CAMBRIDGESHIRE VIRTUAL SCHOOL FOR CARE EXPERIENCED CHILDREN

VISION STATEMENT

We will champion the individual needs of all care-experienced children enabling them to learn, aspire, thrive and achieve their maximum potential.

GUIDING PRINCIPLES

- The voice of the child is of paramount importance.

- All care-experienced children will receive high quality education which is inspiring and challenging, resulting in the best possible outcomes, thus closing the educational gap between these children and those who are not care experienced.

- Every care-experienced child will have a positive educational experience which promotes social and emotional learning and wellbeing alongside academic success to ensure readiness for adulthood.

- Every setting will be empowered and able to lead the changes necessary to enable our children to thrive.

- The Virtual School will meet the needs of care-experienced children through effective liaison and integrated work with all key partners.

Strategic Overview

In recent years the Virtual School has been developing new approaches to its work and is in the process of moving from a 'caseload based model' to a 'school improvement model' which will be initiated by September 2019 and evolve throughout the 2019-20 academic year. This developing model was confirmed by the joint Cambridgeshire and Peterborough Virtual School external review (Summer 2018). This new way of working will include a closer working relationship with Peterborough Virtual School.

Four priorities have been identified to facilitate movement towards the new model, whilst continuing to maintain appropriate support and challenge during the current academic year:

1. Strengthen the collection of data, use of data analysis to inform strategy and interventions to drive improvement and maximise impact
2. Create a school improvement approach to improving outcomes for children in care and previously looked after children
3. Create a Virtual School Inclusion Team who will take the lead in supporting individuals to access high quality education provision and ensure that the CYP's experience of education is positive, aspirational and meets all needs
4. Realign processes and procedures, to fit with the new model, whilst maintaining compliance with statutory guidance

Within this document the term 'designated teacher' is used throughout. This also includes designated persons in Early Years and Post-16 settings and those responsible for previously LAC.

Development Plan January 2019-September 2019

Priority 1			
Strengthen the collection of data, use of data analysis to inform strategy and interventions to drive improvement and maximise impact			
Required Actions	**Timescale**	**Current RAG**	**Review**
To make use of current available data to inform support and challenge regarding: - Individual CYP - Education settings - Social care	April 2019	G	• Data considered, patterns and trends used to support review of PEPs and QA process • 2017/18 data analysed and reported in HT report. • Data used as part of training for gov, HT, DTs and other key partners • Post 16 data used to support advisory visits to Post 16 Providers • Post 16 data on PEP compliance and quality shared with social care and used to develop documentation and training • Data used to inform updated PPP policy
To plan and implement actions in response to key themes and trends identified through data analysis e.g. - OFSTED rating - Attendance / Access to education - Attainment and progress	July 2019	A	• OFSTED ratings are now analysed and used to check on school placements. • VS data now feeds into schools causing concerns meeting • Process maps and additional guidance developed to support team members in response to areas such as OFSTED ratings, attendance. • Pupil level data dashboard set up to pull through all key reports as relevant. This will be routinely used to direct the work on the A&I team from September **NEXT STEPS (to feed into next plan)** • School level data dashboard to be ready to inform school advisory visits
To review KS3 data collection in order that the data collected is meaningful, comparable and reflects both attainment and progress	April 2019	G	• KS3 and 4 data collection amended and included in PEP to be launched from September 19
To develop a coordinated data dashboard to include **individual pupil data** on: - Placement type (home and school) - OOC - Attainment and progress - Not in full time	February 2019	G	• Data dashboard is set up and will be live from September **NEXT STEPS (to feed into next plan)** • Review the dashboard once live and amend and update accordingly

- Exclusions (FEX,PEX) - Managed moves - Alternative provision - UASC - SEND - Attendance (authorised and unauthorised)		**G**	
To develop a data dashboard to include **school level data**: - PEP compliance - OFSTED ratings - Schools refusing to admit CiC - Training attended - School improvement information from other LA partners - OOC CiC in Cambs schools - PLAC in Cambs schools	May 2019	**A**	• Business Intelligence Team are in the process of developing this toolkit. Expected to be ready by September 19. • Data for each school has been pulled through manually in preparation for school advisory visits to begin in Autumn term 19. • The VS now has access to school information held by the School Intervention Service **NEXT STEPS (to feed into next plan)** • Data toolkit to be live from September • Review the toolkit once live and revise accordingly
To create and implement data input processes to ensure that the live dashboard is up to date/current (individual pupil)	April 2019	**G**	• Systems set up to refresh the data accordingly **NEXT STEPS (to feed into next plan)** • Review processes once live and revise accordingly • Appointment of VS Data Officer to support management of data
To establish baselines to identify CYP in need of support and allocation processes resulting from this (priority 3)	June 2019	**G**	• Threshold established for A&I referral to advisory team • Process maps created **NEXT STEPS (to feed into next plan)** • Review processes once live and revise accordingly
To create and implement data input processes to ensure that the live dashboard is up to date/current (school level)	May 2019	**R**	**NEXT STEPS (to feed into next plan)** • Data toolkit to be live from September • Review the toolkit once live and revise accordingly • Appointment of VS Data Officer to support management of data
To establish processes which enable identification of the strengths and weaknesses of individual schools/federations/MATs or schools within a specific geographical area and result in increased school improvement support from the VS	June 2019	**G**	• Attendance at schools causing concern meeting and access to local authority data / intelligence on schools • Use of data on individual schools and first school visit to inform next steps for each school **NEXT STEPS (to feed into next plan)** • Formalise criteria for RAG rating of schools

Priority 2
Create a school improvement approach to improving outcomes for children in care and children previously in care

Required Actions	Timescale	Current RAG	Review
Develop systems and proforma for school improvement visits, pilot these in settings and shadow visits made by other Virtual Schools in order to establish long-term model of school improvement which may include: - Termly/annual visits - Training - Work with school leadership/governance - Audits	April 2019	G	• Advisory Team established • Systems and processes developed. All schools to receive a school visit in the autumn term. • Shadowed Norfolk, Suffolk and Hertfordshire VS school visits • Format for school visits shared with Designated Teachers in preparation for visits starting in Sept 19 • Training programme set and shared with schools **NEXT STEPS (to feed into next plan)** • Early Years Settings launch to take place in Autumn Term, ready to move to the new model in January 2020
Develop a communication strategy for sharing changes with settings and other Virtual School partners (social care, IROs, fostering, SEND teams, School Improvement Team)	April 2019	G	• Engaged transformation Team to support strategy and approach • Over 200 Designated Teachers attended the VS launch event in July 2019. Key partners including an IRO, Assistant Director of Children's Services, a Cllr, Service Director Education, Chairman of the Virtual School Management Board (VSMB), Fostering Team representatives and Participation Team representatives also attended the event. The event was filmed and is available to share with DTs out of county. • Reports written and presented at Corporate Parenting Board Sub-Committee in January 19, March 19, May 19 • Virtual School Management Board re-established. Reported to the board in April 19. Held monthly telephone updates with the Chair of the VSMB • Presented to IROs, SEND District Team Managers, AP Manager, Statutory Assessment Team, School Intervention Team, Access to Resources and Admissions Manager on the changes to the VS • Presented on the work of the VS and the changes to CSLT (Social Care leaders). Termly sessions booked for next academic year. • Presented on the work of the VS and the role of governors at 5 governor briefing sessions across the local authority • Presented to the Primary and Secondary Head Teachers briefings on the changes to the VS • Presented on the work of the VS at 3 foster carers events

		G	• Twitter Account created and used to share updates • Website has been striped back and will be live with new documentation from September 19 **NEXT STEPS (to feed into next plan)** • Foster Carers launch event planned for Autumn Term 2019 • A member of the VS to have an ongoing formalised link with social care, IROs, foster carers, AP Team, Statutory Assessment Team, SEND District Teams, Adoption and Family Finding Team to strengthen communication and partnership working
Working collaboratively, develop strategic and operational partnership with key partners (including key contacts within them) within and beyond the LA in order to drive forward best outcomes for CiC and highlight barriers e.g. - Business Intelligence - Schools intervention service - Social Care - Family finding - Early Years - SAT/SEND 0-25 - Admissions - Post-adoption support - EHWBS - Behaviour/Exclusions teams…	July 2019	G	• Relationships established / strengthened with each of the teams listed • MACE meetings regularly attended and contributed to effectively impacting on the VS awareness of vulnerabilities of individuals as well as challenges within geographical areas • Threshold and Resourcing Panel regularly attended and contributed to effectively, impacting on education being considered at the time of placement planning • SEND protocol written in draft. Operational meetings taking place monthly involving Statutory Assessment Team, Social Care, Access to Resourcing Team and the Virtual School. These are impacting on the situations where there has traditionally been drift for children with EHCPs, placed out of county, requiring an education placement • Senior Transition Advisors and Transition Advisors are now routinely working with Children in Care • A process has been established for directing academies who refuse to admit • Collaborative work with Business Intelligence to create a VS data toolkit which will enable the VS work to be driven by the relevant data **NEXT STEPS (to feed into next plan)** • Formalise the process for Education Inclusion Officers working with Children in Care • Finalise SEND protocol and ensure it is widely known and used in practice

Develop a virtual school 'offer' which outlines role and remit of the virtual school to be shared with other teams within and beyond the LA	February 2019	**G**	• Virtual School Offer written and shared with all key partners.
Empower the role and effectiveness of the Designated Teacher - Chairing PEP meetings - Completing self-evaluations - Enhancing understanding of school leadership regarding the role - Support cascading of training and whole school understanding of key barriers for CYP	July 2019	**G**	• Network meeting took place 2nd April 100% positive feedback • DT launch event included training on writing SMART desirable outcomes, the format and content of the advisory visits and the completion of the self-evaluation. Attended by over 200 DTs. • 104 delegates attended VS training on attachment and trauma • 67 DTs / DPs attended VS training on the role of the designated teacher / designated person for children in care • 34 DTs / DPs attended VS training on the role of the designated person for children previously in care • 24 delegates attended training on FASD
Work with PVS to further embed and extend county wide and school based training including: - Designated Teacher for CiC - Designated Person for Previously-LAC - Network Meetings - Attachment and Trauma - FASD - Early Years - Post-16	July 2019	**A**	• Cambridgeshire Virtual School (CVS) training offer is established for next year • CVS offer shared with PVS. Awaiting PVS to share their offer to enable reciprocity of training
Develop information, advice and guidance packs for education settings, for example: - Difficult and dangerous behaviours - Pupil Premium Plus Grant - Early Years - Culture, race, equalities and diversities	July 2019	**A**	• PPP policy and guidance is complete and has been shared with key partners • Model Policy for Care Experienced Children has been created and is available for schools, EY settings and Post 16 Providers to personalise and adopt **NEXT STEPS (to feed into next plan)** • Guidance on difficult and dangerous behaviour (to include guidance on exclusions) to be drafted • Guidance document (to supplement training) on writing SMART Desirable Outcomes to be created • Examples of good quality PEPs to be created and available to share with schools, Post 16 Providers and EY settings
Establish strategy to be implemented for maximising school engagement in school improvement model for forthcoming academic year	July 2019	**G**	• Funded place at launch day for all CCC schools. Launch event detailed model for schools over 200 attended

- MATs/federations - Geographical areas and cluster - Individual Schools - EY and post-16 settings			• A further day is booked in the autumn term for schools which were unable to attend this event • See further details in communication strategy • All schools and Post 16 providers allocated an Advisory Teacher / Officer **NEXT STEPS (to feed into next plan)** • Embed advisory visits, amending the format according to lessons learnt from the Autumn term
To develop an understanding of both the national and local developments around mental health in schools and how it may influence the Virtual School's work to improve outcomes for care experienced children	July 2019	A	• MO'S attended Anna Freud training and shared with Team • DT network meeting focused on tools for measuring SEMH • Stalls with the Boxall Profile, Strengths and Difficulties Questionnaire and FAGUS were provided at the DT launch event • Working group formed around trauma and attachment, including representation from key partners within the LA (VS, Education Safeguarding Team, EPs, Specialist Teachers, Emotional Health and Wellbeing Team). Ready to pilot work with a group of schools in Spring term 2020 • VS are now feeding into the LA working group on mental health and Children in Care • VS are part of the LAs SEMH review **NEXT STEPS (to feed into next plan)** • Attachment and Trauma pilot • Continue to work with key partners on SEMH review and Mental Health project

Priority 3			
Create a Virtual School Inclusion Team who will take the lead in supporting individuals to access high quality education provision and ensure that the CYP's experience of education is positive, aspirational and meets all needs			
Required Actions	**Timescale**	**Current RAG**	**Review**
Working collaboratively, ensure protocol and procedures are in place with key partners within and beyond the LA to minimise barriers for individual CiC and ensure that CiC receive a high quality offer from all. e.g. - Admissions - SAT/SEND - Alternative provision - Transport	July 2019	A	• MACE meetings regularly attended and contributed to effectively impacting on the VS awareness of vulnerabilities of individuals as well as challenges within geographical areas • Threshold and Resourcing Panel regularly attended and contributed to effectively, impacting on education being considered at the time of placement planning • SEND protocol written in draft. Operational meetings taking place monthly involving Statutory Assessment Team, Social Care, Access to Resourcing Team and the Virtual School. These are impacting on the situations where there has traditionally been drift for children with EHCPs, placed out of county, requiring an education placement • Senior Transition Advisors and Transition Advisors are now routinely working with Children in Care • A process has been established for directing academics who refuse to admit **NEXT STEPS (to feed into next plan)** • Formalise the process for Education Inclusion Officers working with Children in Care • Finalise SEND protocol and ensure it is widely known and used in practice
Develop processes which target individual CYP identified through the data dashboard (priority one): - Allocations - Challenge and expectation - Collaborative working - Crisis management and containment Support all members of VS Inclusion team to ensure they feel confident and understand processes in supporting individual CYP	June 2019	G	• Access and Inclusion Team has been created • Systems and processes have been established and recorded in process maps • Mentoring has been provided to the Access and Inclusion Team Officers by an experienced VS teacher **NEXT STEPS (to feed into next plan)** • Review processes once live and revise accordingly
Working collaboratively, ensure appropriate information, advice and guidance is available to minimise barriers and	December 2018	G	• Virtual School Advisory for Children Previously in Care has been appointed (joint post across Peterborough and Cambridgeshire)

ensure educational outcomes for previously LAC protocol (to include exploration of previously LAC advisor post shared with PVS)			**NEXT STEPS (to feed into next plan)** • Induction of new post holder. • Align processes in Peterborough with those in Cambridgeshire • Bring inline offer for SGOs and CAOs with the offer for Adopters
Explore possibility of recruiting an educational psychologist	April 2019		• EP has been in post since April 2019 • Criteria for EP involvement has been drafted • EP has developed training on setting SMART outcomes and delivered this within the VS team and to over 200 DTs • EP has supported the review and development of the PEP document • EP has supported the review and development of PPP policy to include project bids • EP has offered consultation around difficult situations for children in care to support the VS team in their work

Priority 4 Realign processes and procedures, to fit with the new model, whilst maintaining compliance with statutory guidance			
Required Actions	**Timescale**	**Current RAG**	**Review**
To develop cross border working with PVS	July 2019	G	• Regular meetings between PVSH and CVSH • Joint development plan (see reviewed document attached) • Joint recruitment to the Previously in Care Role
To have in place a streamlined PEP and QA system	April 2019	G	• Views from IROs, SW, DTs, foster carers and young people used to inform changes to the PEP • PEP revised and streamlined to focus on pupil voice, attainment / progress, SEMH, pupil premium plus and desirable outcomes. • QA document and guidance revised • PEP submission date introduced • PEP Champion role introduced • Changes to the PEP shared at the DT launch • Creation of a document to support social workers in the completion of the PEP **NEXT STEPS (to feed into next plan)** • Training for social workers on PEP compliance and quality • Development of the PEP Champion role
Consider PEP submission deadline	April 2019	G	• PEP submission date has been in place in post 16 for two terms • PEP submission date introduced from September 19 for all other PEPs
Complete tender process for ePEP	July 2019	R	**NEXT STEPS (to feed into next plan)** • Retender for PEP
To establish processes which collect and record pupil voice in a meaningful way and which avoid duplication	April 2019	G	• Young people's views sought about PEP and amended PEP document in line with this **NEXT STEPS (to feed into next plan)** • Consider child / young person's active meaningful participation within the PEP meeting and models to facilitate this
To redesign procedures for the allocation and monitoring of the PP+ grant to individual CYP in order to increase due diligence, evaluate impact of funding and share best practice	July 2019	G	• Allocation of PPP has been revised with the intention of matching amounts more closely to individual need and making schools more accountable for the use of and impact of the funding • Funding distribution is now managed directly by the VS • PPP Policy rewritten, ratified by the VSMB and shared with schools

To establish systems for bidding, allocation and monitoring of PP+ for projects (driven by priority 1) to include: - groups of YP - MATs/federations/clusters - schools in close geographical proximity	April 2019	G	• Systems are in place to enable schools to apply for funding for projects. Guidance is included within the PPP policy. Details were shared with schools at the DT launch event • VS EP time has been allocated to support this development
In line with the rest of the LA and Peterborough, move towards use of Liquid Logic	LA timescale	R	The LA timescale for implementation is now set for January 2020 • Correspondence taken place between the VS and Liquid Logic Team • VS has a Change Champion **NEXT STEPS (to feed into next plan)** • VS to complete online training in November 19 • Liquid Logic Team to work with Change Champion to ensure it meets VS needs
Ensure the supervision, CPD and wellbeing of VS staff is given the highest priority within the new model	July 2019	A	• Whatsapp group set up • Team building activities used from January – July within team meetings • Development week supported team understanding of VS direction • EP provides group supervision and individual personal supervisions as requested • Tree of Life intervention completed • VS Health, Safety and Wellbeing policy written • VS Staff Development and Appraisal policy written **NEXT STEPS (to feed into next plan)** • Following consultation with team, consider how to build team building days into the annual calendar