

The Virtual School: tracking, monitoring and intervening

Tracking the attendance, exclusions, and attainment & progress of looked after children and young people to inform effective and appropriate interventions is at the heart of the work of the virtual school team.

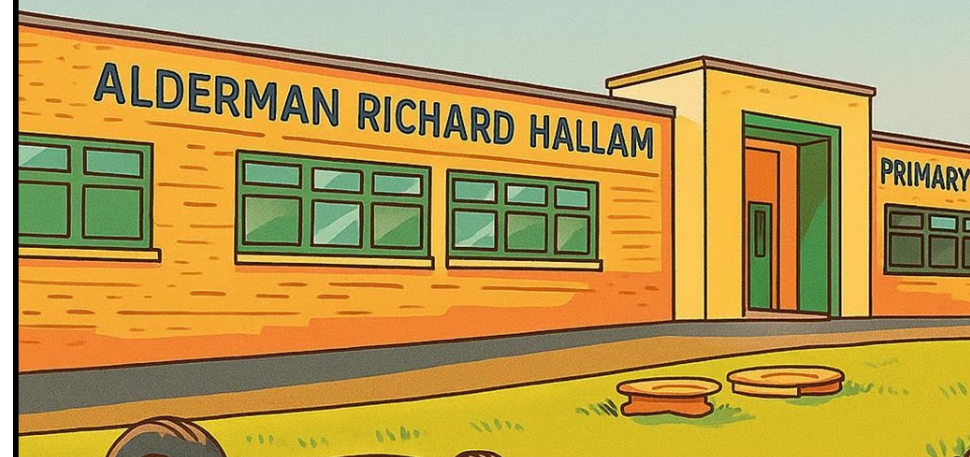
There are a range of services and interventions that the VST provides in support of Looked After Children and Young People, and the schools and professionals that work with them. These services and interventions currently include:

- Visiting all City secondary schools, and primary schools with larger CLA cohorts, to work with Designated Teachers and other staff to achieve the best possible outcomes for looked after children
- Exploring ways of working more strategically with schools with larger numbers of CLA
- Working with the City's Children's Homes, the ESBF Federation schools, and the Educational Psychology Service to achieve improved outcomes for young people
- Providing professional development opportunities for governors, designated teachers, carers, and social workers through a programme of termly multiagency training
- Facilitating 1:1 tuition in Key Stages 1 and 2 where necessary
- Providing funded support hours to schools to overcome short term difficulties a young person may be experiencing, or provide a short term boost to learning
- Funding for additional vocational provision where necessary & appropriate
- Supporting for positive activities in and out of school: music, art, drama, dance, sport, educational trips and visits
- Supporting and facilitating The Letterbox Club to promote an interest in reading and improve standards in literacy
- Offering VST mentoring support
- Providing guidance, advice and training on the Personal Education Plans (PEP) and attending PEP meetings where necessary
- Seeking and supporting creative solutions when children and young people are in crisis, including allocating extra resources where appropriate
- Monitoring those students who are not accessing a full school timetable of 25 hours for whatever reason, through monthly meetings of the Target 25 group of senior officers, which takes a multiagency, problem solving approach to tackling reduced access to school
- Encouraging the effective use of the Pupil Premium Plus



CHILDREN LOOKED AFTER

Alderman Richard Hallam Primary School



Information Regarding Children Looked After and Care Leavers

A child who has been in the care of their local authority for more than 24 hours is known as a Child Looked After (CLA). CLA are also often referred to as children in care, a term which many children and young people prefer.

Each UK nation has a slightly different definition of a looked after child and follows its own legislation, policy and guidance. But in general, looked after children are:

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units.
- There are a variety of reasons why children and young people enter care.

The child's parents might have agreed to this – for example, if they are too unwell to look after their child or if their child has a disability and needs respite care.

The child could be an unaccompanied asylum seeker, with no responsible adult to care for them.

Children's services may have intervened because they felt the child was at significant risk of harm. If this is the case, the child is usually the subject of a court-made legal order.

A child stops being looked after when they are adopted, return home or turn 18. However, local authorities are required to support children leaving care at 18 until they are at least 21. This may involve them continuing to live with their foster family.

At ARH, our Children Looked After Lead is Mrs Krupa Nanda – SENDCO, Assistant Headteacher and Deputy DSL

Our Children Looked After and Safeguarding Governor is Gemma Brash.

Children Looked After information is delivered to staff and governors during whole school/LA Safeguarding Training.

The Virtual School – The Purpose

The Virtual School is part of Leicester City Learning Services

The overall goal of the Virtual School is to promote the emotional wellbeing and educational achievement of the children and young people in the care of Leicester City Council by:

- Promoting a deeper understanding of children and young people who have experienced separation and loss, and whose pre and post-care experience impacts on attainment and achievement
- Supporting and working with others to help children and young people to overcome these barriers
- Improving school attendance
- Minimising fixed term exclusions
- Raising expectations, attainment and accelerating progress
- Encouraging looked after children and young people to participate in positive activities in and out of school
- Promoting effective multiagency working

In order to fulfil its goals, The Virtual School Team works in collaboration with a wide range of other organisations, professionals and stakeholders in Leicester City and in other local authorities.

Krupa Nanda

Deputy DSL and Children
Looked After Lead

