

Corporate Parenting Panel

20 October 2017



Durham Virtual School for Looked After Children Annual Report Progress and achievement of Durham looked after children including those with Special Educational Needs

Report of Clive Horton, Deputy Virtual School Head, Durham County Council

Purpose of Report

- 1 The purpose of the report is to provide the Corporate Parenting Panel with an overview of the Durham Virtual School for looked after children including the academic outcomes for 2016-17.

Background

- 2 The Virtual School fulfils a number of statutory responsibilities of the Local Authority as follows:
 - Promote the education of looked after children
Section 22 (3A) of the Children Act 1989
 - Appoint a Virtual School Head
Children and Families Act 2014
 - Have a Personal Education Plan (PEP) for each looked after child for whom it has responsibility
Children Act 1989
 - Embed Corporate Parenting
Children Act 1989 and Children Act 2004
 - Support adopted children to access to appropriate education
Children and Social Work Act 2017
- 3 In addition to the above statutory responsibilities, the Virtual School facilitates the SEND statutory assessment process for all looked after children living in County Durham. **SEND Reforms 2014**
- 4 In the academic year 2016-17 there were 540 looked after children of statutory school age for whom the Local Authority had responsibility. 83.7% (452) attended County Durham Primary, Secondary or Special schools. 16.3% (88) attended schools outside the local authority. See Appendix 2 for further details.

- 5 During the same period there were 156 non-Durham looked after children attending County Durham Primary, Secondary or Special Schools. See Appendix 2 for further details
- 7 Looked after children in County Durham have high levels of special educational needs.
 - 49% of Durham looked after children have an identified SEND need
 - 23% have an Education Health and Care Plan or Statement of Special Educational need (SEN)
 - 26% are supported by an SEN Support Plan
- 8 In schools all looked after children are supported by a Designated Teacher for looked after children. This role is central to the support that the school provides and is the main professional with whom the Virtual School Communicates. The Designated Teacher works with all looked after children regardless of their home authority.
- 9 The Virtual School provides three annual training sessions for Designated Teachers to ensure that they are aware of their role, the statutory responsibilities of the Local Authority and schools and any changes to ongoing processes. In addition to training opportunities, the Virtual School also offers termly network meetings that provides the opportunity to consider specific issues for Designated Teachers.
- 10 Numbers of looked after children can vary across schools. In some secondary schools and larger primary schools there will be more than 10-15 looked after children. There is increasing pressure from non-Durham looked after children with complex issues being placed in County Durham private children's homes or with an independent foster agency.
- 11 Every looked after child must have a Personal Education Plan (PEP). It is a statutory responsibility of the Virtual School Head to ensure that they are in place. The PEP is a continuous running record of the child/young person's educational history that identifies the actions needed to enable the individual to fulfil his or her potential.
- 12 From September 2016, the Virtual School introduced a new PEP and process that placed the school central to the process. The Virtual School monitors the quality of the PEP.
- 13 There is a quality assurance framework in place to assess the PEP for each child. A high quality PEP is judged as demonstrating that:
 - Young people's views are listened to and recorded
 - Social Workers, parents/carers and schools are consulted and views are recorded
 - The PEP is completed within the timescale and is available for a child's first Looked After Review after entering care

- The PEP clearly identifies previous, current and future targets for academic progress and addresses identified needs
- The PEP sets clear objectives for the child relating to academic development and includes behaviour and personal targets, if appropriate
- Those responsible for actions are clearly identified and there is a realistic timescale.

14 For 2016-17 the quality of the process is:

% PEP High Quality or above	% PEP High Quality with elements of good practice	% Young Person involved in PEP	% Carer Involved in PEP	% SW Involved in PEP	% Pupil Premium+ costed	% Completed within timescale
87.6%	49%	98.7%	96.7%	86.9%	96.1%	71.2%

15 **Summary:**

Working well:

- The number of PEPs judged to be of high quality remains consistent
- Young people have been involved in the completion of the majority of PEPs
- There is a good level of involvement from carers
- Pupil Premium Plus spend is discussed and identified at the PEP meeting
- Virtual School Caseworkers scrutinise the quality of each PEP and use of Pupil Premium Plus.

Areas for development:

- Social Worker contribution is below 90%. Where a pattern is identified this will need to be addressed with team managers
- Further investigation into why some PEPs are not meeting the expected High Quality standard followed by training and further guidance to schools and Social Work Team Managers
- Improvement in the completion of PEPs within statutory timescales.

Progress and Attainment of Durham Looked After Children

16 The Department for Education report annually on the progress and achievement of looked after children for each local authority in England as follows:

- KS1 – Achieving national expectations in:
 - Reading
 - Writing
 - Maths
- KS2 – Achieving national expectations in:
 - Reading
 - Writing
 - Grammar, Punctuation and Spelling (GPS)

- Maths
- Reading/Writing/Maths combined
- KS4 – GCSE or equivalent
 - Grade 9-4 in English and Maths
 - Entry to English Bacallaureate
 - Achieving the English Bacallaureate

17 The Virtual School works with the Designated Teacher in each school and makes use of the pre-attainment information for each looked after child to identify individual end of key stage targets. The end of year targets are recorded in the individual Personal Education Plan for the child.

18 On a termly basis the Virtual School monitors each individual looked after child using a RAG rating process. Those children rated at Red or Amber are considered for additional support. Reasons a child might be rated as Red or Amber will include:

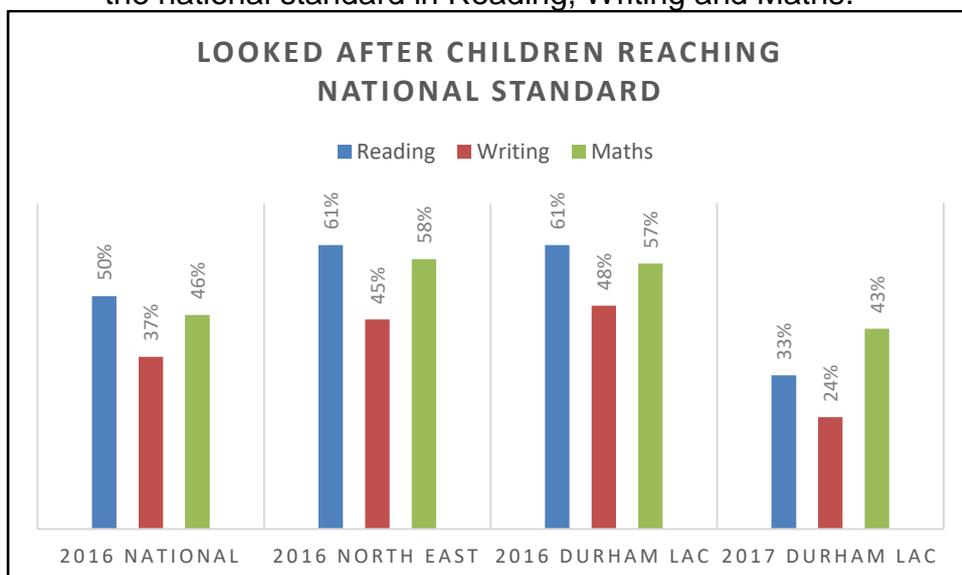
- Making less than expected progress
- Behaviour related issues
- Change of school place
- At risk of exclusion

KS1 Attainment 2016-17

19 The KS1 reporting cohort consisted of:

- 21 looked after children: 13 boys, 8 girls (1 child equates to 4.8%)
- 67% (14) looked after children with identified SEND needs: 9 boys, 0 girls
- 19% (4) looked after children with an EHCP
- 14% (3) looked after children educated in special school settings

20 In 2017 there has been a reduction of Durham looked after children achieving the national standard in Reading, Writing and Maths.



- 21 Within the Durham context attainment of looked after children is below that of their peers and children in need:

Reaching expected standard	Durham LAC	Durham All Children	Durham CiN	All children National 2017 DRAFT
Reading	33%	77%	58%	76%
Writing	24%	72%	47%	68%
Maths	43%	77%	54%	75%

- 22 There is a similar outcome when comparing boys and girls performance:

LAC Girls Expected Standard in:	Durham LAC	Durham All Children	Durham CiN	All girls National 2017 DRAFT
Reading	38%	81%	60%	80%
Writing	38%	78%	51%	75%
Maths	38%	79%	54%	76%

LAC Boys Expected Standard in:	Durham LAC	Durham All Children	Durham CiN	All boys National 2017 DRAFT
Reading	31%	74%	56%	71%
Writing	15%	66%	43%	62%
Maths	46%	76%	55%	74%

- 23 **KS1 Durham Looked After Children with identified SEND:**

Durham looked after children with an identified SEN are making better progress in comparison with Children in Need in writing and maths.

Children with SEN	Durham LAC with SEN	Durham All Children with SEN	Durham CiN with SEN	All Children with SEN National 2017 DRAFT
Reading	17%	34%	20%	30%
Writing	17%	25%	13%	21%
Maths	33%	37%	26%	32%

- 24 **KS1 Summary**

Areas of development:

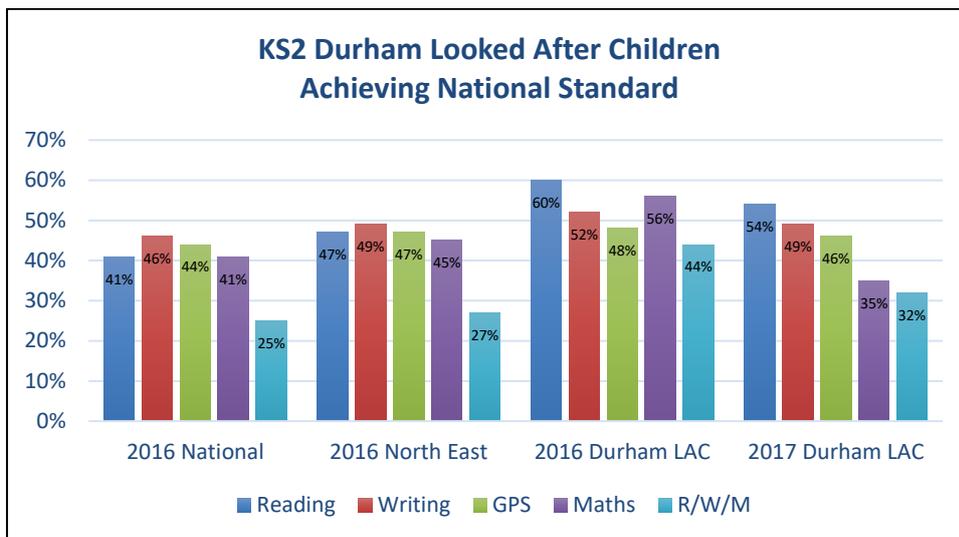
- Boys' writing
- Girls' maths
- Support Yr3 children who have performed below expectations to ensure the learning gap is closed by Yr5

KS2 Attainment 2016-17

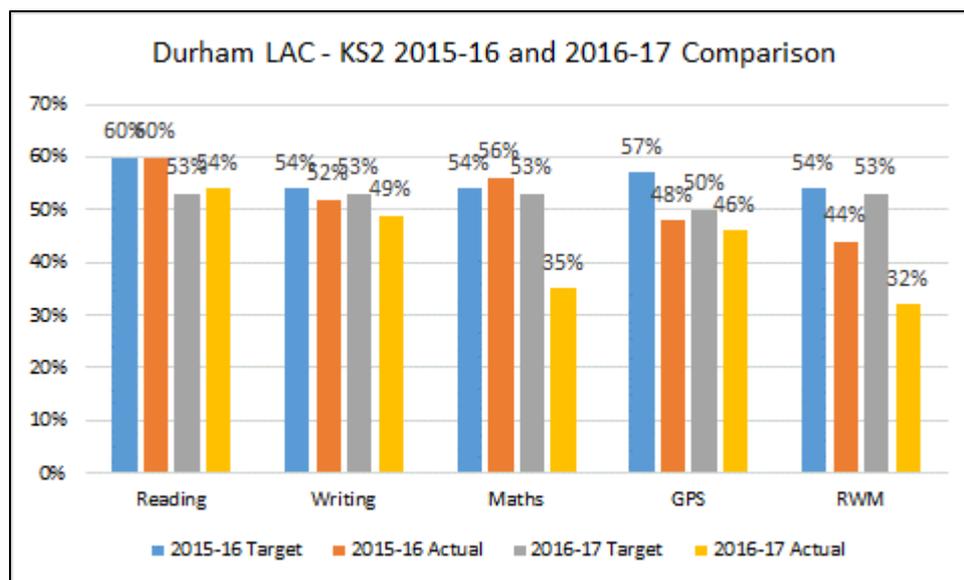
25 The KS2 reporting cohort consisted of:

- 37 looked after children: 19 boys, 18 girls (1 child equates to 2.7%)
- 62% (23) looked after children with identified SEND needs: 12 boys, 11 girls
- 21% (8) looked after children with an EHCP: 8 boys
- 16% (6) looked after children educated in special school settings

26 The number of children achieving national expectations at KS2 has fallen in comparison to 2015-16. The outcomes in Reading, Writing and GPS are above the 2016 national averages (Still awaiting 2017 national data for LAC).



27 The Virtual School targeting process had predicted that the outcomes were to be below that of 2016. The individual and needs starting points of each cohort means that targets will vary on an annual basis.



- 28 Durham looked after children have not done as well as their peers but performed broadly in line with children in need. Maths is a key area of development.

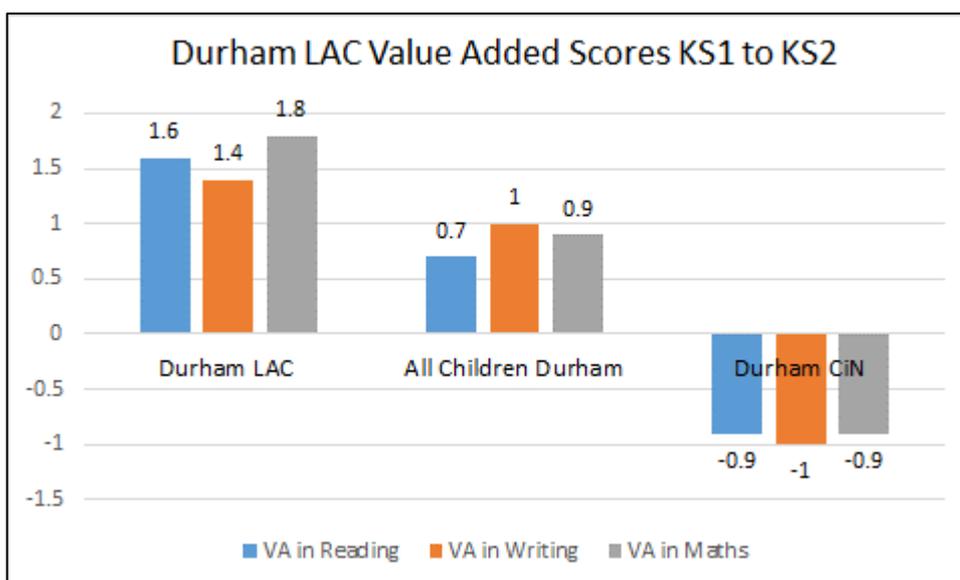
Expected Standard in:	2016-17 Target	Durham LAC	Durham overall	Durham CiN	National 2017 All Children
Reading	53%	57%	73%	46%	71%
Writing	53%	49%	79%	48%	76%
Maths	53%	35%	78%	46%	75%
GPS	50%	46%	79%	48%	77%
RWM	53%	35%	65%	34%	61%

- 29 Durham KS2 looked after girls have performed well in reading and in line with children in need in writing. There is a need to improve girl's performance in GPS and Maths. The performance in maths has significantly impacted on looked after girls reaching the national standard in the combined reading, writing and maths outcomes.

GIRLS reaching expected standard	Durham Virtual School Target All LAC	Durham LAC	Durham All Children	Durham CiN	National 2017 All Children
Reading	53%	61%	76%	47%	75%
Writing	53%	56%	85%	58%	82%
Maths	53%	28%	78%	48%	75%
GPS	50%	44%	83%	52%	81%
RWM	53%	28%	68%	41%	65%

BOYS reaching expected standard	Durham Virtual School Target All LAC	Durham LAC	Durham overall	Durham CiN	National 2017 All Children
Reading	53%	53%	71%	44%	68%
Writing	53%	42%	73%	41%	70%
Maths	53%	42%	78%	44%	74%
GPS	50%	47%	76%	46%	73%
RWM	53%	42%	61%	28%	57%

- 30 The performance of Durham looked after boys is broadly in line with children in need and significantly above in reading.
- 31 Durham looked after children are achieving a higher value added score than their peers in County Durham:



32 **KS2 Durham Looked After Children with identified SEND:**

For Durham looked after children with an identified special educational need, performance is in line with all Durham children in Reading and Writing and better than children in need. Maths is an area that requires further development.

Durham LAC with SEND reaching expected standard	Durham LAC	Durham overall children with SEND	Durham CiN with SEND	National DRAFT
Reading	35%	36%	28%	33%
Writing	30%	31%	20%	30%
Maths	22%	40%	25%	35%
GPS	26%	38%	24%	34%
RWM	22%	20%	15%	18%

33 **KS2 Summary:**

Working Well:

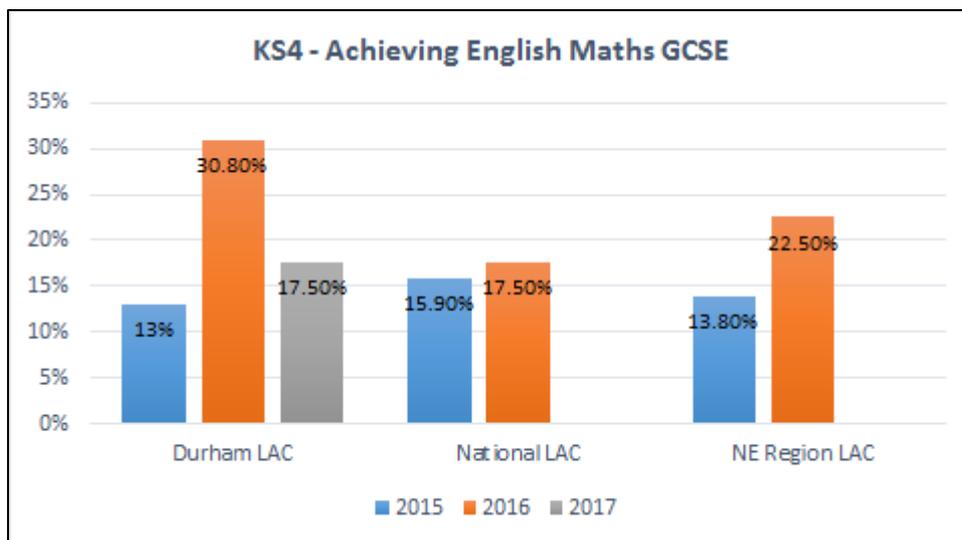
- The target setting process in the Virtual School is effective
- Durham looked after children without SEND are performing well in comparison to their peers
- Durham looked after children make better progress from their starting point at KS1 than their peers.

Areas of development:

- Provide support for Yr7 Durham looked after children who have not achieved expected standard in Yr6
- Explore reasons for girls' under-performance in maths to avoid a repeat in the future.

KS4 Attainment 2016-17

- 34 The KS4 reporting cohort of children consisted of:
- 48 looked after children: 24 boys, 24 girls (1 child equates to 2.1%)
 - 39% (19) young people with identified SEND needs
 - 23% (11) young people with an EHCP/Statement
 - 16% (8) young people supported by a SEN Support Plan
 - 16 young people educated in non-Durham schools
- 35 The Virtual School established targets of 20% for looked after children achieving a pass at GCSE English and Maths. The outcomes were as follows:



- 36 One Durham looked after child followed an English Baccalaureate curriculum. The key reason for this was the limited number of looked after children following a GCSE Modern Foreign Language.
- 37 For Durham looked after children:
- 4 young people achieved 8 passes at GCSE including Maths and English
 - 3 young people achieved 5 passes at GCSE including Maths and English
 - 14 young people achieved a Grade 9-4 in GCSE English Language or GCSE English Literature
 - 11 young people achieved a Grade 9-4 in GCSE Maths

KS4 Durham Looked After Children with identified SEND:

- 38 Durham looked after children with an identified SEND need did not do as well at KS4 as those without.
- 39 Of the KS4 looked after children with SEND needs:
- 1 young person achieved 5 passes at GCSE including Maths and English
 - 7 young people achieved 5 GCSE passes not including Maths and English
 - 4 young people achieved 1 GCSE pass
 - 4 young people did not achieve a GCSE
- 40 Of the above young people with identified SEND who did not achieve a GCSE:
- 3 young people followed a non-GCSE curriculum appropriate to their needs
 - 1 young person followed a GCSE curriculum

41 KS4 Summary

Working Well:

- Durham looked after children are achieving in-line with national and regional averages (Draft data)

Areas of development:

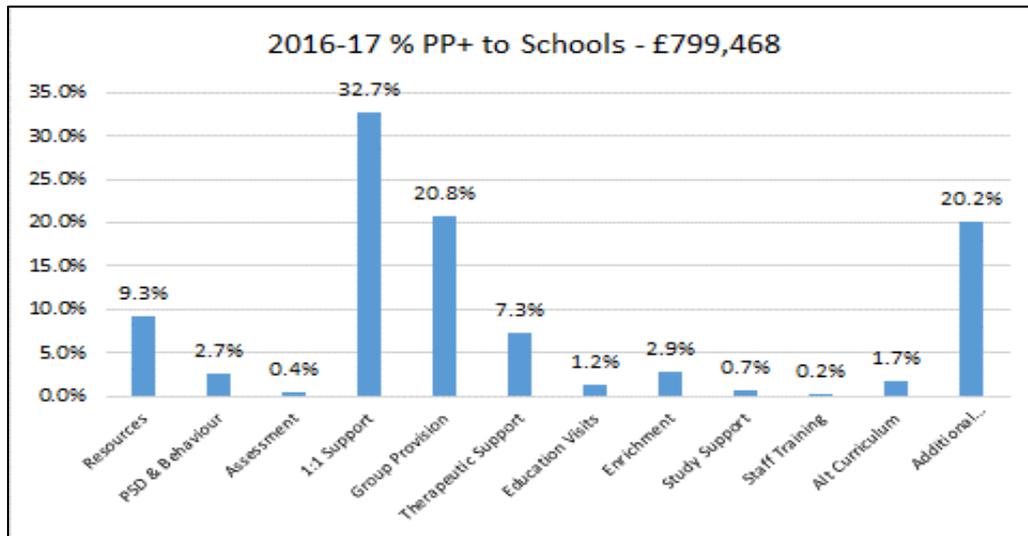
- Where appropriate for the needs of the individual looked after child ensure they have access to the full range of EBacc qualifications
- Further develop support for KS4 looked after children with SEND including the use of a wider group of non-counting qualifications
- Target support on Yr7-9 looked after children to improve performance in literacy strengthening their access and understanding of the KS4 GCSE curriculum

Pupil Premium Plus for Looked After Children:

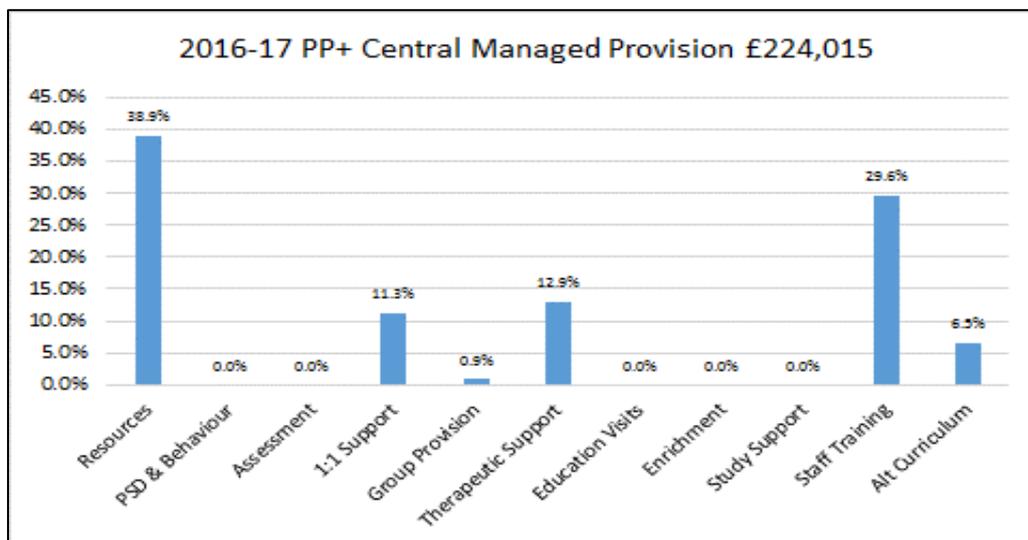
- 42 The Department for Education (DfE) provide additional Pupil Premium Plus for looked after children. The total amount of funding for each looked after child is £1,900.
- 43 The Virtual School Head has a responsibility to allocate Pupil Premium Plus funding to schools and monitor its use. The focus of the funding is for schools to use to impact on the academic progress and attainment of the individual looked after child.
- 44 In consultation with Head Teachers across the local authority, it was agreed that from April 2016 the Virtual School would retain an element of the Pupil Premium for looked after children in order to fund a range of centrally managed support.

45 In the financial year 2016-17 the retained element of Pupil Premium Plus by the Virtual School was £600 per looked after child. For the financial year 2017-18 it has been agreed that the retained element is £300 per looked after child.

46 The Pupil Premium allocated to schools resourced the following provision:



47 The use of Pupil Premium Plus is clearly identified in a child's PEP. Funding retained by the Virtual School is used to directly support looked after children.



48 Summary

Working Well:

- The Virtual School has a good system to allocate and monitor use of Pupil Premium Plus
- Retaining Pupil Premium Plus has enabled the Virtual School to be flexible in meeting the needs of the most vulnerable looked after children
- Specific areas of therapeutic support has been developed

Areas of development:

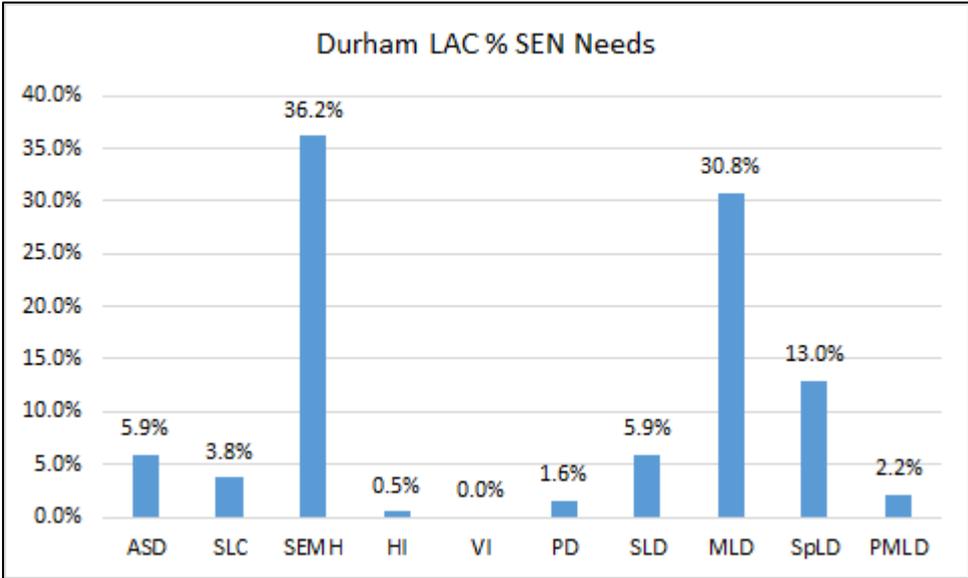
- Further develop the use of Pupil Premium to provide IT support and resources for looked after children

Durham Looked After Children with Special Educational Needs

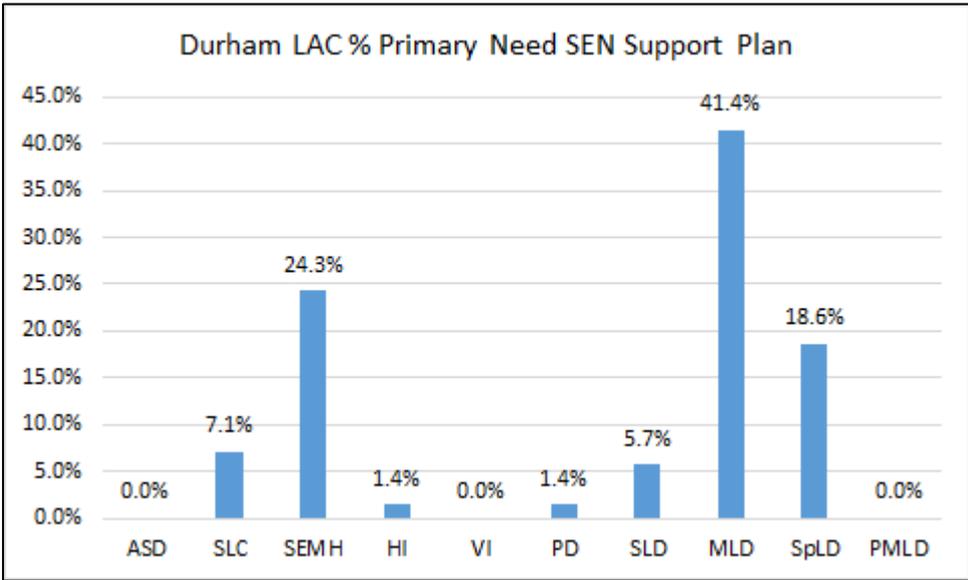
- 49 Durham Virtual School supports all looked after children including those with special educational need.
- 50 49% of Durham looked after children have an identified need and are supported by a SEN Support Plan or Education, Health and Care Plan (EHCP)/Statement of SEN.
- 51 A Durham looked after child is over 3 times more likely to have a special educational need (49%) than all children nationally (14.4%) and 8 times more likely to have an EHCP/Statement of SEN (23%) than all children nationally (2.8%)
- 52 Special Educational Need by Year Group:

Durham looked after children	Supported by EHCP/Statement	SEN Support Plan
Reception	4	8
Yr1	4	6
Yr2	6	9
Yr3	8	15
Yr4	7	10
Yr5	9	20
Yr6	11	18
Yr7	9	14
Yr8	11	7
Yr9	20	15
Yr10	27	10
Yr11	11	8
TOTAL	127	140

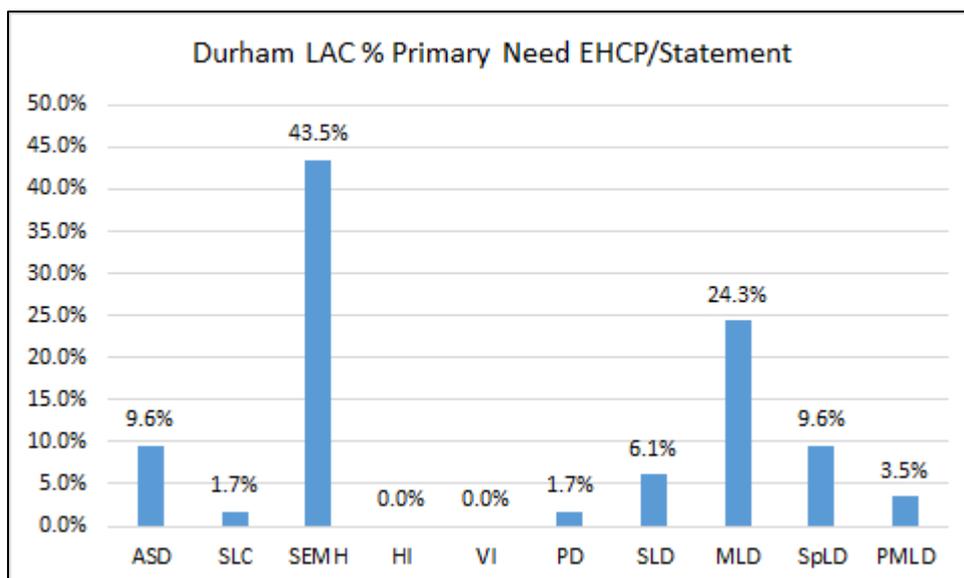
- 53 The primary SEN need of Durham looked after children is SEMH (Social, Emotional and Mental Health) and MLD (Moderate Learning Difficulty) (See Appendix 3 for abbreviations)



54 For those children supported by a SEN Support Plan, Moderate Learning Difficulty is the primary need:



55 For those children with an EHCP, Social, Emotional and Mental Health (SEMH) is the primary need. Looked after children are three times more likely than their peers to have SEMH as their primary need.



- 56 Where a looked after child is identified as having a special educational need the Virtual School Caseworker will work with the school to ensure that the SEN graduated approach is followed. This will include:
- Considering the needs of the looked after child and how they can be supported
 - Working with the school SENCO (SEN coordinator) to put in place a SEN Support Plan
 - Supporting the school in requesting additional funding if required to meet need
 - Facilitating the statutory assessment process

- 57 In 2016-17, 3.5% of Durham looked after children had PMLD (Profound and Multiple Learning Difficulties) needs making them highly vulnerable. The Virtual School works with each education setting to ensure that a PEP is in place for each child and that appropriate education targets are established to allow progress in line with their needs including use of Pupil Premium.

Looked After Children Accessing Specialist Education/Care Settings:

- 58 Where the care and/or education needs cannot be met within the services provided by the Local Authority they will be placed with a specialist provider. This might include access to 38-week education or 52 week combined care and education in a residential setting.
- 59 The looked After Children accessing this provision are the most vulnerable. They will have a range of complex issues. Their presenting behaviours might be challenging and increase their vulnerability.

- 60 As of September 2017 there are 21 looked after children of statutory school age accessing such provision.

Durham looked after children:	Specialist Independent Provision 38 week:	Specialist Independent 52 week care / Education
Yr6	1	2
Yr8		1
Yr9		1
Yr10	4	4
Yr11	4	1
Yr12	1	2

- 61 The Virtual School work closely with Social Care professionals in making the decision to move a looked after child into a more specialist setting. The process is one of joint commissioning to ensure that both the care, health and education needs can be met by the provider. Increased monitoring takes place to ensure that the provision remains suitable for the child/young person.

62 **Looked After Children with Special Educational Needs Working Well:**

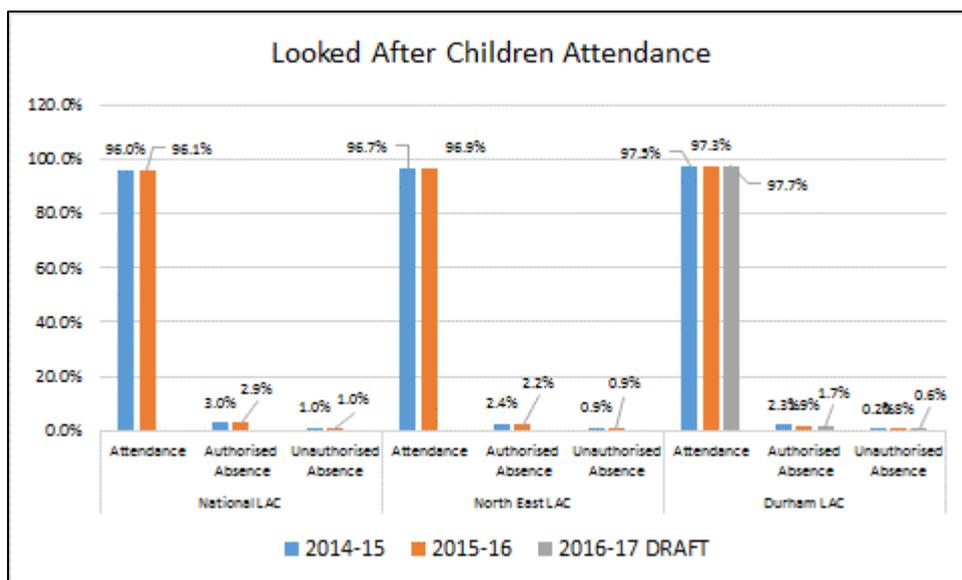
- Virtual School Caseworkers are responsible in facilitating the statutory assessment process for looked after children
- The quality of Education Health and Care Plans for looked after children has improved
- Social Worker input to the plans for Durham looked after children is improving

Areas of development:

- Durham looked after children with SEN needs are not doing as well as their peers

Attendance, School Moves and Exclusion:

- 63 Durham looked after children have good attendance. The Virtual School monitors attendance for each child and works with school and Social Worker to address any issues.



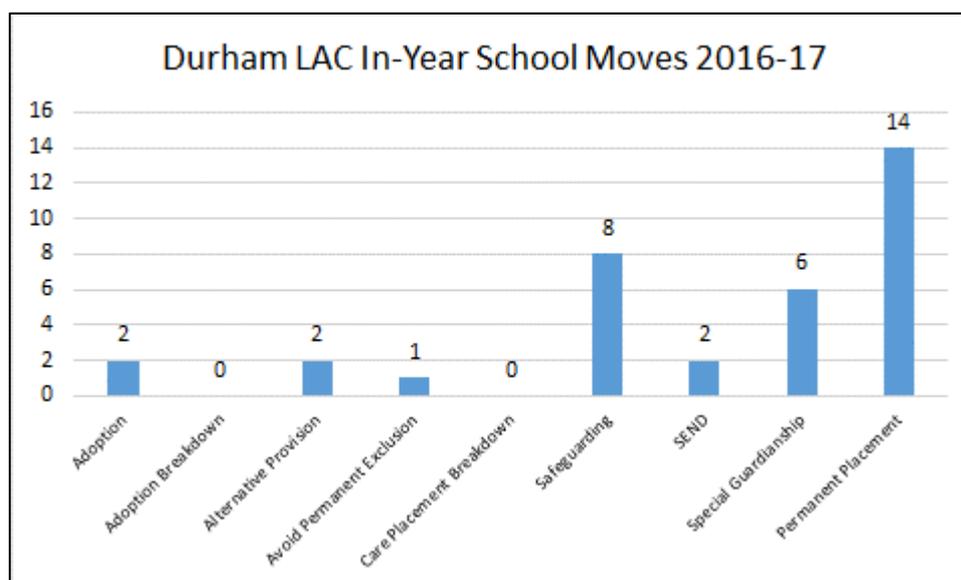
School Moves:

64 School moves for looked after children have remained consistent over the past 3 years:

2014-15	38 school moves
2015-16	31 school moves
2016-17	35 school moves

65 In 2016-17:

- 63% (22) moves were made to support a child's long-term care pathway
- 6% (2) school moves were as a result of statutory assessment
- 23% (8) school moves were as a consequence of safeguarding reasons



Exclusions:

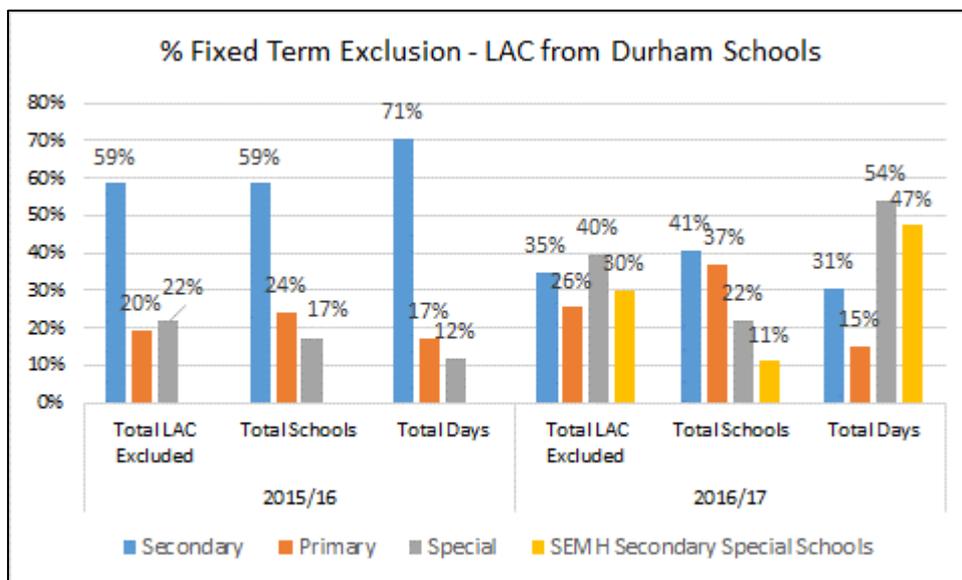
66 In 2015-16 and 2016-17, no looked after children were permanently excluded.

67 In 2016-17, there has been a reduction in fixed-term exclusion (FTE):

2015-16			2016-17		
No of Days FTE	No of looked after children FTE	No of incidents of FTE	No of Days FTE	No of looked after children FTE	No of incidents of FTE
261	49	111	222	47	98

- 68 The Virtual School has worked with schools to reduce exclusion by:
- Early identification of children at risk of exclusion and discussion between the Virtual School Caseworker and schools to agree intervention
 - An inclusion support package available to all schools including in-school support
 - Targeted off-site provision for those looked after children most at risk of exclusion

- 69 During the school year 2016-17:
- 54% of FTE were from Special Schools
 - 31% of FTE were from Secondary Schools
 - 15% were from Primary Schools



70 **Judgements:**

Working well:

- School moves are stabilising
- The Virtual School is seen as the single point of contact to discuss/facilitate a school move for a looked after child
- Continuing to have 0% permanent exclusion
- Reducing levels of FTE
- Reducing levels of FTE in Secondary and Primary schools

Area for development:

- To further reduce the number of school moves experienced by looked after children
- Levels of FTE are too high
- Increased levels of FTE from SEMH Secondary Special Schools
- Careful consideration of the use of managed moves as an alternative to permanent exclusion

Post-16 Looked After Children/Care Leavers:

- 71 The Virtual School works closely with the County Durham Young People's Service. All Yr11 looked after children are provided with a September guarantee for Post-16 transition.
- 72 The County Durham YPS have developed in partnership with the Virtual School a Post-16 PPE which is in place alongside the Post-16 Pathway Plan. The PEP is maintained by the Young Persons' Advisor for each individual young person.
- 73 The Virtual School and the YPS ensure that all Yr11 Durham looked after children have a post-16 intended destination. Young people are supported by:
- Preparing and supporting young people in interviews for post-16 courses and provision
 - Maintaining contact with a young person during the period of transition following GCSE testing and the starting of intended post-16 provision
 - Facilitate for each young person for whom they have a responsibility a coordinated handover to other supporting services
- 74 The Virtual School continues to provide support to Yr12 looked after children including additional tuition for resitting Maths or English GCSE.

- 75 As of 6 October 2017 the rates of transition in to Employment, Education and/or training were as follows:

	Yr12 (54)		Yr13 (49)	
	LAC	Care Leaver	LAC	Care Leaver
NEET	1.8%	3.6%	4.0%	10.2%
PT Training/Employment	0	0	2.0%	0
PT Education	1.8%	0	6.1%	0
FT Training/Employment	1.8%	0	14.3%	0
FT Higher Education	0	0	0	2%
FT Education	72.2%	22.2%	42.0%	18.3%

- 76 In total, of the Yr12 and Yr13 (September 2017) looked after children and care leavers, 76.7% are in fulltime education and 9.7% are presently NEET.

Summary

- 77 Achievement at KS1, KS2 and KS4 is still inconsistent. The Virtual School sets individual targets and rigorously monitor progress of each child over the academic year. Outcomes at KS1 are well below expected targets in reading, writing and maths. At KS2, there are significant issues in boys' writing and girls' maths. At KS1 and KS2, outcomes are below Children in Need.
- 78 In KS4 the Durham looked after children have performed slightly below target levels but in line with expected regional and national outcomes.
- 79 Durham looked after children continue to have good attendance. Attendance for looked after children in Durham Schools and Academy schools is above the national average, Durham average and the NE regional average.
- 80 There is an increasing focus on school stability. The number of in-year school moves has remained stable, falling slightly over the past year. The focus on school moves has been to support permanent or pre-adoption care placements.
- 81 There continues to be 0% permanent exclusion of looked after children from Durham schools and academy schools. Fixed term exclusion rates has increased and needs to become an area of future development to support schools in managing the most challenging looked after children without the requirement to exclude.

- 82 Managed moves of a looked after child as an alternative to permanent exclusion has had a positive impact on maintaining a 0% permanent exclusion but still provides instability for the child/young person. It is important that schools work proactively with the Virtual School to explore all options of support to maintain a school place prior to any decision regarding the need for a managed move.
- 83 From April 2016, in consultation with Head Teachers it was agreed for the Virtual School to retain an element of the Pupil Premium Plus funding. This has enabled the virtual school to provide specific Educational Psychologist support, School Counsellor support and increased levels of funding for individual looked after children. This has had a significant impact on the flexibility of the support that the Virtual School can bring to looked after children with complex needs.
- 84 The Virtual School continues to work across the teams within Children and Young People's Service and support schools in developing their understanding of looked after children. A countywide training programme to raise awareness of early trauma and the impact on engagement in education has been implemented for around 35 schools. The Virtual School also contributed to the strengthening relationship between Early Years Team, Post-16 team, the development of a Post-16 Personal Education Plan within the Young People's Service.

	Working Well	Areas for Development	RAG
Personal Education Planning	<ul style="list-style-type: none"> The number of PEPs judged to be of high quality remains consistent. Young people have been involved in the completion of the majority of PEPs. There is a good level of involvement from carers Pupil Premium+ spend is discussed and identified at the PEP meeting. Virtual School Caseworkers scrutinise the quality of each PEP and use of Pupil Premium Plus 	<ul style="list-style-type: none"> Social Worker contribution is below 90%. Where a pattern is identified this will need to be addressed with team managers. Further investigation into why PEPs are not meeting the expected High Quality standard and addressed by training and further guidance to schools and Social Work Team Managers Improvement in the completion of PEPs within statutory timescales 	Green
Looked after children with Special Educational Needs	<ul style="list-style-type: none"> Virtual School Caseworkers are responsible to facilitate the statutory assessment process for looked after children The quality of Education Health and Care Plans for looked after children has improved Social Worker content for Durham looked after children is improving. Durham looked after children with an EHCP have social care content in their plan 	<ul style="list-style-type: none"> The administration processes supporting Virtual School Caseworkers requires streamlining to avoid adding an additional burden Durham looked after children with SEN needs are not doing as well as their peers 	Green
KS1 Progress and Attainment	<ul style="list-style-type: none"> Durham looked after children are performing better in maths than Durham children in need 	<ul style="list-style-type: none"> Boys writing Girls maths Support Yr3 children who have performed below expectations to ensure the learning gap is closed by Yr5 	Red
KS2 Progress and Attainment	<ul style="list-style-type: none"> The target setting process in the Virtual School is effective Durham looked after children without SEND are performing well in comparison to their peers Durham looked after children make better progress from their starting point at KS1 than their peers 	<ul style="list-style-type: none"> Underperformance in maths Increase monitoring of Durham LAC with SEN needs to ensure progress is in-line with ability Provide support for Yr7 Durham looked after children who have not achieved expected standard in Yr6 	Amber

	Working Well	Areas for Development	RAG
KS4 Progress and Attainment	<ul style="list-style-type: none"> The target setting and monitoring processes are effective Looked after children are expected to perform in-line with national and regional averages The additional support provided to targeted looked after children has enabled them to meet the demands of the new GCSE curriculums 	<ul style="list-style-type: none"> Where appropriate for the needs of the individual looked after child ensure they have access to the full range of EBacc qualifications Further develop support for KS4 looked after children with SEN including the use of a wider group of non-counting qualifications Target support on Yr7-9 looked after children to improve performance in literacy strengthening their access and understanding of the KS4 GCSE curriculums 	Amber
In-Year School Moves	<ul style="list-style-type: none"> School moves are stabilising The Virtual School is seen as the single point of contact to discuss/facilitate a school move for a looked after child 	<ul style="list-style-type: none"> To further reduce the number of school moves experienced by looked after children 	Green
Exclusion	<ul style="list-style-type: none"> Continuing to have 0% permanent exclusion Reducing levels of FTE Reducing levels of FTE in Secondary and Primary schools 	<ul style="list-style-type: none"> Further reduce levels of FTE Significantly reduce levels of FTE from SEMH Secondary Special Schools Careful consideration of the use of managed moves as an alternative to permanent exclusion 	Green
Pupil Premium Plus	<ul style="list-style-type: none"> The Virtual School has a good system to allocate and monitor use of Pupil Premium Plus Retaining Pupil Premium Plus has enabled the Virtual School to be flexible in meeting the needs of the most vulnerable looked after children Specific areas of therapeutic support has been developed 	<ul style="list-style-type: none"> Further develop the use of Pupil Premium to provide IT support and resources for looked after children 	Green

Recommendations

- 85 Members of the Corporate Parenting Panel are requested to receive the report and supporting presentation.

Contact: Clive Horton – Deputy Virtual School Head, Durham Virtual School for looked after children, Durham County Council
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Appendix 1: Implications

Finance

None

Staffing

None

Risk –

Local Authority has statutory responsibilities as detailed in the above report

Equality and diversity/Public Sector Equality Duty

None

Accommodation

None

Crime and disorder

None

Human rights

None

Consultation

None

Procurement

None

Disability Issues

Local Authority has a statutory responsibility to ensure that their needs of the individual child/young person are met regardless of their ability and/or disability

Legal Implications

Failure to ensure child/young people are accessing appropriate education may be subject to legal challenge

Appendix 2: Summary of Looked After Children – Durham Virtual School

Yr Grp	Durham Looked After Children								Non-Durham LAC
	No of LAC	Male	Female	Durham Schools	Non-Durham Schools	Not on roll	EHCP or Statement	Support Plan	
R	36	19	17	34	2	0	4	8	0
1	28	19	9	27	1	0	4	6	0
2	35	21	14	29	6	0	6	9	1
3	42	23	19	41	1	0	8	15	7
4	47	26	21	43	4	0	7	10	12
5	51	34	17	42	9	0	9	20	11
6	47	29	18	43	4	0	11	18	16
Total Primary	286	171	115	259	27	0	49	86	47
7	44	21	23	36	8	0	9	14	10
8	38	22	16	32	6	0	11	7	17
9	63	35	28	43	20	0	20	15	26
10	61	31	30	49	11	1	27	10	28
11	48	24	24	32	16	0	11	8	28
Total Secondary	254	133	121	192	61	1	78	54	109
Total YrR-Yr11	540	304	236	451	88	1	127	140	156

Appendix 3 – Special Educational Needs Abbreviations:

ASD	Autism Spectrum Disorder
SLC	Speech, Language & Communication Needs
SEMH	Social, Emotional and Mental Health
HI	Hearing Impairment
VI	Visual Impairment
PD	Physical Disability
SLD	Severe Learning Difficulties
MLD	Moderate Learning Difficulty
SpLD	Specific Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties