Cambridgeshire Virtual School Annual Report 2023-2024

Annual statement from the Children in Care Council:

Education is such a big part of our lives, so it's really important that we feel safe and settled in our schools and colleges. We spend more time in school than anywhere else, so having a positive environment and reliable support network absolutely helps us to feel encouraged and able to achieve our goals. We've shared our views and ideas about how to improve education for children in care, and we know the virtual school are working with our schools to improve the support and experiences for everyone.

Annual statement from the Chair of the Virtual School Management Board:

The investment made by the council in the virtual school is realizing important results, as exemplified in this report and acknowledged in the ILACS Ofsted report. This is a consequence of the hard work and dedication of Claire and the team, and the young people & practitioners they support. The report shows that this dividend extends beyond improving sector outcomes – which we need to accelerate & sustain – to the transferable specialist knowledge, skills, and creativity so needed to address similar areas of need. As a Board it remains a privilege to play our part as challenge-partners in supporting this journey in multi-stakeholder system improvement.

Andrew Read

Annual statement from the Service Director Education:

The Virtual School is central to achieving our ambitions for all children and young people through our Council wide commitment to 'Inclusion for All'. Applying an innovative approach, working with our key partners with a rigorous analysis of need and support; the virtual school champions children to enable them to thrive by removing the barriers to education.

Sarah Callaghan

Annual statement from the Executive Director of Children, Education and Families:

Cambridgeshire Virtual School support all of our children to reach the best of their potential. They support them to be ambitious about their futures and advocate for them when they need support. Our Council Ambition for "Children and Young People to have the opportunity to thrive" is embodied by the staff of the Virtual School who work to ensure that all children have access to the right education and training and all the choices that that can bring as they grow into adulthood.

Martin Purbrick

Content

Context

The report provides an evaluative account of the work of Cambridgeshire Virtual school from September 2023 to August 2024 informing the priorities for the next academic year.

[Here is a link to a video which introduces the work of the virtual school](#)

[Here is a link to the Children and Young People's Annual Report](#)

The report encompasses the following cohorts:

- Children in care
- Children previously in care
- Children with a social worker

From September 2024 the virtual school has an additional responsibility for children in kinship care.

Contextual information for Cambridgeshire Virtual School children in care includes:

- The children in care cohort has continued to see annual average increases (2022-2023: 590, 2023-2024: 620).
- There continues to be a higher proportion of Cambridgeshire children in care educated outside of the local authority than nationally (Cambridgeshire: 50%/National: 44%).
- Average numbers of children within early years (25), statutory school age (397) and post-16 (197) have remained consistent with previous years.
- The ratio of female (232) to male (386) remains in line with previous years and national figures.
- There continues to be 50% of the child in care cohort with special educational needs. This is divided between EHCPs (198) and SEND support (112). This tracks slightly below national children in care data (52%).
- The average number of unaccompanied asylum-seeking children has continued to show a year-on-year rise (2022-2023: 102, 2023-2024: 118) with fluctuations within year.
- The virtual school supported 174 children who became new to care this academic year, divided between early years (13%), primary-aged (38%), secondary-aged (34%) and post-16 (16%). 22% were unaccompanied asylum-seeking children.

A full breakdown can be found in [appendix 2](#).

In line with statutory guidance, the virtual school provides advice and information upon request for all children previously in care attending a Cambridgeshire education setting. This year there has been:

- An increase in overall requests for advice and information (2022-2023: 270, 2023-2024: 288)
- A relatively equal number of requests from education settings (100), families (91) and county council officers (97).
- The most common requests related to understanding: pupil premium plus (53), special educational needs (23), care status (required by the Local Authority for releasing early

years funding) (23), fetal alcohol spectrum disorder (37) and support when there is disruption to education (17).

> *'Thank you so much, I am incredibly grateful for all the help, thank you! I have taken on board all you suggested … I didn't think of adding early life experience but you're absolutely right. I added speech and language and xx to list of professionals as she has spoken to them on our behalf and speech and language visited the setting…. I'll take a look at the document you sent through now and give this to Preschool tomorrow.'*
> Adopter feedback following advice and information provided.

The virtual school continues to provide a strategic response for all Cambridgeshire children supported through a child in need or child protection plan within the last 6 years. There were 6591 within this cohort in Cambridgeshire over this year.

In addition to the distinct response for each cohort, there are common themes which impact their educational outcomes. All cohorts have experience of adverse childhood experiences and disparity in attendance and attainment as documented in the child in need review:

> *'children who have needed a social worker do significantly worse than others at all stages of education. Those on a Child in Need Plan or Child Protection Plan are almost as likely to do poorly as Looked After Children… Poor educational outcomes persist even after social work involvement ends'*
> Review of children in need - GOV.UK (www.gov.uk)

A priority of the virtual school has been to consider how to improve outcomes for all cohorts across all facets of virtual school work. This includes:

- Delivery of training which promotes an inclusive and relational whole school approach (113 education settings).
- Delivery of training to school and social care colleagues on all cohorts (over 500 professionals).
- Advisory work which includes data and discussions on children in care and previously in care (152 meetings for children new to care, 172 introductory meetings and 219 advisory meetings).
- Working closely with MAT Corporate Leadership Teams to inform their priorities and actions for all cohorts (10 MATS, impacting on 204 schools).
- Advice, support and challenge for professionals.

In March 2024, there was an inspection of local authority children's services within Cambridgeshire. The work of the virtual school was evaluated and celebrated as a strength.

> *'The virtual school, supported by a knowledgeable management board, fosters strong working relationships with schools and multi-academy trusts. They have committed to ensuring that every child has access to a quality education. This collaborative approach has supported a decrease in the numbers of children in care being excluded from school.'*
> OFSTED 2024, p.7

Significant financial challenges for Cambridgeshire County Council mean that from April 2025, Cambridgeshire County Council will be funding the virtual school head position, which is a statutory responsibility and an additional £106,000 of core funding. This represents a 62% reduction in core and DSG funding over the last three years.

As the virtual school navigate increased responsibility with reduced financial availability, there is a determination not to compromise the progress which has been made towards the virtual school vision the county council ambition 7 and Our CARE values .

The virtual school is entering the second year of using the Education Endowment Fund's implementation plan to structure the development journey. The subsequent sections of the report link to each implementation plan. This year, impact analysis groups will be introduced. The groups will act as a 'critical friend', analysing progress towards outcomes. This means limited virtual school capacity will always be directed to where there can be the greatest impact.

Improved attainment of children in care

Here is a link to the improved attainment implementation plan

Cambridgeshire Virtual School has continued to work towards the long-term goal of reducing the attainment and progress gap between Cambridgeshire children in care and all children. Attainment data is currently unvalidated and therefore should be treated with caution. It should also be noted that for some cohorts, numbers are too small to be statistically meaningful. A full breakdown of data is available in appendix 3.

Early Years: There are no eligible learners in the cohort. Despite a small improvement in the number of learners achieving 'good level of development', there remains a persistent gap in achievement.

Phonics: Outcomes show that none of the eligible cohort of 6 learners were working at or above standard. 38% (7) of the whole cohort (18) achieved the expected standard. This is lower than last year (71%). However, this should be considered within the context of the individuals within the whole cohort: 4 learners have an EHCP, 1 has an EHCP application in place and 6 have identified SEND support. None of the learners achieved 'good level of development' at the end of their early years stage. Following the performance last year, the virtual school educational psychologist analysed each child's profile and considered themes which resulted in the creation of active learning resources. These have been piloted this summer.

Key Stage 2: There has been an increase by almost 10% in the number of the eligible cohort who have achieved reading, writing and maths (2022-2023: 30% / 2023-2024: 39%) with an additional learner receiving a scaled score of 99 in both reading and maths.

Key Stage 4: 38 of 72 year 11 learners were entered for GCSEs this year. 34% (13) of these achieved grade 4+ in both English and maths which is comparable to last year. 47% (18) achieved a grade 4+ in maths and 47% (18) achieved a grade 4+ in English. The virtual school is supporting 3 learners to have their English and/or maths scripts remarked.

Additionally, 7 students achieved ESOL qualifications, and 5 students completed entry level qualifications.

The context for the 22 learners who did not take any formal qualifications:

- 3 UASC learners who are new to the country and came into care in June or July 2024.
- 2 UASC learners who were not ready to sit exams following placement moves but are on-track to attend ESOL provision at college.
- 2 learners unable to sit exams due to significant mental health difficulties.
- 6 learners who, despite multi-agency support, have been unable to engage with an education offer due to complexity of context and need.
- 3 learners who had recently re-engaged with offers of education, but were not yet ready to sit exams
- 2 learners who refused to sit exams.
- 3 learners with profound and complex needs who were not entered for exams but are attending well-matched specialist education.
- 1 learner who has been uncoupled from their chronological year group and so is on-track to sit exams next year.

32% (23) of this cohort have an EHCP with 8 attending special schools.

Key Stage 5: 12 learners in year 13 have completed level 3 qualifications this year and 7 of these are moving into Higher Education (58% conversion rate). Destinations include York University, Birmingham Institute of Music and Portsmouth University.

Overall, the results for learners open to social care within the last 12 months are lower than the children in care cohort but in-line with the national trends. The validity of this data is improving following a Cambridgeshire County Council drive to ensure 'unique pupil numbers' are included within social care data returns.

This year the virtual school has been exploring how GL assessments can be utilised to inform provision and enable more accurate target setting for learners not enrolled in schools. Feedback demonstrates how this has supported next steps for learners:

'The assessments, in their different format, really supported her tutor to set out her teaching styles and to work on strengthening XX's verbal skills. She appreciated seeing how she was an 'all-rounder' in her learning with a little more strength in non-verbal processing skills.'

'His GL assessment confirmed strengths in his literacy skills which encouraged the school to put him forward to follow the English language and English literature GCSE pathway. It did confirm that he was less secure with mathematical skills so that supported the route of functional skills for maths'

'Results confirmed strengths were mathematical skills and that his weaker areas were within literacy. This led onto a discussion about exam adjustments so school will be carrying out a review of what adjustments he may need in September when he starts his GCSE courses'

The virtual school now plans to use these assessments for all year 9 and 10 learners who are missing key stage 2 data due to Covid. This information will be used to inform their key stage 4 targets and create personalised support strategies to help fill any learning gaps. GL Assessments will also be considered in the 'new to care' process when key data is missing.

Personal Education Plans (PEPS) and Pupil Premium Plus (PP+)
The Personal Education Plan is led by the school, with attendance from the social worker, carer, and engagement with the learner according to their wishes. The virtual school quality assures every PEP. Each section is rated (red, amber, green, or for some sections, gold) and feedback provided.

This year, a thematic audit has been piloted to determine the success of learner voice being integrated throughout the PEP. Colleagues from social care and the wider education directorate contributed to the audit, which showed an improved understanding of the learner through greater inclusion of their voice. It highlighted the need to develop a process to ensure there is consistency in follow-up on wellbeing concerns. Additional questions have been added to the PEP and wellbeing has been built into response following quality assurance. Owing to the success of the audit, bi-annual thematic audits are planned for the 2024-25 academic year. An exemplar PEP can be viewed in appendix 4.

The quality assurance process enables the identification of follow-up actions to encourage improved outcomes for learners whilst also informing virtual school development priorities. This academic year, PEP quality assurance has led to 310 additional meetings reviewing response to attainment and progress and 167 meetings related to other aspects of the PEP content, including queries around well-being.

The latest review of Personal Education Plans (PEPs) shows that there has been a 25% increase in the inclusion of attainment data. This correlates with the virtual school's increased focus on attainment and progress and has enabled the following response:

- During the autumn term review, 135 learners were found to lack either appropriate targets related to achievement or were missing data. The virtual school followed up and allocated additional funding where needed to secure improved outcomes for learners.
- By the spring term, this number reduced to 108 learners, 36 of which corresponded with learners from the autumn term. By the summer term, it was further reduced to 75 learners, with only 8 students repeated from the spring term.
- The virtual school is now closely working with the 6 schools involved for these 8 learners. All these schools have made improvements, and all necessary achievement data is now included. The team is helping the schools to ensure that the goals set for learners are appropriately challenging and that all required information is included. 5 of these schools are outside the county and are receiving advice and support from the virtual school.
- By the end of the academic year, of the statutory school aged learners identified in the autumn term, 29 were still making 'below expected progress' in some or all areas. These students all had lower than average attendance, 11 have an EHCP or an EHCP under assessment, 5 are or have been in alternative provision this year and 5 have had school moves. The PEPS of these learners were further scrutinised to identify common themes over the academic year. The learners in key stage 1 and 2 were better supported through

the desirable outcomes as these targeted their attainment and progress needs alongside their wellbeing. Often, the quality of the PEPs showed a deeper understanding of the learner.

- The designated teacher induction training has therefore been updated to place more emphasis on learner achievement and progress and the importance of accurate target setting. Effective use of pupil premium plus funding will also be discussed at the designated teacher refresher course in September 24.

PEP quality assurance has shown a slight discrepancy between in-county and out-of-county settings, particularly with the quality of desirable outcomes. Of the 66% rated as green or gold, 40% were from Cambridgeshire settings and only 26% from out-of-county settings. The virtual school now has a clear, defined risk assessment process in place for each out-of-county school to ensure appropriate support is being provided to these settings.

Social worker average attendance at PEPS for this academic year is 76%. The virtual school continue to advocate attendance at PEP meetings. The PEP champion, alongside the deputy head teacher, meets termly with social care service and team managers to discuss the PEP data and use this information to inform service priorities and actions. Evidence suggests that attendance and successful completion of the PEP have again been impacted by social worker turnover and a high number of agency social workers. Senior leaders are working hard to address this. The PEP champion intends to mitigate this next academic year by directly supporting the 24 Social Workers whose PEPs were consistently rated red. Due to the significant amendments to the PEP and the inclusion of an additional tab for social workers to complete for our post-16 cohort, the virtual school is not able to make comparisons with regards to PEP ratings.

The full PEP quality assurance ratings can be reviewed in appendix 5.

Where pupil premium plus (PP+) is requested by education settings it must be evident through the PEP how the money will support progress towards clearly identified desirable outcomes and be in accordance with the virtual school PP+ policy. Where this is not the case requests for PP+ will be declined. As requests for PP+ are bespoke to the needs of the learner, expenditure is varied. This year PP+ has facilitated: 1:1 tuition, access to specific resources to enhance curriculum learning, access to additional/enhanced learning resources and contributions towards residential trips and visits. The virtual school continues to support access to IT for all Cambridgeshire children in care where it is required to support access to and engagement with education. Due to increasing laptop costs consideration is being given to alternative funding mechanisms for next academic year.

The virtual school has used retained PP+ funding for the rental of the virtual reality headsets to continue to provide recovery through relationships core and modular training.

OFSTED Ratings

A priority for this academic year has been developing a clear process to ensure all learners on the virtual school roll are attending schools that are OFSTED rated good or better. Where this is not the case, there is a robust procedure to evidence the rationale for remaining or moving schools. As of May 2024, 86% of the schools attended by our learners were rated good or outstanding. Throughout this academic year, we have provided extensive support to 12 different schools that were rated less than good while our learners were attending.

Where it is agreed that a learner should stay, an advisory meeting with the designated teacher and any other relevant leaders from the school and Multi-Academy Trust (MAT) is held promptly to understand the progress being made to address the Ofsted findings. Ongoing monitoring includes reviewing the student's work, holding regular impact meetings, and monitoring learner's progress and achievement. Where significant concerns have been raised, collaborative visits with SEND Access to Resource Team have taken place to quality assure provision and safeguarding procedures. In total there have been 6 school moves because of the OFSTED ratings process. For the 8 schools where learners are still enrolled, we are working closely to ensure their education is well-matched and appropriate through enhanced advisory work.

Springboard

The virtual school continues to work alongside the Royal National Children's Springboard Foundation to support placing Cambridgeshire children in care in independent schools.

Year group	Year 7	Year 8	Year 13	Total
Number of Cambridgeshire children in care accessing independent settings	2	2	1*	5

*Received an unconditional offer from BIMM university to study song writing.

Feedback from learners engaged in the programme:

> *'I found it exciting! I kind of knew why I was going to a different school [to my friends]. I knew I had a say in whether to go or not.'*

> *'Now I've got 8 best friends and have their phone numbers so I can see them in the holidays'*

> *'The holidays are too long. I like school!'*

Feedback from carers includes:

> *'It's a wonderful opportunity and is aspirational for the children. It makes the transition to university much easier'*

> *'He has higher aspirations than he did previously and he's already saying he wants to stay on for 6th form. The careers guidance is really good.'*

> *'I have excellent communication with [the DT] and that's been so helpful, especially when he was settling in. She went over and above to make sure he was ok'*

> *'The smaller classes enable him to engage. He gets more attention. The school's ethic is great and he has stepped up to meet expectations. It's like a big family there'*

In September 2024, 2 further Cambridgeshire children in care will be starting their journey under the Springboard umbrella: one in Year 7, and another student who will be starting their 6th form studies as a weekly boarder at a state boarding school.

The virtual school is supporting the matching of 7 further learners with independent schools for a September 2025 start.

Access to timely and well-matched education

[Here is a link to the timely and well-matched education implementation plan](#)

In-line with the national complexities in supporting children in care moving between local authorities and shortages in specialist provision, there continues to be Cambridgeshire children in care awaiting an education placement outside of the statutory 20-day timescale to secure a school following a home move.

The virtual school continues to work towards ensuring that all Cambridgeshire children in care have full access to their entitlement to full-time, well-matched education, in a timely manner.

> *'A big thank you to yourself and the [wider] virtual school for the assistance in helping to bring together school, the LA, social care, carers and of course the VS themselves in creating a clear and purposeful team around the child…This makes a significant difference to the workload for the school staff and most importantly the effectiveness of working together and a positive outcome for the young person'*
> Deputy Head: Cambridgeshire Secondary School

From September 2024, the structure of access and inclusion work will be adjusted to better support key transition points.

Full data sets for the sections below are provided in [appendix 6](#).

Attendance

In the 2023-2024 academic year, there has been an improvement in attendance for all key stages for Cambridgeshire children in care compared to previous years. Notably there have been significant improvements for key stage 4 (16%), which aligns with the virtual school's work on improving outcomes for this cohort.

To improve attendance, the virtual school leadership team now conducts attendance reviews every term. They carefully examine the attendance records of all school-aged children in care and address any concerns by assigning appropriate actions and following up as required.

For those on a child protection or a child in need plan, overall, persistent and severe absence levels are above the national average.

School moves

The virtual school has a responsibility to support every Cambridgeshire child in care who requires a school move (2023-2024: 112 school moves). Collaboration with Cambridgeshire Social Care has resulted in stronger evidence of the virtual school being informed and involved ahead of a planned placement move, through attendance at a weekly multi-agency panel meeting.

The virtual school also sits on the monthly care planning panel, in which care planning themes are explored with social care leaders. One theme provided evidence that when children return home to parents, engagement with education typically reduces. This has led to increasingly creative approaches ahead of a return home, such as social care supporting a robust alternative provision package for one young person until their EHCP was finalised.

Temporary Reduced Timetables and Alternative Provision

Nationally, as recognised by the Children's Commissioner in 'Looked after children who are not in school', increased numbers of children are accessing alternative provision whilst awaiting a well-matched education setting or as part of a well-matched 'education other than at school' offer.

To improve virtual school oversight of statutory school-aged Cambridgeshire children in care accessing a temporary reduced timetable or alternative provision, a bespoke section has been added to the PEP to ensure rigorous assess, plan, do, review cycles for learners' re-integration. Completion is co-ordinated by the virtual school. It has been shared as a model of best practice with the Eastern Region Virtual School community. See appendix 7 for this section of the PEP.

Permanent Exclusions

The number of permanent exclusions for Cambridgeshire Children in Care remains at 0.

For those on a CP or CiN plan, there were 4 permanent exclusions, which is below the national average.

Suspensions

The numbers of suspensions for Cambridgeshire children in care have continued to decrease from previous years (2022-2023: 6% decrease, 2023-2024: 9% decrease).

For those on a CP or CiN plan, the number of suspensions is above the national average.

Special Educational Needs & Disabilities (SEND)

To inform the virtual school's strategic response to the high numbers of Cambridgeshire children in care with identified SEND, a SEND Power BI dashboard has been developed. This enables analysis, tracking and informs response.

In the 2023-2024 academic year, a member of the virtual school has taken on the role of SENCO to drive forward developments for Cambridgeshire children in care with SEND.

This is in response to:

- EHCPs for Cambridgeshire children in care not being consistently updated within statutory timescales.
- EHCPs not always accurately reflecting the updated needs of the learner.
- Difficulties in securing well-matched education for Cambridgeshire children in care who move when EHCPs are not updated or reflective of the learner.

Targeted work for 2023-2024 includes:

- Chaired 29 EHCP annual reviews for Cambridgeshire children in care not on a school roll, experiencing complexities in education or at home, post-16 and NEET. These children and young people all now have an EHCP updated within statutory timescales, reflective of need and supportive of next steps.
- Supported the parental or school applications for EHC Needs Assessment for 20 Cambridgeshire children in care.
- Supported transition to an independent special school which stabilised a home.

See [appendix 8](#) for an impact report on the role of the virtual school SENCo.

Post-16 provision and outcomes

[Here is a link to the post-16 provision and outcomes implementation plan](#)

The virtual school has increased the opportunities offered to young people through adding a level 6 career lead. Opportunities have been collated to produce a comprehensive 'opportunity file'. The virtual school team utilizes the folder to identify opportunities that might benefit the learners they are working with. Opportunities have included:

- **Cambridgeshire County Council work experience programme:** 14 learners attended the weeklong work-experience which saw them work alongside a variety of departments (9) including Human Resources and Highways. 100% of attendees would both recommend the experience and felt that it improved their confidence in meeting new people.

- **Firebreak:** 7 young people graduated from the Firebreak programme achieving 2 AQA awards. Those identified to attend had voiced through their personal education plan a future aspiration to work in uniformed services.

- **Spring forward higher education mentoring program:** 5 learners have been matched with independent Higher Education mentors.

- **Anglian Ruskin University visit:** 7 learners were supported to attend a targeted university visit at Anglian Ruskin University. All these young people have subsequently made applications to universities.

- **John Lewis Partnership work experience:** 4 learners were supported to secure a 3-day placement at Waitrose and John Lewis. If learners wish to apply for an advertised role at John Lewis, they will now be considered for employment without the need to interview.

- **Sutton Trust High Education Mentoring Programme:** 1 learner was identified for this. They have successfully engaged with a year-long programme specifically targeted at those aspiring to complete veterinary medicine.

- **Lumina:** 1 learner accessed tutoring and mentoring.

Not in Education, Employment of Training (NEET) offer

Owing to the number of post-16 children in care not in education, employment and/or training the virtual school has developed a strategy to supplement local offers.

- All those NEET are now supported to complete a current situation survey (20 have been completed this academic year). The survey is used to inform personal education plan meetings ensuring young people's voices are underpinning their plans.
- The virtual school now chairs all NEET PEP meetings in recognition that the learners don't have a Designated Teacher. This has significantly improved the quality of NEET personal education plans as identified through PEP quality assurance.
- All those identified as NEET now benefit from the opportunity to attend half-termly career carousel sessions, led by the virtual school careers lead in collaboration with other professionals. Topics this year have included: 'how to create a winning CV', 'exploring your

dream job' and 'apprenticeships'. Sessions have been attended by 29 NEET young people.

Whilst the number of post-16 young people has remained stable (averaging 30), there is evidence of improved engagement in activities and meetings amongst this cohort. A priority of the upcoming academic year is to ensure there is quantifiable evidence from this work's impact.

Post-16 Pupil Premium Plus

Cambridgeshire Virtual School was allocated £78,196 for the academic year 2023-24. This was the first year the virtual school received this funding. A statement of intent was created in Summer 2023 outlining how this money would be spent. This funding has enabled:

- **An extension to our career, education, information, advice and guidance provision** through the appointment of a level 6 careers advisor. 1:1 sessions have been provided for 6 identified learners in addition to on-going ad hoc advice and guidance for professionals and young people as requested. This support will be formalised this year through a scheduled weekly trouble-shooting session.

- **Additional vocational courses aligned with learners' aspirations**. This has supported post-16 learners who are not in education, employment or training to gain qualifications. 8 have completed additional accredited courses which have included the CSCS card, protective dog handling and lash/nail technician.

- **Targeted work experience opportunity.** 14 learners benefited from a week's work-based placement within Cambridgeshire County Council.

- **1:1 Tuition.** 9 learners have benefited from tuition. 7 for support with English and or Maths including support for GCSE resits and 2 learners on level 3 pathways for subject specific support.

- **Unifrog.** The virtual school has invested in Unifrog, a platform that supports learners to explore careers and higher education pathways. The platform has been used to inform a variety of aspects of virtual school work including enhancing careers education for those that are NEET. Two multi-academy trusts are also being supported to explore how secondary schools can use this tool to enhance the careers education of all young people known or previously known to social care. The virtual school will report on the outcomes of this project next academic year.

Towards a relational and trauma informed Cambridgeshire

Here is a link to the towards a relational and trauma informed Cambridgeshire implementation plan

The virtual school has successfully collaborated with a range of partners to further the Cambridgeshire County Council's ambition to become relational and trauma informed through:

- Training 65 schools (in collaboration with District SEND).
- Training 19 early years settings (facilitated by the Early Years and School Readiness Service).
- 24 settings attended the modular training (in collaboration with District SEND).

- 129 Cambridgeshire County Council officers accessed core training. Delivered during the school holidays to maximise use of the virtual reality headsets.
- Training Anglian Learning Multi-Academy Trust senior leaders and advisors within Ely Diocese.
- Training teams within the county council, including: RAAPs, corporate parenting teams and the clinical team.
- Recovery through relationships has been incorporated into the approach used within the enhanced resource bases (facilitated by district SEND).
- Delivered a workshop showcasing Recovery Through Relationships at the Eastern Region Educational Psychology Conference (in collaboration with district SEND).
- Completed a year-long project with The Cavendish School. This considered developmental trauma alongside school-based trauma. The school was recently rated outstanding by OFSTED. The head teacher believes this work contributed to the outcome. A project evaluation can be found in appendix 9.
- Supported adaptations to the training for adopters, carers and guardians, promoting consistency of core concepts and language (in collaboration with the Regional Adoption Agency and fostering).

This has led to:
- An increase in awareness of the impact of trauma. Following the training the most common feedback from schools was: *'increase/reinforce knowledge in trauma to understand children experiencing trauma (including their behaviours/emotions, triggers/challenges, needs, the impact of Trauma on their development, and their lived experience.'*
- An increase in understanding of how to respond. The second most common benefit of the training has been cited by participants as *'to learn about how to support children with trauma, including how to communicate and interact, approaches, strategies, resources, PACE and how to put in practice the 3Rs'.*
- A further significant benefit has been cited as *'having an opportunity to reflect on own practice and with colleagues.'*

'I would like to extend my thanks to you all for the superb training we received on Tuesday 17th. All staff agreed that it had been the best professional development they had, had for a long time. It was extremely powerful and so relevant to many of the children we work with.'
    A Cambridgeshire school following the core training

'I have only had positive feedback from the training and sessions so far. Staff have enthusiastically embraced calm boxes and we have used 'Widgit's' to create reflective behaviour communication booklets for both positive pro-social behaviours and negative behaviours for use across the school. The children have said that they are great to help when they are emotional and don't want to find words for feelings. Big thanks all round from XXX on your push to get us all trauma informed.'
    A Cambridgeshire school following the modular training

A priority for the next year is to better capture the long-term impact of the training. District SEND have incorporated questions into their link work with schools to support this. The virtual school are using the designated teacher refresher course to share good practice on developing effective trauma informed school approaches to fully understand the needs of the virtual school cohorts and how to support them to be successful at school.

Over the next year, the virtual school will host a multi-agency convention, promoting collaboration and a unified approach towards a relational practice. In addition, a relational toolbox is being developed and will be rolled-out. This will make use of AI to provide activities building on core concepts explored within the recovery through relationships training. A further exciting development is a project with Anglian Learning, to develop a multi-academy trust wide approach to relational practice.

FASD

Over the academic year 2023-2024, the Virtual School have delivered FASD training to:

- 20 education settings (primary, secondary and post 16). This included 7 revisits, where settings valued the training and asked for it to be repeated for another group within the school e.g. teaching assistants.
- Various teams and agencies, including the Regional Adoption Agency, adoption panel members, Independent Reviewing Officer's, the People and Communities team, the Alternative Provision and Inclusion team and all the District SEND teams.
- A mixed audience including professionals across a variety of Cambridgeshire teams, parents, guardian, carers and potential adopters – providing a wealth of discussion, lived experience and support to each other.

Following training sessions, there were 3 requests to meet directly with the team supporting a child to co-create a pupil profile which aligns the FASD strategies and resources to the specific needs of individual children.

The virtual school hosted an FASD webinar, alongside Dr Cassie Jackson, for the national virtual school community. The virtual school took part in a national webinar sharing Cambridgeshire's development journey and the innovative creation of virtual reality content 'unborn child FASD'.

> *'An EP has re assessed Carl. She is really good and very FASD informed. I suspect that this reflects the work that you have been doing in Cambridgeshire. I am attaching the report that she wrote for Carl not really so that you know more about him but look how FASD packed it is. This reflects on the work that you are the team are doing. Please take a bow and pass on the praise to the team.'*
> A special guardian

> *'The initial FASD training delivered to teaching assistants had a hugely beneficial impact on our practice. It raised awareness of the everyday issues facing our young people with suspected FASD. The training enabled us to plan specific strategies to support our students. In addition, a clearer understanding has led to improved approaches for dealing with behaviour for learning for specific students.'*
> A Cambridgeshire secondary school

'From attending the FASD training it has improved my knowledge in this area, helped me to think about the information I then share with people (including schools) and parents, and how it can be shared in a more FASD friendly format but also provided me (and other EP's) with the framework that addresses the 10 Brain Domains when writing my reports along with being able to signpost to the wealth of resources, websites, materials and strategies that you provided in the training. I am now confident to talk about FASD using the appropriate language and to be able to write within reports FASD friendly recommendations even when it is not confirmed FASD but possible. I would be interested in continuing to learn more about key medical research in this area and to use any future Virtual Reality films following the journey of a child with FASD as a way of supporting parents, carers and educators.'
Educational Psychologist

Therapy / Therapeutic

During the autumn, it was noted that several schools had requested therapy that should be considered as part of a robust clinical plan. The virtual school worked in collaboration with the clinical team to develop and lead training to support schools to understand the difference between therapy and therapeutic interventions. The autumn term PEP highlighted 31 schools who required training. Following this, 30 schools adjusted requests and where appropriate, referrals were made to the clinical team. The training has been recorded and continues to a shared as required.

The virtual school's strategic response to the wider cohort

Here is a link to the strategic response to the wider cohort implementation plan

The virtual school has continued to develop its strategic response to its wider cohorts and remained committed to championing the educational attendance, attainment and progress of these cohorts. A priority continues to be improving the quality of data available, as identified through the April 2024 Interim evaluation of the extension of virtual school head's duties, this has remained a national area of challenge for virtual schools. In response, Cambridgeshire Virtual School has now created and is chairing a steering group of leaders from education, social care and business intelligence to ensure more rapid progress towards securing a reliable data set. The virtual school has also sought the support and guidance of Hertfordshire Local Authority who have made significant progress towards this.

The virtual school has worked in partnership with social care leaders to develop bite-size reflective practice sessions aimed at increasing social care's understanding of education whilst ensuring the educational needs of this cohort are reflected within social care planning. 4 training sessions were delivered to colleagues. Topics included: 'attainment and progress' and 'SEND'. Despite social care leaders advocating attendance at these sessions, attendance was lower than desired. In response the virtual school met with the Principal Social Worker to discuss how best to ensure these key messages were disseminated. This has now led to the creation of webinars which are accessible on 'Our Development'. Future training will be set using automatic calendared invites.

This academic year the virtual school hosted the 'Stable Schools; leading change and building futures' conference which encouraged the 122 Cambridgeshire School Leaders in attendance to

reflect on the data shared by the Department for Education Regional Commissioner and consider their role in levelling up learner outcomes within their own settings. Delegates' evaluations evidenced that they found the day informative (mean rating 4.83 out of 5). The quotes below are demonstrative of its impact.

> *'It has certainly made this group more visible in my mind and future planning and reinforced my knowledge about trauma informed approaches to supporting children's behaviour.'*

> *'…It was useful to understand the different groups of children and the implications in terms of attendance and academic achievement.'*

As part of the day, multi-academy trusts and schools were asked to consider and plan their next steps in promoting outcomes for the cohort. They were offered the opportunity to submit an expression of interest to work in collaboration with the virtual school on this. As a result, the virtual school are working in collaboration with Anglian Learning on a project to improve engagement and attendance. Further details can be found in appendix 10.

Despite having over 2500 downloads, the virtual school app, which was launched in March 2023 to provide easily accessible support for Cambridgeshire social care professionals, will be discontinued. This is in response to a reduction in budget. The virtual school remain committed to ensuring professionals are still able to access the information they require to enable them to support our cohorts. All information will now be available through the virtual school website. This includes an updated offer specifically for our cohort of learners known to or previously known to social care.

With specific reference to previously in care, the virtual school has worked in collaboration with Thorndown Primary School to support the development of a locality network group for families of children adopted and subject to a special guardianship order. Over the next year there is a plan to widen this to other localities. The virtual school's educational psychologist worked alongside the previously in care advisor to understand if increasing the educational input where there is increased risk of adoption breakdown could act as a protective factor. Learning from this concluded that although it was a protective factor it necessitated more resource than is available to the virtual school / within the virtual school's remit. All hours were used to support 2 families. As an alternative, the virtual school educational psychologist is offering families and schools the opportunity for a consultation to work through education concerns using a trauma lens. There have been 12 contacts related to 9 children.

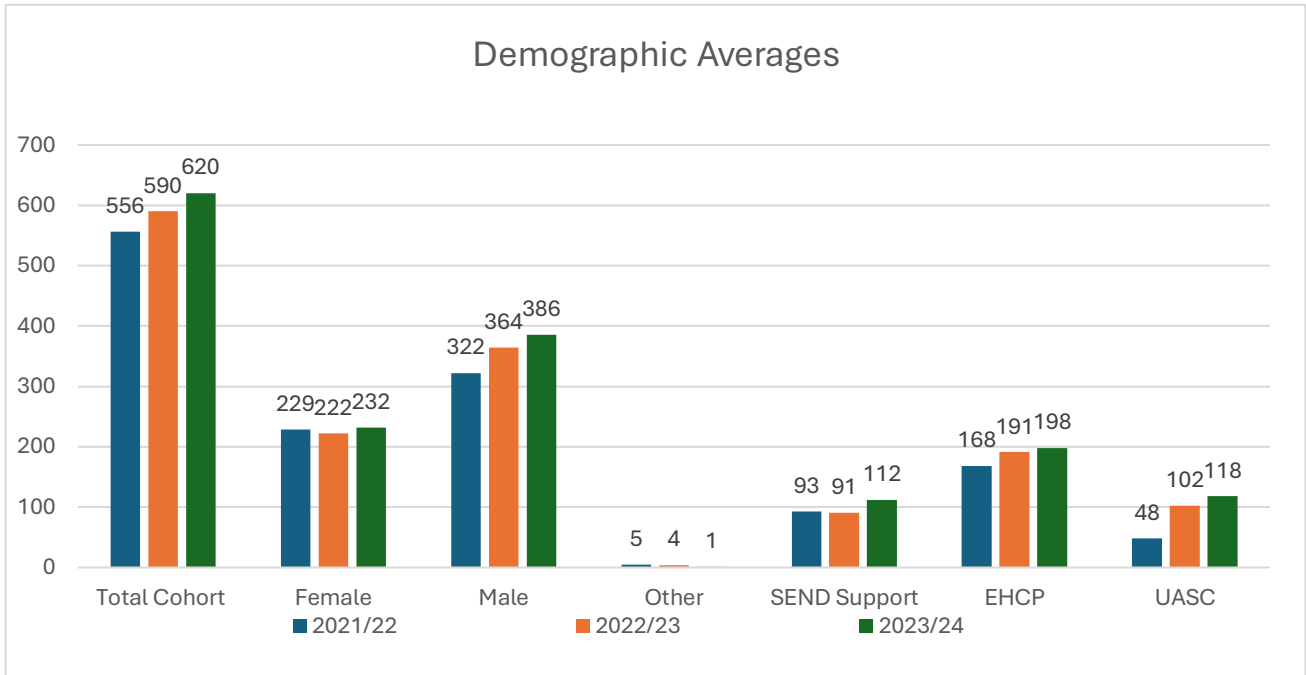The virtual school head is working with the National Association of Virtual School Heads (NAVSH) to influence national developments. This includes linking with Adoption UK, Adopt England and Kinship to create national best practice principles. Additionally, for the first time a main stage presence for previously in care was facilitated at the National Association of Virtual School Heads' conference.

Appendix 1: Glossary of Terms

Acronym	Full Form	Definition
3Rs	Regulate, Relate, Reason	The Three R's (beaconhouse.org.uk)
AI	Artificial Intelligence	Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy.
AP	Alternative Provision	Education outside of school
AQA	Assessment and Qualifications Alliance	A provider of qualifications
ACEs	Adverse Childhood Experiences	What are ACEs and Why Do They Matter? (acesaware.org)
ATAI	Achievement through Access and Inclusion	The virtual school team responsible for supporting children in care's access to and inclusion in education.
CSCS	Construction Skills Certification Scheme	A required qualification for individuals working on building sites.
DT	Designated Teacher	A statutory role in schools. The designated teacher is the lead in promoting education outcomes for children in care and previously in care.
EHCP	Education, Health, and Care Plan	A legal document that sets out a child or young person's special educational, health and social needs and how those needs should be met.
EP	Educational Psychologist	
ESOL	English for Speakers of Other Languages	ESOL courses can include areas such as survival English, functional language, specific speaking and listening skills, and sociocultural information. They often have an element of citizenship training.
FASD	Fetal Alcohol Spectrum Disorder	'FASD results when prenatal alcohol exposure affects the developing brain and body. FASD is a spectrum. Each person with FASD is affected differently. While more than 400 conditions can co-occur, FASD is at its core a lifelong neurodevelopmental condition. All people with FASD have many strengths. Early diagnosis and appropriate support are essential, especially for executive functioning.' (Source: FASD: Preferred UK Language Guide, Seashell Trust/National FASD, 2020)
GCSE	General Certificate of Secondary Education	a qualification in a specific subject typically taken by school students aged 14–16
GL Assessments	General Learning Assessments	Formative assessments to support understanding of where a learner is working, target settings and next steps.
GLD	Good Level of Development	This is the national benchmark for children at the end of the Early Years Foundation Stage (aged 5).
KS1	Key Stage 1	Early Years Foundation Stage = Age 0-5, Pre-school, Nursery and Reception
KS2	Key Stage 2	

KS4	Key Stage 4	Key Stage 1 = Age 5-7, Years 1 and 2.
KS5	Key Stage 5	Key Stage 2 = Age 7-11, Years 3-6
		Key Stage 3 = Age 11 – 14, Years 7-9
		Key Stage 4 = Age 14 – 16, Years 10 and 11
		Key Stage 5 = Age 16+ following the completion of year 11.
LA	Local Authority	
MAT	Multi-Academy Trust	A multi-academy trust (MAT) is a group of aligned educational academies that come together to form a trust
NAVSH	National Association of Virtual School Heads	The National Association of Virtual School Heads is a charity set up and run by a Board of Virtual School Heads to improve educational outcomes for children in care by working with partners and commissioning research to ensure that the educational needs of virtual school cohorts are better understood
NEET	Not in Education, Employment, or Training	NEET refers to young people that have finished year 11 and are not in education, employment, or training.
NTC	New to care	When a child first comes into the care of the local authority
OFSTED	Office for Standards in Education, Children's Services, and Skills	
PACE	Playfulness, Acceptance, Curiosity, and Empathy	Developed by Dan Hughes, PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.
PEP	Personal Education Plan	The PEP is the education plan. It forms part of the wider care planning for the child. This plan is statutory, it is reviewed each term. PEPS begin when a child enrols in early years education (from aged 2) and continues until the child turns 18. When a young person turns 18 and is in education, PEPs continue until the end of the academic year.
PEPS	Personal Education Plans	
PP+	Pupil Premium Plus	PP+ is additional funding for children in early years provision (the year before they start school) and for children in reception to the end of year 13. The funding is managed by the Virtual School and is used to promote education outcomes.
RAAPs	Risk Assessment and Action Plans	
SEND	Special Educational Needs and Disabilities	
UPN	Unique Pupil Number	A unique identifier allocated to each child when they enrol in school.
VSH	Virtual School Head	
VS	Virtual School	

Appendix 2: Contextual information for children in care

Demographic Averages

- Gradually increasing cohort average
- Consistent female to male ratio (40%/60%) – in line with national
- Consistent SEND support numbers and EHCP – marginally higher then national
- Unaccompanied Asylum Seeking Children figures stabilising

Educational Phase Averages
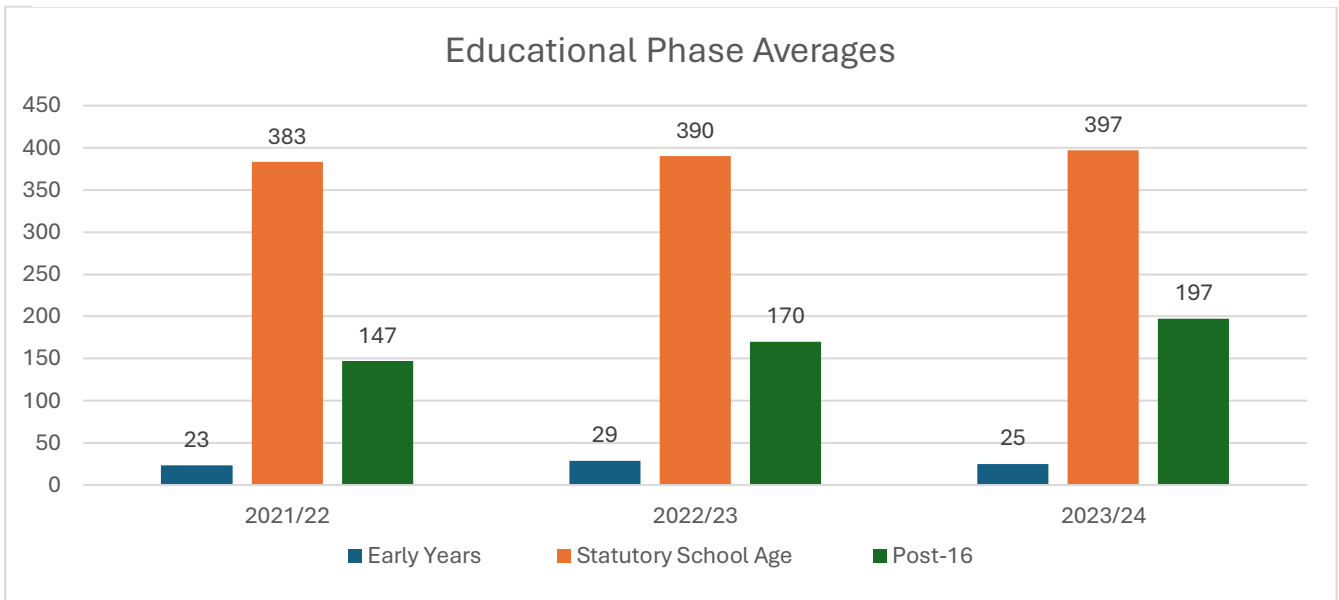
- Early Years and Statutory School Age figures have remained consistent.
- Trend of increasing post-16 learners

- Considerably more children educated out of LA (45%) then national (29%)

Appendix 3: Improved attainment of children in care implementation plan

Implementation Area	Problem	Baseline (Summer 2023)	Progress (Summer 2024)	Outcome (2028)
Improved attainment	Too few learners are achieving the expected standard in line with their chronological age at all assessment points.	25% of Cambridgeshire children in care achieved GLD 27% achieved the expected standard in reading, writing and maths combined at key stage 2 20% achieved English and maths 4 or above in GCSES	39% achieved the expected standard in reading, writing and maths combined at key stage 2 18% achieved English and maths 4 or above in GCSES	Evidence of improved outcomes
	The achievement and qualifications of children with complex SEND are not captured.	Summer 2023: The PEP only requests progress against EHCP targets.	The PEP has been amended so that all achievements and qualifications will be captured from Autumn 2024	Data accurately captures all learners achievement and is used to inform support and challenge.
	There are limited opportunities for learners to share their views and feelings to inform their education.	The PEP doesn't seek learners views on their wellbeing The virtual school does not interact with the majority of learners.	Each section of the PEP now seeks the learners views. The thematic audit identified the views are stronger as a result of this. Wellbeing is an area identified as requiring further work.	Universal and targeted opportunities to hear learners voices informs their education.

18Appendix 4: Attainment data

Children in Care data

		2023 Cambs CIC	2023 National CIC	2024 Cambs CIC	2024 National CIC
EYFS Good Level of Development	All CIC	10% (10 learners)	42%	29% (7 learners)	42%
	Eligible CIC	0 (4 learners)	41%	0 learners	39%
Phonics Working at or above standard	All CIC	53% (15 learners)	60%	39% (18 learners)	60%
	Eligible CIC	71% (7 learners)	61%	0 (6 pupils)	61%
KS2 Reading, writing and Maths Combined	All CIC	29% (35 learners)	36%	41% (22 pupils)	33%
	Eligible CIC	30% (27 learners)	36%	39% (18 learners)	34%
KS4 English and Maths Combined	All CIC	23% (69 learners)	19%	18% (72 learners)	
	Eligible CIC				

Children in Need Data

	2023 Cambs CIN	2023 National CIN	2024 Cambs CIN	2024 National CIN
EYFS Good Level of Development	25% (50 pupils)	39%	0 (20 pupils)	39%
Phonics Working at or above standard	47% (80 pupils)	53%	43% (80 pupils)	53%

KS2 **Reading, writing and Maths Combined**	23% (130 pupils)	26%	26% (130 pupils)	31%
KS4 **English and Maths Combined**	16% (160 pupils)	15%		

My Details

ESSENTIAL PUPIL INFORMATION	
First name	Surname
Preet	Kumar
Likes to be known as	Date of birth
Preet	06-12-2006
How do I describe my gender	The pronouns I like to describe myself
Female	She / her
My Ethnicity	Religion / culture
B3 – White Asian	Sikh
First language	UPN
English	Y765928364578
Liquid Logic ID	Has the vulnerable bursary application been made?
559900	Yes

CARE INFORMATION	
Date became a child in care	Legal status
31-02-2020	C2 Full Care Order
Name of person(s) with parental responsibility	Placing Authority
Mrs Harpreet Kumar shared with Cambridgeshire LA	Cambridgeshire
Educating Authority	Number of care placements in last 12 months
Peterborough, City Of	1
Total number of care placements	Is Preet a separated migrant child?
3	No
Current placement type	
U6 – Placement with other foster carer – not long term	
What is the expected care plan for Preet?	
Preet has expressed her wishes to move into semi-independent and to explore reunification to her mother's care.	
Has Life Story Work been discussed / how can school contribute to this process?	
Preet does not wish to complete Life Story Work with the social worker at this time. However we will continue to offer this via another social worker. Any records of achievements, certificates and photographs from school can contribute to future life-story work.	

Sensitive Issues (Other information e.g. internet safety concerns, school photos, sex education, mothers' day, cultural needs etc)

Preet has a difficult and complex relationship with her father. Please can school be aware that he often tries to contact her via social media which causes her great distress.
Please seek advice from social worker prior to considering any form of in-school counselling / therapy

Things that are important to Preet

Preet says:

My brothers and sisters and my mum. They come first. And my gran. Tina and Jim have got a cat and I love her too. She sleeps on my bed and she loves being stroked.

The adults around Preet say:

Rhada (social worker): we know that Preet would like to explore the possibility of living with her mum again and we are in the process of looking into this as a parallel plan, alongside semi independent living.
I think doing well in her GCSE exams is also really important to Preet.

Please detail any further information shared by Preet in CiC reviews/ statutory visits which is relevant to education:

Preet does not, currently, wish to have conversations around her care status or reasons for being in care. We will continue to offer life story work and have also suggested Preet could access specialist therapeutic intervention via our clinicians if and when this felt appropriate.

CONTACT INFORMATION

Key adults

	Name	Address	Contact Number	Email
Foster carer/ Residential worker	Tin and Jim Watson	xxx	xxx	xxx
Children's social worker	Rhada Dhanu	xxx	xxx	xxx
Designated Teacher	Martin Pembroke	xxx	xxx	xxx
Parent (if S20 in place)				

First contact in an emergency or if Preet is unwell	Person who will sign permission slips for school (eg. Trips)
☐ Mother ☐ Father X Carer ☐ Social worker ☐ Other	☐ Mother ☐ Father X Carer X Social worker ☐ Other
What are the contact arrangements?	**If any additional contact is sought via a school/education provider what should their response be?**
Preet sees her mum most weekends and this is arranged informally between the foster carers and Mrs Kumar. We will be looking at Preet being able to stay overnight on Saturdays.	Mrs Kumar is highly unlikely to contact school directly. Should she do so, school to advise parent that they are only able to communicate with foster carers and for Mrs Kumar to contact carers and / or social worker. School should also alert carers and social worker.

HEALTH CONCERNS

Medical conditions school/education provider should be made aware of	Prescribed medication
Mild asthma	Inhaler (carried by Preet plus spare kept at school)
Date of most recent Strength and Difficulties Questionnaire (SDQ) (only to be completed for young people aged between 4 and 17)	SDQ Score

My Education

Year group	School/Setting/Provider name
11	Babington Academy
Designated teacher/person	**Designated teacher/person email address**
Martin Pembroke	mpembroke@babington.org.uk

SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Jackson Primary School	04-09-2012	23-07-2019	Mainstream Primary	Move from Primary to Secondary
Parkfield Academy	05-09-2019	15.02.2020	Mainstream Secondary	Came into Care
Sunrise Secondary School	11-03-2020	17-05-2022	Mainstream Secondary	Care Placement Move
Babbington Academy	01-06-2022		Mainstream Secondary	

Significant periods without a school place

Date from	Date to	Details
16.02.2020	10.03.2020	Delay in admission process to Sunrise Academy. On line work provided by Parkfield during this time.
18.05.2022	31.05.2022	Preet moved to Peterborough at short notice – search for most appropriate school undertaken during this period.

If Preet is not on a school roll, what interim education is being provided? (VS to complete)

N/A

SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

Please ensure EHCP review dates adhere to the SEND Code of Practice 2015 including being reviewed at least annually for all children and young people and held within the Autumn term prior to a transition year. Please ensure amended EHCPs and annual reviews are uploaded to the PEP. This can be in a draft format whilst awaiting agreed finalised documents.

Does Preet have special educational needs?	What is the primary SEND need? (Please leave blank if non-applicable)
No SEN	
What is the date of the next EHCP review meeting (where applicable)?	**What was the date of the previous EHCP Review meeting (where applicable)?**
If high needs funding/EY Inclusion funding (nursery provisions) is in place, please state how much (for the forthcoming term)	**What reasonable adjustments / access arrangements are required for Preet?**
	☐ Additional time ☐ Scribe ☐ Reader X Smaller room ☐ Access to IT ☐ Rest breaks X Other

TRANSITION PLANNING

Is a mid-year transition planned?	If a mid-year transition is planned, please give details
No	N/A

End of Year 11 - Planned Destination	If relevant, name of new post 16 destination
Babbington Academy / Hamford Regional College	Babbington Academy /Hamford Regional College

If relevant, preferred courses and level	Please detail transition planning arrangements
A levels in Art, History and French or Art Foundation Course	Preet attended Open evenings at Babbington and Hamford with her mum last November. We have arranged 1:1 talks for Preet with the Head of 6th form here and she has had the opportunity to talk to some A level Art students. Preet had a second tour of Hamford College recently. The Designated Person from Hamford is present at today's meeting.

Does the planned pathway feel well-matched to Olivia's academic potential?	If no please give further information
We hope that Preet's GCSE results will enable her to study her A levels here. However, she has a back up plan of the Art Foundation course at Hamford. Both will be good options for her and enable her to build on her aspirations.	N/A

If relevant, has the new setting/designated teacher been invited to the next PEP?	Preet's voice: What are you looking forward to this term / next term / next academic year?
Yes	I'm looking forward to being able to study the subjects I like and leave the others behind - and leave Year 11 behind. It was stressful. I've been at Babbington for about 2 years now and the teachers have got to know me so it would maybe be good to stay here. But I did like the Art Foundation at Hamford. So, who knows?

CAREERS INFORMATION, ADVICE AND GUIDANCE

The Education (Careers Guidance in Schools) Act 2022 requires schools to secure independent careers guidance to pupils in school years 8 to 13.

Children in Care may need particularly strong individualised support to ensure high levels of ambition and successful transition.

The Careers Leader should engage with the school's designated teacher to:
• ensure they know which students are in care or who are care leavers;
• understand their additional support needs
• ensure that, for children in care, their personal education plan can help inform careers advice.

Careers details:

Date of impartial careers guidance interview (initial and subsequent)	Current ambition / aspiration	What further work is required to support this ambition / aspiration?	Have you set a Desirable Outcome around this?
October 2021 (at Sunrise Academy)	To be a dancer or an Artist	Visits arranged to local dance events. Preet to opt for Dance and Art at GCSE	Yes
November 2022	Artist or Art teacher	1:1 with Preet's Art teacher arranged. Information given regarding routes to becoming a teacher	Yes
October 2023	Artist or Art teacher	Visits to Hamford College Art Foundation course. Attend Art trips to London galleries	Yes

What careers/education options have been delivered to Olivia? Please tick all that apply	Does Preet aspire to go on to higher education? Yes

If none, please ensure a desirable outcome is created to ensure this takes place	
☐ None ☐ Careers fair x Work experience x Careers talks x PSHE curriculum ☐ Online careers questionnaire x 1:1 structured conversations x Workplace visits x Open days to FE / HE ☐ Collapsed timetable days ☐ Other	
Has Preet attended HE/FE open days?	Does Preet have a part-time job or volunteering role?
Yes	Yes.
If Yes give details	Preet's voice: what future career options have you considered?
Preet works on Saturdays at the local Art supplies shop.	I'm not completely sure but Art is my favourite subject. Maybe a teacher or do Art at University?
Current PEP RAG rating for 'My Education'	

Emotional and Social Overview

Preet"s relationships in school / college

Preet Says:	The adults around Preet say:
I've got some ok friends now. Things have got better this year. It was really hard moving schools again when everyone else had their groups you know? But they're ok here really. I liked sitting with Kieron in History. He was a laugh. Since I started to calm down I think 've got on better with most of my teachers. Although I always got on with Ms Fry (my Art teacher).	**Tina (carer):** It's been really nice to hear Preet talk about some friends at school – I hope she keeps in touch with them over the summer holidays. **Martin (DT):** it's true that things were a bit rocky when Preet started here. She did struggle with friendships but seems to be in a much better and more comfortable place now. It's good to see. Ms Fry has been Preet's go to person since she first arrived – they get on really well.

Preet's strengths in school / college

Preet says:	The adults around Preet say:
I don't really know apart from Art. I used to be quite good at Dance but I haven't got time for that now. I've been ok at Maths I suppose and I used to play hockey for the school team. That was fun.	**Rhada (social worker):** I think you've shown amazing strength and resilience. You've had 3 secondary schools! And here you are having finished your GCSEs and maybe thinking about A levels. You should be really proud of yourself. **Jim (carer):** I agree!

Preet's support systems in school / college

Preet says:	The adults around Preet say
Always Ms Fry. But in the last year I've also got some friends and we support each other. Mr Curry always tells me he's there for me.	**Martin (DT):** You've really matured this year in the way that you use the support available to you when you need it. **Tina:** Yes Preet seems much less stressed now that she has other people to talk to.

Comments from Virtual School around access and inclusion support (VS to complete)	
N/A	

How often does Preet's presenting behaviour require reasonable adjustments?	SDQ completed by social care
☐ Frequently ☐ Occasionally x Rarely	12

Where the SW has requested an education SDQ, please input score	Has a screening tool been used to assess Preet's social and emotional needs?
N/A	Yes

Have you ensured that the needs highlighted in this section are reflected in the Desirable Outcomes?	
N/A	

Current PEP RAG rating for 'Emotional and Social Overview'	

My Progress and Attainment

Please enter the end of KS4 target information and termly assessment of effort and progress

Subject Course Type	End of KS4 Target*	Revised target	Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
			Progress To End Of KS4 Target*	Effort	Progress To End Of KS4 Target*	Effort	Progress To End Of KS4 Target*	Effort
English language	4	4	EP	G	EP	G	EP	G
English literature	4	4	BEP	RI	BEP	G	EP	G
Mathematics	5	5	EP	E	EP	E	EP	G
Science (double award)	3	4	AEP	G	AEP	G	EP	G
Art	7	7	EP	E	EP	E	EP	E
History	5	6	AEP	G	EP	G	EP	E
French	5	5	EP	G	EP	G	EP	G
Drama	6	5	EP	RI	BEP	RI	BEP	RI

Complete the table below if child/young person is on a SEND pathway

Subject	Area of Need	Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
		Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target
1							
2							
3							
4							
5							

My Views on My Progress and Attainment

What are Preet's views on their progress and attainment? (Use specific progress and attainment data to stimulate discussion)	
Preet says:	**The adults around Preet say:**
I kind of lost interest in Drama and I guess that's why my teacher gave me Requires Improvement. I'm pleased that my History and Science predictions went up this term because I did try hard in those subjects – I hope I revised enough. The exams were ok mostly, being in a smaller room with just 4 others helped me with my concentration. But I'm a bit worried about English cos if I don't get a 4 I'll have to take it again and I really don't want to do that.	**Jim:** You did get your revision together just in time I think. You weren't very happy with your mock results so that helped in a way with motivation. **Martin:** It was good to see you taking advantage of all the extra help after school and the PSHE lessons in revision tips. I think it was good for you to meet the invigilator before the exams started to see that she was human! **Radha:** As I said before I'm just so impressed with the way you have managed this very stressful period.
Which areas of the curriculum are difficult or challenging for Preet?	
Preet says :	**The adults around Preet say :**
Well I've finished my exams now so I don't have to bother with the subjects I didn't like. If I do A levels I think French might be hard.	**Martin:** Preet made a real effort in the spring and summer terms with the subjects she found most difficult – that showed a lot of maturity.
Preet's achievements	
Please ensure examples of work / other records of achievement have been uploaded and you have recorded Preet's achievements since their last PEP meeting.	
I've uploaded some Art pieces which Ms Fry showed me, as well as some really lovely feedback from some of Preet's Y11 teachers.	
Preet's aspirations	
My thoughts and ideas about what job or career I would like to have in the future are	What extra-curricular or enrichment activities do you participate in (clubs, teams hobbies etc) both in and out of school?
I'm still thinking – but something to do with Art definitely. Maybe a teacher or – if I'm good enough – an Artist.	I dropped hockey because I had too much work to do this year. I like working at the Art shop and might ask if I can do a few more days now I have a long summer ahead.
Is there anything you would like to have the opportunity to participate in (both in and out of school)?	
I'll see what's available when I start Y12.	

My Attendance

ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	93%	7%	0
Spring	97%	3%	0
Summer	100%	0	0

Comments on Preet"s attendance

Preet says:	The adults around Preet say:
I had covid in the autumn term (again).	**Tina:** Preet doesn't like to miss school. She didn't like it when she had those gaps between schools when she had to move, so I think that has made her more determined to attend every day.

Barriers to attendance and factors affecting the attendance record	Is Preet at risk of becoming NEET?
None	No
Have you set a Desirable Outcome around attendance if there are concerns?	Has Preet experienced the following this academic year?
N/A	☐ Alternative Provision ☐ Reduced Timetable
Please summarise any Alternative Provision accessed by Preet this term - including provider details, hours, subjects, dates and times	
N/A	

Suspensions and Permanent Exclusions

Have there been any internal suspensions this term?	
No	

Internal Suspensions

Date	Reason for Internal Suspensions	Reasonable adjustments made to support reintegration following the internal suspension

Have there been any exclusions (suspensions or permanent exclusions) this term?	
No	

External Suspensions and Permanent Exclusions:

"Where a looked-after child is likely to be subject to a suspension or permanent exclusion, the Designated Teacher should contact the local authority's Virtual School Head Teacher as soon as possible." DFE Suspension and Permanent Exclusion Guidance (Sept. 2022)

Type of suspension/exclusion	Date from	Date to	Reason for internal suspension/permanent exclusion

Have you set a Desirable Outcome around AP, reduced timetables or suspensions if there are concerns?	Using the options below, please use your professional judgement regarding the likelihood of an internal exclusion in the forthcoming term:
N/A	X Very unlikely ☐ Unlikely ☐ Neither likely nor unlikely ☐ Likely ☐ Highly likely
Using the options below, please use your professional judgement regarding the likelihood of a suspension in the forthcoming term:	Using the options below, please use your professional judgement regarding the likelihood of a permanent exclusion in the forthcoming term:
X Very unlikely ☐ Unlikely ☐ Neither likely nor unlikely ☐ Likely ☐ Highly likely	X Very unlikely ☐ Unlikely ☐ Neither likely nor unlikely ☐ Likely ☐ Highly likely
Current PEP RAG rating for 'My Attendance'	

Desirable Outcomes

Please state the amount of any unspent PP+ (where applicable) from the previous term. (Please record £0 if none)

REVIEWING AND SETTING TARGETS/ OUTCOMES
Within this section, please detail any additional interventions that are school funded or EHCP funded. Please note that no PP+ will be granted for interventions in these categories.

New outcomes should be reviewed termly and should arise from needs identified through this meeting. Please include all outcomes / targets regardless of whether they require PP+ funding.

New Desirable Outcomes

Desirable Outcome	Why	How	Who will be responsible?	When	PP+ Request	
By the time of the next PEP meeting Preet will be settled in to Y12 at either Babbington Academy or Hamford College	Preet has had offers from both centres and GCSE results will determine where she goes in September.	Preet will be assigned a learning mentor and will have 1:1 sessions with the new Designated Person at the beginning of the new term	Mr Pembroke to arrange this	By the end of this term (23/07/24)	£0	
Preet will have the necessary Art equipment for either Art A level or the Art Foundation	Hamford College and Babbington have provided a list of required equipment	Ms Fry will compile a list with Preet and ensure the order is made	Mr Pembroke to liaise with Ms Fry.	By the end of term (23/07/24)	£250	

Preet 's comment on previous outcomes	Preet 's comment on new Outcomes
I achieved the one about getting better in English Lit! But I stayed at Requires Improvement in Drama. I think another outcome was about careers and I met with the advisor again and that helped me understand about teaching.	I'm excited to put a list together with Ms Fry for Art materials.

Current PEP RAG rating for 'Desirable Outcomes'

ATTENDANCE AT PEP MEETING

People involved in the PEP

	Name	Attended
Parent		
Carer	Tina and Jim Watson	Yes
Child's Social Worker	Rhada Dhuna	Yes
Carers' Social Worker		
Designated Teacher	Martin Pembroke	Yes
Pupil	Preet Kumar	Yes
Other	Stefanie Jones (DP at Hamford College)	Yes
Other		
Other		

Is Preet present for their PEP meeting?	If no, who will feedback to Preet? Please ensure you have discussed the barriers preventing Preet from attending, and how they might be supported to attend for all or part of the meeting next time, should they wish to.
Yes	

VIEWS OF ATTENDEES

Preet 's views about their PEP meeting

It was actually ok. I don't know what I was expecting because I've never been before but it was quite good really. It was nice to hear all the comments, although a bit embarrassing.

What are the views of the carer?

We are just so happy that Preet has finished Year 11 with a good set of predicted grades. She really did pull things together in the last 2 terms and she should be proud of that. Wherever she goes next I know it will be to do the things she most wants to do. And she has really gained in confidence too.

What are the views of the social worker?

This has been a lovely PEP meeting. When Preet first started here there were many challenges and I know that she had quite a few run ins with teachers. I'm really grateful to school for supporting Preet and encouraging her aspirations.

What are the views of the Designated Teacher/Person?

We wish Preet all the best for the next steps in her education journey. We'd love to see her back at Babbington in September but she has a really positive back up plan too. Well done Preet and good luck on results day!

Did carers receive a copy of the last PEP?

Yes

All relevant documents must be uploaded - please indicate below

X Careers action plan
☐ EHCP (Final plan/proposed plan/annual review paperwork/professional report)
X SEN Support (APDR / Provision mapping / individualised and personalised plans)
X SEMH Screening Tools
☐ AP Reduced Timetables (Risk reduction plan)
☐ Attainment and progress tracking

X Examples of work
- ☐ Age 2/3 check
- ☐ Child voice
- ☐ Other

Additional information from the meeting not covered elsewhere

Next PEP Meeting

PEP submission dates are:

Autumn Term - Wednesday 29th November 2023
Spring Term - Wednesday 6th March 2024
Summer Term - Wednesday 26th June 2024

Date of next PEP review meeting

15/11/2024

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting
2pm	TBC – Babbington or Hamford College	Martin Pembroke / Stefanie Jones

Current PEP RAG rating for 'Attendance Log and Next PEP Meeting'

Appendix 6: PEP quality assurance data

My Education RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
39.97% | 47.57%

My Education RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
33.33% | 56.25%

My Education RAG – Summer
1 - RED - Inadequate ● 2 - AMBER - Requires improve... ● 3 - GREEN - Good ● 4 - GOLD - Outstanding
22.32% | 71.30%

My Details RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
25.73% | 33.66% | 18.28% | 20.55%

My Details RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
27.43% | 37.15% | 20.83% | 14.41%

My Details RAG – Summer
1 - RED - Inadequate ● 2 - AMBER - Requires improve... ● 3 - GREEN - Good ● 4 - GOLD - Outstanding
38.72% | 32.35% | 17.54% | 11.39%

My Attendance RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
14.40% | 10.03% | 72.17%

My Attendance RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
8.51% | 14.58% | 71.18%

My Attendance RAG – Summer
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
10.02% | 14.81% | 70.39%

My P&A RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 3 - GREEN - Good
11.00% | 26.05% | 62.94%

My P&A RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 3 - GREEN - Good
12.50% | 81.77%

My P&A RAG – Summer
0 - NA ● 1 - RED - Inadequate ● 3 - GREEN - Good
9.11% | 87.24%

My Views on My P&A RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires i... ● 3 - GREEN - Good ● 4 - GOLD - Outstan...
16.99% | 11.65% | 61.49%

My Views on My P&A RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires i... ● 3 - GREEN - Good ● 4 - GOLD - Outstan...
14.06% | 71.88%

My Views on My P&A RAG – Summer
1 - RED - Inadequate ● 2 - AMBER - Requires improve... ● 3 - GREEN - Good ● 4 - GOLD - Outstanding
15.03% | 72.44% | 9.11%

DO RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
30.42% | 56.31%

DO RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
25.52% | 64.41%

DO RAG – Summer
1 - RED - Inadequate ● 2 - AMBER - Requires improve... ● 3 - GREEN - Good ● 4 - GOLD - Outstanding
30.75% | 61.50%

E&S Overview RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires i... ● 3 - GREEN - Good ● 4 - GOLD - Outstan...
13.92% | 15.21% | 63.59%

E&S Overview RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires i... ● 3 - GREEN - Good ● 4 - GOLD - Outstan...
12.67% | 69.10%

E&S Overview RAG – Summer
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires i... ● 3 - GREEN - Good ● 4 - GOLD - Outstan...
10.25% | 15.26% | 65.60%

Attendance Log and Next PEP Meeting RAG – Autumn
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
21.84% | 64.40%

Attendance Log and Next PEP Meeting RAG – Spring
0 - NA ● 1 - RED - Inadequate ● 2 - AMBER - Requires im... ● 3 - GREEN - Good ● 4 - GOLD - Outsta...
22.40% | 67.36%

Attendance Log and Next PEP Meeting RAG – Summer
1 - RED - Inadequate ● 2 - AMBER - Requires improve... ● 3 - GREEN - Good ● 4 - GOLD - Outstanding
19.18% | 68.04%

Emotional and Social Overview Rags	IC/O	TOTAL	%
RED	IC	2	0%
RED	OC	8	2%
AMBER	IC	27	6%
AMBER	OC	40	9%
GREEN	IC	155	35%
GREEN	OC	133	30%
GOLD	IC	20	5%
GOLD	OC	9	2%
N/A	IC	32	7%
N/A	OC	13	3%
TOTALS		439	100%

Social Worker My Details RAG	IC/O	TOTAL	%
RED	IC	92	21%
RED	OC	78	18%
AMBER	IC	89	20%
AMBER	OC	53	12%
GREEN	IC	32	7%
GREEN	OC	45	10%
GOLD	IC	23	5%
GOLD	OC	27	6%
N/A			
N/A			
TOTALS		439	100%

My Views RAG	IC/O	TOTAL	%
RED	IC	5	1%
RED	OC	10	2%
AMBER	IC	36	8%
AMBER	OC	30	7%
GREEN	IC	162	37%
GREEN	OC	156	36%
GOLD	IC	33	8%
GOLD	OC	7	2%
N/A			
N/A			
TOTALS		439	100%

My Education RAG	IC/O	TOTAL	%
RED	IC	2	0%
RED	OC	7	2%
AMBER	IC	42	10%
AMBER	OC	56	13%
GREEN	IC	175	40%
GREEN	OC	138	31%
GOLD	IC	17	4%
GOLD	OC	2	0%
N/A			
N/A			
TOTALS		439	100%

My P & A RAG	IC/O	TOTAL	%
RED	IC	11	3%
RED	OC	29	7%
AMBER	IC		0%
AMBER	OC		0%
GREEN	IC	209	48%
GREEN	OC	174	40%
GOLD	IC		0%
GOLD	OC		0%
N/A	IC	16	4%
N/A	OC		0%
TOTALS		439	100%

Desirable Outcome	IC/O	TOTAL	%
RED	IC	5	1%
RED	OC	10	2%
AMBER	IC	55	13%
AMBER	OC	80	18%
GREEN	IC	158	36%
GREEN	OC	112	26%
GOLD	IC	18	4%
GOLD	OC	1	0%
N/A	IC		
N/A	OC		
TOTALS		439	100%

My Attendance	IC/O	TOTAL	%
RED	IC	3	1%
RED	OC	8	2%
AMBER	IC	32	7%
AMBER	OC	33	8%
GREEN	IC	160	36%
GREEN	OC	149	34%
GOLD	IC	9	2%
GOLD	OC	1	0%
N/A	IC	32	7%
N/A	OC	12	3%
TOTALS		439	100%

Attendance Log & Next PEP RAG	IC/O	TOTAL	%
RED	IC	8	2%
RED	OC	23	5%
AMBER	IC	33	8%
AMBER	OC	51	12%
GREEN	IC	182	41%
GREEN	OC	116	26%
GOLD	IC	13	3%
GOLD	OC	12	3%
BLANK	IC		0%
BLANK	OC	1	0%
TOTALS		439	100%

Appendix 7: Access to timely and well-matched education implementation plan

Implementation Area	Problem	Baseline (Summer 2023)	Progress (Summer 2024)	Outcome (2028)
Access to timely well-matched education	There are too many days of lost learning	September 2023: 5.6% (25 learners) waited more than 20 days for a school place	Strengthened internal systems and response for children requiring a school move. October 2024: 3.3% (13 learners) waiting more than 20 days for a school place.	Robust and embedded LA processes mean learning lost is minimised
	Learners not in school do not access a broad and balanced curriculum.	September 2023: The majority of children accessing interim provision accessed 2 subjects. 3 subjects was the most accessed.	September 2024: continues to be an area for development - to focus on this year.	All learners have access to a well-matched curriculum aligned with their interests, abilities and aspirations
	EHCPs are not consistently up to date and therefore do not always accurately reflect the needs of the learner	September 2023: 29 learners not on a school roll/NEET without an updated EHCP. Data regarding remaining cohort not accurate.	July 2024: All children not a school or NEET with an updated EHCP. September 2024: 66 learners whose EHCP has not been reviewed within statutory timescales.	EHCPS are all up to date and reflect the needs of the learners.

Appendix 8: Access to timely and well-matched education data

The table below shows key stage breakdown of attendance percentages for statutory school-aged Cambridgeshire children in care for the last two years.

Academic years	2022-2023	2023-2024	% +/-
Years 1-2	90.18%	92.65%	+3%
Years 3-6	92.03%	93.01%	+1%
Years 7-9	86.54%	91.15%	+5%
Years 10-11	73.17%	85.97%	+16%
SEND	NPR*	88.19%	NPR*
Total	85.48%	89.62%	+5%

*Not previously recorded

The table below shows the termly breakdown of number of in-year school moves for statutory school-aged Cambridgeshire children in care, supported by the virtual school.

2023/2024 Term	Autumn	Spring	Summer	Total
Total number of in-year school moves	34	23	55*	112

 *Numbers of in-year school moves in the summer term are inclusive of new schools secured for a September 2024 start date.

The table below provides a breakdown of permanent exclusion data

Academic Year	2022/2023	2023/2024
Total number of permanent exclusion Issued	3	0
Total number of permanent exclusion Cancelled*	3	0

*A headteacher has the power to cancel a permanent exclusion ahead of the governor meeting.

The table below provides a breakdown of suspensions issued in the last 3 years.

Academic year	2021-2022	2022-2023	% +/-	2023-2024	% +/-
Number of suspensions issued	158	149	- 6%	136	-9%

Absence and exclusion data for Children in Need, including Cambridgeshire children on a Child in Need Plan or a Child Protection Plan, taken from Nexus.

ABSENCE & EXCLUSIONS/SUSPENSIONS

■ CIN CENSUS (LA)　■ NCER NATIONAL CIN

OVERALL ABSENCE
DIFFERENCE +2.2%

- 17.7%
- 15.5%

AUTHORISED ABSENCE
DIFFERENCE +2.6%

- 10.6%
- 8.0%

UNAUTHORISED ABSENCE
DIFFERENCE -0.5%

- 7.0%
- 7.5%

The percentage of sessions recorded as an absence in your CIN cohort is **17.7%**, a total of **133,480 session(s)**. Absence in your CIN cohort is **2.2% greater than** the comparator percentage of **15.5%**.

In your CIN cohort, **80,280 session(s)** were missed for authorised reasons, **10.6%** of all sessions, while **53,200 session(s)** were missed for unauthorised reasons, **7.0%** of all sessions. Your CIN cohort's authorised and unauthorised percentages are **2.6% greater than** and **0.5% lower than** the comparator percentages of **8.0%** and **7.5%** respectively.

PERSISTENT ABSENCE (10%)
DIFFERENCE +7.5%

- 44.3%
- 36.8%

SEVERE PERSISTENT ABSENCE (50%)
DIFFERENCE +2.9%

- 10.5%
- 7.6%

In your CIN cohort, **1,410 children** are considered to be persistent absentees, while 340 are considered to be severely persistently absent. This is **44.3%** and **10.5%**, respectively, of children that have matched census data in your CIN Cohort (3,180).

The proportion of children in the NCER National CIN cohort that are persistently absent (10%) is **36.8%**, **7.5% lower than** your CIN Cohort. While 7.6% in the NCER National CIN cohort are severely pesistently absent (50%), **2.9% lower than** your CIN Cohort.

SUSPENSIONS
DIFFERENCE +4.80

36.90 ▲ **32.10**

CIN CENSUS (LA)　　NCER NATIONAL CIN

Your CIN Cohort has a suspension rate of **36.90** in 2023/24, a total of 1,174 suspensions. Your suspension rate is **4.80 greater than** the comparator rate of **32.10**.

PERMANENT EXCLUSIONS
DIFFERENCE -0.19

0.13 ▼ **0.32**

CIN CENSUS (LA)　　NCER NATIONAL CIN

Your CIN Cohort has a permanent exclusion rate of **0.13** in 2023/24, a total of 4 permanent exclusions. Your permanent exclusion rate is **0.19 lower than** the comparator rate of **0.32**.

Appendix 9: Access and inclusion PEP tab

1.My Details	2.My Education	3.Emotional and Social Overview	4.My Progress and Attainment	5.My Views on My Progress and Attainment	6.My Attendance	7.My Access and Inclusion	8.Desirable Outcomes	9.Attendance Log and Next PEP Meeting	10.VS Feedback

My Access and Inclusion

> This tab is to be completed by the Virtual School only
> (Designated Teachers and Social Workers do NOT need to complete this tab).
>
> Please email:virtualschoolaccessinclusion@cambridgeshire.gov.uk if this child or young person is currently supported by a temporary reduced timetable and/or accessing onsite or offsite alternative provision and an Education Advisor from the Virtual School's Achievement Through Access & Inclusion team is NOT involved.

1 Is Bobby currently being supported with a temporary reduced timetable? ⚙🔒❓

2 Is Bobby currently accessing alternative provision? ⚙🔒❓

3 Most recent review date ⚙🔒

4 Next review date ⚙🔒

5 If Bobby is not accessing full-time in class education or is attending an onsite or off-site alternative provision please state the rationale for this ⚙🔒

6 What is Bobby capable of in the long term in terms of grades, qualifications and outcomes? Consider Bobby's aspirations. ⚙🔒

7 Outline the plan for Bobby to transition back into full-time onsite education or appropriate long-term provision, include timescales. ⚙🔒

8 Timetable ⚙🔒❓

	Monday AM	Monday PM	Tuesday AM	Tuesday PM	Wednesday AM	Wednesday PM	Thursday AM	Thursday PM	Friday AM	Friday PM
Name of Provision										
No of Hrs										

9 Total number of hours per week ⚙🔒

10 If not full-time, please provide the plan and timescale to increase to full-time provision: ⚙🔒

⑪ Details of alternative provision (including tuition):

Provider Name	Contact Details	Expected Outcomes from Provision	Outline the Plan for Providing Feedback Regarding Behaviour, Progress & Achievements.	Details of Quality Assurance Undertaken	Have additional QA checks been undertaken by the Virtual School

⑫ Reviews of plan (please include date of review):

Date	Attendees	Views	Achievements	Revisions to Plan

Appendix 10: Virtual school impact report: Impact of SENCo

<table>
<tr>
<td rowspan="8">Action Summary</td>
<td colspan="4">SEND Termly Case Work</td>
</tr>
<tr>
<td></td>
<td>Autumn</td>
<td>Spring</td>
<td>Summer</td>
</tr>
<tr>
<td>Chaired annual review for children educated other than at school (including post-16)</td>
<td>11</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Supported school complex case annual review</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Made or supported schools to make EHC Needs Assessment requests</td>
<td>5</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Supported post-16 transitions</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Other SEND case support</td>
<td>0</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td colspan="4">

Working with SAT / ART in CCC, other LAs and with the Eastern Region VS
- Built close working relationship with SAT Children in Care Officer and SEND Art Officers
- Two weekly meetings with SAT and SEND Art
- Escalating to my line manager when necessary
- Built close working relationships with EHCH CiC Officer at Norfolk CC
- Met with VS Eastern Region SENCos and SEND leads at recent conference

Upskilling ATAI Team
Training on making a parental EHC Needs Assessment and supporting a school EHC Needs Assessment has been provided to the ATAI team.

Data
Creation of SEND Power BI dashboard to get capture, track and analyse data, informing response.
</td>
</tr>
<tr>
<td>Impact</td>
<td colspan="4">

SEND Termly Case Work
- All children and young people who are educated out of school or college have had an annual review and EHCPs have been updated.
- Annual review support for schools with complex cases has resulted in EHCPs being updated and mainstream to independent special school being agreed without delay for LD and CJ-D and maintained special to independent specialist without delay for TL-C.
- 20 EHC Needs Assessments have been submitted either as parental requests or by schools as a direct result of SENCo work.
- Network transition plans from maintained special to FE college has been supported for EL and LL, from independent specialist to FE college for KA and from one independent specialist to another independent specialist for BW. The network has been supported to plan transition from mainstream to Army College for JJ-B
- 18 children and young people have received other support including ongoing support following annual reviews to identify appropriate school placements or put in place appropriate EOTAS packages.

Working with SAT / ART in CCC, other LAs and with the Eastern Region VS
- CCC SAT EHCP processes are usually smooth and timely within CCC – statutory deadlines are usually met
- CiC with EHCPs are usually prioritised by SAT within CCC at all stages of the process – statutory deadlines are usually met
- Gaps in communication and processes with SEND Art have been identified, discussed with SEND Art and escalated to ATAI Assistant Head.
- Gaps in communication and processes in SAT Finance have been identified by the VS SENCo and SAT CiC CO and escalated to the ATAI Assistant Head.

Upskilling ATAI Team
14 EHC NA have been made by ATAI Case Officers or ATAI Case Officers have supported schools to make them.
</td>
</tr>
<tr>
<td>Next steps</td>
<td colspan="4">Ongoing Work</td>
</tr>
</table>

- Chairing Annual Reviews for children with no school place or EOTAS education moving to CiC Casework Officer.
- Support School Annual Review for complex cases where school placement type moves are necessary.
- Effective teamworking with SAT & SEND Art – including two weekly meetings
- Adhoc support for cases, schools and VS Case Officers as and when needed.

Working with SAT / ART in CCC, other LAs and with the Eastern Region VS
1. Working with SAT CiC and SEND Art evaluate and improve process for triggering SEND ART referrals to ensure:
   - paperwork being sent for consultations is fully up to date
   - Schools list being consulted is thorough and appropriate
   Train ATAI team on new processes.

2. For ATAI and ATS Teams to gain a better understanding of the role of SEND Art and the process of escalating concerns about ISEPS schools.
3. Attend Eastern Region SEND network meetings.
4. VS and CiC Casework Officer to draft possible processes for:
   a. VS/SAT to keep updated info on AR process for all CCC CiC with an EHCP – meeting held/decision made/EHCP updated.
   b. New to care processes for the above

Upskilling ATAI Team
1. Train and provide resource banks for current ATAI team in:
   - Transition reviews
   - Annual reviews
   - Supporting schools to make EHC Needs Assessment requests
   - Challenging LA EHCP decisions – refusal to assess, refusal to issue and school placement decisions
2. Make training videos and resource banks to be used as part of the induction process for ATAI Team in:
- EHC NAs
- Transition reviews
- Annual reviews
- Supporting schools to make EHC NA requests
- Challenging EHC refusal to assess decisions
- Challenging refusal to issue and EHCP decisions
- Challenging EHCP school placement decisions.

Key Stage Transitions
1. By end September – RAG new Y11s with an EHCP and use this to:
   - allocate VS Transition Review Support Red – SENCo/ SAT CiC to chair or attend, Amber ATAI CO to attend, Green school to manage transition review process.
   - Provide update for whole staff team on Transition Review process for all new to school, year 7, Post 16 or moves within the 3 tier-system and identify priorities for ATS during Autumn Term meetings with DTs.
   - SENCo to provide training for ATAI team on Transition Reviews for children with EHCPs.
2. By end October – ATAI RAG new Y10s with and EHCP and use this to:
   - allocate VS Annual Review Support – Red – SENCo/ SAT CiC to chair or attend, Amber - ATAI CO to attend, Green - school to manage transition review process.
   - SENCo to provide training for ATAI team on Annual Reviews for children with EHCPs.

Challenging LA SEND Decisions
1. Process around escalation of slow progress around LA SEND decision making of Annual Reviews, EHCP transfers in, EHC NA requests etc, is agreed by SLT.
2. Process around RTA mediation/appeals against other LA regarding EHC refusal to assess, ECHP refusal to issue or school placements is agreed by SLT.
3. SENCo to draw up process documents/charts for both of the above.
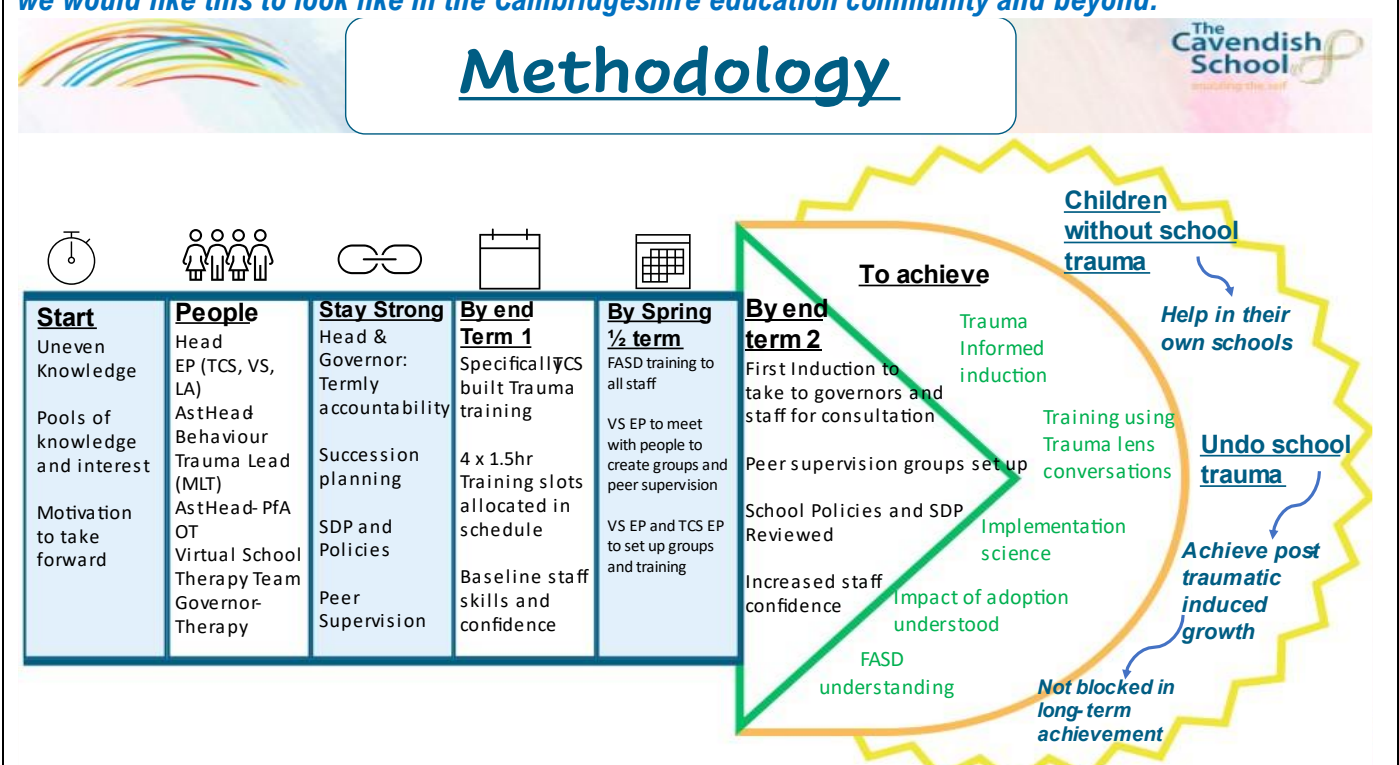4. SENCo to provide training to ATAI for the above.

Appendix 11: Post 16 provision and outcomes implementation plan

Implementation Area	Problem	Baseline (Summer 2023)	Progress (Summer 2024)	Outcome (2028)
P16 provision	Virtual school cohorts are disproportionately represented within the NEET cohort	September 2023: 13% of Cambridgeshire children in care were NEET compared to 3.6% of all young people	NEET numbers were sustained and did not increase throughout the year.	Increase the percentage of virtual school cohorts (16-18) in EET
	There is limited access to EET for entry level learners.	There is only one FE college in Cambridgeshire that offers entry level courses and qualifications	19/22 of the Young people that were NEET across the academic year required entry level provision which could not be sourced	Enhanced pathways support learners into EET
	The pathways plans are not consistently informed by PEPs	Pathway plans and PEPs sit separately and the processes currently work in isolation.	The post 16 PEP has been amended to reflect educational pathways. The Virtual School now leads NEET PEPs. Social worker attendance at PEPs 61% My PEP meeting RAG ratings: green 61%, amber 8%, red 31% My Details RAG ratings: gold 1%, green 26%, amber 22%, red 50% Current pathway: gold 8%, green 65%, amber 23%, red 4% My future plan: green 77%, amber 18%, red 4% Targets: green 61%, amber 35%, red 2%	All learners have meaningful pathway plans that support next steps

Appendix 12: Towards a relational and trauma informed Cambridgeshire implementation plan

Implementation Area	Problem	Baseline (Summer 2023)	Progress (Summer 2024)	Outcome (2028)
Towards a relational and trauma informed Cambridgeshire	There is inconsistent understanding of ACEs and trauma and the relational response required to meet the needs of children who have experienced trauma.	Overall attendance 2022-2023 academic year: 83% Total numbers of suspensions 2022-2023 academic year: 149	Overall attendance 2023-2024 academic year: 81% Total numbers of suspensions 2023-2024 academic year: 136	Cambridgeshire is characterised by relational policy and practice

Appendix 13: The Cavendish School project evaluation

Final Project Evaluation	
Project	**Educational Psychology & Trauma informed approaches**
Provider	**The Cavendish School (TCS) and Virtual School collaborative project**
Report Date	**July 2024**
Key Aims and KPIs	

Develop the use of Educational Psychologist support to promote trauma responsive practice within The Cavendish School and other educational settings where Cambridgeshire children in care, children previously in care and those with a social worker are in attendance.

Your Approach

We created a Project Path to lay out the achievements that we wanted within TCS and what long term we would like this to look like in the Cambridgeshire education community and beyond.

- The Cavendish School is an Autism specialist school which caters for young people whose main need is autism, have average cognitive abilities but are unable to access a mainstream education effectively. Many pupils were not able to attend a mainstream at all with a number of small alternative provision packages as an alternative to permanent exclusion due to the nature of their communication through behaviour.
- Identified at the start of the project was that the school had a large population of pupils who would describe themselves or parent/carers would describe them as traumatised by the school system. 67% of pupils at the school prior to the start of the project had experienced school refusal or were experiencing school days that were less than 30%. Parent/Carers identified themselves as being traumatised by the school system and in particular, our families with adopted children felt this was especially true as their young people were experiencing traumatic events in multiple areas of their life (ie home, school and socially)
- The project was base lined with questionnaires and staff confidence and understanding, which they rated on a scale of 1 -10. This was then repeated post training and project for impact. Staff were also asked to include qualitative comments to further evaluate the project and identify next steps.
- The identified aims were to have a trauma informed induction, training using trauma lens conversations, FASD understanding, impact of adoption understood, a trauma informed school. Ultimately, we would like our children to achieve post traumatic induced growth so that they are not blocked in long term achievement. The school's blue sky aim is we want to expand this to other schools in the authority and beyond so that we can reduce and eradicate school-based trauma in children.
- Identified limitations within the project were:
  - ∞ Staff changes – for example one of the core middle leaders in the project left the school. There was an element to this that was planned as there was a group and staying strong was considered however the capacity of the leading team was reduced when this post was initially ill.
  - ∞ Individual's time – Illness, new middle leader, training time with everyone had to be factored in and the project timeline adjusted.
  - ∞ Pupils change – This will always be the nature with a school, but we need to consider the impact that pupils arrive to us with and that therefore the journey of the school will be continual as we support these pupils.
  - ∞ People revert to what they know – Even when people believe in and want to see the change. When people are stressed or feel under pressure, they resort to what they "know" – the long-term experience. This meant that we had to ensure that we spaced the interventions and supported the staff to revisit and review practice regularly.
  - ∞ Inevitably with any new project, especially the importance of this one within the culture of our school, it needed to be "top held" initially. Leadership availability and time varies more and so it was important to consider the distribution of this project leadership to ensure that we progressed.

Evaluation

Collection of Data:

- Evidence was gathered at the start and end points of the project from staff. The project was base lined with questionnaires and staff confidence and understanding, which they rated on a scale of 1 -10. This was then repeated post training and project for impact. Staff were also asked to include qualitative comments to further evaluate the project and identify next steps.
- Information was gathered from existing Educational Psychologist and Head of school on their perception of the whole school position.

- Whilst there are a large proportion of pupils who have a social worker, it was decided that the whole school ethos needed to be built with the same in mind, thus the whole school staff (including non-teaching such as administration) were included in the participants.

Collection of Data:
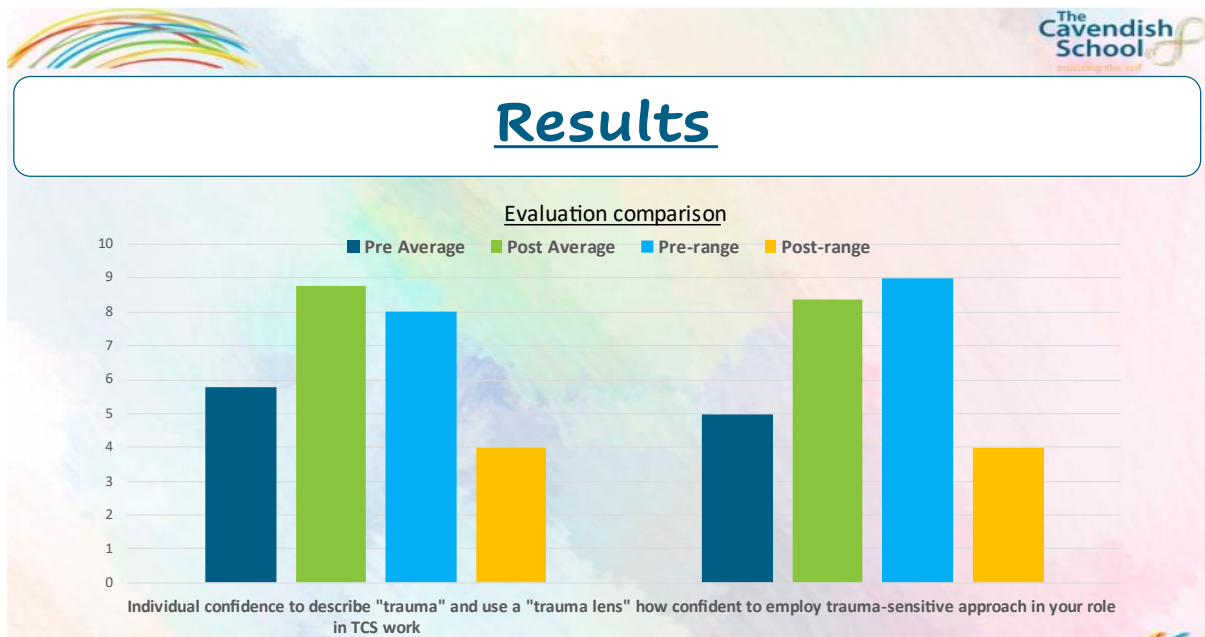
Evidence of Impact (including risks and issues)

Evidence of impact:

- As can be seen in the results, there was a clear improvement in both the average confidence scores by staff and a reduction in the range of scores presented.
- Staff confidence clearly increased how to describe and use a trauma lens in their work by 3 scale points and their confidence in employing a trauma sensitive approach increased by 3.5.
- The range of results reduced which meant that the collective contribution to a trauma informed approach and a trauma lens curiosity is more consistent and uniform. This supported pupils to have confidence that this is "just the way Cavendish is, we are a family who look after each other"
- This could be seen by leadership within the school and parent carers. Pupil feedback was fed back anecdotally through the training and parents fed back similarly in community events. One parent has even gone as far as to advocate for this approach in the schools in their home LA and for TCS to be involved in supporting those schools.

Qualitative Evidence gathered in final feedback from staff:

- One of the big pieces of impact seen from this was the staff desire to continue to push it through further, the desires to be curious and questioning that they began to do for next steps. One comment was – now lets take it to all trust schools.
- The whole school training had an impact as everyone understood why and used the same approach. It made everyone value their part in the therapeutic and trauma informed approach of the school. This meant that all communications even down to first day absence calling from reception had the same thought behind it.

Unforeseen issues identified during the project.

- OFSTED. During this project we were subject to inspections by OFSTED and other outside bodies (eg LA), this will be inevitable in any school undertaking a similar path. The unexpected consequences of this on staff energy after.
- Mitigation of this was made by delaying some of the training work until later on and by using other leaders (such as the school EP) to set up supervision and stay strong groups later.
- Unintentional by product of the project was the way in which this OFSTED was managed within the staff team and by leadership. The therapeutic and trauma informed approach was taken with the staff, many of whom felt triggered by previous memories of OFSTED inspections in previous settings. Overall, this increased staff and pupil wellbeing during the experience and contributed in no small part to the overall outstanding judgement achieved. This was evidenced in pupil and staff feedback to OFSTED.

Lessons Learned & Recommendations

Key benefits and elements of success:

In my opinion this was a brilliant approach to take and think that this would work in key schools who then as part of the project need to think legacy and next steps.

- Enthusiasm for making it lived in the school
    - Aligns so much with values of school and employees
- Impact on pupils
    - Pupil K – (care experienced). This pupil's placement is no longer at risk. The pupil is no longer exiting dangerous behaviour in the home and he was able to complete examinations. This pupil feels safe in school which allowed him to take the risk in his learning. Pupil K will now talk with therapists and engage with strategies to manage his anxiety which presented with dangerous behaviours. For the first time in his 13 years he has friends and has stopped describing himself as useless but says he is "a valued person in his school".
    - General approach in the classrooms has been strong in a trauma informed approach even when things have been difficult, staff have felt confident to continue with the approach and give it the time it needs to have impact on the pupils

Approaches and adaptations

One of the key benefits was that there was another EP and a therapeutic approach to behaviour management within the school. The second EP allowed their to be professional dialogue and challenge within the project whilst having an understanding to support training to ensure that everyone was able to access it.

Legacy

- ∞ Staff want to take it further
    - ∞ Staff in for a fixed term want to take it new work places
    - ∞ People want to share it trust wide
    - ∞ Want to share it in other professional groups
- ∞ "Positive Traction" which means that we don't think we will slip.
- ∞ Training modules to finish developing with EP and Trauma Lead
- ∞ Changing the way we do annual reviews so that there is a celebration as a way to run them.

∞	Annual Autism event – always a trauma focus……Sharing the practice with other professionals and parent/carers

Appendix 14: The virtual school strategic response to the wider cohort implementation plan

Implementation Area	Problem	Baseline (Summer 2023)	Progress (Summer 2024)	Outcome (2028)
	There is a lack of data to inform strategic response.	Data is fragmented and sits in multiple systems	Access provided of CIN/CP weekly liquid logic report now provided to VS.	An embedded dynamic data system informs strategic response.
Strategic response to the wider cohort	Outcomes for children known to social care, previously in care and those in kinship care are significantly below their peers.	Overall attendance 80% 35% GLD 27% achieved combined reading, writing and maths at key stage 2 20% achieved English and maths combined in GCSEs 20% have had a suspension 7% had more than one suspension Adoption Barometer 2023 from 2022 72% of parents of school-aged children feel their child's school works with them to find the best ways to support their child 44% agree that their child's teachers have a good understanding of the needs of care experienced children 71% say it feels like a battle to get the support their child needs in education 78% reported that child's adverse experiences have impacted negatively on their ability to cope	Overall attendance 82% % GLD 26% achieved combined reading, writing and maths at key stage 2 ???? achieved English and maths combined in GCSEs ??? have had a suspension ??have had more than one suspension Adoption Barometer 2024 data from 2023 72% of parents of school-aged children feel their child's school works with them to find the best ways to support their child 53% agree that their child's teachers have a good understanding of the needs of care experienced children 43% have ever had a meeting with the designated teacher at their child's school 65% saying they know about this role of the Virtual school and 43% having ever contacted the Virtual school for advice or guidance. 39% were satisfied with the way PP+ was being used to support their child 29% of the young adults represented by respondents	Evidence of improved outcomes across all KPIs

| | | academically in education
85% reported that their child's adverse experiences have impacted negatively on their ability to cope socially and emotionally in education
39% of children had been absent from school during 2022 because of their mental health, anxiety or emotional wellbeing.
11% of children received one or more informal suspensions.
81% reported that they would prefer to home educated child to be in school if the right school could be found
24% felt that he local authority has supported them appropriately while they have been home educating their child
23% of 16-25-year-olds people represented by survey respondents were not in education, employment or training (NEET) at the end of 2022
54% of parents were confident that their child would be able to complete the course or training that they were enrolled on.
46% agree that their child's school is using pupil premium plus appropriately for the needs of adopted and previously looked after children
43% have ever had a meeting with the designated teacher at their child's school
66% are aware of the | were reported to be not in education, employment or training (NEET) at the end of 2023, compared to a national average of 12%
57% of families with older children described themselves as facing severe challenges.
27% of parents felt that their young adult was getting the support they needed from statutory services including education
In 2023, 10% of respondents home educated one or more of their adopted children
Kinship's survey released in August 2024 of more than 1600 kinship carers found - 48% felt the child in their care's adverse experiences, had negatively impacted on their ability to cope in education. This includes struggling to manage their emotions, adapt to the school environment and perform well in exams.
43% said their children had ever accessed any emotional or therapeutic support.
51% said their children currently had mental health difficulties.
Children in kinship care in England have a much higher rate of suspected SEND than their peers 47%, compared to 17% in the wider population.
15% have an EHCP compared to CiC for more than 12 months at 30% or CiN at 28%. | |

		responsibilities of the virtual school towards adopted children		

Appendix 15: Anglian Learning project initiation

Jonathan Culpin, CEO, Camilla Saunders, Director of Inclusion and Charity Main, Chief Operating Officer with members of Cambridgeshire Virtual School

Extract from Anglian Learning Multi-Academy Trust's 2023-2024 annual report.

Anglian Learning data, in line with national statistics, shows that pupils are experiencing increased levels of poor mental health in addition to increasing levels of school absenteeism.

Current research indicates that fostering a strong sense of school belonging has a direct impact on improving pupil outcomes, including increased levels of happiness, academic attainment and attendance. Belonging can be defined as

The extent to which pupils feel personally accepted, included, and supported in the school environment.

The Anglian Learning Sense of Belonging initiative will build upon the work on Inclusion that has already started through the strategic groups and blueprint enquiries. One strand of this work has been to develop our Attendance Framework. As part of this, we made a successful bid to collaborate with Cambridgeshire Virtual School. The Virtual School, which supports children and young people in care

between the ages of 2 and 18, are funding a Specialist Attendance Lead to work on an 18-month project with their Educational Psychologist to improve the attendance of our most vulnerable pupils. We are delighted to have successfully recruited Sam Barnes to this role and look forward to developing this key element of our Sense of Belonging strategy.

Camilla Saunders
Director of Inclusion

Sam Barnes,
Specialist Attendance Lead

Promoting a SENSE OF BELONGING

A sense of belonging can be defined as feeling supported, respected, accepted and included.

School belonging has a profound impact on well-being, identity development, and mental health.

Why does it matter?
- Increased student motivation
- Reduction in student absenteeism
- Improved academic achievement
- A growing sense of agency – a belief they can make a difference

Students who lack a sense of belonging are more likely to engage in problematic behaviour, suffer from mental illness, and experience low achievement.

A 2020 enquiry by UCL (Riley et al) highlighted the importance of 'belonging' for School Mental Health.

The UCL report states that 1 in 4 pupils feel they do not belong in school.

School belonging is critical to psychological wellbeing and those who feel rejected from school may well seek to belong elsewhere.

Start	**People**	**Stay Strong**	**Action**
*Relationships are valued. *Data tracking standardised beginning to think about CiN / CP cohort. *Variation in relationships between primary & secondary *Inclusion threads through leadership	*Trust central team *all head teachers *governors *families 'as experts by experience' *Virtual School *partner agencies	*focus within sense of belonging strategic plan *building on what is already in place *attendance network gp *standing item in established meetings *communication	*attendance role created and appointed to *create belonging strategic plan *RtR training for trust senior leaders *understand Malborough family project

One year on...

*capture and track consistent data for cohort
*positive relationships with children & families
*peer relationships positive & supportive
*Skilled to look beyond behaviour
*the work fits across wider MAT strategy

The Dream...

*Our children are happy, engaged & achieving.

*Our families feel valued & that they belong

*Our data and lived experience evidenced impact

*There is a sustainable & transferable model embedded across the trust

Key Message:
'every interaction explicitly or implicitly encourages our children to come into school'