory or preventative work.
7. In a very few cases, by providing supplementary funding to support alternative provision pending a planned change in support from other agencies

After exclusion, officers carry out the following;

1. Provide feedback on the quality and relevance of the Governors Decision Making (GDM) pack
2. Provide guidance on the process to governors
3. Attend all meetings where invited by academies and in all cases for maintained schools.

This work is well supported by the majority of schools but a small number decline to allow officers to attend or support.

## Managed Moves

In certain circumstances, it may be appropriate to transfer a pupil to another school to reduce the risk of the pupil being either permanently excluded or their educational experience being detrimentally affected. Such transfers are processed within defined procedures, so that schools are in no doubt as to who is responsible for the pupil at any time during the process.

Managed transfers between schools are offered as a possible alternative to Heads in response to a serious breach of the school's behaviour policy in DfE guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units in England:

“A pupil can also transfer to another school as part of a ‘managed move’ where this occurs with the consent of the parties involved, including the parents.”

A managed move may also be appropriate when a child has spent time at an alternative provision and has made sufficient progress to be ready to be reintegrated into mainstream schooling.

Figure 14 below shows a reduction in managed moves since academic year 2018-19. Successful moves have increased.

Academic Year	Number of MM	Successful	Unsuccessful
1819	16	8	8
1920	6	2	4
2021	6	4	2

Figure 14: All pupils – Managed Moves over time

There are currently 10 managed moves in the new academic year, 4 are ongoing, 4 have been successful. See Figure 15 below.

SEN	Initiating School	Receiving School	Start Date	Final Review	Status
N	StCM	Torquay Academy	11/01/2021	06/09/2021	Successful
N	StCM	Torquay Academy	22/03/2021	06/09/2021	Successful
N	StCM	Brixham College	26/04/2021	19/07/2021	Unsuccessful
N	TBGS	PCSA	03/09/2021	06/10/2021	Successful
N	Barton Hill	St Margaret's	13/09/2021	13/12/2021	ONGOING
N		Brixham College	14/09/2021	29/09/2021	Unsuccessful
N		Torquay Academy	06/09/2021		ONGOING
N	PCSA	StCM	13/09/2021		ONGOING
N	The Spires	StCM	13/09/2021		ONGOING
N	StCM	Paignton Academy	23/09/2020		Successful

Figure 15: All Pupils Current Managed Moves 2021

There were no managed moves for Cared for Children in 20/21

### 3. Elective Home Education

Elective Home Education currently 283 children, December 2021

2017-18 (227 1.1% as of end of July)	2021 – 2022 (1.4% as of end of Dec)	
Number of children on the EHE Register	End of December	Difference between Dec 2020 to Dec 2021
Reception	1	-1
Year 1	18	9
Year 2	16	2
Year 3	15	-2
Year 4	18	-1
Year 5	25	7
Year 6	22	-2
Year 7	32	9
Year 8	37	16
Year 9	31	4
Year 10	32	9
Year 11	36	7
<b>Total</b>	<b>283</b>	<b>57</b>

The number of families has been increasing at a slower rate than the national picture. 1.4% EHE is in line with the national figure before the pandemic. In March 2020 this was 0.9% in Torbay.

A particular concern is significant increase in EHE numbers on year 7 and 8. A working theory is that these children have struggled to develop a sense of belonging in their new schools as both years transitioned during the pandemic. This may also explain the doubling in Year 1.

This cohort is encouraged to register with the local authority via a voluntary registration process. The LA is also informed of their status at the point they leave a school roll. We have a robust process that ensures first contact with an EHE Officer within a week and a visit with a further week. These are currently virtual but have been in person when requested.

The team work with social care and SEN colleagues to ensure the education is suitable, children are safe and any outcomes from an EHCP are being met. If it is assessed as not suitable families are supported to select a school and return to formal education. If necessary, this can include the use of a School Attendance Order to require attendance.

**TORBAY COUNCIL**



ANNUAL REPORT  
(2020-21) OF THE  
VIRTUAL SCHOOL  
GOVERNING BODY

NOVEMBER 2021



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## Foreword by the Chair of the VSGB

I am delighted, as Chair of the VSGB, to write this introduction to the eleventh annual report of the VSGB. The purpose of the VSGB is to take the lead in ensuring that schools fulfil their responsibilities to Cared For Children and Young People and maximise their attainment and achievement and narrow the gap between our Cared For Children and their peers.

I hope you get from the Annual Report how determined we are to ensure our Cared For Children get the very best experience from their schools and the best outcomes they can achieve. The members of the VSGB are very clear that schools need to ensure that our most vulnerable learners are given every opportunity to succeed. This isn't about equality of opportunity but equality of outcome.

The Virtual School works in a very inclusive way. It also looks at the empirical evidence from research about where pupils learn and achieve best. It has a determination to have our children in the very best schools and to keep them in those schools no matter what.

Just as in the previous academic year we have seen a period of disrupted education and although schools were open for our learners throughout the year the impact of Covid and bubbles needing to be collapsed has meant continuity of learning has been interrupted.

In terms of our pupils' achievement this year it is again an unusual year. There are no national performance tables so comparisons can only be made with last year's data. There were no SATS so all of the data the Virtual School holds for the end of year is from teacher assessment. Our KS1 data sees an improving picture, but KS2 sees a dip in performance. Our KS4 data has improved in all measures.

Just at the end of the academic year the Department for Education informed all Local Authorities that it was extending the duties of the Virtual School Head to have strategic oversight of all children with a social worker. It is clear the DfE sees the positive impact of Virtual Schools on Cared For Children's outcomes and show a desire for the same for children on Children in Need and Child Protection Plans.

The Virtual School in Torbay provides a tremendous amount of support to our schools and as a result receives a tremendous amount of support from our schools and positive regard. We can never underestimate the power of relationships and partnership working.

I trust that the Annual Report will demonstrate our commitment and passion to our children.

Stuart Heron  
Chair - TVSGB

## The Virtual School

This is the eleventh annual report of the Virtual School Governing Body as the VSGB was formed during the academic year 2010/11. The Annual Report details the work of the Virtual School during the academic year and will highlight the educational performance of all of our Cared For Children and Young People and the wider work of the Virtual School.

The Virtual School (VS) was set up in 2010 and at that point consisted of a Head teacher (0.5 FTE) and a full time Advisory Teacher. Over the years through support of the Schools Forum and the Local Authority the staffing in the Virtual School now comprises of the Head teacher (0.6 FTE), 1 Primary CFC Teacher, 1 Secondary Maths Teacher, 1 Secondary English Teacher, an Inclusion Officer, a PEP Co-ordinator and a 0.5 Admin Officer. During the Summer Term it was agreed that the post of a KS4 Transitions Officer be added to the team so that there is a dedicated member of staff to oversee the important transition from Y11 to Y12 and then accompany them until their 18<sup>th</sup> birthday. Since 23 March 2020 the team has been working from home.

It should be noted that the VSGB has been instrumental in the increase of staffing in the VS as demonstrated by the addition of the KS4 post most recently. They have been supportive of the work and then used this support to challenge the LA to increase capacity in the VS.

The four key responsibilities of the Virtual School are:

1. To make sure there is a system to track and monitor the attainment and progress of Cared For Children.
2. To ensure that all Cared For Children have a robust and effective personal education plan and access to 1:1 support, including personal tuition.
3. To champion the educational needs of Cared For Children across the authority and those placed out of authority.
4. To provide advice and guidance to schools and parents/guardians of post Cared For Children and Young People.

The purpose of the Virtual School Governing Body sees it taking a lead in ensuring that schools fulfil their responsibilities to Cared For Children and maximise their attainment and achievement. The VSGB mirrors the role of school governing bodies in that it provides a strategic view, acts as a critical friend and ensures accountability. It also expects that all its members will be actively committed to the success of the Virtual School.

All of the data about the Virtual School contained in this report will be from the academic year 2020/21 with the obvious fact that they are all based on teacher assessment. For those in Y11, 12 and 13 they are nationally awarded qualifications.

The Virtual School consists of three groups of Cared For Children (CFC)

- All Torbay CFC who are educated in Torbay schools
- Torbay CFC who are educated in other local authority or independent schools.
- CFC from other authorities and educated in Torbay schools

The main focus of the work of the Virtual School relates to CFC who are of statutory school age but also includes those who are in Early Years settings and those who are post 16.

The school roll at the end of the academic year is shown in the table below:

Age group	Total in Torbay Virtual School  (A+B - C)	All CFC in Torbay schools  (A)	Torbay CFC in out of area schools  (B)	Out of area CFC in Torbay educational provision  (C)
Early Years	20	-	-	-
Reception	7	5	0	0
Year 1	10	8	2	1
Year 2	8	6	2	0
Year 3	14	9	5	3
Year 4	10	10	0	3
Year 5	14	9	5	0
Year 6	16	13	3	0
Year 7	25	15	10	2
Year 8	25	12	13	4
Year 9	26	14	12	3
Year 10	22	9	13	2
Year 11	36	17	19	4
Post 16	58	-	-	-
<b>Total of statutory school age</b>	<b>213</b>	<b>128</b>	<b>74</b>	<b>22</b>
<b>GRAND TOTAL</b>	<b>291</b>			

The number of CFC of statutory school age in the VS at the end of the academic year saw a decrease of 9 children. This builds on the previous year's reduction in numbers and continues the downward trend. Overall, there were 17 more young people in the grand total from the previous year with the increase being found in the post 16 and EY cohort.

OFSTED ratings for schools may change within an academic year. Where a school slips into RI or Inadequate the VS looks at each individual case and decides whether it is in the child's best interests to maintain their place at that school.

The VS continues to monitor the OFSTED ratings of the schools. At the end of the academic year there were 85% of our CFC in schools which were rated Good or Outstanding. This is an increase of 3.6% on the previous year. There was one child in an Inadequate school. This was a child in Y3 and the carer who was adopting the child did not want the child moved as the carer was very satisfied with the engagement of the child. This was a maintained special school located in an authority in the West Midlands. The VS SENCO paid close attention to this child's PEPS until the child was no longer cared for.

The VS staff ensure that social workers and the SEN Caseworkers are fully aware that applications for all children but especially Reception and Y7 should only be made to Good or Outstanding schools. Obviously the same is for mid-term transfers but these are discouraged due to the adverse effect on educational attainment.

### **Outcomes for Cared For Children (CFC)**

The Department for Education only measures the educational outcomes of the children who have been cared for continuously for 12 months. For the performance measures for the academic year ending July 2021 the children whose outcomes are measured are those children who were cared for on 1 April 2020 and remained cared for until 31 March 2021. The progress and attainment of all the children in the Virtual School is important and therefore the data will be captured for the Continuous Care CFC and those who have been cared for outside of 12 months criteria.

The Virtual School measures educational attainment and progress for all Cared for Children. This is beyond the national expectation and allows accurate tracking and intervention. We do not believe the statutory focus on 12 months continuous care CFC is sufficient.

Data is captured termly. Nationally reported data is for those in care from 1 April 2019 - 31 March 20.

### **Headlines:**

1. In Reception - there is a downward trend and below the 2019 national CFC outcomes. This is a small cohort of 5 and based on teacher assessment and it should be noted that 2 children achieved GLD which was the same number in the previous academic year.
2. At Key Stage 1 - It has been a successful year. There is an upward trend in reading and maths and it is just over the national CFC outcomes for 2019 in those areas. In reading and maths our Cared For Children achieved above the all Torbay figure. In Writing the CFC achieved in line with the last year's CFC data. The reading, writing and maths (RWM) outcome was 0.7% below the all Torbay pupils' figure and almost 13% higher than the all CFC figure for 2019.
3. At Key Stage 2 - there is a much weaker position when comparing with last year's data. Consequently the combined RWM outcome is 21% below the all Torbay pupils data and 3% lower than the national CFC outcome for 2019.

4. At Key Stage 4 - there was an expected upward trend in all measures with only the strong pass in English being below the national CFC from 2019 by 2%.
5. Key Stage 5 - there was a smaller number taking A levels and other L3 qualifications than the previous year. The number of Y13 achieving a L2 qualification increased by 14% but this was to be expected due to a smaller number following a L3 qualification.
6. There are 9.3% of our Care Experienced young people now at an HEI and increase of just under 3%. This increase is due to a small number achieving entry requirement in Y14.
7. Exclusions - there is an increase on the number of pupils experiencing a fixed term exclusion with 13.9% of our children. This is against a backdrop of rising exclusions for all pupils. There was 1 Permanent Exclusion for a CFC.
8. Attendance - the attendance rate had a drop of 10% on the previous year and this is attributed to Covid absences.

#### **End of Year Results:**

For the children at the end of Reception, the end of Key Stage 1 and Key Stage 2 the following results would, in normal circumstances, be national results and published by the DfE for those in continuous care. However, just like 2020, this academic year has not been a normal year and national tests or publishing results were abandoned. There are national results for GCSE and A Levels and BTECs but there will be no performance tables for comparison. This means the only comparison can be trend data from previous years as well as expected outcomes based on Key Stage 2 data for those in Y11. For all other year groups the results are taken from the attainment data from each child's summer term PEP.

Reception: At the end of the year there were 7 children in this year group. There were five children in the continuous care cohort with two on track to achieving a Good Level of Development.

Key Stage 1 - Year 1: There were 5 continuous care children in this year group with 11 Torbay CFC in total. The children should be at ARE (age related expectations) at the end of Year 1. The table below shows the number of children on track to achieve at least ARE in Reading, Writing and Maths.

In the continuous care cohort there was one child with EHCPs with Cognition and Learning as the primary need who attends a special school.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Less than 12 months CFC	1	1	1
Continuous care CFC	3 (60%)	3 (60%)	3 (60%)

Year 2: There were 7 continuous cared for (CFC) children in this year group but with 9 Torbay CFC in total. The children are expected to be at the Expected Standard by the end of this year. The table below shows the number of children who were on track to achieve the Expected Standard in Reading, Writing and Maths if they had taken SATs. One CFC child was on track to achieve a Greater Depth judgement in Reading and Maths with one child in the CFC cohort working above ARE in Reading but not quite at Greater Depth.

There were 3 (49.8%) of the continuous care cohort who reached ARE in all three measures.

There is one child in the continuous care cohort who has an EHCP with Cognition and Learning who attends a mainstream school. This is being reviewed through the SEND processes as the progress gap is widening with the child's peers.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Less than 12 months CFC	0	0	0
Continuous care CFC	5 (83%)	3 (49.8%)	4 (66.4%)

Key Stage 2 - Year 3: There were 12 continuous cared for children in this year group but with 15 Torbay CFC in total. The children are expected to be at ARE by the end of this year.

The table shows those children on track to achieve at least ARE by the end of the year in Reading, Writing and Maths.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Less than 12 months CFC	0	0	0
Continuous care CFC	5 (41.5%)	4 (33%)	5 (41.5%)

There were 6 children with EHCPs. One for Cognition and Learning and five for SEMH with only one in a mainstream school.

Year 4: There were 10 continuous cared for children in this year group but with 11 Torbay CFC in total. A child is expected to achieve at least ARE by the end of this year.

The table below shows those children on track to achieve at least ARE by the end of year in Reading, Writing and Maths.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Less than 12 months CFC	0	0	0
Continuous care CFC	8 (80%)	6 (60%)	7 (70%)

In the continuous cared for cohort there is 1 child with an EHCP. This is for SEMH and the child attends a mainstream school.

Year 5: There were 13 continuous cared for children in this year group with one CFC of less than twelve months. A child is expected to achieve ARE at the end of this year.

The table below shows those children on track to achieve at least ARE by the end of this year.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Less than 12 months CFC	0	0	0
Continuous care CFC	7 (54%)	6 (46%)	9 (69%)

There are five children in the continuous cared for cohort with EHCPs with four as SEMH as the primary need and one for Cognition and Learning. Three of the children with SEMH are in mainstream schools with two children being in special schools

Year 6: There were 15 continuous cared for children but with 18 children in total. This is the end of KS2 and in a normal year the children would sit their SATS in May. This was not the case this year. A child is expected to achieve Expected Standard in Reading; Writing; Grammar, Punctuation and Spelling; and Maths.

The following table shows those children assessed by their school as being on track to achieve at least Expected Standard in their SATS:

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>ES in Reading, Writing and Maths</b>
Less than 12 months CFC	0	0	0	0
Continuous care CFC	8 (52.8%)	7 (46.2%)	6 (39.6%)	5 (33%)

Whilst there is a focus through the PEP on ensuring there are interventions for each child to achieve ARE during Y6 the PRIM (performance review and intervention meeting) process commences. This

sees a greater focus on individual children and will see the Primary CFC Teacher undertake interventions where necessary with individual children. When the child is placed out of area this will see the Primary CFC Teacher making individual contact with the DT to ensure that interventions are put in place and that the focus is one which meets need.

In the continuous cared for cohort there are six children with EHCPs. Of these two are in mainstream school settings and the other four in special school settings. Five have their primary need as SEMH and one as Cognition and Learning.

One continuous cared for child was assessed as Greater Depth in Maths.

Key Stage 3 (Years 7, 8 and 9)

Year 7: There were 20 continuous cared for children but with 25 children in total. Again children need to achieve Age Related Expectations.

	English	Maths
Less than 12 months CFC	1	1
Continuous care CFC	7 (35%)	10 (50%)

There are 6 children with EHCPs in the continuous care cohort with only 1 of the children in a specialist setting. Of the 6 there is one child with Cognition and Learning as the primary need. The remaining five have SEMH as their primary need.

Year 8: There were 23 continuous cared for children and 25 CFC in total in this year group. The minimum expectation would be ARE. The table below shows the children who have achieved at least ARE.

	English	Maths
Less than 12 months CFC	2	2
Continuous care CFC	10 (43.4%)	11 (47.7%)

There are 10 children with EHCP in the continuous cared for cohort with five having Cognition and Learning as their primary need and five have SEMH as their primary need. Six of these children are educated in special school settings.

Year 9: There were 22 continuous cared for children and 25 Torbay CFC in total in this year group. Again the minimum national expectation is ARE by the end of Y9. The table shows the children who achieved at least ARE by the end of the year.

	<b>English</b>	<b>Maths</b>
Less than 12 months CFC	2	2
Continuous care CFC	8 (36%)	8 (36%)

There are eleven children with an EHCP in the continuous cared for cohort. Seven are in specialist schools with four in mainstream schools. Five of the children have cognition and learning as the primary need and six with SEMH as their primary need.

It should be noted that some schools are now choosing to commence GCSE courses in Y9. This now means that school will report attainment either as above, on or below ARE or as a GCSE grade. When commencing the GCSE course it is essential that the VS also receives the end of KS4 target to ensure the child is on track.

#### Key Stage 4 - Year 10:

There were 22 continuous cared for children and 23 Torbay CFC in total in this year group. At the start of the year targets for the end of KS4 were set from each school's Fisher Family Trust (D) data set. This data set uses prior attainment data and contextual factors to predict outcomes that a young person should achieve in line with the top 25% of students in similar contexts. Using this data 12 children should achieve at least a Grade 4 in English and 11 children a Grade 4 in Maths.

The table below shows the attainment at the end of Y10:

	<b>English Grade 4+</b>	<b>Maths Grade 4+</b>
Less than 12 months CFC	0	0
Continuous care CFC	8 (36%)	8(36%)

Through the PEP process for these children not on track to achieve their predicted grade interventions will be put into place.

There are 12 continuous cared for children with an EHCP. Of these children 4 have an EHCP with Cognition and Learning as the primary need with 8 with SEMH as their primary need. Of these six are in mainstream schools. One of the cohort has been educated in a Young Offender Unit.

The child who became cared for in this year had not attended a school for a considerable time. A bespoke programme was created and he is on roll at a mainstream school in the Bay.

It should also be noted that one of the continuous care group is on track for *Grade 7, 8 and 9* across all subjects. This young person has an aspiration to study medicine and attends one of our non-selective schools in Torbay.

Year 11/ End of Key Stage 4: There were 33 continuous cared for young people and 36 Torbay young people in total in this year group. In a normal year the DfE would publish the end of KS4 results for the continuous care group and OFSTED would scrutinise them during inspection. However I have no benchmark to measure this cohort against other than previous years as well as whether they met their targets based on their KS2 result. The following table gives details of the end of KS4 results for the continuous care young people.

	<b>5A*-C or Grade 4+ including E&amp;M</b>	<b>5A* - C</b>	<b>EBACC</b>	<b>Grade 4+ (or C+ pre 2017) in E &amp; M</b>	<b>Grade 4+ (or C+ pre 2017) in English (Lit or Lang)</b>	<b>Grade 4+ (or C+ pre 2017) in Maths</b>
Torbay CFC 2021	24.2% (8)	27.2% (9)	3.03% (1)	27.2% (9)	42.4% (14)	30.3% (10)
Torbay CFC 2020	25% (5)	30% (6)	5% (1)	20% (4)	40% (8)	25% (5)
Torbay CFC 2019	14.3% (4)	14.3% (4)	7.1% (2)	14.3% (4)	32.1% (9)	21.4% (6)
Torbay CFC 2018	33.3% (7)	33.3% (7)	0	38.1% (8)	42.8% (9)	38.1% (8)
Torbay CFC 2017	13.6% (3)	22.7% (5)	4.5% (1)	13.6% (3)	22.7% (5)	27% (6)
Torbay CFC 2016	13.3%	13.3%	0%	20%	27%	27%
Torbay CFC 2015	14%	14%	0%	14%	18%	18%
Torbay CFC 2014	0	8%	0%	8%	20%	8%

Based on KS2 SATS results 17 (51.5%) young people in this cohort should have achieved at least a Grade 4 in English and 15 (45.4%) in Maths. It is, therefore, disappointing that they didn't achieve in line with the predictions from KS2. This underachievement, however, also needs to be seen in the context of the Stability Report which looks at placement moves and types of accommodation or school which may adversely affect outcomes for our young people.

Comparing the data over the previous seven years the outcomes this year are better than six of the years when outcomes were roughly in line with the national CFC figure (other than 2014) with the exception of 2018 when we were amongst the best CFC results in England. This year's results showed an upward trend.

There are 16 children with EHCP in the continuous cared for cohort and 12 of these either attended specialist provision or were on bespoke programmes.

The main points are that the results were pleasing this year and there were no major surprises. One of the Y11 who underperformed saw placement moves in Y10 and 11 and this saw a pattern of school refusal. This young person was supported with a programme to ensure engagement in Y12. Two children had managed moves to a PRU in Torbay and underperformed on their KS2 data. It should be noted that one child in an out of area PRU performed at the KS2 predictions.

All of this year group had Y12 plans in place by the end of their academic year in June.

### Key Stage 5 (end of Y13)

Our performance at the end of Y13 is very different from the previous year but far fewer were studying L3 qualifications. This relates to the fact that more were taking L2 qualifications as a result of not reaching Grade 4s when they took their GCSEs two years earlier.

### Attendance

The Virtual School wants all children to have the best possible attendance at their individual schools to enable each and every child to reach their full potential.

There is a strong link between good school attendance and achieving good results for children. Children who frequently miss school may fall behind in their work which may affect their future prospects. Good school attendance also shows future employers that a young person is reliable, more likely to achieve well and play a positive role in their community.

Very often, prior to children becoming cared for their attendance at school has been poor although not in all cases.

As of September 2015 the Department for Education (DfE) announced that any student whose attendance falls below 90% will be classed as a Persistently Absent student. Therefore, if a student misses 19 or more days over an academic year they will be classed as Persistently Absent.

The DfE say..."If over 5 academic years a pupil has attendance of 90% the child will miss a half of a school year, that's a lot of lost education."

The Virtual School promotes good attendance through ensuring foster carers have due diligence to good attendance as well as the children's social worker. Contact is made with children whose attendance has been a concern prior to coming into care to check what issues may have prevented good attendance. From the information received a plan will be written which will have action for all parties, the child, the school, the carer, the Social Worker and the VS. We all expect children to be at school unless the child is seriously unwell.

Each term the VS celebrates excellent attendance with the issuing of a certificate and for those with 100% attendance a book token. There are also attendance awards at our Annual Celebration of Achievement.

Attendance is now collected daily for all children but for those for whom there is a concern this is done on a twice daily basis. The Virtual School commissioned a service called WelfareCall to obtain the daily attendance of all our children no matter where they go to school and that by commissioning this service it means that our children, no matter where they go to school, have a focus on excellent attendance.

#### Attendance Key Points

1. After each data drop attendance was RAG rated. The RAG is as follows:  
GREEN = 95% and above  
AMBER = 91% - 94%  
RED = 90% and below.

The Inclusion Officer collects the reasons for an absence in school and will know if it is due to illness or otherwise. Analysis of the absences looks for patterns. The VS has a policy of no holidays in school time for our CFC unless it is a school based activity and part of the school curriculum.

If a child is rated as a RED the Inclusion Officer will contact all parties in order to formulate a plan around improving the attendance. When a child is rated as AMBER contact will be made with all parties to say the child's attendance rate is a concern and an expectation will be set for improvement.

2. The attendance figures in this report are for the children who have been in continuous care for 12 months and are for the complete academic year including the Spring Term (lockdown).
3. Five years ago, attendance was a focus area for improvement and since then the attendance has improved incrementally. This year, however, the attendance has seen a significant dip of almost 10%. Whilst some of this relates to Covid we have experienced children refusing to attend their provision. This has in two cases been as a result of experiencing placement moves with one child in Y10 and one in Y11. It will be necessary to ensure that attendance becomes a focus especially when considering placement moves or changes in status.

4. There has been a massive increase in the number of children characterised as Persistent Absentees (PA) on the previous year's figure of 10. This year there were 73 children and young people categorised as Persistent Absentees. Whilst the majority of these will be explained by illness through Covid and by the change in coding for children for whom school was open during lockdown but didn't attend. This saw them get an unauthorised absence mark.
5. During the Spring Term (during lockdown) our attendance figures overall were 64.6% in January, 67.4% in February and 89.4% in March.
6. Attendance will continue to be a focus not only for the VS but also foster carers and the child's social worker as children need to be in school to benefit from it.

	Primary	Secondary	Overall
<b>Attendance 2021</b>			<b>85%</b>
Attendance 2020	95.3%	94%	94.8%
Attendance 2019	97%	90.15%	95%
Attendance 2018	97.5%	94%	95%
Attendance 2017	97.5%	95.1%	96%
Attendance 2016	96.8%	94.7%	95.7%
Attendance 2015	97.99%	93.33%	95.7%
Attendance 2014	92.34%	92.36%	92.35%

### **Children on Part-time Timetables**

During the academic year there were eleven children on part-time timetables at some point during the year. Of these seven were children in the continuous cared for cohort. Eight of the children had an Education, Health and Care Plan for SEMH.

All part-time programmes are closely monitored by the Inclusion Officer in order that a timely return to full time education is achieved. If a child has an EHCP the SENCO also has a monitoring duty to ensure the rigour of the programme and will attend all PEPS.

### **Children not on a School Roll**

The following table shows the number of children not on a school roll during this academic year. All of them had an EHCP and SEN were either unable to identify provision or there was a need for a bespoke programme. Unless otherwise stated their programmes were between 20 - 25 hours per week.

	Last on Roll	Plans	Care Status	Latest care episode
Child 1 Y8 EHCP	12/04/2021	Moved to Caerphilly. SW has now completed application for mainstream school but she will access The Hive (alternative provision). This is available now but yp is not emotionally well enough to access education out of the home. Tutors x 2 hours daily	S20	26/02/2021
Child 2 Y11 EHCP	27/03/2020	Was at SFIT, then a EOTAS programme was put in place for his final term - tutoring and Outdoor Activity.  Place at SDC in September	S20	23/04/2021
Child 3 Y11 EHCP	01/04/2021	Moved out of area by social care. No school could meet need this late in Y11. EOTAS package - tutoring and sports activity.  Taunton and Bridgewater College and AEC from September	S20	17/06/2019
Child 4 Y11 EHCP	20/07/2020	Placed in Crisis placements. Moved to Kirklees - January 2021 and has been working with tutors and employability Solutions  Kirklees College in September	S20	12/10/2018
Child 5 Y11 EHCP	24/02/2021	Moved to Kent.  Kent Mentoring Service worked with yp Broadstairs College in September	FCO	06/10/2011

Child 6 Y11 EHCP	21/07/2020	Specialist independent school could not meet need. EOTAS package created.  Bicton College in September	FCO	08/11/2013
Child 7 Y11 EHCP	20/05/2020	Special school could not meet need. EOTAS package including tutoring and vocational course.  SDC in September - hairdressing	S20	22/07/2013
Child 8 Y11 EHCP	30/04/2020	Moved back to Torbay. EOTAS package.  Wants to move out of area so has not completed any applications for college	FCO	14/09/2018

## Exclusions

There continues to be a focus on finding alternative sanctions rather than exclusion. Again the rigour the VS has with attendance monitoring means that exclusion figures are accurate and timely.

During the academic year 30 children were subject to fixed term exclusions (FTX). This would be an exclusion rate of 13.9%.

The following table gives more detail about the exclusions:

Year Group	Cared For 12+	Torbay/Out of Area School	Number of Occasions	Number of sessions excluded (2 sessions = 1 day)	M/F	EHCP
Year 11a	Y	Out of area	2	5	M	SpLearning
Year 11b	Y	Torbay	1	6	F	No
Year 11c	Y	Torbay	1	1	F	No
Year 11d	Y	Torbay	4	14	M	SEMH
Year 11e	Y	Torbay	1	4	F	No
Year 11f	Y	Torbay	3	5	M	No
Year 11g	Y	Torbay	2	4	F	No
Year 11h	N	Torbay	2	4	M	MLD
Year 10a	Y	Out of area	14	25	F	RSA
Year 10b	Y	Torbay	1	1	M	No
Year 10c	Y	Out of area	1	4	F	No
Year 10d	Y	Torbay	5	9	M	SEMH
Year 10e	N	Out of area	2	13	M	No

Year 9a	Y	Torbay	3	22	M	SEMH
Year 9b	Y	Torbay	3	10	M	SEMH
Year 9c	Y	Out of area	4	12	M	SEMH
Year 8a	Y	Out of area	5	20	F	No
Year 8b	Y	Torbay	1	6	M	SEMH
Year 8c	Y	Out of area	1	14	F	No
Year 8d	Y	Torbay	1	6	F	No
Year 8e	Y	Torbay	1	4	M	No
Year 8f	N	Torbay	2	20	F	No
Year 7a	N	Torbay	7	24	M	RSA/SEMH
Year 7b	Y	Out of area	2	16	M	SEMH
Year 7c	Y	Torbay	1	10	F	No
Year 7d	Y	Torbay	2	8	F	SEMH
Year 7e	Y	Out of area	3	12	F	SEMH
Year 6a	Y	Torbay	1	6	M	RSA/SEMH
Year 6b	Y	Out of area	2	6	M	SEMH
Year 3a	Y	Torbay	1	3	F	RSA/SEMH

One continuous care child was subject to a Permanent Exclusion (PX) in July 2021. This was an out of area school. This was despite intensive support with the school who were reticent to engage with the VS on numerous occasions. The school's LA also did not assist in securing a PRU place to avoid the PX. As with all PXs our policy is to appeal any PX which was done on this occasion. Unfortunately despite the a robust appeal the Panel appointed by the school upheld the school's decision. It should be noted that the VS's Inclusion Officer secured a PRU place as soon as the PX was instigated despite the home LA saying this was not possible.

The Virtual School ensures that all schools follow the DfE's guidance on exclusions and will not allow any unofficial exclusions to take place for a Cared For Child.

The cases below highlight the work undertaken to avoid exclusions.

#### Case Study Y7a

Became Cared For on 5 October 2020.

Fist PEP evidenced that on CP Plan when commenced in Y7; attendance 80%; improvement needed in positive attitude to learning and adults.

Very distressed on entering care as not placed with 5-year-old sibling.

School had already identified that extra support needed - this included time out card; a tangle and regular check in/outs with one key member of staff.

First PEP identified support needs - Team Around the Child approach based on attachment and trauma informed practice - Team 'Billy' - as young person desperate for attention and without it unable to regulate his disappointment. Also identified adult need to co-regulate with young person in order to support. Strategies around time out card discussed.

Educational Psychologist referral to be made as possible concerns about gaps in learning/literacy and speech and language. Possible referral to WAVE project. Covid meant WAVE project postponed.

Young person not showing any concerning behaviours in his new home and carers have not experienced the dysregulation seen in school.

Regular updates between Inclusion Officer and Designated Teacher in school. These discussions included strategies based on attachment and trauma informed practice.

Also discussed amendments to timetable in order to find activities which would promote self-worth. Young person reluctant to take part even with support from VS and Carers felt that the interventions would not work if young person would not engage. VS felt that Carers may have been able to influence positive engagement but just really wanted young person in school.

By January a part-time timetable was in place - again to try to shift to positive engagement.

School submitted a Request for Statutory Assessment.

Reluctantly the VS enquired about a PRU placement as small groups may have provided an opportunity to get alongside the young person. Eventually an Assessment Place at Brunel was agreed following a meeting at the PRU.

Young person commenced at Brunel week beginning 8 March and then full time from 15 March. The child's social worker was not convinced a place at Brunel was best for the young person. This was also echoed by the carers.

Young person engaged well at Brunel. During his time a draft EHCP was issued, and SEN consulted with all mainstream schools in Torbay. All responded by saying they could not meet need. This meant that young person remained at Brunel and went on their roll.

Two exclusions were experienced in the last two weeks of term. These were both for racist abuse and occurred when a sustained period of racism to a member of staff at the school was being seen.

### Case Study Y8a

At start of Y8 moved to a Connected Carer. Despite a good link with her Y7 school the new carer, young person and SW determined for a school move for a fresh start. VS reluctantly agreed but did not consider the move or choice of school in young person's best interests. In order to support the transition in the Autumn Term the young person had some sessions at the YMCA in order to give some emotional support around the move but also recognising the impact of COVID. A referral was made to the Educational Psychologist as there had been some concerns in the summer term. The young person also continued to see the school counsellor. All discussed at the Autumn PEP in the original school. Carer did not attend but agreed that a Planning for Success meeting be held at the new school ASAP.

Evidence also that maintaining friendships is an issue and that social media is a big factor in this.

At Planning for Success meeting new school expressed concerns about the support for the young person due to impact of Covid and young person's presentation. VS agreed a short intervention at CHANCES be commissioned by the new school in order to aid the transition and provide some positive impact.

Young person had good engagement at CHANCES but the intervention was longer than anticipated due to Covid.

The VS always had a representative at PEPS in that both the Inclusion Officer and Specialist Teacher attended them. Both staff members provided the mainstream school opportunities for talking about behaviours which they found difficult to understand. Again this had an attachment and trauma focus. School felt that the carer was not as supportive as they would have expected for a Cared for Child. This was shared with Fostering. There must also be recognition that after a change of Social Worker there was excellent engagement with the young person and social worker and there was a real focus on ensuring a positive engagement with education. The YP is now in a home with different connected carers and this appears to have provided some stability.

### Case Study: Y10a

The child became Cared For in January 2019. A foster home was found in Torbay and Child Y10a remained at her Torbay school. There was one Fixed Term Exclusion (FTX) in March 2019 for not following instructions. The PEP evidenced a good start to Y9 and there was one FTX in February 2020. By the Autumn Term the child had moved into a new foster home in Falmouth. The plan was for a short-term placement while connected carers who live in Torbay were assessed and therefore Child Y10a remained on roll at her Torbay school but became a guest pupil at a school in Falmouth. The Torbay school continued to lead on the PEP process as we all were assured that the child would return. There was a FTX in November 2020 for not following instructions. Unfortunately, the foster carer gave notice and Child Y10a was moved to a new foster home. At this point the assessment of the connected carer came back as negative. It should be remembered that much of this took place during the Covid period from March 2020.

Following the move to another carer the decision was made to look for a permanent new school and there were two possibilities. A small rural school and a larger one in not such a rural area. The carer and social worker both felt the smaller school would suit Child Y10a. The VS were not so convinced as larger schools tend, although not always, to have better pastoral support.

Very detailed support was offered by the VS to the new school:

9/3/21 - On roll at Devon school and Planning for Success meeting held. School wanted to move Child Y10a to Y9.

12/3/21- FTX: Mobile phone- used on 3 occasions and refused to hand over. Escalated from here. Refusal to follow instructions. Not follow school rules. Internal isolation for 1.5 hours which she refused so FTX- 1 day.

15/3/21- Readmission meeting. School said it was not appropriate for us to join the meeting ( 2 VS staff ready to log on), so VS offered support via social worker to the school: -fund an intervention service to support SEMH needs if necessary such as SWISS and Evolve - offer a twilight session for all her specific teaching and support staff on her trauma tree to build empathy and understanding (history of trauma and losses) - offer an intro to attachment training session for all staff - also asked social worker to ask school how they can support SEMH needs

18/3/21- FTX - not attending lessons. Refused to go into lessons. Refused all offers of support. Seemed very calm. Was not rude. Defiance. School could not reason with her. School

offered different options of where she could go and who she could work with. Now she can go to see Miss Jordan at the start of lessons if she feels she cannot go in. VS Teacher explained this could be anxiety based.

23/3/21- Torbay Protocol for Admissions and Exclusion sent to the school 23/3/21- PEP and email to ask Do you have any regular timetabled SEMH support that Child Y10a would be entitled to such as Thrive, or attachment-based mentoring, or Theraplay Informed Practise or something similar? Most cared for young people are offered this but it varies from school to school what support is in place. VS also fund a service but need to talk to you about which one as all schools have their preferences. As she has received 2 FXTs, we really need to put our heads together to work out what support we can offer and VS and school to plan emotional support

23/3/21- EP referral sent in

24/3/21- FTX: Child Y10a has been defiant and refused to engage with school today. She refused to attend her lessons this morning and also refused the alternative to this which was a safe space in the HOH room working in isolation as per our procedures. This was discussed with her and explained why but she refused to comply with the rules. VS Teacher then offered her the opportunity to work with a TA for the remainder of the day where she would receive 1:1 support and could access the work from her lessons and remain on track with her work. Child Y10a again refused to engage with anything that is being offered. School informed VS of FTX and we replied in an email to say we can discuss offering SEMH support: The interventions and services we could discuss are listed here. We talked about some of these on the phone:

- Teaching Assistant to work with her in school
- 1-1 Tutors to work with her in school (child has requested this in her views)
- SWISS- Activity based therapeutic youth work
- Evolve/Adelong- Activity based therapeutic youth work. Can have outdoor education focus.
- Inspire- Activity based therapeutic youth work
- Horse Resource- Therapeutic Horsemanship

25/3/21 - FTX - no info as to why

24/3/21 or 29/3/21- Part time timetable started by school at some point in this week but date not clear. VS not notified so could not offer further support yet

31/3/21 - meeting to discuss education in light of FTXs: school said Child Y10a had been on a part time timetable for 1 week already. Planned to use SEMH support service, build timetable back up and offered to fund a Teaching Assistant. Offered training dates again for attachment intro for staff and for trauma tree work

1/4/21- VS contacted Evolve/Adelong for info about SEMH support for her but they could not work in this location

Easter holidays

20/4/21 - Contacted Inspire South West for info about SEMH support service for her

26/4/21- Part time timetable form received saying part time program started on 19/4/21 but it started before the Easter holidays, but VS not notified until meeting on 31/3/21. 3 hours a week per day in school. School acknowledges her high emotional needs and needing a go to person out of lessons but in school. Concern expressed about using extraction service where she is out of school due to potential issues with reintegration

27/4/21- VS Head agreed to fund Teaching Assistant for Child Y10a and corresponded with school

27/4/21- FTX according to above

5/5/21- FTX initial uniform issue and then her response- refusal to follow staff instructions

6/5/21- Request from VS for conversation that happened around FTX to see if we could offer Attachment Aware and Trauma Informed responses to Child Y10a and see how she responded to current staff language. Not received. Requested school send us dates and times for trauma tree work

18/5/21- Head rang to discuss concerns ahead of PEP of 25/5/21. We discussed if this was a protocol meeting or not and he said it would be - child at risk of PX.

20/5/21- VS staff visit Child Y10a home as not timetabled in school until afternoon. Invited to school but both had prior appointments that they needed to return to Torbay for. Child had a timetable of support that had been given to her.

25/5/21- PEP - PX not mentioned by school at all. Positive PEP where DT talked about support they could offer and discussed new timetable with TA support and Teacher support. VS asked DT to check with Head he was happy with this plan and to give child time to engage with support offered. Email following up PEP and asking school for dates for attachment training and trauma tree work.

27/5/21- Seen EP at school (EP offered 2 earlier dates 14/5/21 and 24/5/21) but did not receive a reply and asked us to chase a response)

31/5/-21-6/6/21 Half term

11/6/21- Tracey Powell started attachment intervention with child

17/6/21- Child isolating due to Covid and during this time she received bad news in relation to her care plan and not going home that she was devastated by and school informed on this date and with detailed info on 20/6/21 about decision making on care plan. Email chasing dates school want training and attachment support info on child and school replied asking for dates in the 1st 2 weeks of July.

21/6/21- EP report received

22/6/21- PEP meeting and email sending dates we can offer training in July.

- 23/6/21- FXT- the incident was her on the phone in the loo and a TA asking her to come out to which she replied "give me a minute" - then rushing her and getting the response "f\*\*\* off".
- 25/6/21- FXT- The incident happened while preparing for PE (a class she enjoys). She was told to get changed but explained that she wanted to change in private (which is what she has always done in the past) and was waiting for the loo (which was occupied). She was told that she couldn't and had to change now. She refused and was then told to leave the lesson; she went to the "safe space" and was again challenged to do some alternative work (not with her TA or other staff member that she trusts) and refused.
- 26/6/21- Social worker emailed school with info from Wellbeing Practitioner that Child Y10a is having suicidal thoughts.
- 1/7/21- Education review meeting with the Head: lots of issues raised re: Child Y10a but support discussed, and Head said he was committed to her and the school were not going anywhere. During meeting, child had refused to attend lessons and was in staff area. However, PX not mentioned in the meeting. Phone call received shortly after the meeting to say child was being PXed.

Torbay VS Inclusion Officer contacted Devon VS re alternative provision and was informed all were full. The Inclusion Officer contacted the PRU and was told there were spaces. As no support was forthcoming from Devon it was agreed that it was in Child Y10a's best interests to attend the PRU and we would appeal the PX.

### School Case Study

Through negotiations with a Designated Teacher and through data analysis the Inclusion Officer and VSH provided extra support to a local school in order to improve their practice around attachment and trauma. The support ensured that at least one Cared For Child (Y11) was not permanently excluded or moved onto an alternative programme although one child (Y7) needed an assessment place at a special school and now attends there full time.

Staff have been able to attend our Attachment Training and Support Groups.

The support included providing advice and support on creating and equipping a Calm Room; working with the subject teachers of our cared for children in order to understand their journey as well as to enable staff to hear of positive aspects of school life for the child as well as looking at strategies for working with a child's attachment style; supporting the DT to challenge practice which was not trauma informed as well as advice on individual children when the school felt they had become 'stuck'.

Impact - as stated earlier one child was not Permanently excluded and was not sent to an alternative provider or moved on to a part time timetable. This proved positive not only for the child but also the school. Children who we thought may struggle with being in a mainstream school are benefitting from a school whose strategies around attachment and trauma have improved and they are enjoying their time at school. The VS will continue to monitor exclusions as well as provide advice and guidance to this school (as we do for all schools).

## Special Educational Needs

Torbay has a higher percentage of all pupils with SEN in particular those with Education Health Care Plans. This is also reflected in the number of CFC with special educational needs in the Virtual School.

At the end of the academic year there were 84 children, of statutory school age, with EHCP's in the Virtual School. This sees 39.4% of the VS's school population being subject to an EHCP. Of these 84 children and young people 50 of them are in specialist provisions. This immediately raises concerns as the evidence from the Rees Report sees children not in mainstream schools doing less well than their peers in mainstream in terms of reaching age related expectations. This however does not mean they do not make good progress it means they do not reach the level expected for their age group set by the DfE and they are in these provisions because they best meet the child or young person's needs.

It should be noted that there are 8 more children and young people with EHCP's than the previous year which also saw a significant rise in those with EHCPs. This is the fourth year in a row of an increase seen in the number of children with EHCPs.

Of the 84 young people with an EHCP, 75 are in the continuous care cohort. There were 16 young people in the Y11 cohort with an EHCP with 12 of these being in specialist provisions.

There were 63 children and young people identified as needing SEN support in those of statutory school age.

When combining the number with an EHCP and those at SEN support the data shows that 69% of those of statutory school age have special educational needs.

The VS has supported schools in 3 Requests for Statutory Assessment during this academic year.

Our SENCO has all the children and young people with an EHCP on her caseload and liaises between our SEN Team and Designated Teachers in schools. Here is an example of one piece of case work undertaken during this year.

### SEN Casework example

#### What was the issue?

- The young person had struggled in school prior to coming into care but as she got older the learning and being able to settle became more difficult for her to manage.

#### Our journey so far....

- The school had previously had SALT assessment and Chestnut Outreach. An RSA was submitted and accepted

#### What have we done?

- The Virtual School provided funding for 1:1 Adult tuition to enable the young person to be supported during the day and help manage her emotions. A safe space was provided.  
Behaviours escalated during Covid - the VS had regular meetings with the school

and, in addition, the VS funded Play Torbay intervention service for afternoons to allow the young person time away from the school to have intensive support around her SEMH needs. A bespoke timetable was created whilst she was in school so she could achieve success.

At this time, the placement broke down. A new placement was identified near Exeter and the VS worked with the new school, her current school, SEN and Play Torbay so that the young person could achieve a successful transition.

The EHCP was issued during this transition period. For the rest of the Summer Term, Play Torbay supported the young person in a transition period into her new school to be a familiar trusted adult and provide stability whilst a 1:1 was recruited.

### What difference has this made?

The young person is now managing full time in her new school. She completes some work with her 1:1 away from the classroom environment but can successfully integrate with her peers in some lessons.

In order to establish peer friendships, the young person chooses children to do some activities in her quiet space at the start of the day and after lunch.

### Immediate next steps

The PEP was recently attended (second this term) so that interventions could be added if required or further support provided. The school wish to continue with the 5 day programme to further build relationships with staff and peers.

Monitor - new TA starting 1 day a week which will be another new adult, although there is some crossover so she can start building relationships and a consistent approach be established.

Anna Walker - Specialist CFC Teacher - SENCO

### Outcomes at end of Key Stage 2 and 4 for children with SEN

At Key Stage 2 there were 9 children at SEN Support and 4 with Education, Health and Care Plans. Of the children with EHCP all of them have Social and Emotional Health as their primary need. The table following gives detail of their performance. **Please note this is based on teacher assessment.**

	<b>CFC in VS</b>	<b>Reached at least EXS Reading</b>	<b>Reached at least EXS Writing</b>	<b>Reached at least EXS Maths</b>	<b>Reached at least EXS in Reading, Writing and Maths</b>
Number with EHCP	6	1	1	0	0
Number at School Support	4	4	4	3	3

At Key Stage 4 there are sixteen young people with an EHCP with a similar number at SEN support.

	Total in Y11	Grade 4+ E & M	Grade 4+ E only	Grade 4+ M only	5+ at Grade 4+
SEN Support	16	8	5	0	8
EHCP	16	2	0	1	1

### **Unaccompanied Asylum-Seeking Children**

There were no UASC of statutory school age this year.

### **Early Years**

During the academic year the Inclusion Officer, who was overseeing all Early Years PEPS has worked closely with the LA's Early Years Team in order to ensure our Cared For Children who attend Early Years settings have an evidenced, high quality experience. This has seen the allocation of an Early Years Advisory Teacher who will quality assure a sample of PEPs each term as well as attending PEPS when necessary or requested by the VS. This then enhances the links the VS has developed by attendance at the Early Years Provider network meetings and gives greater oversight and support to our Cared For Children who attend Early Years settings.

The Head of Service for Early Years also sits on the VS Governing Body.

### **PEPS AND PP+**

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child/young person, carefully tracking their progress and supporting them to achieve and be aspirational. All children looked after (CFC) have a statutory care plan, which is drawn up and reviewed by the Local Authority who looks after them. The Personal Education Plan is a legal part of the Care Plan; which is a statutory requirement for CFC from the age of 3 years, if in educational provision, up to the age of 18.

The key personnel who should be involved in every PEP meeting are the child, the social worker, the carer and the school's Designated Teacher or Early Years Lead or FE College lead for CFC.

For children of statutory school age the PEP must be held every term. The CFC Teachers will attend PEPs of children who are struggling at school wherever possible. This also includes advising, supporting and challenging on inclusive practice in order to maintain children in their schools.

Since September 2015 the Virtual School has used an electronic PEP for children of statutory school age. This ensures that timescales for PEP completion can be monitored more easily than in previous years. The VSGB sets a target of 90% of PEPS to be completed within timescales.

The VS staff will liaise with Designated Teachers over academic targets within PEPS. The VS will target children in Y6 and Y11 who are within a 40 mile radius to work intensively towards SATS/GCSE English and maths. Where it is impossible to work directly with a child the specialist teachers will advise/liase over suitable targets and interventions funded through PP+. These children are discussed at our half termly Progress Review Intervention Monitoring (PRIM) meetings and their data is closely monitored.

In 2013 the DfE introduced Pupil Premium Plus (PP+) for children looked after and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in the children's lives and the key role of schools in supporting children who have had a difficult start in life. Pupil Premium Plus currently stands at £2345 per child. The Local Authority who looks after the child is responsible for distributing the PP+ to schools and academies. The Virtual School Head has responsibility and accountability for making sure there are effective arrangements in place for allocating the PP+ to benefit each child looked after by the LA. Each Virtual Head must develop a policy for the funding of PP+ for the LA. The grant must be managed by the Virtual School Head and used to improve outcomes and 'narrow the gap' as identified in the PEP in consultation with the Designated Teacher in the school.

Pupil Premium Plus continues to be welcomed and embraced by schools especially by the Designated Teachers. It has given weight to the Personal Education Plan meetings as it has given the Designated Teachers a resource to use for interventions. Torbay has a policy on PP+ which describes the process. Very simply if a target is identified through the PEP process which will enable the child to accelerate progress or engage more meaningfully in education it needs to be evidenced through the PEP as a SMART target, written with costs. This then comes to the VSHT for approval.

Another area noted through the PEP for improvement is the voice of the child. It must be noted that there are Outstanding PEPS where the voice of the child is truly captured within the PEP process but this is still not the majority of cases. This is another area of work for the next academic year with the Designated Teachers being reminded about the importance of the child's voice at each termly Designated Teachers' Forum. This will include feedback from the children to the Designated Teachers.

The vast majority of targets in the PEPS are SMART which are clear and progressive.

There continues to be 80% of targets being achieved.

There was enough funding left in the budget to see that all children, other than those in residential settings, receive Catch Up Funding. This was to be used in a variety of ways either for engagement

activities or tutoring and the DTs were tasked in ensuring this was used to the best effect for each individual child.

### PP+ funded projects

There are a number of projects and interventions which are supported through PP+ such as The *Get Gritty* Transition Project. This was designed to increase resilience in the child and effect a smooth transition into Y7. It uses the medium of Outdoor Education in order to set challenges which increase individual resilience and enhance team work. This transition project started in the summer term of 2015 and has proved very successful. It takes place after SATS and not only enables young people to have strategies to help them overcome challenges with a positive mind set but also enhances the relationship of the child with the VS staff. We should never underestimate the power of relationship and the team have found this very beneficial when working with the children in Y8 or 9. There are four activity days in the summer term after SATS followed by a day prior to the start of the autumn term and their new school which ensures any last minute concerns are addressed and solutions found. The staff then closely monitor the group during their first weeks in secondary school. Each child who moves from Y6 to Y7 gets a transition pack which includes a rucksack which has an array of stationery and educational resources to support them in their new school.

It was possible to run *Get Gritty* this year but it was done on a 1:1 basis so that the young people experienced the activities but did not experience the group work. All received a *GG* Transition bag.

All of the Attachment in Schools Training is paid through PP+. The Attachment work commenced in October 2015 and has developed since then. There is a clear understanding that getting all professionals to understand attachment is crucial in order for all of our young people to gain the very best they can from our schools. We have a clear strategy on ensuring that training is ongoing each year and training is now not only offered to schools but also to Early Years settings as well as colleagues from social care. This appears to be showing good results with positive change happening in schools and a greater understanding that a behaviour policy has to include an understanding of the impact of attachment and trauma on the child and the behaviourist model does not work with a child with significant trauma or attachment needs. It should be noted that all but one school in Torbay has undertaken some form of training in attachment. This would be at least one day of training. It is pleasing to note that 30 schools have sent at least one member of staff on the Seven Day Attachment course with 175 training places being taken up.

It should be noted that all Educational Psychologists (EP) undertook the first tranche of Attachment Training and worked alongside school staff. The EPs now run a half termly attachment support group in recognition of the impact of work with the children with attachment and trauma. The other point to note is that EP reports now all have a section on the attachment needs of the child. This gives added weight to the VS's desire and belief in attachment and trauma based work.

A major focus of training has been on attachment. The staff from Torbay schools who have attended see this as the 'missing link' in that for some children they could not make a behaviourist approach work. For example not giving a child attention when they demonstrate attention seeking behaviour -

this is a behaviourist approach. For a child with an insecure attachment it is vital to give the child attention otherwise it reinforces their sense of insecurity/anxiety/lack of worth.

By the end of the academic year a further 24 staff in schools had completed their 7 Day Attachment in Schools course. This was part of the Teaching School's programme but funded by the Virtual School. This course was completed online for all sessions. It is hoped our next course will return to face to face. We are also considering whether we now need to include a course that enhances the 7 Day attachment course.

The VS nominated two primary school for the Attachment Research Centre's Timpson Awards. At this point we know that one has gone through to the final stages.

All of the teachers in the VS have completed the training as well as the Inclusion Officer. The Post Care Education Advice and Guidance Officer will undertake the course commencing in January. Attachment CPD is always on offer at the DT Forum and bespoke training for schools can be requested. Wherever possible there is agreement for the training to take place as it may well improve the school experience for our young people.

During the year the Inclusion Support Officer was made aware of 'Reach to Teach'. This is an assessment tool for inclusion. It is an evidence-based assessment tool which helps identify what learning and relational needs may underlie a pupil's behaviours which interrupt learning and then provides tried and tested successful strategies to enable a pupil to learn. The product was highlighted at one of our Designated Teacher Forums and a small number of schools were keen to pilot its use for the academic year. This was then funded through PP+ in order to continue to support our attachment journey. Initial feedback was very positive for those schools who have embraced the AFIT app. This will be reviewed during the Spring Term 2022 to look at impact over the 12 months and a decision made whether to continue to fund its use and widen the offer to other interested schools in Torbay.

One member of the team is regularly consulted by social workers around attachment and trauma and strategies for working with the children. As a result of the training and skills this member of the team has gained in Torbay over her first two years as Attendance Officer the role changed to one of Inclusion Support Officer. This also sees the post holder being our Attachment Lead in the VS.

It is also important to give concrete examples of the attachment work we undertake and its impact. The following have been produced by the VS staff who undertake attachment work with young people:

Self-Assessment of Inclusion work Attachment/Trauma Informed Practice Implementation by Torbay Virtual School

### What was the issue?

#### Relational traumas and losses experienced: -

- ❖ House moves - 5 before age of 1; 3 more before age of 2; 1 from age of 2  
Dates of these moves: 31/07/08; 11/10/08; 30/12/08; 15/01/09; 19/03/09; 26/01/10; 16/03/09; 16/03/10; 11/05/10; 07/12/10
- ❖ During the period of time leading up to the child being taken into care there were 7 different relationships identified with moc. During this period there were episodes of DV 3 notable events- 18/08/08; 17/10/08; 15/03/09
- ❖ The young person had many admissions into hospital: 01/09; 12/09; 17/01/09; 31/01; 09/02; 07/04/09; 29/09/09; 25/02/09; 02/03/10; 27/03/12 - it had been reported that there had 91 presentations at A&E - some for the young person; some for mum. Different hospitals and under different names so was difficult to map.
- ❖ MOC was admitted into hospital for a period of time 29/10/12 - Young person at home with lodgers
- ❖ FOC - questions around this ?? (MOC seemed to be in two relationships; the dad that the young person refers to is understood to be dad)
- ❖ Cats were a feature within the family home - many cats and dogs. Some of the kittens were removed. There seemed to be many changes with regards to the animals being kept or got rid of in one form or another.

There was a period of stability with regards to house moves between 2010 until being taken into care. Household remained busy. During the period between 2010 - 2015 the young person has had 5 social workers; Current social worker has been allocated to the child since 2016

There were elements of emotional and physical abuse/neglect but nothing substantiated with regards to sexual abuse.

MOC - has mental health/PTSD and alleged epilepsy. It is to be noted that moc claims to have been groomed at 13 years of age.

Foster carers are very supportive of their child and has been a constant support since 2016. Recently her foster father has been diagnosed with prostate cancer. Their child is aware of treatment that must be undertaken.

The secondary school could not meet the young person's social and emotional needs. A transition place was made for her to attend a specialist provision for support her SEMH. This has resulted in the young person requiring to take a taxi between school and home. This has been carefully planned and supported by foster parents, however, is finding it tricky and has resulted in her distressed behaviours being supported by school staff.

Text received from foster parent requesting advice and some support for their child and home. There had been several outbursts of rage and stress response of fight/flight.

### Our journey so far....

I have worked with Child A during her time at the Secondary School to support her in using strategies to promote her safety and providing support for school staff around trauma and attachment informed responses. Team Pupil approach with her TA becoming the significant adult. To provide consistency and build trust the keyworker has remained as the attachment figure with transition from their school to the specialist provision whilst relationships were formed. Methods to date have included:-

- Increased safety cues with 'meet and greet' as well as regular 'check-ins'

- Set up a team around each child within school - made a visual team template and timetable of which EAA will be available at certain times throughout the day
- Direct work in trauma and Mental-Health informed practice/Theraplay
- Interventions to allow the child to be in the moment; have elements of surprise in a safe and contained space; develop trust; rich relational experiences
- Working with professionals involved / providing support with further transitions and supporting staff to adjust their expectations to correspond with their developmental and relational trauma - whole school approach. The specialist provision is able to meet these needs.
- Communication with key professionals /school staff provide reflective space and opportunities to share best practice
- The school staff have recently completed their Trauma and Mental-Health Informed Practice in Schools - included language used; behaviour is communication - looking at ACES/Resilience score and trauma tree
- EHCPs is in place and PEPs and education meetings are supported by TVS SENCO
- Attending reviews - TVS SENCO

It has been our aim from initiating the work to offer a transparent approach to development, and share information as progress is made to all involved.

### What have we done?

- To support the Child A and ensure their needs are met through direct and indirect work
- Interventions that will help regulate a child
- Work closely with the pastoral practitioner of the school in the provision of a team around the each child
- Meet and greet
- Regular check-ins from team with child
- Visual timetables which have included sensory breaks
- Safe space created for each child
- As part of the support for Child A and home - Zoom session for direct work set up. Diamond Art and mindfulness session each week with myself. Child A chose a picture of a cat to complete and is enjoying the 1:1 intervention; attention and 'being emotionally held'

### What difference has this made?

- The child has built trust in their key adults and been on a journey from dependency to interdependency
- The child is able to follow direction from school staff
- Increased awareness of feelings and emotions alongside strategies to help them settle to learn
- 'Window of tolerance' for the child has improved dramatically. Dysregulation has decreased
- As is engaging with her session on Zoom and has a positive relationship with me. Shared feelings and conversations around the transport issue have been resolved.
- Taxi is more successful
- Friendships are developing
- Lead on a project around litter picking in local park

## Areas for further action

- Continued support for the child to become more dependant learners
- Strategies to be developed for unstructured times
- Share best practice so as to raise awareness for what has worked well and not so well
- Continued support for staff, as required, as well as carers
- Develop peer relationships

## Immediate next steps

- Review PEP targets

## Other work:

Through the work the interventions use:

### PROTECT:

- ✚ helping the child to feel safe enough to share feelings, thoughts and develop their own capacity for help-seeking with other trusted adults.
- ✚ Help the child to feel understood, empathy, bringing down 'toxic stress' to 'tolerable stress'
- ✚ Increase safety cues (facial expressions, use of voice)
- ✚ Stay socially engaged and use of PACE

### RELATE:

- ✚ Cross the transaction
- ✚ Attachment play
- ✚ Through PACE enable the child to optimally activate neurochemicals opioids/oxytocin etc., (CARE system)

### REGULATE:

- ✚ Affect labelling
- ✚ Affect attunement
- ✚ Created an intervention to calm the body down, sensory
- ✚ Change emotion with emotion

### REFLECT:

- ✚ Help the child make sense of what is happening and why it is happening
- ✚ Talk about 'protective factors'
- ✚ Address negative self-referencing 'it's my fault'.

Tracey Powell - Inclusion Support Office/Attachment Lead

The teachers in the VS are responsible for ensuring that the young people on their case load also achieve their academic potential. The teachers are the first line of communication between the Designated Teachers who will have the attainment data and details of interventions. There is a real push for each school to ensure interventions are in place for English and maths in Y11 and reading and maths in Y6. On occasions the teachers will work 1:1 with children where other interventions have not

been successful. This will usually see tuition being in place until the final examination in that subject has been taken.

**The final account for PP+ (financial year to March 2021) follows:**

Pupil Premium Expenditure 2020 - 2021

INCOME	EXPENDITURE	
DfE Grant £703660	Catch Up Funding Secondary	£82500.00
	Catch Up Funding Primary	£58500.00
	Summer PP+ Targets	£77097.33
	Autumn PP+ Targets	£151694.82
	Spring PP+ Targets	£133488.28
	Salary costs (ePEP and Admin)	£34813.00
	Direct spend via Business Admin	£151711.54
	Transition Funding - two pupils	£13000.00
	TOTAL SPEND	£702804.97

**Support Work**

In addition to the work we undertake with the schools and children to ensure best outcomes for our children we also have wider support work. This includes the Virtual School continuing its membership of the Letterbox Club. This is a programme where a parcel of resources is sent to a child over a period of six months. The main purpose is to improve literacy and increase a child's love of reading. The Letterbox is well received by the children and their foster carers.

Two years ago, the Virtual School joined The Imagination Library and it was a free two year programme. This is a book reading scheme funded through Dolly Parton's philanthropic work. It sees a carefully chosen book sent each month to our CFC from birth to age 5. This too has been well received by Foster Carers and works on at least two levels. Firstly, to increase a love of reading and widen imagination but will also enhance the bond between the care giver and child. We will seek to renew our subscription to this.

We have also joined a scheme called Book Buzz and this sees a number of books sent to us and the child choose their books. This is for Y7 and Y8.

The VS also ran a Reading Project using technology with one of our local secondary schools. The pandemic has meant our timescales have slipped so a review of the project will be undertaken in the next academic year.

Another priority to take forward based on the data is performance in writing which is a Bay wide issue not just for our Children who are Cared For.

All members of staff in the VS are THRIVE trained. This has seen an increase in direct support with children or support to staff delivering THRIVE in their schools. It has also linked with the foster carers and their THRIVE based training.

Training - various training is offered by the VS. This has included training 3 times a year for Foster Carers on specific educational topics. Training for Social Workers is also offered - this academic year training has been offered on the ePEP as well as attending SW Team Meetings.

Training for Designated Teachers is offered through the DT Forum which in previous years meet three times a year. This is now twice termly as they are conducted online. The sessions always include updates on policy regarding the education of CFC as well as a short workshop on a theme. As in previous years the major focus on attachment in schools has continued which DTs have reported as very useful. The DT Forum also ensures that DTs new to the role are able to network with established DTs and form informal mentoring arrangements.

The Virtual School also ran at the start of the school year an induction day for new DTs. This was well attended with DTs from schools in Torbay and Devon attending (Devon schools with Torbay children). This is now an annual event at the start of the academic year.

Other opportunities this year for the young people include the continuation of the VS Choir called Get Rhythmical which met every Tuesday at 4pm online. The children, and staff, are looking forward to resuming in person sessions at the YMCA as soon as possible.

Wherever possible the only school moves are at the normal transition points of primary to secondary. The Virtual School acts as a champion for our children and will resist school moves as often school is the only point of stability in the child's life. There are occasions when a placement move will necessitate a school move for example a new foster family is located more than an hour's journey to the child's school. As a general rule we won't agree to a move within Torbay schools unless there is compelling evidence to support this. One such case was of a child in a school who became Cared For along with a sibling. Both attended the same school. The sibling was moved to a family member and became subject to a Special Guardianship Order and the Cared For Child found this exceptionally difficult to accept and it was leading to emotional distress. Despite intensive work from both the specialist teacher and inclusion officer it was decided a school move to school nearer the carers who have an excellent inclusion record would be in the Cared For Child's best interests. A Planning For Success Meeting was held in order to plan an effective and supportive transition to the new school. This has proved the case and the child is now settled in school and making good progress to close the attainment gap with peers. Planning For Success Meetings are now standard practice in the VS for school moves.

## Educational Research

**The Educational Progress of Children Looked After in England: Linking Care and Educational Data** - this was a research project undertaken by the University of Bristol and the Rees Centre, Department of Education and the University of Oxford. It was the first major study in England to explore the relationship between educational outcomes, young people's care histories and individual characteristics. The main analysis concentrated on the progress at secondary school (KS2 - 4) of young people who had been in care for over a year at the end of KS4.

The research's key findings show the following may contribute to the educational progress of young people in care:

- **Time in care.** Young people who have been in longer-term care do better than those 'in need' (CIN) and better than those who have only been in short term care - so it appears that care may protect them educationally.
- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School grades.** Young people in care who changed school in Y10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School exclusions.** For every additional day of school missed due to a fixed term exclusion, young people in care scored one-sixth of a grade less at GCSE.
- **Placement type.** Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.
- **School type.** Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in Pupil Referral Units with the same characteristics scored almost 14 grades lower.
- **Educational support.** Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively
- **Agency** - the young people need to have the desire and determination to do well in order to achieve best outcomes.

The findings of the research have been shared with the Designated Teachers, the Virtual School Governing Body and the Corporate Parenting Body. As a Virtual Head there were no major surprises in the findings of the research but having empirical evidence showing that school moves, placement moves, types of schools etc. ensures that the message from the Virtual School is heard across a range of professionals and demonstrates that the Virtual School cannot improve outcomes for our young people on its own.

The VSGB now receives a stability report each term in order to monitor impact on our young people and to hold education and social care accountable where appropriate.

## John Timpson Research

The Rees Centre is undertaking a national research project on attachment in schools and its impact. It is pleasing to note that there are nine schools enrolled on this project which runs over a three year cycle. Five of these schools started in Year 1 (2018-19) with the rest in Year 2 (2019-20). It should be noted that the ninth school applied at the start of September 2019 and £3k was allocated for their training. The project captures the understanding of staff of attachment and trauma informed practice prior to whole school training.

Impact of the Timpson Research project - what we know about change is that the leaders of organisations need to truly believe that the change they want to implement is necessary and that they have the knowledge and understanding to ensure they take their teams with them. A number of forces have come together in Torbay. Firstly the VS focus on attachment and trauma informed practice started in 2014. Since then there have been yearly opportunities for staff to undertake the seven day attachment course. The Timpson Research project enabled schools to facilitate whole school training in order to start their attachment journey apply to whole school not just a small group.

Again the pandemic has delayed the progress of this study but the impact report will be reviewed by the VSGB as soon as it is available.

## Data Collection

There is an expectation for a data collection three times a year. This is at the end of November; March and June. The data is sent electronically from schools and it is then put into the relevant year group's data sheet. This data is RAG (red/amber/green) rated. Information on English and maths is collected for all year groups with the addition of Science at KS3 and all subjects at KS4. Also collected are the attendance and exclusions data and the date of the last PEP and whether the foster carer was present.

The data collection is quite a resource intensive process. The vast majority of schools do comply with our request but as data is put on ePEP each term there is an opportunity to check each child's PEP record from ePEP.

## Post Care Education Advice & Guidance Officer

The DfE has provided funding for this work since March 2018. At first the role was added on to the Inclusion Officers tasks but this was not a long term solution. In December 2019 Laila Rehman commenced as the Post Cared For Officer. This has seen good partnership working between the SGO Team and Adoption SW. Laila went along to the SGO support group to inform them of the advice and guidance she could offer them around educational matters and now ensures all SGO carers receive the letter informing them of PP+ entitlements once the SGO is in place. This has already had impact when a carer contacted her around the school not providing any ICT equipment. This saw Laila give the carer the information needed to challenge the school's view point with the impact being the young

person received a laptop in February. In July 2021 Laila was successful in being appointed as the VS's KS4 Transitions Officer.

### **Staffing**

Following the VSGB's decision to fund a KS4 Transitions Worker through PP+ the staffing of the VS has increased.

The Virtual School now has a 0.6 Admin Support Officer who commenced her role in the Autumn Term 2018. The hours needed to complete all tasks has seen this role have extra hours added to the post. This now sees the VS with 3 full time teachers, a fulltime Inclusion Support Officer, a full time PEP Co-ordinator, a KS4 Transitions Officer, a post LAC support officer and a 0.6 HT.

Since the completion of the SENCo qualification by one of the team the roles have shifted slightly with the SENCO taking on case work for those with EHCPs and the two remaining teachers taking on R - Y7 and Y8 - Y11. The SENCO also oversees the UASC work.

The PEP Co-ordinator left the service for a promotion at the end of February. Due to changes in the post it was necessary for a re-evaluation of the post through the JE process. This saw the grading increase. Despite extensive efforts we were unable to recruit to this post and I must thank both Laila Rehman and Tracey Powell for taking on additional duties during the Spring and Summer Terms.

### **Cared For Children Celebrations**

This academic year the task of organising the CFC Award Ceremony again fell to the Virtual School. Due to the pandemic it was held online which was a little daunting for the VS Team as we use the Zoom Platform regularly but never for more than 50 people. Obviously we don't have the technical or financial support of large media organisations in case of any internet issues. This saw the main CFC Awards Ceremony taking place on Friday 29 January 2021 after the postpone of the event at the ERC planned for October 2020.

It proved to be a very successful event with over 200 present in homes scattered around the country.

Our keynote speaker continued in pattern of having a care experienced adult speak to our young people. This year it was Ashley-John Baptiste. He spoke very eloquently that being in care does not have to define you and that he had one teacher and his foster carers who made him realise that he could achieve in education. This saw a transformation for him and he achieved well and gained a place at Cambridge University. He is now in a media career which sees him regularly on TV programmes.

All of the awards and certificates were sent to the carers so they were able to present them when the names were announced by Ashley.

All of the families received Co-op vouchers so that they were able to make it a special event in their own homes.

The entertainment included bingo, jokes by one of our Cared For Children and a disco hosted by Sound Communities. This saw us all dancing in our front rooms and kitchens. Whilst not a sparkling event like we hold at the ERC it was certainly a joyous affair.

Here are the names of the awards:

Acts of Kindness

Attainment

Attendance

Community Champion

Creative Genius

Growth Mindset

Musical Maestro

Overcoming Obstacles

Personal Achievement

Perseverance

Progress Award

Sporting Prowess

Triple A

For each award, bar the Triple A which is primarily aimed at those completing their Y11, there was a primary aged winner and a secondary aged winner. The winners receive a trophy and book and Amazon voucher. All nominated children receive a book voucher and Amazon voucher.

Unfortunately the Under 7s Celebration could not take place due to Covid.

### **Priorities**

- To focus on English and Maths outcomes at KS4
- Work in partnership with the Early Years Team in order to improve outcomes in the EYFS
- To continue the focus of the PRIM (progress, review, intervention meetings) on Y6 and 11 and Y5 and Y10
- To improve progress in primary writing and seek support from high performing schools
- To continue to build on the improvement in the quality of Personal Education Plans to bring consistently high-quality PEPS
- To develop the child's voice within the VS
- To continue the focus and training on attachment in schools and ensure all relevant staff in schools and the LA have an opportunity to increase their knowledge
- To continue to strengthen the relationship between the VS staff and foster carers in order to ensure all foster carers have high educational aspirations for all our CFC.
- Ensure all foster carers have up to date knowledge of the changes within the curriculum at all key stages, life without levels, progress 8 and attainment 8, as well as understanding their role in PEPs, PP+ interventions and the support they provide for children placed in their care
- To undertake the training for CFC Governors in schools in Torbay annually

- To continue to monitor Fixed Term Exclusions and identify any impact of attachment and trauma informed practice on reducing FTX
- To review each FTX in terms of the exclusion protocol implemented for all exclusions for children in Torbay schools.

## **Conclusions**

A child needs to feel safe and secure in school and this also demonstrates to them their worth. This then optimises their belief in themselves and as the Rees Report states the young person's agency is crucial in achieving better outcomes. Indeed without their desire to do well, no intervention will ameliorate their disadvantage.

From this report there are clear examples of the impact of our work on individual CFC but also on whole school change. As HT I am incredibly proud of the work of my team and their desire to ensure every child has a positive and successful journey through school into their adult life.

There will always be room for improvement in our attainment and whilst our children may not achieve ARE in normal timescales their progress towards this is demonstrated within their PEPS. Many achieve educational milestones later than their peers and we should remember this but not use it as an excuse for under performance. Many of our Cared For Children have had disrupted experiences of school and whilst some are able to catch up others take longer to complete that journey. We must celebrate the milestones they achieve and also recognise that with good preparation for adult life they will achieve happy and successful lives.

It is clear that the schools in Torbay have a positive partnership and commitment to the Virtual School and I would like to thank Head teachers and Principals of our schools for their continued support.

The impact of the Virtual School's Governing Body can also be seen through their work on stability and in widening the remit of the staffing complement. I know the VSGB will monitor closely the impact of the next Extended Duties. I appreciate the support and challenge of the members of the VSGB and the knowledge and skills they bring to our meetings.

The Virtual School team consists of highly competent professionals with a passion to ensure our cared for children achieve the very best they can. They demonstrate on a daily basis their knowledge and understanding of the young people and have excellent links with their social care colleagues.

There are good systems in place to track and monitor our children. The VS knows its children and young people very well. It works with the child, with the carer, with the school and demonstrates doing 'with' rather than to. OFSTED wrote in its June 2018 report that effective oversight and scrutiny is conducted by the VS. In the LGA's Peer Review the VS was acknowledged for the positive impact it has had with the attachment work both within the LA and in its schools.

The Virtual School will make difficult decisions when schools are clearly not the best settings for our children or resist school moves. Only the best is good enough for our children and young people.

The Virtual School offers training to a variety of professionals on educational attainment and inclusion. It also demonstrates the importance of CPD for its own staff by ensuring that team members are able to take advantage of training opportunities identified through appraisal.

The children with SEN now have the benefit of oversight by the VS's SENCO as well as the SENCO in their own school. This will need to be reviewed to look at the impact of this.

The Team have cases allocated to them which sees our Primary Teacher now keeping the children as they move from primary to secondary schools. Once the child moves to Y8 the case will be transferred to one of the VS's Secondary Teachers.

We continue to ensure that all Personal Education Plans are rated 'Good' on every occasion and that children are encouraged to participate in a meaningful way in their PEP.

Finally I would like to add my thanks to all who support our young people to achieve the very best they can and of course the young people themselves for all the joy they bring us along as well as the problem solving opportunities too.

## Appendix 1: OUTCOMES 2021

Performance indicator	T R E N D	2021 TORBAY children in care %	2020 Torbay Council children in care %	2019 National children in care %	2021 TORBAY all pupils %	RAG Based Torbay CFC v national CFC
EYFS % reached GLD	↓	* 40% (2)	50%	49%	56.6%	A
KS1 % Reached at least expected standard - Reading	↑	83% (5)	50%	42%	65.9%	G
KS1 % Reached at least expected standard - Writing	↔	49.8% (3)	50%	42%	55.7%	A
KS1 % Reached at least expected standard - Maths	↑	66.4% (4)	37.5%	49%	62.3%	G
KS1 % Reached at least expected standard - Reading, writing and maths	↑	49.8% (3)	37.5%	37%	50.5%	G
KS2 % Reached at least expected standard - Reading	↓	52.8% (8)	66.6%	49%	72.2%	A
KS2 % Reached at least expected standard - Writing	↓	46.2% (7)	61.1%	50%	68.2%	A
KS2 % Reached at least expected standard - Maths	↓	39.6% (6)	61.1%	51%	67.4%	R
KS2 % Reached at least expected standard - Reading, Writing and maths	↓	33% (5)	61.1%	36%	57.1%	A
KS4 % gaining a strong pass in both English and maths at Grade 5+	↑	15%	10%	10%	Not available	A
KS4 % gaining a pass in both English and maths at Grade 4+	↑	27%	20%	Not available	Not available	G
KS4 % gaining a Grade 5+ in English	↑	21%	15%	23%	Not available	A
KS4 % gaining at least a Grade 4 in English	↑	42%	40%	Not available	Not available	G
KS4 % gaining a Grade 5+ in maths	↑	18%	10%	14%	Not available	G

KS4 % gaining at least a Grade 4 in maths	↑	<b>30%</b>	25%	Not available	Not available	<b>G</b>
Y1 - 11 attendance	↓	<b>85%</b>	94.8%	95.3%	94.9 (LAIT 2019-All)	<b>R</b>
% receiving at least one fixed term exclusion	↑	<b>13.9%</b>	10.9%	11.67% (2018)	Not available	<b>R</b>
% receiving a permanent exclusion	↑	<b>0.6% (1)</b>	0	0.05% (2018)	Not available	<b>R</b>
KS5 (Y13) % gaining L3 qualifications	↓	<b>28.4%</b>	71.4%	Not available	Not available	<b>R</b>
KS5 (Y13) % gaining L2 qualifications	↑	<b>28.4%</b>	14.28%	Not available	Not available	<b>G</b>
KS5 (Y13) % gaining L1 qualifications	↓	<b>7.1%</b>	7.28%	Not available	Not available	<b>A</b>
Total 18 - 24 year old care leavers participating in Higher Education	↑	<b>9.3%</b>	6.5%	Not available	Not available	<b>G</b>

Key: **Red** - well below national CFC outcome 2019

**Amber** - in line with national CFC outcome 2019

**Green** - above national CFC outcome 2019

Please note the KS5 cohort only includes those completing courses in Y13

### Appendix 2: Y11 Stability (anonymised) November 2021

	Gender	Total No. of Care Placements (inclusive)	No. of Social Workers *	Total No. of Care Episodes (inclusive)	Total No. of Schools (inclusive)	School Type	Attendance %	Continuous Care 01/04/2020-31/03/2021	Exclusions	Date Entered care	Torbay/Out of Area School	School moves this academic year	EHCP	KS2 Predicted Outcomes	Met ARE in E & M	Ofsted Rating
child 1	F	3	9	1	3	Specialist	82	Yes	0	22/03/2018	OOA	No	Yes	E&M - Grade 4	Yes	Estyn - Good
child 2	F	4	11	1	3	Main	81	Yes	3	12/04/2012	Torbay	No	No	E&M - Grade 4	E only	Good
child 3	M	3	13	1	3	Specialist	100	Yes	0	08/11/2013	Torbay	No	Yes	None	No	EDTAS
child 4	M	3	5	1	3	Main	68	Yes	0	24/06/2019	Torbay	Yes	Yes	None	No	Good
child 5	M	5	11	1	2	Specialist	50%	Yes	0	12/10/2018	OOA	Yes	Yes	None	No	EDTAS
child 6	F	6	11	2	5	PRU	59	Yes	0	05/02/2019	OOA	No	No	E&M Grade 4	yes	Good
child 7	M	7	9	2	4	Main	68	Yes	0	06/11/2014	OOA	No	No	E&M Grade 5	Yes	Outstanding
child 8	F	1	9	1	3	Main	74.2	Yes	0	01/03/2013	Torbay	No	No	E&M Grade 5	E only	Good
child 9	F	2	17	1	2	Main	66	Yes	0	08/03/2013	OOA	No	No	E&M Grade 5	Yes	Good
child 10	F	7	15	1	2	Main	70	Yes	0	19/02/2009	OOA	No	Yes	3	No	RI
child 11	M	3	7	1	2	Main	46.3	Yes	0	04/12/2017	OOA	No	Yes	None	No	Good
child 12	F	4	10	1	4	Main	69	Yes	0	15/10/2014	OOA	No	No	E&M Grade 5	Yes	Good
child 13	M	4	9	1	2	Main	75	Yes	5	28/02/2019	Torbay	No	No	E&M Grade 3	No	Good

child 14	F	2	11	1	2	Specialist	99.1	Yes	0	10/01/2013	Torbay	No	Yes	E&M Grade 2	No	Good
child 15	F	1	12	1	2	Main	66	Yes	0	05/08/2013	OOA	No	No	E&M Grade 4	E only	Good
child 16	F	3	10	3	4	PRU	98.5	Yes	0	31/05/2016	Torbay	No	No	E&MGrade 5	No	RI
child 17	M	1	6	1	1	Specialist	77.4	Yes	0	06/04/2018	Torbay	No	Yes	None	No	Good
child 18	M	8	18	1	5	EOTAS	0	Yes	0	06/10/2011	OOA	NO	No	E&MGrade 6	No	Good
child 19	M	1	19	1	3	Main	87.1	Yes	0	02/04/2013	Torbay	No	No	E&M Grade5	Yes	Good
child 20	M	2	7	1	3	Main	81.4	Yes	0	29/01/2017	Torbay	No	No	E&M Grade5	Yes	Good
child 21	M	2	5	2	5	Specialist	12.2	Yes	0	20/12/2016	OOA	No	Yes	None	No	Good
child 22	F	2	5	1	3	EOTAS	41.2	Yes	0	14/09/2018	OOA	Yes	Yes	None	No	EOTAS
child 23	M	2	12	1	6	PRU	80	Yes	2	19/02/2018	Torbay	No	No	E&MGrade 6&5	No	RI
child 24	F	3	15	1	2	Specialist	93	Yes	0	23/04/2012	OOA	No	Yes	E&M Grade2	No	Outstanding
child 25	M	3	9	1	3	Main	81.4	Yes	2.5	20/01/2012	OOA	No	Yes	E&M Grade4	No	Good
child 26	F	3	19	1	6	EOTAS	92.1	Yes	0	22/07/2013	Torbay	Yes	Yes	E&MGrade 3	No	EOTAS
child 27	F	4	10	1	2	Main	66	Yes	0	30/11/2012	OOA	No	No	E&MGrade 4	E only	Good
child 28	M	1	9	1	4	Main	86.3	Yes	0	22/03/2013	Torbay	No	No	E&MGrade 6	Yes	Good
child 29	M	2	5	1	2	Main	81	Yes	0	23/01/2018	Torbay	No	No	E&MGrade 6	Yes	Good
child 30	F	4	17	1	5	PRU (med)	72	Yes	0	13/09/2013	OOA	Yes- Jam	No	E&MGrade 5	M only	Outstanding
child 31	F	2	6	1	3	Main	71	Yes	0	07/06/2019	Torbay	No	No	E&MGrade 3	No	Good
child 32	F	1	21	1	3	Main	82.1	Yes	0	17/06/2009	Torbay	No	No	E&MGrade 3	No	Good
child 33	F	2	6	1	2	Main	84	Yes	2	12/02/2020	Torbay	No	No	E&M Grade4	No	Good
child 34	F	1	4	1	1	Main	58.2	Yes	0	24/02/2021	Torbay	No	No	E&M Grade4	E only	Good
child 35	M	1	1	1	1	specialist	98	no	2	13/11/2020	Torbay	No	Yes	None	No	Good
child 36	M	1	1	1	1	EOTAS	100%	Yes	0	23/04/2021	Torbay	No	No	E&MGrade 4	Yes	EOTAS

### **Appendix 3: Glossary**

ARE - Age related expectations

ASD - Autistic Spectrum Disorder (Condition)

CC - Continuous Care

CFC - Cared For Children

CPD - Continuing Professional Development

DT - Designated Teacher

EBACC - English Baccalaureate

EHCP - Education, Health and Care Plan

EOTAS - Education Other Than At School

EP - Educational Psychologist

ePEP - Electronic Personal Education Plan

EYFS - Early Years Foundation Stage

FE - Further Education

FTX - Fixed Term Exclusion

GLD - Good Level of Development

GSCE - General Certificate of Secondary Education

HEI - Higher Education Institution

KS - Key Stage

MLD - Moderate Learning Difficulty

NEET - Not in Education, Employment or Training

PA - Persistent Absence

PMLD - Profound and Multiple Learning Disabilities

PP+ - Pupil Premium Plus

PRIM - Progress review intervention monitoring

PX - Permanent Exclusion

RI - Requires Improvement (OFSTED category)

RSA - Request for Statutory Assessment

RWM - Reading, writing, maths

SALT - Speech and Language Therapist

SATS - Standardised Assessment Tests

SEMH - Social and Emotional Health

SEN - Special Educational Need

SENCO - Special Educational Needs Coordinator

SGO - Special Guardianship Order

SMART - Specific, measurable, attainable, realistic/relevant, time bound

STEM - Science, technology, engineering and maths

TA - Teaching Assistant

THRIVE - A therapeutic approach to help support children with their emotional and social development

UASC - Unaccompanied Asylum Seeking Children

VS - Virtual School

VSHT - Virtual School Head Teacher

YP - Young person