



Cambridgeshire's Virtual School

## **Agenda Item No: 6 – Appendix 2**

### **Impact Measures for the Work of the Virtual School**

#### **Key Performance Indicators:**

<b>Raise attendance</b>	
<b>Reduce exclusions</b>	<b>x</b>
<b>Increased rate of progress</b>	<b>x</b>
<b>Attainment in line with or exceeds age related expectations</b>	<b>x</b>
<b>Increased motivation and participation</b>	<b>x</b>
<b>Improved social, emotional wellbeing / mental health</b>	
<b>Secure appropriate education avoiding drift</b>	

#### **Child's name and date of birth:**

Age of C/YP & Year Group	7 years old / year 3	Educational Context	Mainstream		
Care Status	FCO	In county / OOC	OOC	SEND status	SEND Support (accessing HNF)

#### **Pen Portrait (baseline to current)**

##### **Care**

- Became LAC aged 4
- Had two in county foster placements both broke down within 5 months of becoming looked after owing to the difficult and dangerous behaviour.
- Moved to a therapeutic residential setting out of county (aged 5 years old).

##### **Attainment**

- Recognised as an able child but didn't achieve GLD at the end of FS2.
- Achieved ARE in reading, writing and maths at the end of year 2

##### **Attendance**

- Historically, attendance has not been a concern however she had a period of two months out of school when she moved to the residential setting, the setting provided nurture based activities and supported learning in the home during this time.
- Her current attendance figure looks low (75%) as she is accessing two sessions of therapeutic support weekly. School plan around this to minimise impact on her learning. She is responding very positively to the therapy and continues to be working in line with ARE in all subject areas.
- One fixed term exclusion in year 2. Significant resources and support directed to prevent further exclusions.

##### **Educational Provision**

- Accessed nurture provision within a mainstream school prior to becoming looked after. Remained at the same school and continued with this provision when she became LAC. Described by school (summer FS2) as variable in her mood, she has displayed very clingy and attention seeking behaviour. She would also object to and avoid contact. She tried to manipulate adult's attention and often refused to complete tasks. She desperately craved affection, however doubted any regard shown as being genuine and consequently tested the boundaries. Wet and soiled frequently. Struggled with transitions, would cling to table legs to avoid having to leave rooms. She accessed a high level of support in class and in the nurture unit. She would become highly anxious when asked to do simple things such as change her shoes. She accessed little learning, owing to her emotional state.
- 1:1 support through year 1
- 1:1 support In year two, accessed nurture provision 5 mornings a week
- Her most recent PEP (Autumn year 3) detailed 'has settled well. She has had access to a safe space in Year 3, which she designed alongside her TA as part of the strong transition programme. She has used it on

occasion but spends the majority of the time engaging with the whole class in the classroom environment where she is supported by her TA. She has formed good relationships with all adults in her class and seems settled. Recently all adults around her have noticed she has more emotional maturity and she is able to behave more appropriately e.g.: When she is sad she will express this by crying and explaining how she feels as opposed to outbursts of anger or frustration seen previously.'

#### **Summary of Support / Challenge involving the Virtual School**

- Detailed search of mainstream provision that would understand need and be able to support appropriately, involving the VS in the local area. OFSTED rating good.
- Additional funding by Cambs VS to support transition when moved OOC
- Facilitated discussions between previous school and new school
- Transition meeting attended by SW and VS
- Organised for school to produce photobook and school teddy to be given on first visit and to share topics with residential setting so that they could introduce vocabulary / experiences linked to topics
- Ongoing communication / advice around strategies to support
- Attendance in person or via phone by SW and VS for every PEP
- Every PEP quality assured
- Challenge to the Statutory Assessment Team resulting in a protocol established, enabling Cambridgeshire to fund SEND provision, for Cambridgeshire looked after children, where there is a need and the authority the child resides in uses alternatives to EHCPs as the funding mechanism. On an individual level this secured £9171 for the year to fund 1:1 TA support for the child. She has had two years of this funding.
- Challenge around the use of PPP, once the TA support was funded through SEND provision. School used the funding for attachment and self-harm training, resources for nurture provision / setting up safe space, release time for the class teacher, so that the teacher could work 1:1 with the child for some 'spotlight sessions' and resources to support learning at home
- Supported school in looking at options other than exclusion. On the one occasion where a fixed term exclusion was the only option, supported school to plan around it to promote successful reintegration
- Supported social worker with EHCP parental written submission
- Supported transition from the infant school to the junior school, including championing the idea of the TA working with the child in the infant setting moving up to the junior setting with her.

#### **Impact**

##### **Pupil Outcomes**

- Achieved ARE across reading, writing and maths at the end of year 2, having not secured GLD at the end of FS2
- Now accessing the mainstream classroom full time and is supported primarily as part of a group, rather than 1:1
- Developing increased emotional literacy and security in relationships (as described above)
- In response to the question 'what do you want to achieve this term?' she stated 'stay how I am – be happy'
- Boxall Profile scores show that she has moved from having a differential from the 'norm' in the developmental strands of 32 in December 2017, to 8 in May 2018. Within the developmental profile, in the same time period, she moved from a difference of 93 from the 'norm', reducing the gap to 53.

##### **Feedback from Professionals**

- Feedback from Designated teacher in infant school on the work of Cambridgeshire Virtual School teachers stated 'frequent timely communication /emails. Strong knowledge and very supportive of the school'
- Feedback from the social worker on the role of the Virtual School teacher reads 'she has been able to provide expert advice and support for quite complex cases and has been imperative in advocating for the young people we have worked together alongside her excellent knowledge of the legislation and systems in education and looked after children'