

Telford and Wrekin Virtual School

Supporting Previously Looked After Children

1. Introduction

This position statement describes the provision in place from Telford and Wrekin Virtual School to support the education of Children Previously in Care (known nationally as Previously Looked after Children).

From September 2018, there is a new statutory duty on Local Authorities to provide support for Previously Looked after Children through a Virtual School Head. The Virtual School Head *'will be a source of advice and information to help their parents to advocate for them as effectively as possible. VSHs are not acting as part of the corporate parent role in these circumstances, but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties.'*

Local authorities have a duty under section 23ZZA of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017) to promote the educational achievement of previously looked-after children in their area by providing information and advice to:

- *any person that has parental responsibility for the child;*
- *providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies; and*
- *any other person the authority considers appropriate for promoting the educational achievement of relevant children.*

Previously looked-after children are those who:

- *are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Wellbeing (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or*
- *were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society.*

The duty applies to children who are in early year's provision (secured by the local authority under section 7(1) of the Childcare Act 2006) and continues throughout the compulsory years of education where the child is in provision funded in part or in full by the state.

VSHs are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

(Promoting the education of looked-after children and previously looked-after children, Statutory Guidance for Local Authorities February 2018)

Role of the Virtual School Head for previously looked after children

The role of the VSH for previously looked-after children is to promote their educational achievement through the provision of information and advice to their parents, educators and others who the VSH considers necessary.

VSHs must discharge their duty from the point at which the child becomes eligible for free early education, which is currently the start of the term following a child's second birthday, and conclude when s/he has completed the compulsory years of education.

The duty relates to previously looked-after children who are in education in the area served by the VSH irrespective of where the child lives. This avoids the need for education settings to work with more than one VSH and prevents cross-border complications.

VSHs, in conjunction with the Director of Children's Services, should decide the extent of their offer to parents, early education providers and schools but as a minimum, the VSH must:

- respond to parental requests for advice and information – e.g. advice on school admissions in their area. Where appropriate, the VSH should sign-post parents to other services that can offer advice and support;
- respond to requests for advice and information from providers of early education, designated teachers in maintained schools and academies, and providers of alternative provision in their area in respect of individual children supported by the local authority. In particular, the VSH should develop/ build on existing good working relationship with designated teachers for previously looked-after children in their area; and
- make general advice and information available to early year's settings and schools to improve awareness of the vulnerability and needs of previously looked-after children. This should include promoting good practice on identifying and meeting their needs, and guidance on effective use of the PP+.

However, it is important to note that the local authority and VSH are no longer the corporate parent for previously looked-after children and the VSH role in relation to these children reflects this. VSHs are not expected to monitor the educational progress of individual children or be held to account for their educational attainment. Any intervention in the education of a previously looked-after child must be with the agreement of the person(s) who have parental responsibility for the child. They, like all parents, are responsible for overseeing their child's progress in education.

VSHs will want to satisfy themselves that the child is eligible for support by asking the child's parents for evidence of their previously looked-after status. For children adopted outside England and Wales, the child must have been looked after by a public authority, a religious organisation or other provider of care whose sole purpose is to benefit society. Where parents are unable to provide clear evidence of their child's status, VSHs will need to use their discretion. In such circumstance, VSHs should discuss eligibility with the designated teacher at the child's school to agree a consistent approach.

What might providing information and advice look like?

- Providing advice and information to frequently asked questions online.
- Providing advice to individual parents/ carers and schools where they have a query.
- Advising schools on how they can support previously looked after children to improve behaviour to help avoid exclusion becoming necessary.
- Advising schools on how to best use Pupil Premium to support previously looked-after children.

2. Advice for Parents

Telford and Wrekin Virtual School is able to provide advice directly to parents of Children Previously in Care. There is an Education Advisor for Previously Looked After Children who is in a strong position to advise parents.

- Anna Loveland 01952 381468 anna.loveland@telford.gov.uk

All members of the Virtual School Team can be contacted through the Virtual School Inbox:

virtualschool@telford.gov.uk

Advice will include:

- how best to support the young person to make progress
- developing consistency between home and school in meeting the needs of the young person
- how to be an advocate for the young person in an education setting
- school admission arrangements
- special educational needs
- attendance
- exclusions
- homework
- choosing GCSE options
- managing challenging behaviour
- promoting positive educational and recreational activities
- Further education, employment and training options

The Virtual School Head, Michelle Salter, will be able to provide further advice, in particular on what to look for in choosing a school for a child previously in care.

As an underlying principle to our work with children previously in care, we respect the need for anonymity that some parents request. We will therefore not proactively

contact parents of children previously in care, but we will be available to advise and support if parents contact us.

Virtual School Team structure as from September 2019:

VSHT- Michelle Salter

Education Adviser Previously Looked After (PLAC) & Early Years: Anna Loveland

Education Adviser In Borough 0.4- Vacant

Education Adviser/ CIC Tracking Officer: Interim Amanda Price

Education Adviser OOB/Post 16: Lucy Wright

Education Officer In Borough: Sarah Summers

Education Officer OOB; Sharron Jones

PEP coordinator: Kerriann Hughes

BSO: Sarah Herbert

3. Advice for Schools

The Virtual School is also able to provide advice and support directly to schools help them provide for the needs of children previously in care.

The Inclusion Mentors work closely with each of the schools in their locality and will be able to provide this advice and support in the first instance.

This advice and support might include:

- Ensuring PPG+ is available for children previously in care
- Using the PPG+ to provide appropriate interventions to meet the needs of the young people
- Developing high expectations and interventions to meet these expectations
- Whole school approaches to supporting children previously in care (as well as children in care) for example attachment awareness
- Encouraging education settings to share expertise on strategies to support children previously in care
- Signposting other professionals who might provide further support, including health professionals as well as those in education.

The Virtual School provides ongoing support and training for Designated Teachers for Looked after Children through the termly network meetings. From September 2018, these will also focus on the needs of previously looked after children.

For further reading the Virtual School highly recommends:

Meeting the needs of adopted and permanently placed children – A guide for school staff; PAC-UK.

4. Pupil Premium Plus for Children Previously in Care

To access PPG+ for Previously Looked after Children, the school will need to include this status in the census return. However, it is the right of the parents to decide whether to declare the status of the child or not. The school should not pursue parents to include this information if the parents choose not to.

The Virtual School strongly recommends to parents that they do declare the previously looked after status to the school, this will enable the school to access the PPG+ funding and therefore provide additional support.

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or a child arrangement order will have their entitlement to Pupil Premium Plus paid directly to the school. The school will need to work with the adoptive parents to ensure the status of the young person is recorded on the census return, the Pupil Premium Plus funding will then be received through the normal school funding routes.

There is no direct responsibility for the Virtual School Head to monitor the use of this Pupil Premium Plus and there is no expectation of a PEP. However, support and advice for previously looked after young people is available and schools should contact their link Inclusion Mentor of the Virtual School Head if this is required.

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