

TORBAY COUNCIL



ANNUAL REPORT (2021-22) OF THE VIRTUAL SCHOOL GOVERNING BODY

NOVEMBER 2022



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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 twelfth 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. As I mentioned in the Foreword of last year's report there are now new duties for the Virtual School which relate to children with a social worker. This report will show the distinct nature of that work compared to the work with Cared For Children.

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 early years providers, schools and post 16 providers to ensure 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 two previous academic years we have seen a period of disrupted education and although schools were open for our learners the impact of this disruption is now seen in the emotional health of some of our children, and indeed their peers, as well as impacting on their outcomes.

In terms of our pupils' achievement this year it is again an unusual year. Currently we have not been able to source national performance tables so comparisons can only be made with last year's data. In both KS2 and 4 either the Standardised Assessment Tests or GCSEs have been sat and the results, particularly at GCSE, seen a small number not get predicted grades. The good news is that all of our Y11 had destinations at the end of the academic year and the impact of the KS4 Transitions Officer is having impact.

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 twelfth 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 KS4 Transitions Officer, a PEP Co-ordinator and a 0.5 Admin Officer. In January the two members of staff commenced in posts for the Extended Duties on fixed term contracts until the end of the academic year.

From the 23 March 2020 the team worked from home, and this is continued into the current academic year however during the summer term we saw staff members work in a hybrid way which saw some home and office-based work as well as the regular school visits. The working arrangement of the team is aligned to the best outcome for the children and young people.

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 2021/22.

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 following table:

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	25		-	-
Reception	11	8	3	0
Year 1	11	4	7	0
Year 2	9	7	3	1
Year 3	11	8	3	0
Year 4	15	9	7	1
Year 5	11	13	1	3
Year 6	15	11	4	0
Year 7	18	12	6	0
Year 8	28	18	12	2
Year 9	30	18	16	4
Year 10	29	18	14	3
Year 11	26	14	14	2
Post 16	77	-	-	-
Total of statutory school age	214	140	90	16
GRAND TOTAL	316			

The number of CFC of statutory school age in the VS at the end of the academic year saw an increase of one from the previous academic year with 214 being in Reception - Y11. Overall, there were 23 more young people in the grand total from the previous year with the majority of 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 Requires Improvement 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 81.8% of our CFC in schools which were rated Good or Outstanding. This is a decrease of 3.2% on the previous year. There were three children in two Inadequate schools - one in Torbay and 1 in another local authority area. Two of the children have an EHCP and one did not attend a school until they were in Y2 with the child now being in Y3. All three were making progress and the two schools have a determination to ensure the children achieve best outcomes. After reviewing their progress, it was decided that it would be detrimental for them to move schools and the SENCO and Specialist Primary Teacher in the VS closely monitors these cases and attends all PEPs.

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 2022 the children whose outcomes are measured are those children who were cared for on 1 April 2021 and remained cared for until 31 March 2022. 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 in the Virtual School. As in last year's report the detail on national Cared For Children outcomes is very limited with some highlights from 2020/21 on KS4; absence and from 2019/20 on exclusions.

Headlines:

1. In Reception there is a downward trend on last year's result, which was a downward trend on the previous year. Only 33% achieved a Good Level of Development.
2. At Key Stage 1 there was a downward trend after a particularly strong result from the previous year. In a small cohort 50% of the children Expected Standard in all three areas - Reading, writing and maths. It should be noted that one child achieved Greater Depth in Reading.
3. At Key Stage 2 there was a slight increase of 1% in children achieving the Expected Standard in reading over last year. A downward trend was seen in Maths with 1% below the previous year and in Writing the drop was 8% on the previous year. However, it should be noted that

there was an upward trend of 5.4% on the previous year in children achieving Expected Standard in Reading, Writing and Maths. Of particular note is that one child achieved Greater Depth in all 3; with 2 children gaining Greater Depth in Writing, 1 in Maths and 3 in Reading.

4. At KS4 there was a downward trend on the previous year. This was expected. It should be noted that one child in this year group achieved 10 strong passes.
5. At KS5 there were 13 young people studying in Year 13. Of these 5 were undertaking Level 3 courses. All five passed their subjects as expected at Level 3.
6. Suspensions - this year's percentage was 0.1% above the previous year. This is against a backdrop of rising suspensions in the school system nationally. There were no permanent exclusions.
7. Attendance - this has seen an upward trend with an increase of 5.5% on the previous year's figure. It should be noted that the improvement was seen in the attendance in those children in secondary schools.

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 although there have been national tests and public examinations the publishing of results means there is not a comprehensive set to compare the results from the Virtual School. 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. I am assured that national data for Cared For Children will be released in March 2023.

Reception: At the end of the year there were 11 children in this year group. There were six children in the continuous care cohort with two achieving a Good Level of Development (33%). In the group of 5 children who had been cared for, for less than 12 months, two achieved a Good Level of Development (40%).

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 an EHCP with Cognition and Learning as the primary need who attends a special school.

	Reading	Writing	Maths
Less than 12 months CFC	2 (1 at GD)	2	2
Continuous care CFC	2 (40%)	2 (40%)	2 (40%)

Year 2: There were 6 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.

There were 3 (50%) of the continuous care cohort who reached ARE in all three measures.

There are two children in the continuous care cohort who have an EHCP, one with Cognition and Learning who attends a special school and the other as Social, Emotional and Mental Health as the primary need who attends a mainstream school. There is one child in the less than 12 months cohort who has an EHCP with the primary need being SEMH. This child attends a mainstream school.

	Reading	Writing	Maths
Less than 12 months CFC	1	1	1
Continuous care CFC	3 (50%) (1 child @GD)	3 (50%)	3 (50%)

Key Stage 2 - Year 3: There were 8 continuous cared for children in this year group but with 11 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.

	Reading	Writing	Maths
Less than 12 months CFC	0	0	0
Continuous care CFC	4 (50%)	3 (37.5%)	4 (50%)

There were 3 children with EHCPs. One for Cognition and Learning currently in a mainstream school which is under review as the gap is widening between peers and two for SEMH with only one in a mainstream school.

Year 4: There were 13 continuous cared for children in this year group but with 15 Torbay CFC in total. A child is expected to achieve at least ARE by the end of this year.

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

	Reading	Writing	Maths
Less than 12 months CFC	0	0	0
Continuous care CFC	4 (30.7%) 1 child @ GD	4 (30.7%)	6 (46.1%) 1 child @ GD

In the continuous cared for cohort there are 5 children with an EHCP. One is for Cognition and Learning and the child attends a special school and four for SEMH with only one of these four attending a mainstream school.

Year 5: There were 11 continuous cared for children in this year group with no 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.

	Reading	Writing	Maths
Continuous care CFC	8 (72.7%) 1 child @ GD	7 (63.6%) 1 child @ GD	7 (63.6%)

There are three children in the continuous cared for cohort with EHCPs with three as SEMH as the primary need. All three attend mainstream schools.

Two children who received extra tuition to prepare them for the 11+ examinations in the summer.

Year 6: There were 13 continuous cared for children but with 15 children in total. This is the end of KS2 and the children undertook their SATS in May. A child is expected to achieve Expected Standard in Reading; Writing; Grammar, Punctuation and Spelling; and Maths.

The following table shows those who achieved Expected Standard in their SATS:

	Reading	Writing	Maths	ES in Reading, Writing and Maths
Less than 12 months CFC	1	1	1	1
Continuous care CFC	7 (53.8%) 3 @ GD	5 (38.4%) 2 @ GD	7 (53.8%) 2 @ GD	5 (38.4%) 1 @ GD

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 four children with EHCPs. Of these two are in mainstream school settings and the other two in special school settings. Three have their primary need as SEMH and one as Cognition and Learning.

One continuous cared for child was assessed as Greater Depth in Reading, Writing and Maths. With two achieving Greater Depth in Writing and Maths. These children were all in schools in Torbay.

Key Stage 3 (Years 7, 8 and 9)

Year 7: There were 16 continuous cared for children but with 18 children in total. Again children need to achieve Age Related Expectations.

	English	Maths
Less than 12 months CFC	0	1
Continuous care CFC	4 (25%)	6 (37.5%)

There are 8 children with EHCPs in the continuous care cohort with 6 of the children in a specialist setting. Of the 6 there are two children with Cognition and Learning as the primary need. The remaining six have SEMH as their primary need.

Year 8: There were 24 continuous cared for children and 28 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	0	0
Continuous care CFC	6 (24.9%)	6 (24.9%)

There are 9 children with EHCP in the continuous cared for cohort with them all having SEMH as their primary need. Four of these children are educated in special school settings.

Year 9: There were 23 continuous cared for children and 30 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.

	English	Maths
Less than 12 months CFC	1	1
Continuous care CFC	8 (34.7%)	7 (30.4%)

There are 12 children with an EHCP in the continuous cared for cohort and 1 in the less than 12 months cohort. Ten are in specialist schools with three in mainstream schools. Five of the children have cognition and learning as the primary need and eight 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 23 continuous cared for children and 29 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:

	English Grade 4+	Maths Grade 4+
Less than 12 months CFC	1	1
Continuous care CFC	10 (43.4%)	8(34.7%)

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

There are 11 continuous cared for children with an EHCP. Of these children 5 have an EHCP with Cognition and Learning as the primary need with 6 with SEMH as their primary need. Of these six are in specialist settings.

It should be noted that one of this year group has been held back a year since Year 1 and will take GCSEs next year. Unfortunately, there has been a placement move which has meant a change of school. This will require careful monitoring as any move in KS4 is difficult and the impact on completing the course ready for Y11 will need oversight.

Year 11/ End of Key Stage 4: There were 23 continuous cared for young people and 26 Torbay young people in total in this year group. It should be noted that one of the continuous care group had been held back a year and thus the GCSE results are not captured in this year's results. 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. At the time of writing, I have a limited 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.

	5A*-C or Grade 4+ including E&M	5A* - C	EBACC	Grade 4+ (or C+ pre 2017) in E & M	Grade 4+ (or C+ pre 2017) in English (Lit or Lang)	Grade 4+ (or C+ pre 2017) in Maths
Torbay CFC 2022	13.1% (3)	18.1% (4)	0	13.6% (3)	31.8% (7)	18.1% (4)
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 9 (40.9%) young people in this cohort should have achieved at least a Grade 4 in English and 8 (36.3%) 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 eight years the outcomes this year are amongst our lowest for the cohort. The impact of two years of disrupted education whilst a factor cannot be used as an excuse. Two young people had fantastic results with one getting ten passes ranging from Grade 9 - 5 and another nine passes ranging from Grade 7 - 4. Neither of these children took a modern foreign language and in fact only two in the cohort did. One in Spanish and the other child took French and achieved a Grade 5. Unfortunately, this child did get a Grade 4 in English and three other good GCSE passes but as predicted only got a three in Maths. This was despite interventions.

There are 8 children with EHCP in the continuous cared for cohort only three attending a mainstream school.

The main points are that the results were disappointing this year but there were no major surprises as the underperformance was being predicted from Y10 and despite interventions, this was not able to be overcome. 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. Another was predicted Grade 6s but saw a change in their cared for status and whilst does not explain the underperformance it will have been a factor in the emotional health of the child. There were three children who achieved either in line or better than their KS2 outcomes. All three of these had stability in placements and no school moves since arriving at secondary school.

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)

There were 36 young people in this year group. Of this there were nine working full time; six still studying for qualifications; and five 'NEET' (not in education, employment or training).

This sees thirteen young people studying for, and completing, a qualification by the end of Y13, with a further three extending their course into a Y14 which will be completed in 2023. Of the thirteen who completed their course four achieved an ESOL qualification which enabled them to move on to another qualification either vocational or academic; 1 young person achieved an EL3 pass in Functional

Skills Numeracy and Literacy; 2 passed a L2 vocational course and 1 passed a L1 vocational course; three passed a L3 vocational course and two passed A levels - one young person completed 3 and got a C in Maths and Chemistry and a B in Physics, and the other young person passed 1 A level.

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 fostering families 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. However the figures for all CFC will also be noted.
3. Six years ago, attendance was a focus area for improvement and since then the attendance has improved incrementally. Last year, the overall attendance figure for continuous care children was 85%. For the academic year 2021/22 the attendance figure for continuous care children was 90.54%. For all cared for no matter how long they had been cared for the attendance figure was 90.26%.
4. In the last year's AR it was reported that there had been a massive increase in the number of children characterised as Persistent Absentees (PA) on the previous year's (2019-20) figure of 10. The figure had risen to 73 children and young people categorised as Persistent Absentees. For the current academic year (2021-22) the figure dropped to 47 continuous CFC and 58 for all. It is pleasing to note this drop, but we are not content to keep this figure and will work earnestly to see a significant drop next year.
5. 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
Attendance 2022	94%	87%	90.54%
Attendance 2021	93%	82%	85%
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 no children on part-time timetables due to behaviour concerns. There were a small number who had a part-time programme during their transition into a new school. The time period would be no longer than four weeks and for many a two-week transition was more than appropriate. These transitions are closely monitored by the allocated team member and recorded through the PEP process.

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.

Year Group	Last on roll	Plans	Actions	EOTAS Provision
R	Not applicable	Placed for adoption but several legal challenges. Court will no longer accept any more challenges so child being placed in next two weeks.	School place in Torbay was secured but as moving decided not to commence school until child moves to forever home. Application to receiving LA for school place made	None

			week beginning 13 September.	
Y4 EHCP	October 2021	Number of placement moves. Child now placed in Wales and LA assessing most suitable school	Torbay SEN and VS SENCO closely monitoring situation.	Assessment place in specialist school. Went on roll from start of academic year 2022.
Y7 EHCP	Sept 2021	Child was in residential provision. Moved back to live with family.	Torbay SEN and VS SENCO closely monitoring situation.	EOTAS package in place. Child now in secure setting .
Y7 EHCP	April 2022	Child was in school in Cornwall. Placement move needed but none available locally - moved to area over 150 miles away. Placement search continued and after two months returned to Cornwall and previous school.	Torbay SEN and VS SENCO closely monitoring situation	EOTAS package
Y8 EHCP	July 2021	Number of placement moves which saw SEN consulting with two local authorities.	Current LA had to be challenged at DCS level to provide school	EOTAS package while school place secured. Autumn Term 2022 on to a school roll
Y10 EHCP	N/A		Torbay SEN and VS SENCO closely monitoring situation	EOTAS package in place when became cared for. Specialist school

				place secured and child attended.
Y10 EHCP	N/A		Torbay SEN and VS SENCO closely monitoring situation	EOTAS package in place when child became cared for. This package continues as successful and child still in Torbay.
Y11 EHCP	July 2021	Child left residential placement in August although VS had been assured this would not happen. Now placed in Plymouth within a home of a previous carer.	Torbay SEN approached Plymouth SEN for a school place in alternative provision. Consultation started on 10 September. Place agreed at specialist setting by October half term.	Online provision from previous residential school.
Y11	July 2021	Child in a YOI.	Currently a search for a home for child is being undertaken by Placements Team. SEN will consult once it is known where the yp is living.	Educational provision within YOI until release and then a package which included English and maths and a vocational option (hairdressing).

Suspensions

Please note that the Department of Education has changed the terminology to suspension rather than exclusion. There continues to be a focus on finding alternative sanctions rather than suspension.

Again, the rigour the VS has with attendance monitoring means that suspension figures are accurate and timely.

During the academic year 30 children were subject to suspensions (formerly known as fixed term exclusions FTX). This would be an exclusion rate of 14% and is for all CFC not just those cared for longer than 12 months. This is in line with last year's rate of 13.9%.

The following table gives more detail about the exclusions:

Year Group	Cared for 12m+	In area/Out of area	Number of exclusions	Number of sessions (1 day + 2 sessions)	M/F	EHCP
Y7 child a	yes	in	1	1	M	Yes
Y7 child b	yes	in	1	4	M	No
Y7 child c	yes	out	1	1	M	Yes
Y7 child d	yes	out	1	1	m	No
Y7 child e	yes	out	2	14	m	Yes
Y7 child f	yes	in	3	9	M	Yes
Y8 child a	yes	In	1	4	M	No
Y8 child b	yes	in	1	2	M	No
Y8 child c	yes	in	2	5	M	Yes
Y8 child d	yes	Out	4	16	F	Yes
Y8 child e	Yes	In	5	24	F	No
Y8 child f	Yes	In and Out	7	20	M	No
Y9 child a	No	In	1	2	F	No
Y9 child b	yes	Out	1	2	F	No

Y9 child c	Yes	In	2	4	F	Yes
Y9 child d	No	In	3	7	F	No
Y9 child e	Yes	In	3	16	M	No
Y9 child f	Yes	Out	4	10	F	No
Y10 child a	Yes	Out	1	2	M	No
Y10 child b	In	In	1	2	F	No
Y10 child c	No	In	2	4	M	Yes
Y10 child d	Yes	out	4	8	M	Yes
Y10 child e	Yes	out	7	17	F	No
Y11 child a	yes	out	1	1	F	No
Y11 child b	yes	In	1	2	F	Yes
Y11 child c	yes	Out	1	3	F	No
Y11 child d	no	In	1	2	M	Yes
Y11 child e	Yes	In	9	20	M	Yes
Y11 child f	Yes	In	12	26	M	No
Y11 child g	Yes	out	16	32	F	No

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 83 children, of statutory school age, with EHCP's in the Virtual School. This sees 38.9% of the VS's school population being subject to an EHCP. Of these 83 children and young people 42 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 is a reduction of one of children and young people with EHCP's. This has halted the previous five years of increases and whilst slight may indicate that the right support is being put in place in a timely manner.

Of the 83 young people with an EHCP, 67 are in the continuous care cohort. There were 9 young people in the Y11 cohort with an EHCP with 7 of these being in specialist provisions.

There were 56 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 65.2% of those of statutory school age have special educational needs and are on the VS's SEN register.

The VS has supported schools in 5 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. There is a strong working link between the VS SENCO and the named CFC SEN Officer. Here is an example of one piece of case work undertaken during this year.

Our SENCO has produced three case studies to show the breadth of the work:

Child A

What was the issue?

- The young person had been in a special school out of area. During the Summer holidays he was moved back to the area - at the start of Y11.

What have we done?

-
- As the young person had an EHCP, Virtual School and SEN worked to get him another education provision. This was further complicated as he had been following the Welsh Curriculum.
- As he lived in another LA it also involved liaising with that LA SEN. Virtual School liaised with the provision and carers. Visits were facilitated to several sites to find the one that best met need.

A Key adult was allocated who assisted the young person to transition into the small classes at the provision.

What difference has this made?

The young person re-engaged with education and achieved GCSE qualifications in a range of subjects.

The young person has now enrolled at SDC to get Grade 4's in Maths and English so that he can progress to an apprenticeship next year.

Child B

What was the issue?

- The young person had just started at Secondary school when he came into care. He was placed in a neighbouring Local Authority and moved schools so it was accessible for the carer. The young person did not settle and kept returning to Torbay. Social Care then placed him with parent under Schedule 3. Despite the young person wanting to return to his original Secondary school and the school accepting him he did not settle. He did not engage with interventions or lessons even when support was provided, choosing to stay in the corridors

What have we done?

- An RSA was submitted to Torbay SEN and accepted. Virtual School supported an external Mentor with whom he had developed a relationship whilst in placement. The VS also commissioned the Educational Psychologist report to support the RSA and prevent any delays.

Various other interventions were offered but the young person did not want to engage with them although the VS did fund counselling sessions within school to build relationships with adults.

An Ipad and audiobooks were purchased to help raise interest in Reading and close the gap.

Once the EHCP was in draft, the VS and Torbay SEN consulted with the maintained special school where he gained a place

What difference has this made?

The young person has made a positive start in school and is now accessing all his lessons and goes to identified spaces if he needs time out. The smaller class sizes have allowed him to Thrive and he prefers the smaller building size.

At the PEP he commented that

I am happier at Brunel

I feel safer in school and the staff here understand me.

Child C

What was the issue?

- The young person was struggling to manage in school prior to coming into care and was on a part-time timetable due to increasing dysregulation. The majority of this timetable was with an alternative provision. An EHCP was in draft form at this time
-

Our journey so far....

- The Care placement was out of area so Virtual School and SEN set up a bespoke programme keeping Play Torbay, with which the young person had already developed relationships, in place whilst his EHCP was finalised.
-

What we have done.

Virtual School and SEN liaised with the SEN Department in the area where he was living but before a school was identified he was moved back to Torbay. Virtual School and SEN then worked together to secure a placement at the LA special school

What difference has this made?

The young person accesses school full-time, consistently gets over 70% of his points and has earned 2 reward trips. He is completing most of the work with 1:1 support, talks positively about school and is starting to build peer relationships. he has joined a football team and is now less reliant on electronic devices to keep himself occupied.

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

At Key Stage 2 there were 4 children at SEN Support and 5 with Education, Health and Care Plans. Of the children with EHCP 4 of them have Social and Emotional Health as their primary need and one a Severe Learning Difficulty. The table following gives detail of their performance in the SATS. It should be noted three of the ENCP children did not sit SATS.

	CFC in VS	Reached at least EXS Reading	Reached at least EXS Writing	Reached at least EXS Maths	Reached at least EXS in Reading, Writing and Maths
Number with EHCP	5	0	0	0	0
Number at School Support	4	3	1	2	1

At Key Stage 4 there are nine 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	9	1	2	1	2
EHCP	9	0	0	1	1

One young person in Y11 and at School Support achieved fantastic results passing 10 GCSEs with the highest grade being a 9 and the lowest a 6. This young person had a difficult Y11, not in school but with other pressures. This young person has benefitted from one fostering family from the commencement of being cared for and only one school which has high aspirations for all its pupils and supports their cared for learners in an exemplary manner. This young person has an aspiration to be a doctor and I am in no doubt that this will be fulfilled.

KS4 Transitions Work and Post 16

This is a new post to the Virtual School as a gap was identified in our work when the young people became a learner in Y12. It was agreed through the VSGB that the post would be funded through PP+. Laila Rehman commenced this post at the start of the new academic year in 2021. Laila was an existing team member who was able to build on her knowledge and experience of the VS whilst moving to this promotion.

This post sees a significant amount of time working with young people in Y11 in order to aid their transition into Y12 and ensure that in September of their Y12 their destination remains the same and aligned to their feedback and wishes.

The role is having an impact and good working relationships with the schools, colleges, foster carers and most importantly the young people are evidenced. Laila will attend all Spring and Summer PEPS of the Y11s (unless they have an EHCP when Anna Walker, our SENCO attends) and ensures all is in place and if necessary, equipment needed for the course is sourced through the final Y11 PEP.

A piece of work on the Gatsby mark was undertaken to ensure that all Y11 were in schools which gave good independent advice and guidance on next steps and a report produced for the VSGB.

Laila originally collected the attendance, but this was an onerous task and part of the way through the year it was decided that WelfareCall should be commissioned to collect the post 16 attendance data as they do the pre-16. This enabled Laila to focus on having oversight of the attendance and address concerns where necessary, enabling her time to be focused on impact for young people.

Work for post 16 also includes ensuring all NEET learners have access to support from Careers South West, or their equivalent, if out of area and training for the Care Experienced Team on PEPS as well as for post 16 providers. There are excellent links between the VS and staff at South Devon College who are our main provider of post 16 education.

Here is a piece of work from Laila's first year:



Self Assessment

KS4 Transitions

Torbay Virtual School



What was the issue?

One of YP was having issues with her apprenticeship, as there were a lot of comments being made in the placement. The YP was feeling uncomfortable with going into the setting and continuing the apprenticeship. The young person during the summer term stopped attending the nursery (apprenticeship workplace).

Our journey so far....

So far we are aiming for the YP to complete their Level 2 so that they gain their qualification at the end of year.

What have we done?

Once the issues were identified a meeting was set up with the provider and all relevant professionals. At this point the young person's voice was heard via the Foster Carer. The young person did not feel secure in the setting and the initial meeting needed to set the scene and boundaries and then a meeting to facilitate a safe return. We have maintained communication with the YP throughout the process. We have ensured that regular meetings were held to help support the YP continue with their apprenticeship. We ensured that the YP's voice was at the centre of our work so that we knew exactly what they were feeling and what they wanted to happen at their pace.

What difference has this made?

The difference our work has made is that with our support the YP has continued with their apprenticeship and is on track to gain their Level 2. Without our support they may not have continued with this and have left without continuing the course.

Areas for further action

To keep up with communications with the YP to maintain open communication channels.

Immediate next steps

- To hold a Personal Education Plan to see how the YP is progressing on the course and if there are any areas of concern.

The following example is that of a post 16 who has an Education, Health and Care Plan and this work is overseen by our SENCO:

Case Study: YP T

What was the issue?

- The young person had struggled to access any education at his school during Y11 and did not want to access their post 16 provision. He had also previously missed

chunks of education during his statutory school years due to poor Mental Health which required him to be hospitalised.

Our journey so far....

- The young person had been in a special school out of area but would not engage on site

What we have done.

Virtual School liaised with SEN to get a post-16 package to include his interests in IT and re-engage with 1:1 Maths and English tuition. Regular Meetings and PEPs were held to ensure that he was making progress

What difference has this made?

The young person has engaged well with his package and there was a significant increase in his in-person engagement rather than remote, despite the travel distance. He completed FS L2 English and is working towards his FS L2 Maths.

He is working towards NCFE L2 qualification in Creative Media/Games Design and IGCSE in Computer Studies.

Aspirations for our Cared For Young People

The Virtual School is determined that all of our Cared For Young People have the very best opportunity within education to achieve their academic potential.

There are many factors which can impact on outcomes and our young people will have had varied experience of education prior to becoming cared for. This may include poor attendance and parental engagement, and this may stem from the adult's own experience of education. Having stability in their home life is also important once they become cared for and we know that placement stability is a real factor in supporting better educational outcomes. Therefore, we need to encourage a system where all the adults in the young person's life have high aspirations for them. This includes school staff, fostering families, social workers as well as the VS Team. Our job in the VS is to ensure all do their utmost for our young people.

Each young person will have a different starting point in both their care and educational journey. Young people become cared for at all different ages. Many young people who become cared for in their Y10 or 11 do not achieve well in their GCSE examinations at the end of Y11 but this is not the

end of their educational journey. There needs to be an acknowledgement that our young people may not achieve outcomes in line with their peers at the usual end points such as the end of KS4 (Y11) but that with a little extra support and time they will achieve them later.

Whilst a number of care experienced young people do access higher education we also need to ensure that we offer a broad range of support to our young people to identify appropriate routes to achieve good outcomes and that university is just one avenue to explore alongside career aspirations. There are many other ways to achieve not only academic outcomes but economic well-being as well and our young people need to know the range of opportunities available to them. This will include apprenticeships and well as employment which offers future opportunity to progress.

To this end, we in the VS, will strive to support our young people to reach their potential by:

- supporting and challenging schools for both individuals and cohorts on underachievement or exclusion
- providing support to fostering families in order for them to be aspirational
- offering a wide range of opportunities such as university taster days for those in KS2 and KS4 and open these to all abilities
- good careers advice which is quality assured if school based or from Careers South West or their equivalent in the area where the young person lives
- offering literacy resources such as Letterbox, Book Buzz and access to the online Encyclopaedia Britannica
- ensuring access to 11+ coaching if appropriate
- offering wider curricular offers such as STEM days and arts based activities
- facilitating engagement with a range of careers based on a young person's interests
- our KS4 Transitions Officer attending Y11 PEPS from the Spring Term in order to gain an understanding of career aspirations and ensure that barriers are identified which may impact on this aspiration
- responding to underachievement by ensuring extra support such as 1:1 tuition is offered
- supporting all professionals to understand their role in raising aspirations.

Finally, our young people need to know that they have adults who believe in them and their potential to do well. This will allow the young people to believe in their own potential too and therefore give them the desire to do well. This is one of the most difficult things to achieve if a young person does not believe in their own abilities.

Unaccompanied Asylum-Seeking Children and Young People

There have been 16 UASC in the Virtual School during the year. All 16 are male. There have been 12 who were in Y12 or 13 on arrival. Of these 10 studying on a course designed for ESOL - this was at Exeter College and had been set up with European Funding through a partnership between the college

and Careers SW. One chose not to study but a late request for him to sit GCSE English was facilitated, and the other young person arrived late in the academic year and he was set up with a course for the start of the new year.

There were 4 of statutory school age although we had to wait on an age assessment for one. So two were placed in schools - one in Y9 and one in Y10. The other two young people arrived late in Y11 and thus were set up for the next academic 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.

Post Cared For Work

This area of work is one added to our brief around five years ago. The work is for those children who were previously cared for and moved either to live with a family either with a final adoption order or a Special Guardianship Order. The work is one which sees the VS give advice and guidance to those holding the AO or SGO.

Below is an example of this work:

The impact of a Post Cared for officer in the virtual school: A case study of one child's

TORBAY COUNCIL

What was the Issue-

Child S's Adoptive parent contacted the Virtual School after experiencing issues with school around Child S. This was with regards specifically the class teacher who she felt was making humiliating comments to Child S and did not recognize his past trauma nor support him in a way that recognized his lived experience.

She had already been to a meeting with the schools DT but felt this meeting wasn't productive or child focused, and she felt at a loss at the next steps as she felt communication with the school was pointless and was considering moving schools for Child S.

At the time Adopt SW did not have a social worker in place and adoptive parent wanted any support that could be offered, she discussed how she would really like to have a meeting brokered to help address the learning needs and maybe ease the tensions that were building between her and school.

Child S's adoptive parent had tried multiple times to arrange a meeting with school but had little to no success in arranging a meaningful meeting and this had left adoptive parent feeling frustrated and rather upset as she felt she was being given no reasonable or appropriate support to keep Child S in education.

Our journey so far-

After contacting Child S's adoptive parent via a phone call to discuss the issues and what advice and guidance could be offered the meeting with the school went ahead with Sam Caunter and Tracey Powell sitting in on the meeting to provide some mediation and guidance.

The key points of the meeting were discussed as followed-

- Child S had recently lost his Grandfather who he was very close to COVID this combined with learning in lockdown had lead to Child S falling significantly on his emotional and wellbeing. DT agreed to put into place an Ed Psych as well as offering Child S a key adult at school to help support Child S.
- Also discussed were the issues around the class teacher and the inappropriate comments made. The DT for the school was very open to discussing this issue and progress was made around the comments.
- We discussed putting in a support plan for Child S around helping him process his emotions and adjusting to the return to school from working at home during COVID.

There other key part of the meeting was creating a good relationship between home and school for Child S this was something we at the Virtual School really tried to explore and develop during the meeting often ensuring that communication lines we made and kept reasonable for both parent and the DT.

The adoptive parent said she really enjoyed the PEP process when child S was cared for, and we advised as part of the process the school can provide an Epac meeting which school agreed too to help keep communication at home and school flowing.

I find its very important that we as a Virtual School make both parties aware we can only offer guidance and support; both adoptive parent and DT had similar outlooks for Child S and that by opening communication this became obvious.

What Difference has this made-

The difference made has been invaluable to Child S's adoptive parent who has told me that Child S has made a complete 180 turnaround at school and is thriving at a school just 6 months ago she wished to withdraw him from.

Adoptive parent for Child S has said how happy she is with the communication between school and how the Epac meetings have really helped her feel valued and listened to as the champion for Child S's educational needs.

Adoptive parent has said how grateful she was for the support she received from the Virtual School and she was glad there was someone who made her feel supported and listened to.

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 in primary schools, other than those in residential settings, received 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.

Our new PEP and Systems Co-ordinator has had a real focus on improving the quality and standard of all PEPs and has had good impact when working with a Designated Teacher to improve practice.

Storyboard - School A

What was the issue?

During my first term as PEP Coordinator, I experienced real problems with School A completing statutory school age PEPs for the Cared For Children who attended. Despite numerous emails and phone calls, we reached the end of term with PEPs not being completed. This pattern began to repeat in the Spring Term and I was advised by my more experienced colleagues that this was an historical problem. Again, the deadline for PEP completion passed and I spent time repeatedly trying to communicate and receiving no response.

Our journey so far....

- CFC PEPs not being completed to meet deadlines.
- Lack of communication from the school.

During the Summer term, determined to find a solution to this problem, I began my communication with the Designated Teacher much earlier - reminding of when the PEPs were happening, what our expectations were around completion time and offering online tutorials, DT forums and support.

As the same pattern continued, I asked my Headteacher to intervene, and she contacted the DT to ask for action to be taken. When this did not produce a result, the next step would have been Headteacher speaking to Headteacher, which I hoped to avoid.

From discussions I realised that this DT was someone who was very committed to the children they worked with and devoted a lot of time to face to face work. When they completed the PEPs it was to a good standard, providing comprehensive meeting notes and well-thought targets, so I recognised that the lack of action was not because of a lack of commitment. I realised that this DT was child focused and provided a supportive, attachment-based relationship with our Cared For Children, but this was at the expense of the admin side of the process. As a Virtual School, this is exactly the relationship we advocate for, but we also need to evidence that Cared For Children are having their progress monitored and supported every term.

I tried to set up a meeting in school, to discuss how best I could support, but the DT was too busy to meet.

I contacted the DT's manager and asked for a meeting. When we met, I wanted to be as positive as possible and pointed out how appreciative I was of the work the DT was doing with our children and the high quality of the PEPs when they were completed. The manager acknowledged that the face-to-face work was clearly going well, but recognised that this individual had difficulties meeting expectations around admin. I suggested that they may need some support/assistance to manage the admin side of things, especially as we didn't want to lose the relational work that was going on.

It was agreed that I would send details of all outstanding PEPs and the dates that I had sent reminders and the Manager would meet to discuss this with the DT.

When I didn't hear back, I contacted the Manager again. They confirmed that there had been a meeting and recognised there was a real problem with the PEPs not being completed. They recognised that the DT was busy working on building relationships with the children and putting into place interventions and support but was struggling. I asked if there was any support available and offered to provide training in the PEP process. Then manager agreed to have another meeting to identify what support the DT might need.

The manager contacted me to say that the DT was going to be given allocated time each week to work on admin and support had been arranged to help with this. We also agreed a timescale for the completion of each outstanding PEP.

What have we done?

- Sent clear, concise instructions about the PEP process
- Offered tutorials and support
- Termly Designated Teacher Forums, which provide training and opportunity for problem solving
- Regular reminders of expectations around PEPs and prompts for outstanding PEPs
- Arranged meetings to discuss ongoing issues.
- Suggested areas of support needed
- Communicated how much we appreciate the work being carried out with our Cared For Children

- Used a solution focused approach to foster a working together outcome

What difference has this made?

Soon after the meeting with the Manager, the DT began to respond to my communications. The PEPs were completed in line with the timetable agreed. The following term all PEPs were completed before the deadline

Areas for further action

- Continued advanced communication around PEPs, to avoid lots of chasing communication.
- Continued recognition of our appreciation when deadlines are met.
- Continued offers of support.

Immediate next steps

At the beginning of the next term, send out all PEP dates as a reminder.

Other work:

Designated Teacher Forums each term

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 teamwork. 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 now five activity days in the summer term after SATS. 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 and it was a pleasure to see this happening again as a group of young people not as 1:1 as it was last year. All those who took part absolutely loved it. All

received a GG Transition bag which contains stationery items as well as reading resources which are designed to support their emotional wellbeing through the transition in to their new school.

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 195 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 but there are now new EPs in post. The EPs ran a half termly attachment support group which stalled during the covid period. However the VS's Attachment Lead Officer undertook support of individual staff members as necessary in recognition of the impact of work with the children with attachment and trauma. It is planned that the EPs will resume their half termly support group in the next academic year. 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 commenced their 7 Day Attachment in Schools course. This was part of the Teaching School's programme but funded by the Virtual School. 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. It is pleasing to report that one of these schools were the runner-up in the primary school section.

All of the teachers in the VS have completed the training as well as the Inclusion Officer. All new staff in the VS will undertake the 7 day attachment training and this may also be enhanced by the Trauma Informed Schools 10 day course on supporting mental health in schools. 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.

The Inclusion Support Officer has continued to use '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.

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 Support offered
to our young
people / carers/
school**
Torbay Virtual School

October 2021
February 2022
March 2022
June 22
July 22

**TORBAY
COUNCIL**

Storyboard - Child R

What was the issue?

Child R having difficulty with settling to learn in their secondary school. Carer and social worker were concerned to the way in which school were responding to the behaviours being displayed by Child R.

Our journey so far....

Agreement was made to visit Child R in school and develop a positive relationship through therapy based intervention and exploration of his view of self; school and his family life

Therapy based activities and intervention based on PACE (DDP principles - Playfulness, Acceptance, Curiosity and Empathy).

Child R described himself, in our first session, as wanting to be a 'dinosaur'. Being curious and exploring further they shared that dinosaurs were extinct and that's how they yearned to be; 'extinct', 'better off dead', 'I want to die'.

Validating those feelings and acceptance of the way they were feeling we were able to explore this further. Incorporated the use of small world animals - created a story that gave a different narrative. After 3 visits Child R's narrative had changed and had become more engaging, playful, and enjoyed being in the moment. School noticed after the sessions, Child R was ready to settle into class and was accessing some learning time. There was evidence through play that Child R has some difficulties with retaining information and often misusing communication both verbal and non-verbal. Presents with cognitive, social, and emotional difficulties.

Interview with carer; understanding of his lived experiences and trauma to inform further interventions for Child R to be more successful at school and at home.

Shared intervention with carer and Child R; observation of their interaction.

Implementation of the following:

- Increased safety cues with 'meet and greet' as well as regular 'check-ins'
- Set up a team around the child within school - made a visual team template and timetable of which EAA will be available at certain times throughout the day - Inclusion room offered as a safe space
- Direct work continued
- EP assessment completed to provide insight for school and strategies relating to their learning needs.
- SALT referral made to a private therapist as it was clear that there were further deficits around language communication.

School became more difficult for Child R and further loss with their sibling being placed separately and eventually moving out of area.

- Working with professionals involved / providing support with understanding of attachment and trauma related behaviours, the communication behind the behaviour

- Communication with key professionals /school staff provide reflective space and opportunities to share best practice and understanding of response of Child R
- Continuation of work with Child R and modelling this work to key adults within the school.
- Use of AFIT and giving access to key adults (Assessment tool for attachment-based interventions)
- Regular meetings with all professionals (Foster carer, fostering social worker, child's social worker; team pupil)
- Provide the right support needed for the child and the carers

Report from EP made recommendation of a statutory assessment for an EHCP

SALT report indicated that there was 'profound and severe communication difficulties and meets the criteria for a diagnosis of Developmental Language Disorder. He does not have the necessary basic language skills needed to access learning in the mainstream classroom, and to establish and maintain age-appropriate social relationships, despite wanting friends. On standardised testing, his overall receptive language score was found to be at the first percentile, meaning that 99% students would achieve a higher score'.

"Protective factors for Child R are his warm and positive relationship with his foster carers, and in school, being able to remove himself from lessons and go to the calm environment of the Inclusion Centre".

'Consistent with a possible diagnosis of FASD, Child R presents as being much more communicatively able than is the case. He initiates social interaction and attempts to befriend older students and has some expressive language strengths. His superficial strengths mask severe underlying difficulties with receptive and expressive language, and with social interaction'

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 Child R to ensure their needs are met through direct and indirect work
- Key staff provided with a level of training in Trauma Informed Practice
- Work closely with the pastoral practitioner of the school in the provision of a team around the child
- Meet and greet
- Regular check-ins from team
- Visual timetables created
- Safe space created within the Inclusion
- Ongoing support of foster carers, school staff with strategies. Home/school partnership agreement for consistency of strategies
- EP assessment completed
- SALT assessment completed
- RSA submitted with evidence from social worker, foster carer, school, TVS Inclusion Officer
- With changes in social workers there has been 'bridging' around the referrals
- Invited the paediatrician that Child R is under, for assessment of ADHD, FASD etc, to an education meeting

What difference has this made?

- Child R has built trust in their key adults and been on a journey from dependency to being interdependent; increasing felt safety
- Able to follow direction from school staff and through intensive intervention has been more settled in school
- Increased awareness of feelings and emotions alongside some strategies to help with settling to learn
- More relaxed and able to verbalise their feelings
- Visual timetable

Areas for further action

- Develop positive relationships within friendship groups
- Build resilience
- Build on self esteem
- RSA was submitted in May. The LA has failed to meet timescales in providing an EHCP in draft. There has been delays around them providing an EP to complete the work needed to finalise this. The matter has been escalated.

Immediate next steps

- There has been changes in social workers. Ensure that there is a consistent social worker for Child R and develop a positive relationship. Consistency is key for Child R to thrive and build trust
- Once the EHCP is in place to see what support can be put in place to ensure Child R is successful in his education provision and to make progress

Other work:

Offer of whole school training in Attachment and Trauma Informed Practice

Information and strategies in working with young people with FASD

The teachers in the VS are responsible for ensuring that the young people who are allocated to them 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 2022 follows:

Pupil Premium Expenditure 2021 - 2022

INCOME	EXPENDITURE	
DfE Grant £629,230	Catch Up Funding	£70400
	Summer PP+ Targets	£117,814.58
	Autumn PP+ Targets	£114747.69
	Spring PP+ Targets	£144131.12
	Salary costs (ePEP ,Admin and KS4Transitions Officer)	£45700
	Direct spend via Business Admin	£136,427.90
	TOTAL SPEND	£629,221.29

Support Work

As well as our work on attachment the team in the Virtual School act as a champion for each child and will support the child and their school to navigate barriers to learning. All the team members embrace this role and enjoy the opportunity to both support and challenge in order for our children to reach their full potential.

Below are a couple of case studies of the work of the team:

Child K

Child K moved to a new foster home during the pandemic which eventually resulted in a school move when the carers were matched as long term. She was enrolled at a mainstream school. Schools had 'closed' to the majority of students during this time. She found attending the reduced school service comforting and we were told she did well when the classes were very small and there was a higher staff to student ratio and the atmosphere was more friendly in some senses because people were very compassionate at this time.

When schools opened to all students again, her attendance in lessons changed dramatically and she felt unable to attend them. She found the noise, amount of people, peer relationships, learning, and staff relationships very challenging, and experienced extreme anxiety, and overwhelm which prevented her from attending lessons. This situation remained the same for some time and her anxiety grew and grew, and eventually her distress led to dysregulation which the school found hard to manage.

The school were very proactive in trying different approaches and offered her learning in the pastoral area, tutoring, off site provision at a smaller vocational centre, on site provision in a smaller area, online learning, and an Educational Psychology assessment. Unfortunately, none of these worked and we felt she needed a provision that was also therapeutic. We met very frequently to review plans and progress.

An alternative provision that sounded like it could meet her needs was identified by the VS in the autumn term and it was agreed by the VSH that this could be funded through PP+ . However, the school Headteacher would not allow his student to work with a provision that was not Ofsted registered. The school had already used provisions that were not Ofsted registered so some gentle challenge was offered around this. The provision was on the area's approved list of providers and the provision went through the Torbay QA process. After around 4 months of negotiation and trying different things, the school agreed for her to attend this AP. She has had made huge SEMH progress there and after around a year of not attending lessons she began engaging in academic learning again at the AP with smaller class sizes and high levels of adult support and therapeutic input from staff at the school.

This young person will probably not make expected progress in all her subjects, but the fact that she is engaging in some learning and her mental health and sense of wellbeing improved needs to be celebrated. She was recognised at our awards for her achievements in these areas. The social worker and CFC teacher worked very hard to support the school to make this happen and contributed to Child K's Request for Statutory Assessment as well.



March 22

June 22

July 22

Self Assessment of Support offered to our
young person / carers/ school
Torbay Virtual School



Storyboard - Child J

What was the issue?

Child J had been involved with several incidents outside of school which had spilled into his school day. This was having an impact on his presentation and being able to access his learning.

Homelife had been impacted too, with the home being targeted by a group of youths and stones thrown at the windows and further threatening comments.

Our journey so far....

Agreement was made to visit Child J in school and as I had worked with this young person on his transition into school on coming into the care of the LA, we had a positive relationship. It was important to provide consistency and build trust as an attachment figure; gaining trust and engage with the young person to unpick the challenges faced and gain insight into what his behaviour was communicating.

Through using a strength-based intervention (art), 'draw and talk' Child J was able to share through a storyboard that gave a narrative that he did not feel safe and needed rescuing. On being curious and through empathetic conversation.

Child J explained that he had met up with some young people in the community and had been asked to steal from a local shop to be accepted into the group. This developed into Child J being further groomed and exploited. The refusal to be involved in further exploitation had resulted in Child J being a target of verbal and nonverbal threats, both out of school and within the school setting. On gaining Child J's trust they were able to share a list of names.

A meeting was set up with the child's social worker and the exploitation team. Mapping exercises were completed; intel passed on. A plan of safety devised and shared with Child J, foster carers and school.

Implementation of the following:

- Increased safety cues with 'meet and greet' as well as regular 'check-ins'
- Set up a team around the child within school - made a visual team template and timetable of which EAA will be available at certain times throughout the day
- Direct work continued
- Interventions put in place to provide education around exploitation and create space to develop trust, rich relational experience

School became more difficult for Child J as the other young people within the school setting created further distress. Child J lost his trust in the team around him and felt that they could no longer keep him safe. He withdrew and due to their fear no longer could engage with school (freeze/flight response). No longer able to leave the home.

- Working with professionals involved / providing support with to repair the relationship between Child J and school
- Communication with key professionals /school staff provide reflective space and opportunities to share best practice and understanding of response of Child J
- Continuation of work with Child J at home and encouraging to have their voice heard in what should happen next
- Develop a further safety plan with the social worker
- Request school to have discussions, based on the voice of the child, to have managed move to another school further away from the local area
- Provide the right support needed for the child and the carers
- Managed moved and robust transition plan put in place - visit to school with Child J and a second visit with Child J, foster carer and social worker; introduction to key adults and discussions around friendships that had been made at primary school - re-establish these

Additionally, we held a Planning for Success meeting between sending school and receiving school. Request was made that part of the adults modelling repair that contact was made with Child J. Sending school was able to do this and gave Child J a card and gift for the braveness shown

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 children and ensure their needs are met through direct and indirect work
- All staff provided with a level of training in Trauma Informed Practice
- 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
- Visual timetables created to provide felt safety
- Safe space created
- Engage an outreach worker to provide continued education around gang; knife crime and exploitation; keeping safe
- Ongoing support of foster carers, school staff with strategies. Home/school partnership agreement for consistency of strategies
- Check ins with Child J. On moving home ensured there was contact made; Child J shared they would have a greenhouse and was looking forward to growing strawberries - purchased and gifted first strawberry plants to show our investment in child J.

What difference has this made?

- The children have built trust in their key adults and been on a journey from interdependency to being independent; increasing felt safety
- Able to follow direction from school staff
- Increased awareness of feelings and emotions alongside strategies to help them settle to learn and to keep self-safe within the community
- More relaxed and able to verbalise their feelings
- School attendance has improved significantly (school described Child J as 'blossoming').

Areas for further action

- Develop positive relationships within friendship groups
- Develop safe peer relationships and for Child J to enjoy an overseas trip with school • Build resilience
- Child J was on SEN support register but is now no longer on the register

Immediate next steps

- There have been inconsistencies with social workers due to long term illness. Ensure that there is a consistent social worker for Child J and develop a positive relationship
- As Child J has settled into school and is blossoming there now needs to be a focus on his learning and a deficit in his subjects
- Review PEP targets

Other work:

Discussion with exploitation and fostering team around training for foster carers as there was seen to be some naivety around this

Meeting with exploitation team / service manager around work that could incorporate training / intervention provided by John Gayle

Relational repair / restorative practice

ILACS Inspection

The LA was subject to an ILACS inspection in March 2022. The feedback for the VS's work from the inspection was on the whole very good especially the support work around attachment. The one area it highlighted we should strengthen was literacy throughout all age groups. As a result, a policy has been written and the impact of this will be available in the next annual report. The Literacy Policy is to be found at the end of this report.

Extended Duties

As reported in last year's report this grant and extension to the duties of the VS was in place from September 2021. As we were notified in June 2021 of this, we were not able to create roles and the recruit for September. In January 2022 two members of staff commenced this work - Katie Cavanna and Lyndsey Pengelly.

The following is their initial report presented to the VSGB in September 2022.

'The Department for Education extended the role of the Virtual School, providing additional funding to better support children and young people with social workers to make educational progress, maintaining a culture of high aspirations and raising standards. The DfE sees this as an opportunity to enhance the partnerships between education settings and local authorities. The expectation is that the Virtual School will work with the wider community to help better understand and address the disadvantages these young people can experience.

The DfE reports that children and young people with a social worker are around 3 times more likely to be persistently absent from school, and between 2 and 4 times more likely to be permanently excluded from school than their peers. This group are also more than 10 times likely to attend state-funded alternative provision settings than all other pupils. Attendance in an educational setting is vital for a young person to make educational progress, for their wellbeing, and for their wider development. Attendance is also a protective factor, offering a safe space and being visible to, as well as having access to, supportive adults and professionals.

There are a number of barriers to engagement and learning for this cohort of students. This may include family barriers, lack of access to advice and guidance, unsuitable education pathways, confidence issues, mental health, disabilities, health conditions, and social expectations. The Covid pandemic has further increased barriers to attendance and engagement. It is likely that some of

young people have increased mental health and wellbeing needs, will have been at increased risk whilst having to spend more time at home, will have had routines disrupted, feeling more vulnerable.

The DfE has agreed to continue to fund this role for the academic year of 2022/23.

Aim

Our aim is to strengthen the partnership between education settings and the Local Authority through collaborative work, identifying and addressing the needs of our children and young people with a social worker to ensure that they have access to support that will ensure they make educational progress. We want to be able to offer advice and support to education providers so that our children and young people can make progress.

We look to build relationships with Headteachers, Governors, Designated Teachers, SENDCOs and Designated Safeguarding Leads, and bring together the Virtual School resource, schools, and Children's Services to focus on promoting educational outcomes for this group of children and young people.

We want to promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children with a social worker are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college.

Action Taken

We have been in post since January 2022. We have had a very busy year thus far and so have listed the highlights:

- Analysing CiN and CP attendance data available to us at the end of each half term and comparing to previous data. We have also manually cross-referenced information harvested from different databases, highlighted anomalies and shared our finding with colleagues in Children's Services so further investigation can be undertaken.
- Building relationships with DSLs, including attending and contributing to DSL forums, liaising with DSLs when colleagues in Children's Services have questions, and using any data available to instigate conversations. We have also investigated further training required and liaised with the Learning Academy to provide this.
- Attended a range of meetings within Children's Services that helped us to better understand how teams work together and how our role might support moving forward. This included a PRP meeting, SEND panel and SEND Team meeting.
- Building relationships with Extended Duties colleagues from other Local Authorities, sharing good practice, resources, planning and outcomes.
- Met with Sarah James of TESS to share information gathered from schools and to better understand how TESS supports schools, then promoting TESS, reminding DSLs to use the service if they buy into it and encouraging others to consider buying into the service.

- Analysing the attendance records at training events and forums, focussing on which schools engage with services, and where we need to work harder to promote relationships between schools and services. We have then advised colleagues on how to improve engagement.
- We have developed work instigated by colleagues in Children's Services, creating a directory of local and national contacts for a range of needs that the young people and their families might have. This has been shared with colleagues and with school DSLs.
- The creation of a handout for schools to adapt and use, with key contacts for organisations their young people and families might need.
- Met with Shaun Evans and the Independent Reviewing Officer (IRO) and LADO Team. One of the IROs has become a link member of staff, meeting with us more regularly to discuss individual pupil attendance and engagement concerns.
- Met with social worker Team Managers to start building links, and we have created an information and Q&A sheet for social workers to refer to when considering a young person's education and the positive impact attendance can have on an individual.
- Met with Lucinda Wills of the Learning Academy to design further training opportunities for DSLs, DTs and school SLT.
- Supported children with a social worker in their transition from Year 6 into Year 7, and building links between schools. We have been able to organise additional school visits, supply some children with resources, and subsidise some places at summer school.
- Promoted and visited HAF and community groups, building relationships with stakeholders and better understand what is available for our children and young people.
- Attended training and seminars to enhance our understanding of adverse childhood experiences, and how our role can best support our children and young people.
- Offered advice to both schools and social workers regarding supporting individual children and young people in our cohort.
- Presented to other service teams within Children's Services about our roles and how we can work collaboratively to raise the profile of education and attendance for our children and young people.

During the Summer break for schools we worked on the following:

- Presenting to the services teams led to a number of social workers getting in touch, and we've been able to build links between them and DSLs re specific pupils as well as advising on strategies to improve school engagement.
- Created a list of simple strategies sheet to support improving attendance that we can share with social workers as needed.
- Attended Written Statement Of Action meetings for both Culture and SEND Graduated Response.
- Visited HAF groups - Play Torbay at 2 sites, Sheer Soccer, Great Parks, Roselands, Kinetics.
- Attended IRO meetings.
- Conducted a desktop analysis of behaviour policies which has resulted in a RAG-rated spreadsheet of 37 school policies and a PP presentation that Rachael Williams is going to share with Headteachers.
- Met with Dan Hamer and his team (Lauren Hockley and Shirley Hamlod) to discuss attendance, exclusions and part timetable work for the coming academic year.

- Met with Vicky Todd from YJS (YOT) to share information, and then attended the YJS team meeting.
- Pupil Voice catch up with Sue Ford.
- Made new links with the data team who have created an up to date CiN/CP list and will soon have us on PowerBI so that we can access and monitor further data.

Moving Forward

- Taking on an enhanced overview of the education of children and young people with a social worker, working with colleagues in Children's Services to challenge and support schools in raising aspirations, attendance, and engagement with our young people. This is to be done by monitoring attendance, academic outcomes, liaising with schools, IROs and social workers, and attending meetings as appropriate so that we can advise, share resources, or signpost support.
- Updating resources to share with schools and services on a regular basis so that the DSLs, DTs, and school SLT have relevant materials to best support their pupils.
- Work with IROs, attending regular forums and meetings where we can discuss individuals and plan support, also building strong links between IROs and the Virtual School. The IROs will also be invited to attend DSL and DT training and forums if relevant to their role.
- Continue to develop strategies and organising events with colleagues in Children's Services and schools for transition points in education.
- Promoting, attending, and offering support at DSL, DT and SLT forums, ensuring that schools are fully aware of the support available to them.
- Promoting and contributing to training opportunities for DSLs, DTs and SLT through the Learning Academy and the Teaching School Alliance. This is to include attendance forums, attachment training, and training for school governors.
- Completing both the 7-day Touchbase Attachment Lead qualification and the TISUK Diploma in Trauma and Mental Health Informed Schools (Practitioner Status) so that we are able better to support colleagues in the Virtual School, the wider Children's Services and beyond.
- Explore how we capture the voice of the child/young person and the voice of the families being supported.
- Encourage and explore ways to support school teams to share information amongst themselves and use data to inform and share best practice, including pupil lists, training opportunities, and resources.
- From September there is new DfE guidance in place around improving school attendance, and we see ourselves as being part of the support network for both Children's Services and the schools in Torbay in finding ways of responding to this document positively and making those changes for our children and young people. ' (LP &KC Autumn 2022)

Cared For Children Celebrations

This academic year the task of organising the CFC Award Ceremony was delivered effectively by the Virtual School. Due to the pandemic the Celebration was held online. It was on Friday 19 November 2021.

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 Kris Akabusi. Kris spoke with passion and humour about his journey through care and then into the armed services. His enthusiasm was infectious and all found him a joy to listen to. Kris was a British athlete and has been awarded an MBE. Kris talked about beating the odds and used the example of the GB men's 4 x 100 m relay team. He really was a motivational speaker and urged the children and young people not to let things get in their way.

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

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.

The Under 7s Celebration (Children's Tea Party) did take place on the afternoon of 17 June and was identical to previous events in that it was held in a local hotel with an children's entertainer along with food with party bags on leaving.

Priorities

- To focus on literacy in all age groups
- To focus on English and Maths outcomes at KS4
- Strengthen the work 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 fostering families in order to ensure all fostering families have high educational aspirations for all our CFC.
- Ensure all fostering families 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 suspensions and identify any impact of attachment and trauma informed practice on reducing suspensions
- To review each suspension in terms of the exclusion protocol implemented for all exclusions for children in Torbay schools
- To explore whether speech and language assessments should be prioritised for children and young people as they can have a positive impact for children and young people with attachment needs.
- To identify synergies with the Extended Duties work and our Cared For Children's work.

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 Extended Duties as well. I appreciate the support and challenge of the members of the VSGB and the knowledge and skills they bring to our meetings.

It is testament to the positive impact of Virtual Schools that the Department of Education keeps extending its remit.

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. This was replicated in the ILACS inspection of 2022. 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 VS has taken onboard the OFSTED recommendation about Literacy and in next year's report the impact of the Literacy Strategy should be reported on.

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 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.

Individual team members 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.

OUTCOMES 2022

Performance indicator	T R E N D	2022 TORBAY Council Cared for Children %	2021 Torbay Council Cared for Children %	2019 National Cared for Children %	2022 TORBAY all pupils %	RAG Based Torbay CFC v national CFC
		*				
EYFS % reached GLD	↓	33% (2)	40%	49%	64%	R
KS1 % Reached at least expected standard - Reading	↓	50% (3)	83%	42%	66%	G
KS1 % Reached at least expected standard - Writing	↔	50% (3)	49.8%	42%	56%	G
KS1 % Reached at least expected standard - Maths	↓	50% (3)	66.4%	49%	66%	G
KS1 % Reached at least expected standard - Reading, writing and maths	↔	50% (3)	49.8%	37%	51%	G
KS2 % Reached at least expected standard - Reading	↑	53.8% (7)	52.8%	49%	75%	G
KS2 % Reached at least expected standard - Writing	↓	38.4% (5)	46.2%	50%	68%	R
KS2 % Reached at least expected standard - Maths	↑	53.8% (7)	39.6%	51%	71%	R
KS2 % Reached at least expected standard - Reading, Writing and maths	↑	38.4% (5)	33%	36%	58%	G
KS4 % gaining a strong pass in both English and maths at Grade 5+	↓	8.7% (2)	15%	10%	53%	A
KS4 % gaining a pass in both English and maths at Grade 4+	↓	13.1% (3)	27%	Not available	66%	R
KS4 % gaining a Grade 5+ in English	↓	8.7% (2)	21%	23%	64%	R
KS4 % gaining at least a Grade 4 in English	↓	26% (6)	42%	Not available	74%	R
KS4 % gaining a Grade 5+ in maths	↓	8.7% (2)	18%	14%	57%	R
KS4 % gaining at least a Grade 4 in maths	↓	17.4% (4)	30%	Not available	71%	R

Y1 - 11 attendance	↑	90.54%	85%	95.3%	91% ('21)	R
% receiving at least one fixed term exclusion	↔	14%	13.9%	11.67% (2018)	11%	A
% receiving a permanent exclusion	↑	0	0.6%	0.05% (2018)	0.1%	G
KS5 (Y13) % gaining L3 qualifications	↑	38.4%	28.4%	Not available	Not available	R
KS5 (Y13) % gaining L2 qualifications	↓	15.4%	28.4%	Not available	Not available	R
KS5 (Y13) % gaining L1 qualifications	↔	7.7%	7.1%	Not available	Not available	A
Total 18 - 24 year old care leavers participating in Higher Education		Tbc	9.3%	Not available	Not available	

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 (there are three continuing a course into Y14)

*In Torbay children in care column (number) = number of CFC who achieved this measure

Appendix 2:

Torbay Virtual School

Literacy Policy October 2022

Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world. In the ILACS inspection in Torbay in 2022 it was highlighted that reading needed to be made a higher priority within each child or young person's Personal Education Plans and as writing in Torbay for all children has been either at or below the national average then it is importance that literacy per se is highlighted.

The importance of literacy

Lacking vital literacy skills holds a person back at every stage of their life. As a child they won't be able to succeed at school, as a young adult they will be locked out of the job market, and as a parent they won't be able to support their own child's learning. This intergenerational cycle makes social mobility and a fairer society more difficult.

People with low literacy skills may not be able to read a book or newspaper, understand road signs or price labels, make sense of a bus or train timetable, fill out a form, read instructions on medicines or use the internet.

Low levels of literacy undermine the UK's economic competitiveness, costing the taxpayer £2.5 billion every year (KPMG, 2009). A third of businesses are not satisfied with young people's literacy skills when they enter the workforce and a similar number have organised remedial training for young recruits to improve their basic skills, including literacy and communication.

The National Literacy Trust has some interesting statistics:

- **Children who enjoy reading and writing are happier with their lives**

Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it. [Read more.](#)

- **1 in 11 disadvantaged children in the UK say that they don't have a book of their own**

Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%). [Read more.](#)

- **Children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England**

A boy born in Stockton Town Centre (an area with serious literacy challenges) has a life expectancy 26.1 years shorter than a boy born in North Oxford. [Read more.](#)

- **1 in 2 children in the UK enjoy reading**

Only 1 in 2 (47.8%) children and young people said they enjoy reading in early 2020, the lowest level of reading enjoyment we have recorded since 2005. [Read more.](#)

- **1 in 3 children in the UK enjoy writing**

In 2021, just over one-third (34.5%) of children and young people said that they enjoy writing. This is the lowest level of writing enjoyment we have recorded since 2010. [Read more.](#)

- **Audiobooks can support wider literacy engagement**

1 in 5 (21.7%) children and young people said that listening to an audiobook or podcast has got them interested in reading books.

Oral and written language is at the heart of all learning – it is the prime medium through which all children and young people process information and express themselves across the curriculum. It is also central to life in the wider school and college community. Therefore, development of good literacy skills and effective use of language are critical in ensuring successful learning occurs in all subjects and across all phases of education. Given that the development of children’s and young people’s literacy skills results in enhancing their learning across the curriculum, everyone has a genuine stake in the cultivation of effective literacy skills as a tool for learning throughout the virtual school and our partners.

In the Early Years Foundation Stage (Reception), children should be given opportunities to:

- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in language, print and possibilities for communication; • To develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- To be able to represent their ideas in their activities.
- Link sounds and letters and to begin to read and write.
- Access to a wide range of reading materials (books, poems, other written materials and computer based texts) to ignite their interest.

At Key Stage One (Years 1 and 2): Children should learn to speak confidently (using Standard English) and listen to what others have to say. They should begin to ask questions to deepen their understanding. Pupils should use spoken language to organise their thinking and support their writing. Pupils should read for pleasure, understand what they have read and begin to read with expression. They should begin to read and write independently and with enthusiasm. They should use and adapt language to explore their own experiences and imaginary worlds. Pupils should use their knowledge of phonics to support reading and writing. They should be encouraged to use correct spelling, grammar and punctuation in their written work. All pupils should use the skills learnt in Literacy across the curriculum.

At Key Stage Two (Years 3-6): Children should learn to speak clearly and convey ideas using Standard English whilst being able to adapt their vocabulary for all purposes and audiences. They should ask questions to check their understanding. They will use spoken language to clarify thinking and organise ideas for writing. They should read a range of texts and respond to different layers of meaning in them. Pupils should develop an enjoyment of reading and exploring different types of texts. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Pupils

should write extended pieces using correct grammar, punctuation and spelling. They should use their reading and writing skills across the curriculum. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations.

Reading

Reading proves the master skill of school; therefore, we need to nurture our learners' reading. The act of daily reading matters; young children who are read to daily can hear up to a million more words a year than their peers who are not read to. We aim to give learners a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding. This applies particularly in the area of reading (including from the screen), as texts become more demanding. We understand how stories can act as a mirror for learners to learn about themselves, while opening a window on the world for them too. For every learner in our care, we expect schools to endeavour to fill their day with the richness of countless books (and articles/blogs etc.) that help them to access a wealth of powerful reading experiences, to develop both their imagination and their knowledge. We will build on and share existing good practice. Schools must define for students different approaches to reading, and critically appraise their impact. If a student doesn't know why they are reading a text, they won't know how to approach their reading. If they are reading to extract information, they may only need to scan the text; if they need to fully understand the entire text, they will need to read for comprehension. Weaker readers may not know the difference between the two, or what strategies to use in different situations.

It is our job to ensure these instructions are explicit for all especially our CFC:

- Skimming - Skimming is reading rapidly in order to get a general overview of the material.
- Scanning - Scanning is reading rapidly in order to find specific facts.
- Comprehension - To comprehend a text means a reader must accurately understand written material by decoding what is read, making connections between what they have read and what they already know and thinking deeply about this.
- Inference - Making an inference involves using what a reader already knows to make a guess about what they don't know. Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said by the writer.
- Synthesising - Synthesising a text is the process of pulling together background knowledge, newly learned ideas, connections and inferences into a complete and original understanding of the text. The teaching of reading must be planned within the scope of reading for enjoyment and tasks should engage learners with the world beyond the classroom. Teachers should clarify learners' purpose for reading. They should relate the reading to learners' lives; pre-teach concepts that might inhibit understanding; and activate or build background and context.

One of the most important ways to make a difference to learners' lives is to ensure that children become engaged with reading from the beginning. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading. It is vital, therefore, that phonics is a priority in teaching reading to take away any barriers. We want all of our learners to competently and fluently learn to read and thus read to learn. Teachers will need to vary the way texts in their subject are read using a range of disciplinary strategies. Reading materials will be carefully selected and chosen to support the progression model of the curriculum. The type of activities used will depend on the purpose of the text or, what needs to be extracted. This could involve silent reading, bringing a text alive by reading to learners, oral reading by learners, audio recordings or guided reading.

A teacher must read to learners with the appropriate degree of fluency (pace, expression, stress and intonation). Typically with questions and/or explanations are interspersed throughout. Teachers should do everything to avoid reading becoming a dull and slow business – and this is not achieved by just reading extracts, but on teaching approaches that are imaginative, innovative and lively.

Decoding words

Our learners with a poor understanding of language, being able to decode words is essential for equality, because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves. Therefore, decoding and encoding will be taught in schools through systematic synthetic phonics. This will be recognised and reinforced by all staff through:

- Reading unfamiliar words, by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently.
- Reading familiar words accurately and silently 'at a glance', that is, no longer saying the sounds consciously. To teach word reading and spelling successfully, teachers need to understand the principles underpinning the teaching of word reading (decoding) and spelling (encoding). This should include understanding how the alphabetic code of English represents the sounds (phonemes) of the language with single letters and groups of letters (graphemes).

Speech and Language

Language is one of the most important skills we will ever learn. Everything we do at home or work requires us to communicate with our families, friends and colleagues. Without language it is incredibly difficult to share our thoughts and feelings with others, to make lasting friendships, to give and receive information and to learn about the world in which we live.

The ability to use and understand language is essential for all children too. Children learn language in such a short space of time and this is why the pre-school years are so crucial - with parents and early years workers playing a vital role in encouraging children's communication development.

Problems with speech and language are the most common developmental difficulty that children encounter. Studies indicate that as many as 1 in 10 children in the UK have speech and language difficulties, and these are particularly prevalent in the early years.

Language is central to learning, but a study by the Basic Skills Agency (in 2002) reported that - in the opinion of teachers - 50% of children begin school lacking skills that are vital for getting off to a good start in education. For our Cared For Children we must not assume that their speech and language development is in line with their chronological age as their lived experience prior to being Cared For Children may not have seen or experienced effective communication and experience of trauma may also impact negatively on their speech and language development.

In order to support our desire for excellent literacy skills there may be the need for an assessment of speech and language too in order to unlock the potential of each of our Cared For Children. This will be considered as the children young person becomes Cared For.

The Virtual School has children from 2+ years right up to young people approaching their 18th birthday and with a broad spectrum of need. The majority of our children and young people are in mainstream schools and colleges while we also have children and young people in specialist provisions which are ideally suited to meeting their needs. Our policy therefore needs to reflect the diverse nature of our school population.

Priority 1 – Developing reading for pleasure and academic progress

- Promote a love of reading through the use of new technology as well as by books or magazines.

- For Early Years and primary aged children ensure the Fostering Family spend time reading with the children in their care
- For all age groups ensure a reading intervention is in place for all those with a reading age significantly below their chronological age. The reading intervention will be appropriate to the learning needs of each child.
- Reading will be reviewed at each PEP and reference noted in the PEP meeting notes.
- A reading target will be a target on all children and young people's PEP no matter their reading ability.

Priority 2 – Assessment of reading ages

- When a child becomes cared for a baseline assessment of their reading age is completed and the results noted on our ePEP system.
- All our cared for children from Y1 need to have either a formal or informal assessment of their reading age. This will allow each school/educational provision to use their own assessment methods but the results must be captured in the PEP.
- Many secondary schools in Y7 undertake a reading assessment for their pupils in order to plan interventions so that the children are able to access, understand and progress in learning.
- For our older cared for children it may be appropriate to utilise adult literacy programmes in order to improve their opportunities to achieve economic wellbeing or to access further or higher education.

Priority 3 – Improve word depth knowledge

- Ensure that each child/young person has a targeted decoding intervention through teaching resources if necessary. This will need to be noted in the PEP.
- Ensure the teaching and learning of exam literacy
- Ensure the teaching and learning of words for work.

Priority 4 – Speech and language

- Our children and young people develop confidence and competence in speaking and listening so they are able to:

Speak clearly and confidently in different situation; adapt their speech for different audiences and purposes; listen with understanding and empathy and respond sensitively and appropriately; build on others' viewpoints and attitudes as well as having their own personal opinions.

- Where it is identified that a child/young person may need a speech and language assessment this is promptly assessed for interventions and advice to be followed to improve speech and language skills.

The Virtual School aspires for all Cared For Children to achieve their academic potential and this means that each school needs to have high aspirations for each child and not let the Cared For status equate to academic under achievement. Some young people with cognition and learning needs may not reach national benchmarks but can reach their own potential. The focus on reading and then literacy in its widest

sense needs to be captured in the PEP process. Developing a love of reading will enhance not only learning but also bring a sense of fulfilment and a curiosity for the world around us. As Corporate Parents we demand the best for our children and want them to reach for the stars and dream big.

Resources:

The Virtual Schools invests in resources to support reading in the following ways:

- Our Early Years children are signed up to The Imagination Library
- We subscribe to the Book Trust's Letterbox scheme which sends a parcel of books and stationery to certain year groups over a six month period
- We subscribe also to Book Buzz which facilitates various year groups to choose a book to keep every term
- Reading interventions such as Fresh Start are offered as training opportunities to school staff
- We subscribe to the online Encyclopaedia Britannica for every Cared For Child
- Training in various reading interventions is offered to Fostering Families
- Reading projects using technology have been trialled and the results shared
- Book tokens are given as prizes

There are numerous resources on the National Literacy Trust's website and on the Book Trust website. Some useful ones are:

10 top tips for parents to support children to read

<https://www.gov.uk/.../10-top-tips-to-encourage-children-to-read>

Tips for carers and foster families

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/reading-tips-for-carers-and-foster-families/>

Tips and advice – Reading with your child

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/>

Books and the bedtime routine

<https://www.booktrust.org.uk/books-and-reading/tips-and-advice/bath-book-bed/>

Appendix 3: Local Authorities with Torbay CFC 2021-22

Blaenau Gwent

London Borough of Richmond

Wakefield

Dorset

Bristol

Hampshire

Wiltshire

Cornwall

Northamptonshire

Cornwall

Devon

Monmouthshire

Surrey

Somerset

Plymouth

Birmingham

Norfolk

Kent

Angus

Newport (Wales)

West Sussex

Gloucestershire

Stoke-on-Trent

Liverpool

Lancashire

London Borough of Walthamstow

Bath and North East Somerset (BANES)

Derbyshire

London Borough of Southwark

Shropshire

Northumbria

Pembrokeshire

Appendix 4: 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