

TOGETHER FOR CHILDREN

CORPORATE PARENTING BOARD

DATE:	28 June 2021
REPORT AUTHOR:	Linda Mason HEAD TEACHER Virtual School
SUBJECT:	Head Teacher's Report
PURPOSE:	FOR INFORMATION

1. SUMMARY

The purpose of this agenda item is to provide the Corporate Parenting Board with updated information about cared for children since the last report in January 2021.

2. RECOMMENDATION(S)

The Board is requested to receive the report for information

3. Context - Cohort and Characteristics

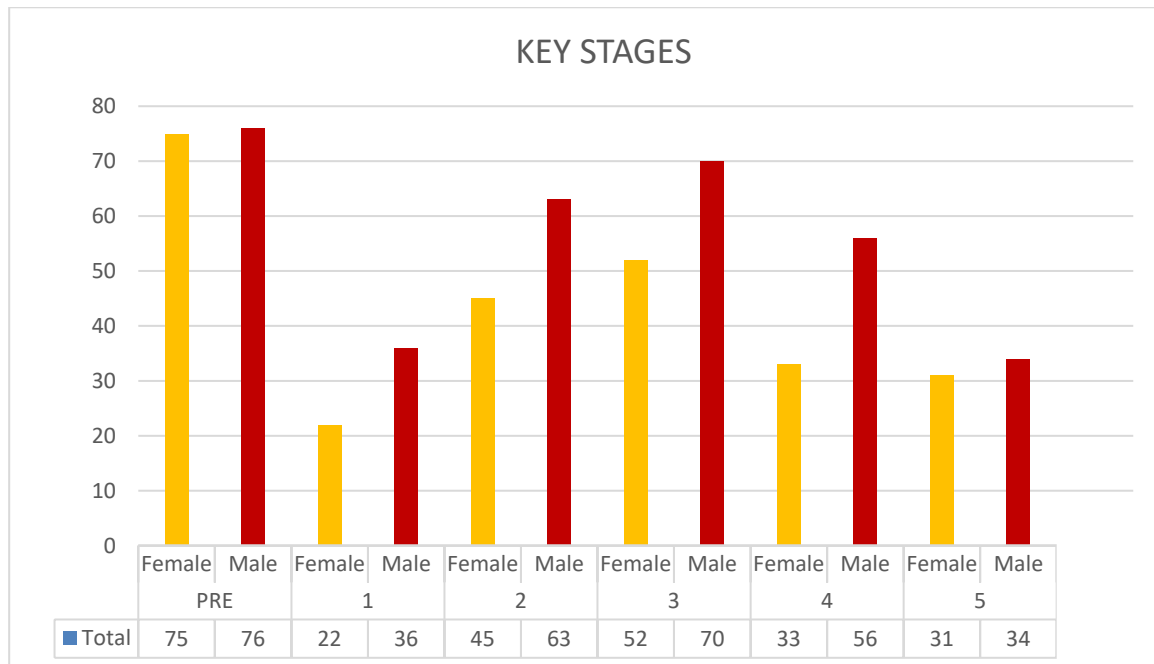
Currently as of 20 June 2021 (report written) we have 593 Cared for Children a reduction of 22 compared to 625 Cared for Children in April 2021.

Historical cohorts (when report written)

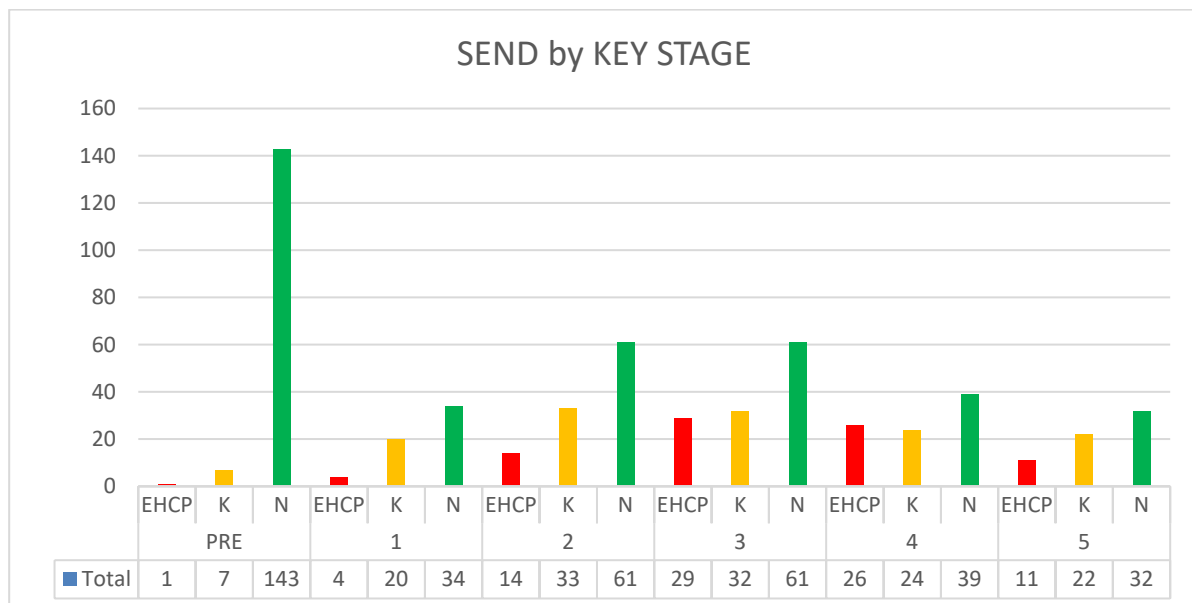
June	2021	593
April	2021	625
January	2021	633
October	2020	622
July	2020	578

3.1 COHORT

Source Virtual School Data 20 June 2021
Cohort Table by Key Stages



3.2 SEND



The Sunderland SEND cared for children school age population (Reception – Yr13) in total is 223 (SEND Support + EHCP).

- 42.5% of the cared for school aged population have an identified SEND.
- 138 or 26.5% receive SEND support in school with some support of external agencies. 64% male, 36% female
- 85 or 16.3% receive more intensive support due to having an EHCP. 79% are male 21% female
- 66 or 78% of those with an EHCP attend specialist educational provision in Sunderland and out of area.
- 27 or 32% with an EHCP are educated in specialist provision out of the area
- 6 or 7% with an EHCP are educated in schools with an ARP
- 2 or 2% with an EHCP are educated in Alternative Provision
- Compared with national data (LAIT 2019) we do not have as many cared for children with EHCPs as other similar authorities. However, our SEND support (K) is higher than the national figure. The reason behind these figures is currently being explored with schools and the SEND Service.
- Primary Need for those identified as in need of SEND support (national data in brackets):

SEMH	32%	(47%)
MLD	25%	(20%)
Communication and Interaction (ASD)	5%	(12%)
- Primary Need for those with an EHCP (national data in brackets);

SEMH	49%	(40%)
Communication and Interaction (ASD)	14%	(12%)
Communication and Interaction	18%	(10%)

The number of EHCP for cared for children is less than that nationally. An exploration of those currently receiving SEN support will take place to ensure that a move to an EHCP assessment is being considered where appropriate. This will be done in discussion with schools and when the EPEP is being completed. The EPEP meeting will be aligned to SEN Support Plan and EHCP reviews as much as possible to ensure consistency and to reduce the need for separate meetings but also ensuring compliance with statutory timeframes.

Further work with schools will focus on the gender difference and timeliness of SEND identification and assessment and this will be done directly with and through training of DTs and SENCOs.

Predominantly boys are more likely to have an EHCP than girls, we need to consider if girls needs are being fully met. SEND identification and EHCPs tend to increase towards the later stages of KS2 and KS3. Work is currently being done to determine how this correlates with when a child becomes cared for and the period leading up to this decision i.e. when a child may have been a child in need (CIN) or had a child protection plan (CP) and whether their SEND needs were identified during this period.

3.3 Ethnicity (current)

ETHNICITY	NUMBER	%
Asian Or Asian British Any Other Asian	3	0.5
Asian Or Asian British Bangladeshi	3	0.5
Black Or Black British African	4	0.7
Black Or Black British Any Other Black	3	0.5
Gypsy/Roma	3	0.5
Mixed Any Other Mixed Background (White & Any Other)	10	1.7
Mixed White & Asian	8	1.4
Mixed White & Black African	3	0.5
Mixed White & Black Carribean	1	0.2
Other Ethnic Group - Other	6	1
White Any Other White Background	6	1
White British	543	91.5
TOTAL	593	

Nationally the figure is 74% white and 7% Black or Black British. The remaining categories are similar to Sunderland. This data reflects that of Sunderland's population demographic where 93.6% are White British.

4 Progress and Achievement

There will be no nationally reported data for any of the key stages in 2021. The Virtual School will collate the outcomes (teacher assessment) for Key Stage 4 once published.

Progress and achievement at individual child level is monitored termly through the EPEP.

5 Attendance and Absence monitoring

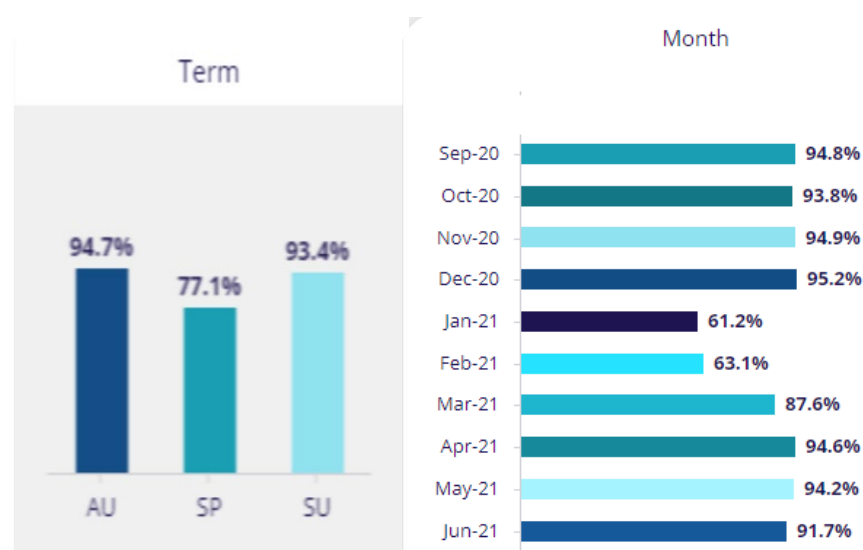
Autumn Term 2020	ACTUAL	94.9%
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Spring Term 2021 up to March 4 th 2021		
attendance	60.9%	(40% nationally all SW)
authorised absence	38.4%	remote learning
pupils full time	57%	230
pupils fully remote learning	24%	101 of cohort (416)
blended learning	21%	85

Spring Term 2021 March 8 th up to 23rd March 2021		
Primary	99% returned to school	93% national
Secondary	96% returned to school	87% national
Current attendance overall	93.2% actual	90% national

SPRING TERM 2021	ACTUAL	77.1%
Please note this is the overall attendance figure which takes account of lockdown 3 attendance and authorised absence (remote and blended learning) during this period.		

WELFARE CALL ATTENDANCE DATA COLLECTION 2020/2021



The Virtual School monitors attendance daily through Welfare Call and contacts carers to ensure attendance at school is a key priority if concerns arise. Analysis of the detail behind the data occurs termly and virtual school staff work closely with schools, carers and social workers to ensure attendance is improved.

6 Suspensions and Permanent Exclusions

Spring Term 2021			
Permanent Exclusions	0	0	0
Fixed Term (Suspensions)	27	51.5 days	20 children

5 Cared for Children received more than 1 exclusion

2 are in residential homes

17/27 have had more than 3 placements

14/27 in area

4 EHCP (specialist provision)

2 SEND Support

9/27 are currently out of the area

1 EHCP (specialist provision)

3 SEND Support (2 EHCP assessment current)

The Virtual School works closely with schools, carers and social workers when suspensions occur to understand the antecedents and to ensure appropriate support and plans are put in place to prevent further suspensions. This includes the use of the SEND ranges to ensure needs are identified and resources are put in place, but also referrals to other agencies are aligned such as CYPS, CAMHS for example. The EPEP should include targets related to any social and emotional or mental health needs.

7 EPEPS

Phase	Total CfC	Statutory Compliance (within 6 months)	Green	Amber
Statutory	417	99%	362	60
Post 16	71	99%	28	0
Early Years	52	77%	32	8

Quality assurance has been a key area of focus this year. Each section of the EPEP is assessed and this is fed back to schools using a RAG rating. If there are concerns about the quality of the EPEP a meeting is held to consider how it can be improved. Virtual School staff are also involved in moderation exercises to ensure a consistency of judgements. This will be expanded in future training with Designated Teachers.

8 CURRENT COHORT INFORMATION – OFSTED CATEGORY

CATEGORY	TOTAL E Y - KS5	%	PRE	PRE %	Primary	Primary %	Secondary	Secondary %	KS5	KS5%
Outstanding	70	14.3	14	26	20	10.2	29	14	7	2
Good	322	66	39	72.2	163	83.2	102	50	18	52
Requires Improvement	63	13	0	0	10	5	43	21	10	29
Inadequate	35	7	1	1.9	3	1.5	31	15	0	0

80.3% of cared for children were in good or outstanding schools.

As stated in previous Board reports we do not automatically remove a cared for child from a school who goes in to a Requires Improvement or Inadequate category. The Virtual School does initially check the OFSTED report to see what is said about the performance of vulnerable children and what is reported in the “Behaviour and Attitudes” and “Personal Development” sections. Another check is how closely the curriculum matches the needs of the school population “that it is ambitious and designed to give all learners, particularly the most disadvantaged the knowledge to succeed in life”.

If a child is seeking admission to school, we fully expect that the child would be admitted to a good or outstanding school. The EPEP is also used to monitor progress and achievement on a termly basis.

9 PARTNERSHIP WORKING

To be an effective Virtual School partnership work is essential. The school has ensured membership of key groups which include;

- Secondary HT Primary HT Special School HT
- Behaviour and Attendance Partnerships Primary and Secondary
- Vulnerable Pupils Panel External Placements Panel
- SEND Panel Children with Complex Needs
- Corporate Parenting Board Social Care Team meetings
- North East Virtual School Head Teachers (Chair)
- National Association of Virtual Schools (Board Member)
- Previously Looked After Forum

10 FINANCIAL IMPLICATIONS

Pupil Premium Grant will be fully utilised in support of improving educational outcomes as expected by the DFE Grant conditions. The local authority receives £2345 per cared for child. Schools receive £1800 per cared for child annually (paid termly to schools) and the Virtual School retain £445 per child. School directly receive £2345 per previously cared for child (adopted, Special Guardianship Order and Child Arrangement Order) if schools are aware and have included the child on their January Census returns.

Centrally retained funding is used for:

Tutors	Alternative Provision	On-line learning
121 tuition	Transport	Premises
Salary Costs		
Welfare Call (attendance, exclusions, Analytics and EPEP)		
Education Psychology reports		

11 BACKGROUND PAPERS

None

12 CONTACT

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