



Virtual School Training for Headteachers, Designated Teachers and Designated Safeguarding Leads.

Children in Our Care



Corporate Parenting

What is a corporate parent?

When a child comes into the care of a local authority, the council becomes the Corporate Parent and is accountable for providing the best possible care and safeguarding for our children. This is a collective responsibility of; local authority, elected members, employees, and partner agencies.

Are you a corporate parent?

Education practitioners are partners, so by definition you are all corporate parents.

What is the corporate parenting board?

The corporate parenting board oversees standards and effectiveness for the Children in our Care and Care leavers.

Core Function

In North East Lincolnshire, the CPB has 3 sub-groups with the delegated function for overseeing operational aspects of the CPB strategy. One being the Education Sub Group, where the Virtual School sits.

The Education Sub Group -:

- has multi agency representation from schools, local authority education services such as SEND and Pupil support and Wellbeing, Independent reviewing officers (IRO's), Young Peoples Support Service, social care teams for children in our care and care leavers.
- provides assurance to the board on; academic attendance and attainment; attendance, suspensions, exclusions; children not in education, employment or training.
- has the direct remit for ensuring that partners have the right resource, knowledge and skills to best support our children.

Current vacancy for a practising head teacher / principal to join the Education Sub Group. Your voice and experience is vital to improving outcomes for our children.

Please contact michelle.mcmahon@nelincs.gov.uk for an informal chat about the role.

What is the Role of the Virtual School?

The Virtual School exists to raise educational attainment and aspirations; and narrow the gap between children in our care, and their peers. Monitoring the progress as if those children attended a single school.

The extension of the Virtual School includes statutory responsibility for children previously in the care of a local authority alongside the non-statutory responsibility to champion and promote the education of children with a social worker and children in kinship care.

The Virtual School works in partnership with the child or young person's Educational Setting, Social Worker and Parents / Carers to ensure that they are supported to fulfil their potential at all stages of their education to promote positive outcomes.

Varying Responsibilities

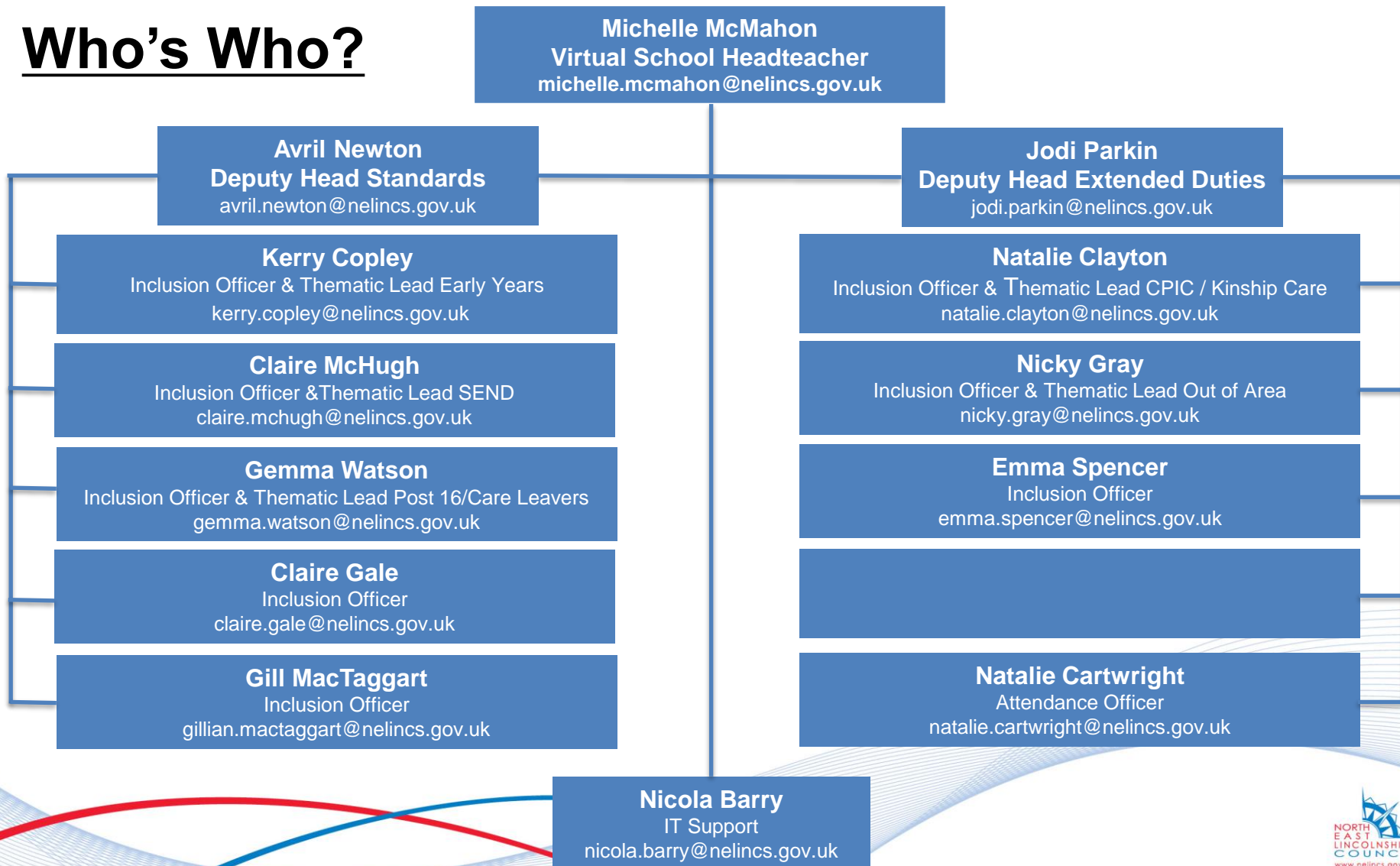
Extended Duties – CWSW / CPIC / Kinship Care

- Weekly Drop-In Clinics for CWSW
- Monthly Drop-In Clinics for CPIC / Kinship Care
- Information Leaflet for Parents
- Advice & Support & Signposting
- Raising Attainment & Attendance
- Reducing Suspensions & Exclusions
- Enhancing partnerships between education, social care and other agencies.
- Identifying the needs of the cohort and addressing barriers.

Children in Our Care

- Allocated Inclusion Officer
- Termly PEP's
- Initial/Mid Year Transfer (10 days)
- Advice & Guidance
- Raising Attainment & Attendance
- Reducing Suspensions & Exclusions
- Partnership Working with Social Care, Educational Settings and other agencies
- Raise aspirations

Who's Who?



Working Together to Improve School Attendance

CURRENT ACADEMIC YEAR UPTO JULY 25TH 2024 AS REPORTED ON THE DfE PORTAL.

SCHOOL AGE CHILDREN ATTENDING NEL EDUCATIONAL SETTINGS.

| | NUMBER OF PUPILS | OVERALL ATTENDANCE | Persistently Absent | Severely Absent |
|-----------------------------|------------------|--------------------|---------------------|-----------------|
| All Children | 25,690 | 91.40% | 26.30% | 3.10% |
| Children in Our Care | 277 | 91.50% | 18.40% | 6.90% |
| Child In Need | 114 | 83.80% | 42.10% | 7.90% |
| Child Protection | 156 | 65.60% | 73.70% | 25% |
| Children Previously in Care | 420 | 91% | 22.10% | 5.70% |

Role of the Social Worker

| | CHILDREN IN OUR CARE | CHILDREN WITH A SOCIAL WORKER (CIN/CP) |
|---|----------------------|--|
| Contribute to the statutory Personal Education Plan (PEP) process – submit information prior to the meeting via the delegation portal. This is a mandatory process. | ✓ | X |
| Advise the Inclusion Officer and Designated Teacher which adults should/ should not be invited. | ✓ | X |
| Attend the PEP meeting and support the young person, parent's and carers. | ✓ | X |
| Support professionals to understand a young person's history. How exposure to Adverse Childhood Experiences (ACEs), neglect and trauma may have impacted on social, emotional (SEMH) and psychological development and being expressed in heightened distressed behaviours. | ✓ | ✓ |
| Champion 'learning as a protective factor'. Recognise, question and support under-achievement; ie. attendance, academic progress, suspensions and exclusions and advocate for SEMH and SEND provision. Attend governor and independent exclusion panels. | ✓ | ✓ |
| Ensure school applications are submitted for key transitions ie. start of Reception year or Secondary (Y7). | ✓ | X |
| Ensure the linked virtual school inclusion officer and designated teacher are updated of changes ie. intended placement moves, new worries (prior to the PEP review meeting), | ✓ | X |
| Where a change of social worker or newly allocated to a young person– advise the Virtual School and the school (see involvements on Liquid Logic). | ✓ | X |
| Informing schools of status changes relating to CIN/CP/CIC/CPIC. | ✓ | ✓ |

The Role of Governor's and Headteachers

Section 20 of the Children and Young Persons Act 2008 place the following duties on governing bodies :-

- *to designate a member of staff (the designated teacher) as having the responsibility to promote the educational achievement of Children in our Care and Children Previously in Care including those aged between 16 and 18 who are registered pupils at the school;*
- *to ensure that the designated teacher undertakes appropriate training (section 20(2); and*

The Designated Teacher Regulations 2009 require that the designated person is :-

- *a qualified teacher who has completed the appropriate induction period (if required) and is working as a teacher at the school (regulation 3(2)); or*
- *a headteacher or acting head teacher of the school (regulation 3(3))*

Governing bodies, through the designated teacher, hold the school to account on how it supports Children in our Care and Children Previously in Care (including how the Pupil Premium Plus is used) and their level of progress.

Role of the Designated Teacher

Responsible for Children in our Care and Children Previously in Care.

- ❖ **Schools and other settings must have a named Designated Teacher (DT) who is ideally a member of the senior leadership team with appropriate seniority and professional experience to promote the educational achievement for children in care and previously in care.**
 - the central point of initial contact so arrangements are joined up with minimum disruption to child's learning
 - promote whole school culture to ensure personalised learning needs, emotional and academic needs are prioritised
 - Awareness of the emotional, psychological and social effects of loss and separation (attachment & trauma aware)
 - hold responsibility for the quality of Personal Education Plans (PEP's)
- ❖ **The most effective designated teachers have a leadership role in promoting the educational achievement of children in care and those children previously in care. They should raise awareness among other staff of the emotional and academic needs of children in care by :-**
 - ensuring school staff have high expectations for learning and know how to accelerate progress
 - ensure staff are aware of the social, emotional and psychological effects children can experience when removed from their birth family, and the impact this can have on behaviour
 - understanding the importance of treating children in this group as individuals and listening to their voice.
 - ensuring that behaviour policies offer some flexibility to meet the needs of children who are struggling to regulate through trauma

Day-to-day responsibilities

- Liaising directly with children and young people and promoting good home-school links
- Working in partnership with the Virtual School, Social Care and other professionals to support positive outcomes
- Ensuring targets in the Personal Education Plan (PEP) are SMART and used to inform next steps. (Targets reviewed)
- School transitions are supported and are positive.
- Ensuring interventions are effective.
- Acting as a source of advice for school staff – for example around teaching strategies, personalised interventions .
- Working directly with Inclusion Officers, Social Care, Carers / Parents and other agencies to meet the needs of the child.
- Making sure Pupil Premium Plus funding is being used effectively.
- Identifying triggers to avoid escalation of behaviour, awareness of trauma informed practice to avoid suspension(s) and exclusion.
- Ensuring Voice of the Child is gained and acted upon
- Uses the PEP Document as an evolving record to support practice throughout the term, ensuring teachers have access to relevant information to support the child and young person's progress and emotional well-being.

When a flower
doesn't bloom, you fix the
environment in which it
grows, not the flower.

–Alexander Den Heijer



Other Responsibilities of the Designated Teacher

Suspensions, Exclusions and Physical Intervention

It is vital that the **designated teacher** informs the Virtual School immediately on the day of incident of any suspensions, exclusions, physical interventions, declining attendance and safeguarding concerns that are impacting directly on education. This is primarily so we can support as needed without the drift and delay that could occur if waiting for information to be shared through the different local authority departments.

[Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

78. Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a child in our care, of the period of the suspension or permanent exclusion and the reason(s) for it. The information in paragraphs 66 to 69 must be provided in writing to the local authority.

Notifications and accompanying paperwork for suspensions or exclusions and reports for any physical intervention - can be sent to either your linked inclusion officer, Deputy Heads or the Virtual School Headteacher.

Inclusion Officers should be invited to all re-integration meetings and will attend wherever possible.

Expectations in circumstances where physical intervention may be necessary.

- ❖ Prior to a child in our care starting at a setting, Positive Handling and Behaviour Policies should be shared with the primary carer and/or social worker.
- ❖ Primary carer to give signed consent agreeing their understanding that physical intervention will be deployed as reasonable and proportionate to maintain the safety of the named child and/or safety of others.
- ❖ Copies of policies and consent to be sent to carer, social worker and the virtual school.

In the event of physical intervention being necessary -:

- ❖ Details of the physical intervention will be recorded by the setting
- ❖ Primary Carer, Social Worker and the Virtual School to be informed as soon as possible of the incident
- ❖ A personal positive handling plan to be created, including strategies to implement at each stage of dysregulation / crisis / arousal (again to be shared with carer/SW/VS)

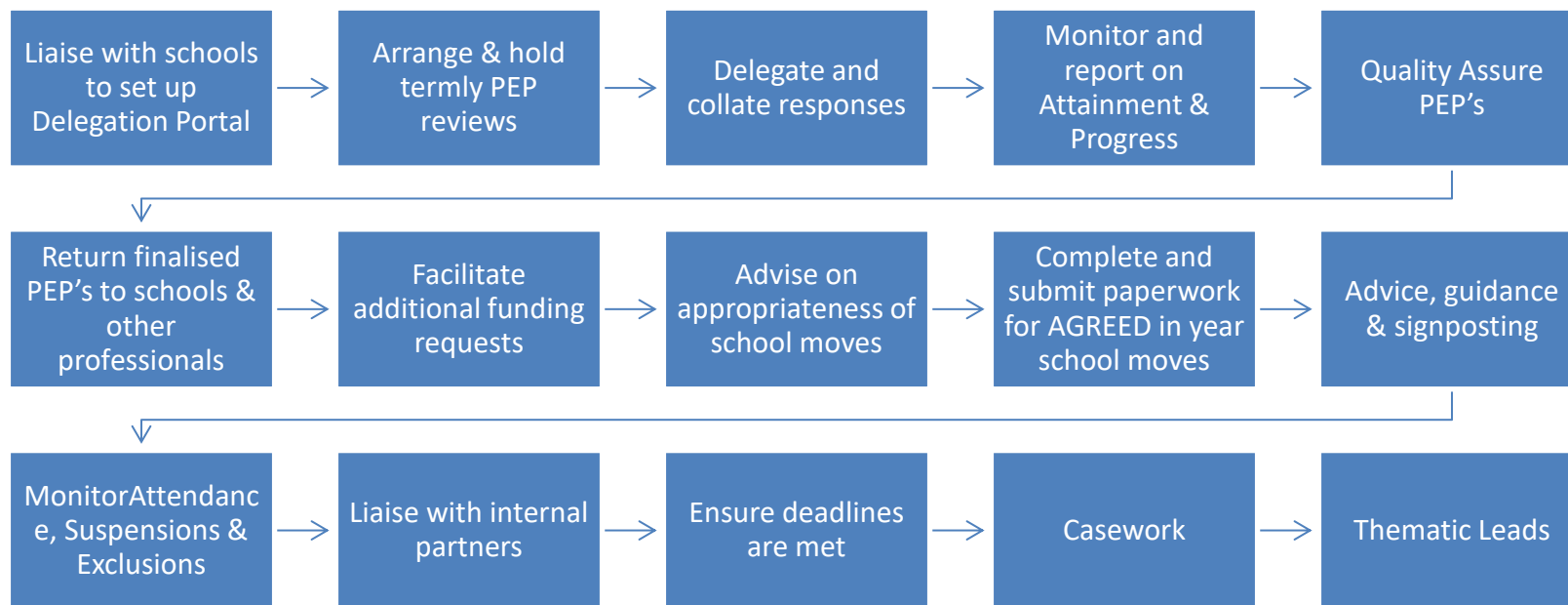
Role of the Designated Safeguarding Lead – Extended Duties

Responsible for Children with a Social Worker (CIN/CP), Children previously with a Social Worker (6 year rolling period) and Children in Kinship Care.

- ❖ To assist in tackling underachievement by working in partnership with the Virtual School to ensure educational attendance and attainment are reported on within the CIN and CP Plan's.
- ❖ Champion the disadvantages of our most vulnerable cohorts by enabling pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.
- ❖ Contacting the Virtual School at the earliest opportunity for guidance, support and signposting to avoid escalation.

Role of the Inclusion Officer

Responsible for Children in our Care



Personal Education Plans

Children in our Care

What is a Personal Education Plan (PEP)?

All children in our care must have a care plan, of which the Personal Education Plan (PEP) is an integral part. It is an evolving record of what needs to happen to support their learning and enable them to fulfil their potential.

At what age do children have a PEP in NEL?

It is a requirement for children from age 3 to 18 to have an up-to-date PEP.

Who should initiate the PEP?

All children in our care are allocated an inclusion officer from the Virtual School who is responsible for organising and facilitating the PEP meeting.

How often should a PEP be completed?

PEPs reviews need to take place at least once per term. If a child is new to care **or** new to the school, a PEP should take place within 10 working days up to a maximum of 20 and in time for the first CIC review.

Who is responsible for the PEP?

It is the joint responsibility of the local authority and the education setting to ensure that a child looked after has an up-to-date PEP. The Virtual School is responsible for quality assuring the documentation.

How is the PEP produced?

PEP's are processed using the Liquid Logic delegation portal. There are five templates covering -:

- Early Years (Nursery & Reception)
- Primary (Years 1 -6)
- Secondary (Years 7-11)
- Post 16 (Years 12-13)
- Specialist (SEND settings where pupils follow alternative learning pathways)

Who should attend a PEP review?

- Child / young person (where appropriate). If the child / young person is not in attendance, views and wishes should always be gathered prior to the meeting.
- Allocated Inclusion Officer
- Designated Teacher
- Social Worker
- Any other Key Agency
- Carer / Key worker / Parents (as appropriate) * confidentiality

What will be discussed during the PEP review?

| | | | |
|-----------------------------|---------------------------|-----------------|---------------------------|
| Child / Young Persons Views | General Changes/Updates | Key Transitions | Attainment & Progress |
| Barriers to Learning | EHCP / Graduated Response | IEP'S / My Plan | Intervention & Support |
| Attendance | Suspensions & Exclusions | SMART Targets | Preparation for Adulthood |

What will happen after the review meeting?

The allocated Inclusion Officer will complete the PEP following the review meeting. This will then be disseminated to all parties (as appropriate).

Pupil Premium Plus

Department for Education Guidance

- ❖ The Department for Education is very clear as to appropriate uses of PPG+. In their guidance for Virtual Schools PPG+ money must be used for the benefit of the pupil's educational needs as described in their PEP.
- ❖ The Pupil Premium + should be viewed as an investment in the young person's education which, by the time of the PEP review, will lead to positive outcomes measured via SMART targets.
- ❖ There is no automatic entitlement for the school to receive this funding for eligible pupils and the Virtual School Head (VSH) can pool funds or retain a portion of the full amount under the conditions of grant.
- ❖ The LA must be able to demonstrate how the PPG+ funding is raising the attainment and aspirations of children in care. It is of paramount importance that the Virtual School is able to monitor the efficacy of PPG+ spending through PEP documentation.
- ❖ Our young people should be aware of the PPG+ and be able to voice their opinion on what they feel would benefit their learning (should they want to). The Pupil Views section of the PEP needs to be completed by or with the young person prior to the PEP meeting and referred to during discussions.
- ❖ Similarly, the parent, carer and corporate parents inc. social care teams and Independent Reviewing Officers should be given the opportunity to contribute.

Appropriate Uses of PPG +

PPG+ must be used with the intention of improving pupil outcomes in terms of academic attainment, emotional well-being and progress. It should be used to provide something that school would not be ordinarily providing or receiving through any SEND/EHCP funding. Appropriate uses of PPG+ may include:

- ❖ Tutoring in curricular areas where pupils are falling behind their peers or are not reaching age related expectations. National research shows that one to one tuition has a disproportionately positive impact for children in care. Providing this will be a priority in the first instance.
- ❖ Research based intervention focusing on areas of the curriculum such as interventions for phonics, reading or mathematics.
- ❖ Activities which encourage children who are in care to be more involved and interested in their education e.g.
 - Activities to re-engage children in learning, based on children's interests, where this is a PEP target.
 - Resources to support interest in curricular areas.
 - School clubs that teach skills e.g. music, sports, social skills.
- ❖ IT equipment which is needed by pupils to access elements of the curriculum or to support study skills.
- ❖ PPG+ will be considered on a case-by-case basis to a maximum contribution of £500.
- ❖ Access to residential educational trips based on the curriculum and attended by the majority of children, where a pupil may not otherwise be able to participate.
- ❖ Activities to meet pupils' personal development needs where this is a barrier to learning e.g. therapeutic activities, activities to develop friendships or to learn social skills.

PPG+ Cannot be Used to Fund:

- ❖ Support for foster carers; payments cannot be made directly to foster carers e.g. for horse riding lessons or other recreational activities.
- ❖ School uniform.
- ❖ Transport.
- ❖ Before or after school wrap around childcare.
- ❖ Basic equipment which should be supplied by school e.g. stationery, revision guides, text books.
- ❖ To fund services that should be provided via an Education, Health and Care Plan.
- ❖ A Statutory Assessment or support from health services.
- ❖ Interventions the school's own funding covers the cost of or that other children are receiving without cost (ie: Precision Teaching, Phonics Interventions – unless over and above).
- ❖ To pay for the Designated Teacher (Section 20 of the Children Act 1989 places duties on a governing body to designate a member of staff (the designated teacher) as having the responsibility to promote the educational achievement of looked-after children

Pupil Premium will not be released if the PEP is not of a satisfactory quality. (Please note the NEL Virtual School reserves the right to withhold future PPG if a PEP is deemed unsatisfactory following quality assurance).*

The Process of Making a Claim to NEL Virtual School

Schools with eligible children in years Reception to Year 11 will be allocated a maximum of £500 per child per term on the completion of a satisfactory PEP (Personal Education Plan). Within the termly PEP meeting, education targets should be established and reviewed. This will then inform the additional funding/resources needed to help the school support this work with the pupil.

Requests for any additional funding (above the termly £500 and AWP / SEN notional funding) should then be submitted via a PPG+ request form. The specific process for claiming PPG+ for children in care by NELC is as follows:

- ❖ The use of PPG+ funding must be agreed at the PEP meeting and recorded in the PEP document. Individual costings must be provided for each intervention or resource. (Identifying cost per hour and number of hours)
- ❖ The request should be clearly linked to the pupil's PEP target/s and how these will be achieved.
- ❖ Each action should outline how it will further the pupil's educational outcomes to ensure that funding is channelled effectively.
- ❖ The impact of each spend must be reviewed at the following PEP meeting and this should be recorded on the PEP document.
- ❖ Requests for enhanced PPG+ should be emailed to the Virtual School Head and named Inclusion Officer. Please see schedule deadlines for further information.
- ❖ Requests for enhanced PPG+ cannot be authorised until the PEP document has been finalised and distributed so that the request can be checked against the document.
- ❖ Schools will be notified by the Virtual Head of any request that has been declined; otherwise, agreed enhanced funding will be transferred to schools on a termly basis along with the standard allocation (2024/2025) Requests received after the deadline will be processed the following term.

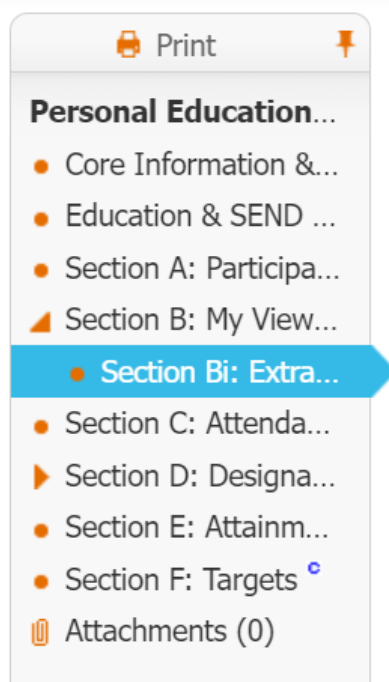
Timescales

| When | Who | What |
|---|------------------------|---|
| At the PEP meeting | Inclusion Officer (IO) | Set next meeting date & send out invites. |
| PEP's due in the current half-term will have been delegated at the end of the previous half-term. | Inclusion Officer | Delegate sections of the PEP to SW and DT. |
| 5 working days (minimum) before review meeting | Designated teacher | Submit populated information form or delegated pages to Inclusion Officer. |
| 5 working days (minimum) before review meeting | Social worker | Submit populated information form to Inclusion Officer. |
| 5 working days after review meeting | Inclusion Officer | Finalise PEP paperwork and send a copy to all parties. *May require DT's or SW to share with carers and parents |

Time Frames

| 2024/2025 | AUTUMN TERM | | SPRING TERM Tight -end of financial year | | SUMMER TERM | |
|--|-------------------------------------|---------------------------|---|---------------------------|-----------------------------------|---------------------------|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| PEP Reviews to be held | 09/09 to 11/10 25 days | 28/10 to 29/11 25 days | 06/01 to 07/02 25 days | 24/02 to 21/03 20 days | 22/04 to 23/05 24 days | 09/06 to 04/07 20 days |
| VS PEP QA and Assessment | 14/10 to 28/10 | 02/12 to 06/12 | 10/02 to 14/02 | 24/03 to 28/03 | 02/06 to 06/06 | 07/07 to 11/07 |
| Enhanced PPG Funding Requests to be received from schools by * | FRIDAY 20/11/24 | | FRIDAY 14/02/25 | | FRIDAY 13/06/25 | |
| VS PPG Panel | 02/12/24 to 06/12/24 | | 24/02/25 to 28/02/25 | | 23/06/25 to 26/06/25 | |
| PPG processed by finance | 09/12/24 to 13/12/24 | | 03/03/25 to 07/03/25 | | 30/06/25 to 04/07/25 | |
| PPG Received by Settings * | MONDAY 6 TH JANUARY 2025 | | FRIDAY 28 TH MARCH 2025 | | MONDAY 11 TH JULY 2025 | |

The Delegation Portal



New Users

- ❖ School will provide Inclusion Officer with name and email address of Designated Teacher.
- ❖ Once added to NELC Portal Inclusion Officer will send out instructions for the Designated Teacher to register on the portal.
- ❖ Once registered the Designated Teacher will be able to access any delegated PEP's.

New Schools

- ❖ Inclusion Officer to contact new school to obtain name of Designated Teacher and Finance Officer.
- ❖ Inclusion Officer will send New Supplier Form to Finance Officer to enable Pupil Premium payments to be allocated.
- ❖ Once added to NELC Portal Inclusion Officer will send out instructions for the Designated Teacher to register on the portal.
- ❖ Once registered the Designated Teacher will be able to access any delegated PEP's.

Education & SEND

The PEP Process

Schools / Educational Settings

| Educational Setting | Type of Setting | School Area (In/Out) | Ofsted Rating | Start Date | End Date | |
|---------------------|-----------------|----------------------|---------------|------------|----------|---|
| | | | | | |     |

How does the child / young person travel to school?

● Transition to a New School / Educational Setting

Please give details of any transition plans / in year transitions?

Has the Virtual School agreed to this transition?

Please describe any particular support needed to make a successful transition?

Full name and address of school / educational setting being applied for:

What is the Ofsted rating of the school / educational setting being applied for:

● SEND

Does the child/young person have SEND?

Last EHCP Review:

Next EHCP Review Date:

SEND Primary Need

SEND Secondary Need

Section B: My Views, Wishes & Feelings



Guidance for Designated Teachers:

- The following information should be collected by a trusted adult who has an existing bond with the child or young person.
- Please complete with discretion, at a time that the child is comfortable: this may be during a pre-existing intervention, through conversations at playtime or lunch or over the course of several days.
- Rather than use this as a formal question and answer exercise, please use as guidance to prompt more natural conversations.

(Please ensure this is as described by the child/ young person)

| | Previous Summer | Autumn | Spring | Summer |
|--|-----------------|--------|--------|--------|
| Who my friends are: | | | | |
| Who would I go to for support at school: | | | | |
| The lessons I like best are: | | | | |
| What I like about school | | | | |
| The school clubs I enjoy are: | | | | |
| The things I like to do after school are: (clubs, teams, activities) | | | | |
| When I am older the jobs I might like to do are | | | | |
| What support do I need to help me achieve this: | | | | |
| When I am finding something difficult in school, these are the best things adults can do to help me: | | | | |
| When I get upset at school I would like adults to help me by: | | | | |
| The things that help me best with my learning are: | | | | |
| The things that would make me happier at school are: | | | | |

Section B: My Views, Wishes & Feelings

Please help me to pick a score from 0-10, where 0 is I don't think things are going well in my class / lessons and 10 is where I feel everything is going really well and I'm happy with school.

| | | |
|--------------|-------|--|
| | Score | What has changed from your last score? What would help you to improve your score? |
| Previous PEP | ▼ | |
| Current PEP | ▼ | |

Would you like to share any achievements/work in your PEP meeting?

B I U ab A A A X • 1. < >

We would really like you to come to your next PEP meeting, is there anything we can do to support you with this?



Section Bi: Extra Curricula Activities

Section Bi: Extra Curricular Activities

Clubs/Groups/Training or other Lessons

| | Previous Summer | Autumn | Spring | Summer |
|---------|-----------------|--------|--------|--------|
| School: | | | | |
| Home: | | | | |

Section C: Attendance, Suspensions & Exclusions

● Snapshot of Attendance at time of PEP Meeting

| | Previous Summer (%) | Previous Summer (Rating) | Autumn (%) | Autumn (Rating) | Spring (%) | Spring (Rating) | Summer (%) | Summer (Rating) |
|-----------|---------------------|--|------------|--|------------|--|------------|--|
| Present % | | <input type="radio"/> 95% & Above Good Attendance <input type="radio"/> 94% - 91% Cause for Concern <input type="radio"/> 90% & Below Persistently Absent <input type="radio"/> 50% & Below Severely Absent | | <input type="radio"/> 95% & Above Good Attendance <input type="radio"/> 94% - 91% Cause for Concern <input type="radio"/> 90% & Below Persistently Absent <input type="radio"/> 50% & Below Severely Absent | | <input type="radio"/> 95% & Above Good Attendance <input type="radio"/> 94% - 91% Cause for Concern <input type="radio"/> 90% & Below Persistently Absent <input type="radio"/> 50% & Below Severely Absent | | <input type="radio"/> 95% & Above Good Attendance <input type="radio"/> 94% - 91% Cause for Concern <input type="radio"/> 90% & Below Persistently Absent <input type="radio"/> 50% & Below Severely Absent |

| | Previous Summer (%) | Autumn (%) | Spring (%) | Summer (%) |
|------------------------|---------------------|------------|------------|------------|
| Authorised Absence % | | | | |
| Unauthorised Absence % | | | | |

Comments

What support is in place, or will be in place to improve attendance? (if required)

Section C: Attendance, Suspensions & Exclusions

● Snapshot of Behaviour

Behaviour

| | Previous Summer | Autumn | Spring | Summer |
|------------------------|-----------------|--------|--------|--------|
| Snapshot of Behaviour: | | | | |

Support

| | Previous Summer | Autumn | Spring | Summer |
|---------------------------|-----------------|--------|--------|--------|
| What Support is in place? | | | | |

● Suspension & Exclusion Information

Suspension/Exclusion Information

| Date From | Date To | Number of Days | Exclusion Type | Reason | Date Documentation sent to VS | IO Informed of Re-Integration Meeting | |
|-----------|---------|----------------|----------------|--------|-------------------------------|---------------------------------------|-----|
| | | | | | | | ✗ + |

What led to the escalation of behaviour (what triggers were identified) and how are these going to be supported to avoid future escalations?

Is the child/young person involved with the Youth Justice Service?

☐ Yes ☐ No

If Yes please provide details:

I Am Rude



Section D: Designated Teacher/Pastoral Update

● Designated teacher to complete

Snapshot of Social, Emotional, Mental Health

| | Previous Summer | Autumn | Spring | Summer |
|-------------------|-----------------|--------|--------|--------|
| Snapshot of SEMH: | | | | |

| | Previous Summer | Autumn | Spring | Summer |
|--|-----------------|--------|--------|--------|
| How does the child / young person present in school on a day-to-day basis: | | | | |
| What Support is in place? | | | | |

SDQ Score

SDQ Date



What support is in place if required?

Section E: Attainment & Progress - EYFS Nursery & Reception

RED, AMBER, PURPLE, GREEN, BLUE (RAG rating) need to be used to colour/highlight the below boxes to clearly show whether the CIC has made progress since the last PEP meeting and over the current school year.

RED - Regressed
AMBER - No Progress
PURPLE - Some Progress Made
GREEN - Expected/Good progress
BLUE - Accelerated Progress

Summary of Progress in the Prime Areas of Learning: Age Related Expectations (ARE)

Emerging/Expected is for the end of reception only

| Prime Areas | Term 1 - Autumn Tracking | Term 1 - Autumn Progress (RAG) | Term 1 - Autumn Cause For concern? | Term 2 - Spring Tracking | Term 2 - Spring Progress (RAG) | Term 2 - Spring Cause For concern? | Term 3 - Summer Tracking | Term 3 - Summer Progress (RAG) | Term 3 - Summer Cause For concern? |
|--|--------------------------|--|------------------------------------|--------------------------|--|------------------------------------|--------------------------|--|------------------------------------|
| Communication & Language: | ▼ | <input type="radio"/> RED <input type="radio"/> AMBER <input type="radio"/> PURPLE <input type="radio"/> GREEN <input type="radio"/> BLUE | | ▼ | <input type="radio"/> RED <input type="radio"/> AMBER <input type="radio"/> PURPLE <input type="radio"/> GREEN <input type="radio"/> BLUE | | ▼ | <input type="radio"/> RED <input type="radio"/> AMBER <input type="radio"/> PURPLE <input type="radio"/> GREEN <input type="radio"/> BLUE | |
| Listening, Attention and Understanding | | | | | | | | | |
| Speaking | ▼ | <input type="radio"/> RED <input type="radio"/> AMBER <input type="radio"/> PURPLE <input type="radio"/> GREEN <input type="radio"/> BLUE | | ▼ | <input type="radio"/> RED <input type="radio"/> AMBER <input type="radio"/> PURPLE <input type="radio"/> GREEN <input type="radio"/> BLUE | | ▼ | <input type="radio"/> RED <input type="radio"/> AMBER <input type="radio"/> PURPLE <input type="radio"/> GREEN <input type="radio"/> BLUE | |

Section E: Attainment & Progress - Primary

| | | |
|---------------------------|----------------------|--------|
| End of reception only | Yes/No? | Notes: |
| Good Level of Development | <input type="text"/> | |

Is the child/young person working below the national curriculum level and not engaged in subject specific study? ☐ Yes ☒ No

Primary

KS1 Attainment & Progress

Year 1

| Subject | Aspirational End of Key Stage Target | Year 1 - Autumn Year Level Child is Working At | Year 1 - Autumn Progress towards end of Key Stage Target | Year 1 - Spring Year Level Child is Working At | Year 1 - Spring Progress towards end of Key Stage Target | Year 1 - Summer Year Level Child is Working At | Year 1 - Summer Progress towards end of Key Stage Target |
|--------------------------------------|--------------------------------------|--|--|--|--|--|--|
| Reading | | | | | | | |
| Writing | | | | | | | |
| Maths | | | | | | | |
| Grammar, Punctuation, Spelling (GPS) | | | | | | | |
| Science | | | | | | | |

Year 1 Termly Comments

| Year 1 Autumn Comments | Year 1 Spring Comments | Year 1 Summer Comments | |
|------------------------|------------------------|------------------------|-----|
| | | | ✗ + |

Section E: Attainment & Progress – Engagement Model

Is the child/young person working
below the national curriculum level and
not engaged in subject specific study?

☒ Yes ☐ No

● Engagement Model

Guidance - For Engagement Model

KS1 Attainment & Progress

| | Year 1 - Autumn | Year 1 - Spring | Year 1 - Summer |
|------------------------|-----------------|-----------------|-----------------|
| Exploration | | | |
| Realisation | | | |
| Anticipation | | | |
| Persistence | | | |
| Initiation | | | |
| Additional Information | | | |

Section E: Attainment & Progress - Secondary

KS3 Attainment & Progress

Year 7

| Subject | Course Type | Exam Board | Aspirational end of Key Stage 4 Target | Year 7 - Autumn Grade/Year Level Child is Working At | Year 7 - Autumn Progress towards end of Key Stage Target | Year 7 - Spring Grade/Year Level Child is Working At | Year 7 - Spring Progress towards end of Key Stage Target | Year 7 - Summer Grade/Year Level Child is Working At | Year 7 - Summer Progress towards end of Key Stage Target | |
|--------------------|-------------|------------|--|--|--|--|--|--|--|--|
| Maths | ▼ | | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | |
| English Language | ▼ | | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | |
| English Literature | ▼ | | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | |

Year 7 - Additional Subjects

| Subject | Course Type | Exam Board | Aspirational end of Key Stage 4 Target | Year 7 - Autumn Grade/Year Level Child is Working At | Year 7 - Autumn Progress towards end of Key Stage Target | Year 7 - Spring Grade/Year Level Child is Working At | Year 7 - Spring Progress towards end of Key Stage Target | Year 7 - Summer Grade/Year Level Child is Working At | Year 7 - Summer Progress towards end of Key Stage Target | |
|---------|-------------|------------|--|--|--|--|--|--|--|-----|
| | ▼ | | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ✗ + |

Year 7 Termly Comments

| Year 7 Autumn Comments | Year 7 Spring Comments | Year 7 Summer Comments | |
|------------------------|------------------------|------------------------|-----|
| | | | ✗ + |

Section F: SMART targets & Pupil Premium Plus

SMART TARGETS - Specific Measurable Attainable Realistic Time-based

| Term | SMART target | How will this be achieved? (strategies/support/intervention) | Who will be responsible? | Funding to support outcome | Cost | Review of Target | Comments on outcomes and next steps | |
|----------|--|---|---|----------------------------|---|------------------|-------------------------------------|-----|
| Spring ▼ | To form letters e, a, i, o, r and s correctly when writing independently, paying particular attention to their positioning on the line. Achieved when correctly formed in independent writing 80% of the time. | <ul style="list-style-type: none"> 1:1 20 min Daily Writing Intervention Letter formation home learning sheets | <ul style="list-style-type: none"> Miss Smith Child Parents/Carers | Pupil Premium Funded ▼ | 5 sessions @ £5 = £25 £25 x 12 = £300 | ▼ | | ✗ + |
| Spring ▼ | To understand the application of BIDMAS and be confident in its application to solve problems to increase weekly test scores. Achieved when scoring above 80% on three out of four occasions. | <ul style="list-style-type: none"> 3 x 20 min Weekly Maths Intervention Lunchtime Revision Classes Revision Books Online Learning | <ul style="list-style-type: none"> Mr Charles Child Parents/Carers | Pupil Premium Funded ▼ | 3 sessions @ £10 = £30 £30 x 12 = £360 | ▼ | | ✗ + |

Other Agreed Actions

(to be reviewed at next PEP meeting)

| Term | Decision/Action | Responsibility (Who?) | Timescale (When?) | Action Achieved? | Comments on Outcome | | |
|------|-----------------|-----------------------|-------------------|------------------|---------------------|-----|---|
| ▼ | | | | | | ✗ + |  |

Section G: Careers

● Career Section of PEP (Secondary)

Have you learned about different careers/jobs, other than those of family and carers?

Do you have a particular course, job or career in mind? If so, what is it?

please do not leave blank

Do you know what qualification and/or experience you need to achieve this goal?

(consider specific grades, work experience, extra curricular activities)

At school, do you know who to go to for information and guidance about future careers/jobs?

Have you learned about the different options available to you when you leave school. Such as A Levels, apprenticeships, T Levels, Vocational Routes such as BTECs?

When you finish college, would you like to go to University/Higher Education.

| Have you had opportunities for guidance interviews with a careers adviser? | Date of most recent interview/meeting | Actions/advice/outcomes from careers discussion | |
|--|---------------------------------------|---|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Section G: Encounters (Careers/Further & Higher Education)

● Encounters (Careers/Further and Higher Education)



Careers guidance and access for education and training providers




Careers Encounter: a meaningful careers encounter is one in which the young person has the opportunity to learn about what work is like or what it takes to be successful in the workplace. The careers encounter may be employer talks, mock assessment centres, speed networking, career carousels, alumni activity, business games, enterprise competitions, careers fairs, employer involvement in the curriculum, employer mentoring etc

Further and Higher Education Encounter: a meaningful encounter is one in which a young person has the opportunity to explore what it is like to learn in that environment. Examples include meeting with a full range of providers offering educational opportunities such as sixth forms, colleges, universities and apprenticeships. Encounters with providers or learning and training that may form the next stage of their career and visits to universities.

As a minimum, schools and academies must offer four encounters with a provider of technical education or apprenticeships

two encounters in Year 8 or 9 (anytime in Year 8, no later than 28 February in Year 9);

two encounters in Year 10 or 11 (anytime in Year 10, no later than 28 February in Year 11)

| Type of Encounter | What was the meaningful encounter | Date of Encounter | Additional Information about encounter | |
|-------------------|-----------------------------------|-------------------|--|---|
| | | | |  |
| | | | |   |



Website & Newsletter

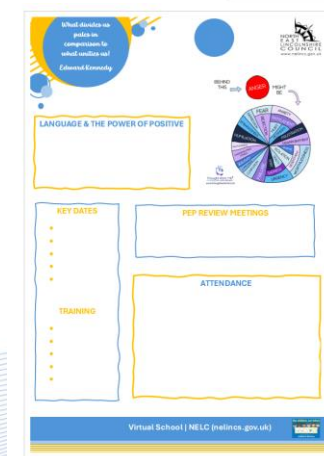
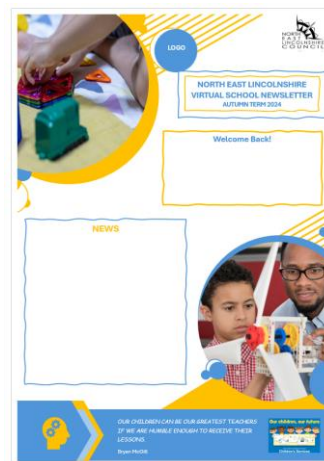
Virtual School

Virtual School for Children Looked After and Children in Need

Welcome to the North East Lincolnshire Virtual School webpage. We hope that you are able to find all the information you require in the sections below. Should you have any questions or queries, please contact us.

We are dedicated to improving the educational experiences and outcomes of our children in care. We work with all relevant partners in education and social care to ensure that our children's opportunities are the best they can be.

| | |
|--|---|
| About the Virtual School | + |
| Meet the team | + |
| Personal Education Plans | + |
| Pupil Premium Plus Funding | + |
| Useful resources and links | + |
| Virtual School Training | + |
| Post 16 and Care Leavers | + |
| Extension to the Virtual School – New Duties | + |
| Online Drop-In Clinics | + |



Statutory & Key Documents

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Designated teacher for looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Pupil premium: virtual school heads' responsibilities - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Pupil premium - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Promoting the health and wellbeing of looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Championing_kinship_care_the_national_kinship_care_strategy.pdf](#)

<https://www.nelincs.gov.uk/assets/uploads/2024/08/Pupil-Premium-Guidance-June-2024.pdf>

[Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk)
 [\(publishing.service.gov.uk\)](https://publishing.service.gov.uk)