

Headlines- Virtual School Annual Report.

September 2021 – July 2022



Context

- As of July 2022, there were 676 Durham looked after children of statutory school age.
- 47.5% were of primary age and 52.5% were of secondary age.
- 42.2% were female and 57.8% were male.
- 80.3% attended County Durham schools and 19.7% attend out of County schools. An increase of 3.6% from last year.
- 71.6% attended a school with an Ofsted judgement of good or better. 10.6% higher than last year.
- 11.2% of children and young people attended a school with a grade of Requires Improvement or below. 7.8% lower than last year.
- 116 young people attended schools where a current Ofsted judgement isn't available due to a recent academy conversion. 9 less than last year.

The full report highlights how the Virtual School works with education settings, social care and other agencies to support CLA to achieve the best outcomes for them. The body of the report also covers those who are in the Early Years and Post 16 Sector.

SEND

- 53.3% of Durham children looked after had an identified special educational need (SEN) in 2021-22, an increase of 4.3% from 2020/21. This is 3% lower than national figures.
- 22.8% of them are supported by an Education Health and Care Plan (EHCP). This has increased by 2% over the last two years.
- 30.5% had a school SEN Support Plan, an increase of 4% since 2019/20.
- SEMH is the primary need for 44% of the CLA SEN cohort. 26% have a moderate learning difficulty and 8% a speech and language need. The VS are proactive in this area and ensure interventions are available for schools to access.
- A challenge for Durham Virtual School is to ensure that the needs of children with a SEN Support Plan are known and strategies put in place at transition points. This is an area of priority in PEP meetings.
- It is important if a child with an EHCP is moved out of the LA due to Care needs that Durham retain the plan for that child until an appropriate setting has been found. Every Durham CLA with an EHCP has an identified SEND Caseworker as well as their CLA PEP Caseworker. Our challenge is finding the correct provision when local specialist provision is oversubscribed.

School Moves

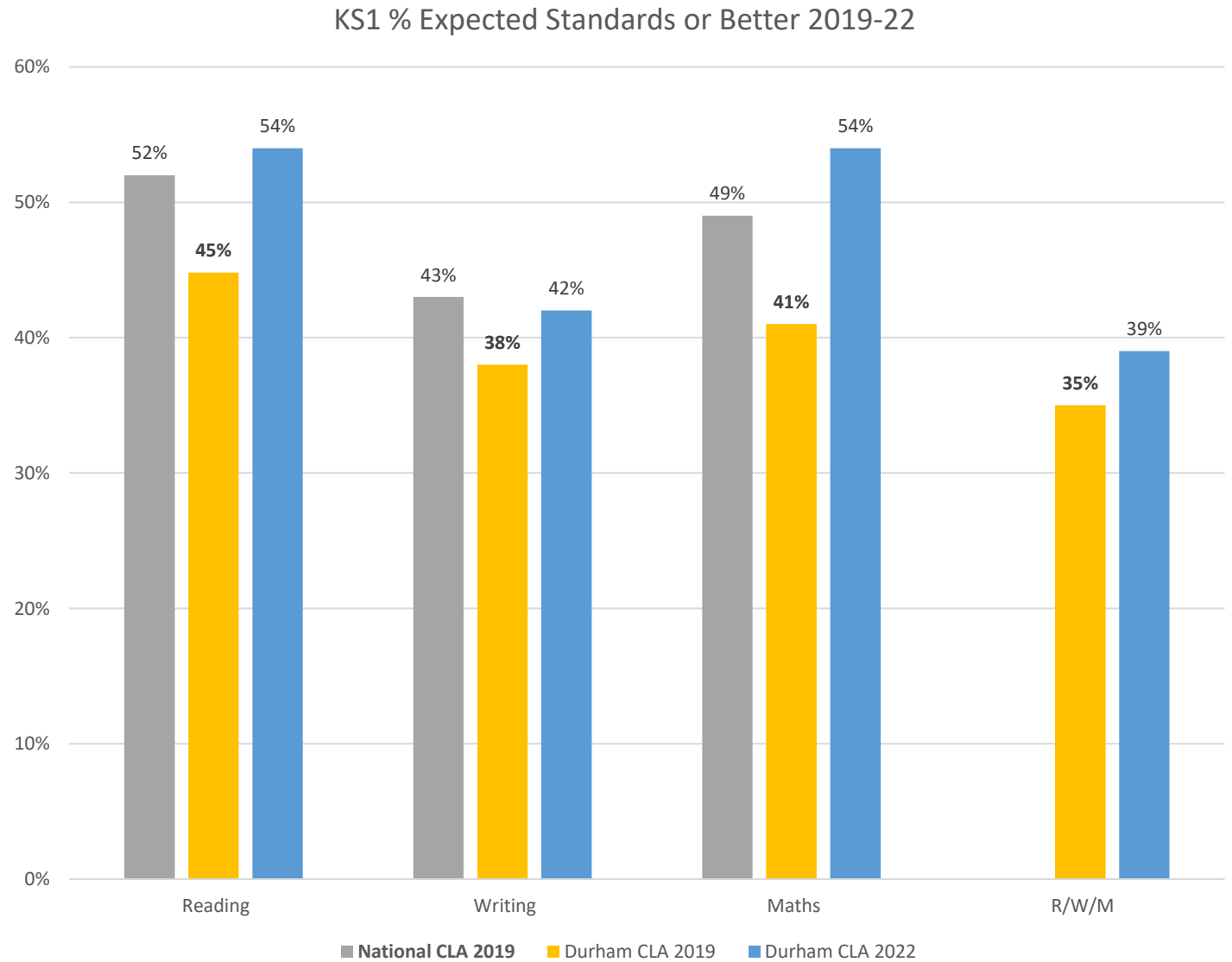
- In 2021-2022 there were 49 school moves, a decrease of 52% from the previous year.
- Due to the increasing numbers of school moves in previous years, we developed more robust systems this year to monitor the number of moves requested, reasons for moves and completed moves.
- In all, 83 school moves were suggested, with the majority of these not agreed by the Virtual School Head.
- 31% of school moves were to support moving to a permanent placement or due to distance
- 10% were due to a child leaving care on an Adoption Order or SGO.
- School moves due to permanent places remain the most significant factors in requesting a school move.
- In all cases the PEP Caseworker oversees the move, including agreeing the chosen school.
- The Virtual School Head has the final say in agreeing school moves and the PEP Caseworker ensures they are consulted fully in the process.
- No Year 6 or Year 11 young people moved schools this year.

Attendance and Suspensions

The local overall attendance for the whole CLA cohort was 92%, almost 3% higher than 2020/21 This can be broken down as follows:

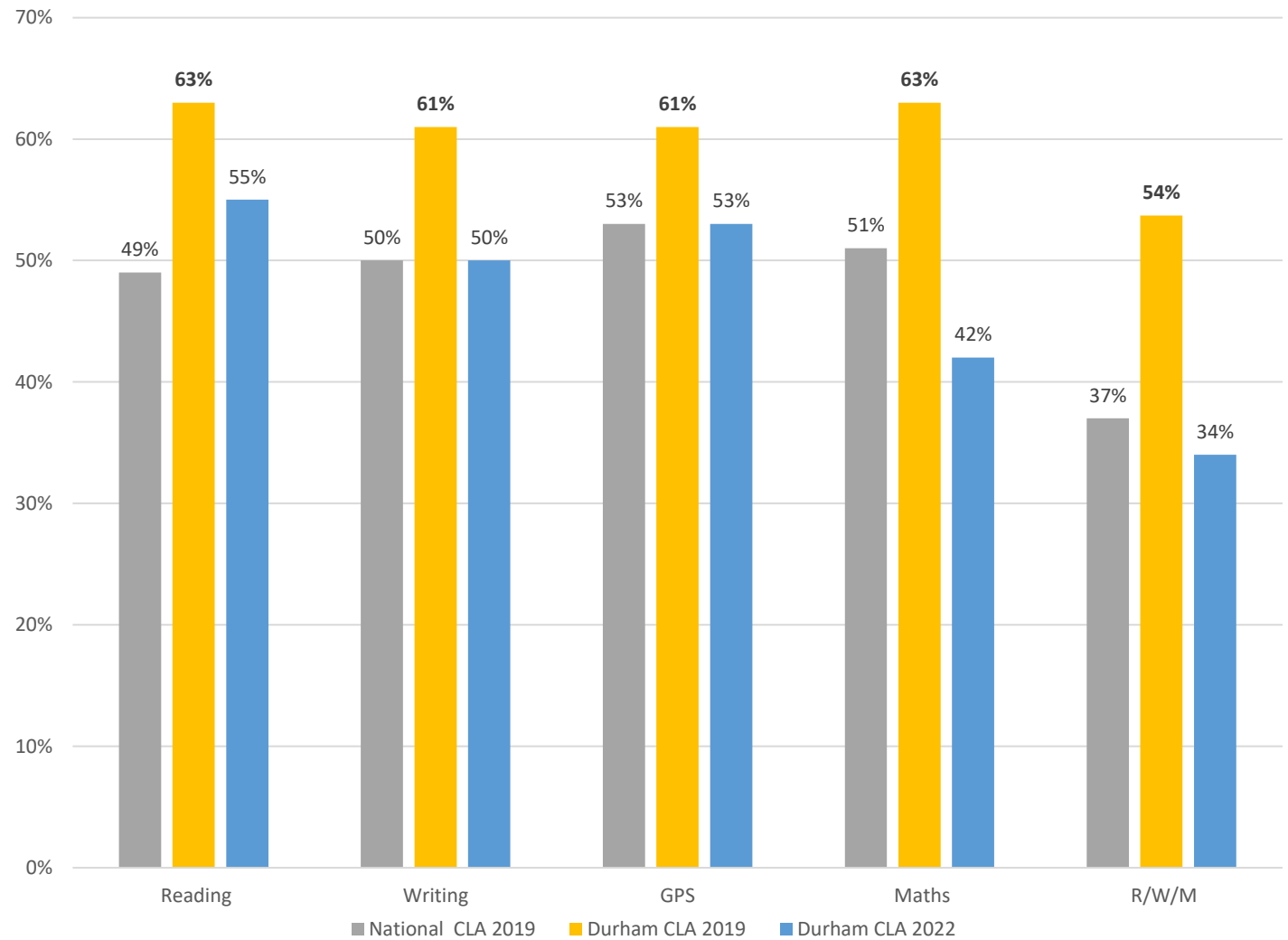
- Attendance of primary school age CLA (including reception, Y1-Y6) = **95.2%**.
- Attendance of secondary school age CLA = **88%**
- Attendance of CLA in County Durham schools and settings = **92%**
- Attendance of CLA in out of County schools and settings = **90%**
- There have been 2 Permanent Exclusions during 2021/22
- There have been thirty-four Suspensions
- Thirteen children/young people experienced more than one period of Suspension
- Eighteen children attended the secondary sector, ten were primary aged children and five children attended Specialist Provision and one attended Alternative Provision.

Key Stage 1 Results Reporting Cohort 26

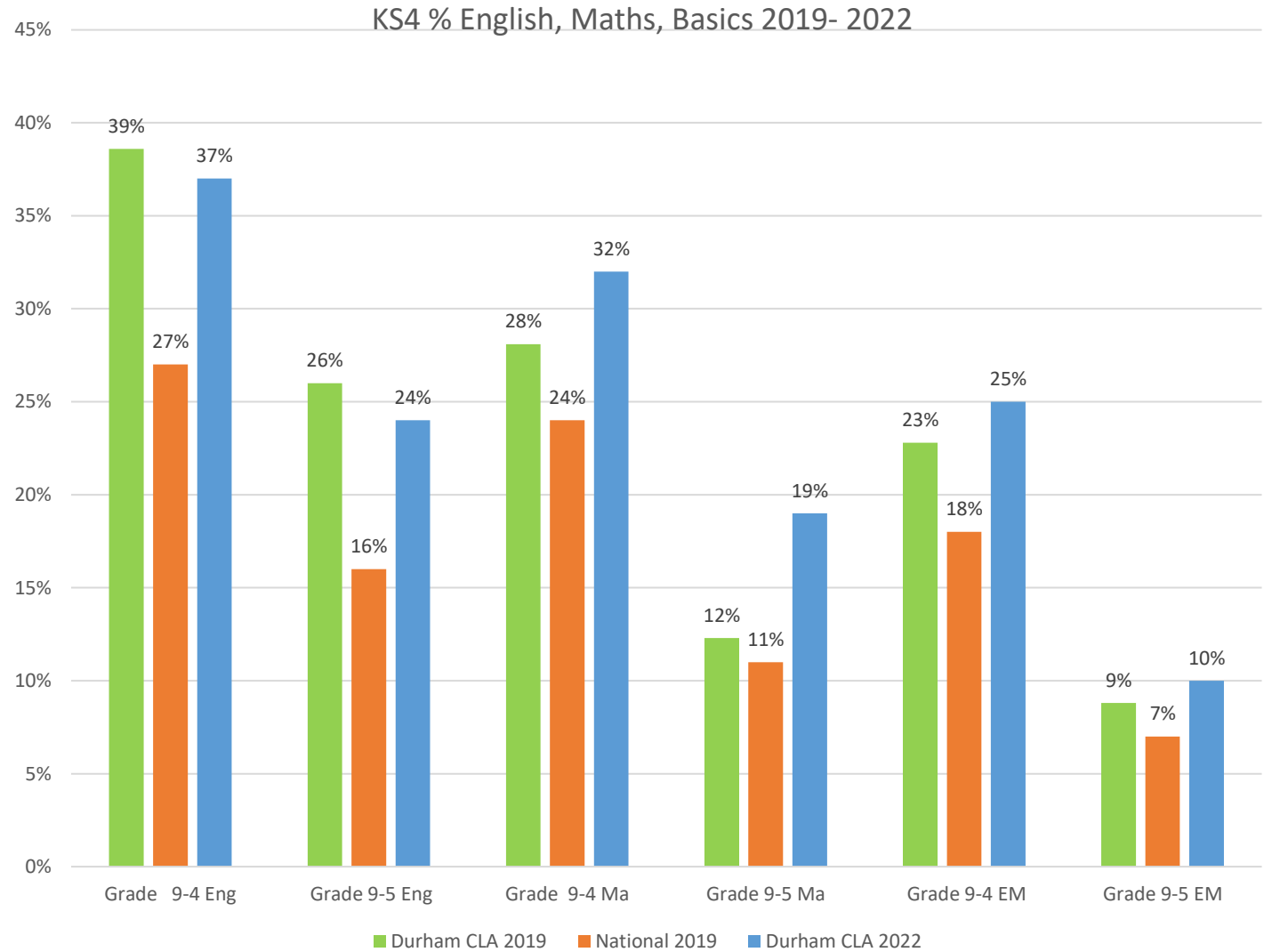


Key Stage 2 Results Reporting Cohort 38

KS2 % Expected Standards or Better 2019-22



Key Stage 4 Results Reporting Cohort 59



Priorities for 2022 - 2023

- Support children and young people in the key transition years to achieve stronger outcomes, whilst ensuring they are following a curriculum pathway which is appropriate to their needs and ability.
- Develop the work with the SEND and Inclusion Team to ensure all CLA with an EHCP have a named SEND Caseworker, raising the awareness of the need to find a suitable placement when the child needs to change school through a placement breakdown
- Work in partnership to develop clear academic and vocational pathways in preparation for adulthood and develop systems to identify earlier intervention to support Post 16 to reduce NEET data.
- Further raise awareness in all schools and settings of the impact of early trauma and insecure attachment on behaviour and learning and support schools to review policies and implement change. Develop a strong offer to schools and settings to support the emotional wellbeing of CLA and the therapeutic offer through Full Circle.
- Contribute to an increasingly integrated and joined-up process with health and social care teams to provide a holistic and cohesive approach to support readiness to learn whilst ensuring CLA have stability in their education setting. Develop work with Children's Homes to support school anxiety and other barriers to education and continue to use the voice of the child/young person through our links with the Children in Care Council.
- Further embed the work for Ever6 CWSW through extended role of the VSH having a strategic lead with this cohort of children.