REVISED STATUTORY GUIDANCE 2018

19th April 2018
24th April 2018
Agenda

• An introduction to the revised statutory guidance for Designated Teachers of looked-after and previously looked-after children
  • Virtual School Headteacher, Northumberland – Jane Walker

• Northumberland’s ePEP
  • Toni McGuire, ESLAC Team Manager

• Working with previously looked-after children
  • Kath Alley and Peter Keane, Achievement for All
The Virtual School Headteacher

The Virtual School Headteacher (VSH) is a statutory role. The VSH is a corporate parent and has to ensure that looked-after and previously looked-after children have the maximum opportunity to reach their full educational potential.

Jane Walker is Northumberland’s VSH and is based in the Education & Skills Service where she is also Head of Inclusion Support Services. 4 teams work with Jane:

- Education Support for Looked After Children (Toni McGuire))
- Education Welfare (Angela Cunningham)
- Schools’ Safeguarding and Wellbeing (Carol Leckie)
- Inclusion (Janice Woods)

As a group of teams our shared aims are:

- to promote the education of looked-after children and previously looked-after children;
- to ensure that children are taught in environments in which they are safe to learn;
- to ensure that vulnerable learners receive their entitlement to full time education;
- to tackle under-achievement to address social disadvantage;
- with partner agencies, to improve the emotional health and wellbeing of children in Northumberland.

The teams have responsibility for looked-after children and previously looked-after children, children missing from education (CME), those educated at home (EHE), pupils with health needs who can’t attend school, pupils who have been permanently excluded, emotional wellbeing, drug education, Designated Safeguarding Lead (DSL) training and support, safeguarding standards in schools.

We work with social care and other partner agencies to contribute to safeguarding eg CSE, Prevent, FGM, MDS, risk management, MARAC.
The Virtual School Workforce

Virtual School Headteacher
Jane Walker

ESLAC Team Manager
Toni McGuire

Education Psychologist
Carol Booth

Virtual School Inclusion Support Worker
Carol Barnfather

Senior Education Support Worker
Sheila Kirkup

Personal Education Adviser
KS4/5
Peter Green

Data Officer/Admin Assistant
Adele Stevens

Careers Officer
Virtual School
Andrea Johnson

Education Support Workers
Alison Hindhaugh

Education Support Worker
Julie Robson-Grainger

Clerical Assistant Intern
Toby Redford

+ all Designated Teachers
Where we are now

• No looked after children have been permanently excluded from school since 2008.

• **Fixed term exclusions** increased significantly in 2016 and are well above national and regional averages (latest validated data available). However virtual school data for 2017 shows a drop in the number of fixed term exclusions by over a third.

• **Persistent absence** increased slightly to 11% in 2017 and is now in line with National and Regional averages. **Overall absence** remains constant at 4%.

• In 2017 43% achieved a good level of development in the Early Years Stage, compared with 40% the previous year and against a national average of 69% for all non-LAC pupils.

• In 2017 80% of Looked After Children achieved the Phonics standard, compared with 20% the previous year and a national average of 81% for all non-looked after children.

• At 20%, attainment at **Key Stage 1** has dipped compared with 44% the previous year, however 60% of the cohort have SEND.

• **Key Stage 2** attainment more than doubled to 29% achieving the expected standard compared with 11% the previous year and now compares to the national average.

• 17% of Year 11 pupils achieved at least grade 4 in English & Maths GCSE combined (the Basics) which is a dip since 2016 but is the same as the national average for all LAC in 2017.

• Numbers of learners progressing into **further education** at 16 has remained consistently high at 80% and over for the last three years which is significantly above the national average.

• 80% of pupils are making at least expected progress in English and 75% in mathematics at Key Stages 1 and 2. At Key Stages 3 and 4 82% of pupils are making at least expected progress in English and in mathematics.
Promoting the education of looked-after children and previously looked-after children
Statutory guidance for local authorities
February 2018

The designated teacher for looked-after and previously looked-after children
Statutory guidance on their roles and responsibilities
February 2018
What’s different: What needs clarifying

- Personal Education Plan (PEP)
- Voice of the child
- Pupil Premium Plus (PP+)
- Staff training
- Special educational needs (SEN)
- Mental health
- Relationships beyond the school
- Working with local authorities
- Working with carers and parents
- Exclusions

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Annex 1 Useful questions in developing effective practice

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Admission requirements
The most effective designated teachers have a leadership role in promoting the educational achievement of every looked-after and previously looked-after child on the school’s roll. This involves, working with VSHs to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised. *para 10 page 11*
Who is the guidance for?
For governing bodies, proprietors of academies, Designated Teachers of looked-after children.

Which children does the guidance apply to?
• a child ‘looked-after by a local authority’;
• a previously looked-after child (ie no longer looked after) via:
  o an adoption order
  o a special guardianship (SGO) or child arrangements order
  o has been adopted from ‘state care’ outside England and Wales.
  o Includes section 20 who then achieve permanence through an adoption or SGO/child arrangements order
  o Not section 20 children who return home
  o Not children who return home with no adoption or SGO/child arrangements order

How do you know if a child is previously looked-after?
• ask the child’s parents for evidence of their previously looked-after status
• use your discretion
• discuss eligibility with the Virtual School Head (VSH)
Governing bodies have a statutory duty to:

• designate a member of staff as the Designated Teacher;
• includes those aged between 16 and 18 who are registered pupils at the school;
• ensure that the Designated Teacher undertakes appropriate training, and
• have regard to this guidance.

Requirements of the Designated Teacher:

• a qualified teacher who has completed the appropriate induction period and is working as a teacher at the school; or
• a head teacher or acting head teacher of the school.
Why do looked-after and previously looked-after children need the support of a Designated Teacher?

• suffered disrupted learning
• missed extended periods of school
• special educational needs (SEN)
• gaps in their learning and the emotional impact of experiences are significant barriers to their progress
• complexity of this fragmented educational experience with high incidence of SEN, needs careful assessment and planning
• poor performance at Key Stage 2 and Key Stage 4 compared to non-looked-after children
Factors influencing education outcomes of children in care

- **Time in care**
  - longer in care...

- **Age entering care**
  - before age 11...

- **Placement changes**
  - fewer changes...

- **School changes**
  - fewer changes...

- **School absence**
  - better attendance..

- **School exclusions**
  - fewer exclusions...

- **Placement type**
  - in foster care...

- **School type**
  - mainstream school...

- **SEND**
  - if one need is SEMH...

- **SDQs**
  - lower the score...
Role of the Designated Teacher

Lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked-after children learn and achieve, ie that all staff:

• have high expectations and set targets to accelerate progress
• are aware of the emotional, psychological and social effects of loss and separation – attachment awareness
• see looked-after and previously looked-after children as individuals and show sensitivity
• appreciate the importance of the PEP
• high level of understanding of role of social workers, VSHs and carers
• for previously looked-after children, involve parents or guardians
Contribute to development and review of whole school policies

Be a source of advice for teachers

Work directly with looked-after and previously looked-after children and their carers, parents and guardians

Lead responsibility for PEP

Close working with the Designated Safeguarding Lead (DSL)
In respect of looked-after children, the designated teacher should ensure that:

- children’s PEPs work in harmony with their EHC plan to, coherently and comprehensively, set out how their needs are being met.  

  Equally, the child’s care plan, including PEP, should feed into the care assessment section of the EHC plan.

- ensure that, with the help of the VSH, they have the skills to identify signs of potential SEN issues, and know how to access further assessment and support where necessary, making full use of the SENCO and local authority support team where applicable.
The Personal Education Plan - PEP

- Web-based
- Includes the Pupils Premium Plus agreement
- Includes the half termly progress report
- Link to social care case management system (ICS)
- Easily accessed by children and young people to capture their views and voices (MOMO)
- Back office to monitor contribution, completion, raise alerts etc
The designated teacher would normally have overall responsibility for leading the process of target setting for looked-after children in school, should monitor and track how their attainment progresses, and ensure that identified actions are put in place. The designated teacher will help the school and the local authority that looks after the child to decide what arrangements work best in the development and review of the PEP. (para 29, page 18)
Emotional health and wellbeing
ensure they and other school staff can identify signs of potential issues and understand
where the school can draw on specialist services

**Prevention and promotion** eg school nurses, counselling, use of SDQs
(and other screening tools), Thrive approach to attachment

**Getting help** eg Primary Mental Health Services, Education Psychologist

**Getting more help** eg CYPS

**Getting risk support** eg sectioned

Development of mental health champions in schools

- *Mental health and behaviour in schools*
- *Promoting-the-health-and-wellbeing-of-looked-after-children*
- *Children’s attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care*
- *Improving mental health support for our children and young people*
- *Transforming children and young people’s mental health provision: a green paper*
Top 5 Tips for Designated Teachers on listening to the voice of the child

• Be available, take the time to get to know me
• Notice if I am upset or angry and listen to me when I need help
• Understand that even though I’ve had a different past than most people, it doesn’t mean I need to be treated differently
• Understand my experience of being looked-after
• Understand that my past will affect my present and my future behaviour even if I don’t notice
Exclusions

‘Fixed term exclusions do not work for looked after children and the disruption they cause to learning can often be irreparable.

The DfE tells us that looked after children are more than five times more likely to have a fixed term exclusion than all other children and unfortunately the most recent data [for 2015-16] confirms that this is the case in Northumberland.

At 19.7% the starting point is unacceptably high.’

• Department guidance on exclusions
• Working with the Virtual School
• Impact of therapies
Implications for you

• Resources
• Time
• Profile/status of your role in school
• Training need for you (as well as school staff)
• Networking – don’t feel alone in your role
• Potential changes to school policy
Local authority: Virtual School

- Local authorities have a duty, under the Children Act 1989, to promote the educational achievement of looked-after children. They also have a duty to make advice and information available to parents, guardians and others to promote the education of previously looked-after children.

- For previously looked-after children, the VSHs are no longer acting as the part of their corporate parent: their role is limited to providing information and advice to parents and schools, including training to raise awareness and understanding of their needs.

- One of the most important factors in improving educational outcomes for looked-after children is a secure and stable school placement. It is an integral part of what needs to happen in order to narrow the gap between what they achieve compared to other children. The stronger the working links and cooperation between the school and local authority, as well as the child’s carers and whoever else is involved in providing support, the greater the chances are of keeping the child’s education and wellbeing on track.
the new duty to promote the educational attainment of previously looked after children

shift from Virtual School support to looked after children of statutory school age (5-16) to eligibility for early education at 2 to 19+ for care leavers and 25 for EHCP learners

increased emphasis on mental health of looked after children and creating the right conditions for learning

proactively building interagency relationships

maximising impact of Pupil Premium Plus

emphasis in the School exclusion section on Virtual School Heads being proactive in building relationships with Designated Teachers to help ensure behavioural issues are resolved early

supporting transitions from care

revised guidance for Designated Teachers
What we’re going to do differently

- commission Achievement for All to prepare and deliver a comprehensive training programme to Designated Teachers and created a Designated Teacher hub in Northumberland;
- promote the use of SDQs and develop mental health champions in schools;
- increase the involvement of School Improvement Partners to provide timely and effective challenge to schools about the quality of teaching and learning for looked after children;
- commission a review of the Virtual School to evaluate how to better influence the quality of teaching and learning in schools and how to consistently measure the progress of pupils in many different schools/settings;
- introduce an education psychology initial assessment on entry to care;
- continue to quality assure alternative providers so that standards at least equals that of our mainstream and special schools;
- work more closely with Independent Reviewing Officers (IROs) to have a greater impact on education achievement through challenge to schools, particularly regarding fixed term exclusions;
- make more use of the new data sets available through the Nexus portal to implement strategies to accelerate progress in reading/writing/English and mathematics for pupils of all ages;
- increase the level of Virtual School careers’ guidance available to 1 x full time equivalent;
- fully implement the ePEP;
- research, train, identify and promote the education achievement of previously looked-after pupils.
DT essentials

1. **Statutory Guidance for the Designated Teachers of Looked After and Previously Looked After Children**


3. **Training Programme** delivered by Achievement for All on behalf of the Virtual School throughout the year to Designated Teachers, foster carers and other professionals including social workers and IROs. The programme is published on the Virtual School webpage and in Designated Teacher bulletin and in the newsletter

4. **A Designated Teacher Training Hub** is being developed by Achievement for All, based on your needs and what you tell us you would like it to be – [https://afaeducation.org/our-projects/lift-learning-in-family-teams/northumberlanddt/](https://afaeducation.org/our-projects/lift-learning-in-family-teams/northumberlanddt/)

5. **A Designated Teacher Toolkit** has been developed by Achievement for All, accessible on the website – [https://afaeducation.org/free-dt-resources/](https://afaeducation.org/free-dt-resources/)

6. We publish a termly **Newsletter** and send out a half termly **Bulletin**

7. We have a page on the **NCC website** with key information and resources about the Virtual School and inclusion support services

8. The Virtual School is always available for chats and queries on 01670 622779 or at ESLAC.info@Northumberland.gov.uk
Any questions?