CAMBRIDGESHIRE VIRTUAL SCHOOL FOR LOOKED AFTER 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 [1].

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 looked after children 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.

[1] Appendix 1 Cambridgeshire and Peterborough Combined Action Planning Discussions

Development Plan January 2019-September 2019

Priority One
Strengthen the collection of data, use of data analysis to inform strategy and interventions to drive improvement and maximise impact

Required Actions	Timescale	Lead Person	Current RAG	April 2019	July 2019
To make use of current available data to inform support and challenge regarding: - Individual CYP - Education settings - Social care	April 2019	All staff			
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	All staff			
To review KS3 data collection in order that the data collected is meaningful, comparable and reflects both attainment and progress	April 2019	MH/XD			
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 - Exclusions (FEX,PEX) - Managed moves - Alternative provision - UASC - SEND - Attendance (authorised and unauthorised)	February 2019	JL			
To develop a data dashboard to include **school level data**: - PEP compliance - OFSTED ratings - Schools refusing to admit LAC - Training attended - School improvement information from other LA partners - OOC LAC in Cambs schools PLAC in Cambs schools	February 2019	EE			

To create and implement data input processes to ensure that the live dashboard is up to date/current (individual pupil)	April 2019	JL/EE			
To establish baselines to identify CYP in need of support and allocation processes resulting from this (priority 3)	June 2019	ZL/CLH	Review current RAG rating system		
To create and implement data input processes to ensure that the live dashboard is up to date/current (school level)	April 2019	JL/EE			
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	CLH/ZL			

Priority Two
Create a school improvement approach to improving outcomes for looked after children and previously looked after children

Required Actions	Timescale	Lead Person	Current RAG	April 2019	July 2019
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	CLH/ZL	RED		
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	CLH/ZL	RED		
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 LAC 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	All staff	YELLOW		
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	CLH/ZL	RED		
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	All staff	RED		
Work with PVS to further embed and extend county wide and school based training including: - Designated Teacher for LAC - Designated Person for Post-LAC	July 2019	EE	YELLOW		

- Network Meetings - Attachment and Trauma - FASD - Early Years - Post-16			 		
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	All staff	 		
Establish strategy to be implemented for maximising school engagement in school improvement model for forthcoming academic year - MATs/federations - Geographical areas and cluster - Individual Schools - EY and post-16 settings	July 2019	CLH/ZL	 		
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	CA/MO'S	 		

Priority Three
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	Lead Person	Current RAG	April 2019	July 2019
Working collaboratively, ensure protocol and procedures are in place with key partners within and beyond the LA to minimise barriers for individual LAC and ensure that LAC receive a high quality offer from all. e.g. - Admissions - SAT/SEND - Alternative provision - Transport	July 2019	All staff	Protocol in place with SAT SEND allocations currently outside of normal timescales but not formalised		
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	ZL			
Working collaboratively, ensure appropriate information, advice and guidance is available to minimise barriers and ensure educational outcomes for post LAC protocol (to include exploration of post LAC advisor post shared with PVS)	December 2018	CLH			
Explore possibility of recruiting an educational psychologist	April 2019	CLH			

| Priority Four ||||||
| Realign processes and procedures, to fit with the new model, whilst maintaining compliance with statutory duties ||||||
Required Actions	Timescale	Lead Person	Current RAG	April 2019	July 2019
To develop cross border working with PVS	July 2019	CLH			
To have in place a streamlined PEP and QA system	April 2019	MH			
Consider PEP submission deadline	April 2019	MH			
Complete tender process for ePEP	July 2019	CLH			
To establish processes which collect and record pupil voice in a meaningful way and which avoid duplication	April 2019	MH			
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	MH			
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	TG			
In line with the rest of the LA and Peterborough, move towards use of Liquid Logic	LA timescale	CLH			
Ensure the supervision, CPD and wellbeing of VS staff is given the highest priority within the new model	July 2019	ZL			