REPORT TO:	Corporate Parenting Panel
	5th September 2019
SUBJECT:	**Virtual School Annual report**
LEAD OFFICER:	**Robert Henderson, Executive Director**
	Children, Families and Education Department
CABINET MEMBER:	**Alisa Flemming, Cabinet Member for Children, Young People & Learning**
WARDS:	**ALL**

CORPORATE PRIORITY/POLICY CONTEXT:

A caring city: Provide safer, high quality, integrated healthcare and social care services close to home with a focus on maternity, children and young people, and mental health services.

Corporate Parenting.

FINANCIAL IMPACT

No financial considerations.

FORWARD PLAN KEY DECISION REFERENCE NO: N/A

---

1.   RECOMMENDATION

Corporate Parenting Panel to note the annual report from the Virtual school.

---

2.   EXECUTIVE SUMMARY

2.1   The corporate parenting responsibilities of local authorities include having a duty under section 22(3)(a) of the Children Act 1989 to safeguard and promote the welfare of the children they look after, including eligible children and those placed for adoption, regardless of whether they are placed in or out of authority or the type of placement. This includes the promotion of the child's physical, emotional and mental health and acting on any early signs of health issues.

2.2   This report is in response to the panel's request for an overview of the work of the Virtual school in relation to educational outcomes for children and young people in the care of Croydon. 2019-20 examination results and data analysis will form a separate paper to be written by the end of September 2019-20. This is a qualitative summary and information update.

3. THE CROYDON CLA COHORT 2018-2019 (Overall Numbers and Demographics)

3.1 In the academic year Sept 2018- July 2019, **611** children and young people were in care (CLA) continually for the whole 12 months. Virtual school works on behalf of all children and young people of 'educational age' which means ages 2-19 in school years, nursery to Year 13.

3.2 A total of **919** children and young people were in care the end of the academic year on **July 19th 2019.**

3.3 There were **574** statutory school age children (reception year- Year 11 age 4-16) in care at **July 19th 2019**.

3.4 During 2018-2019 a total of **55%** of children and young people attended schools in borough and **45%** were placed in schools out of borough. This shifted slightly from a 50:50% spilt last year.

3.5 In September 2018-19, **692** children and young people were placed in the care of # Croydon. This rose to **930** by end of July 2019. This means that an additional 238 children and young people came into care between September 2018 and July 2019, a **34%** increase. This is significantly greater than the cohort increase of 19% over last academic year. (A full breakdown of the increases in respective cohorts is provided in the table below.)

3.6 **257** CLA between 2 and 19 years old were recorded as having SEND needs in July 2019. This was **27%** of the cohort at the end of the academic year (919). Of these, **129 (14%)** had an EHCP, **128** (14%) **were** classified by schools as receiving SEND support. Of the total number of in care at the end of the academic year, **71** (13.2%) attended special schools

3.7 At the end of July 2018-19, the total number of children and young people in care (930) was made up of **626** males (67%) compared to 304 females. (23%)

3.8 At end of academic year 2019, **535** (57.5%) children and young people were recorded as indigenous or 'local' compared to **395** (42.5%) UASC (Unaccompanied Asylum Seeking Children)

3.9 UASC young people represent **25** nationalities. The majority of our UASC are from 4 countries, Albania (16%), Afghanistan (15%), Vietnam (11%) and Eritrea (5%). (Please see the full ethnic breakdown of the CLA cohort for 2017-2018 below). They range from 11-18 years of age on arrival.

Table 3.1: Cohort Breakdown (based on 930 pupils 2-19yrs)

Cohort Breakdown	Beginning of the academic year September 2018	End of the academic Year July 2019	Percentage increase of CLAs + ↑
Nursery Age	10	26	160%
Primary Age (KS1-KS2)	130	160	23%
Secondary Age (KS3-KS4)	238	410	72%
Post 16 Age (KS5)	314	334	6%
	692	930	34%

4.   School Ofsted Ratings

4.1   At the end of 2018/19, 81.7% of statutory school age CLA attended schools rated by Ofsted as 'Outstanding' or 'Good'. Compared to 78.1% the previous year.

4.2   The Ofsted rating of a school where the child moves in-year is an increasing priority for Croydon and there is a now a dedicated section in the e-PEP to monitor school moves more closely.
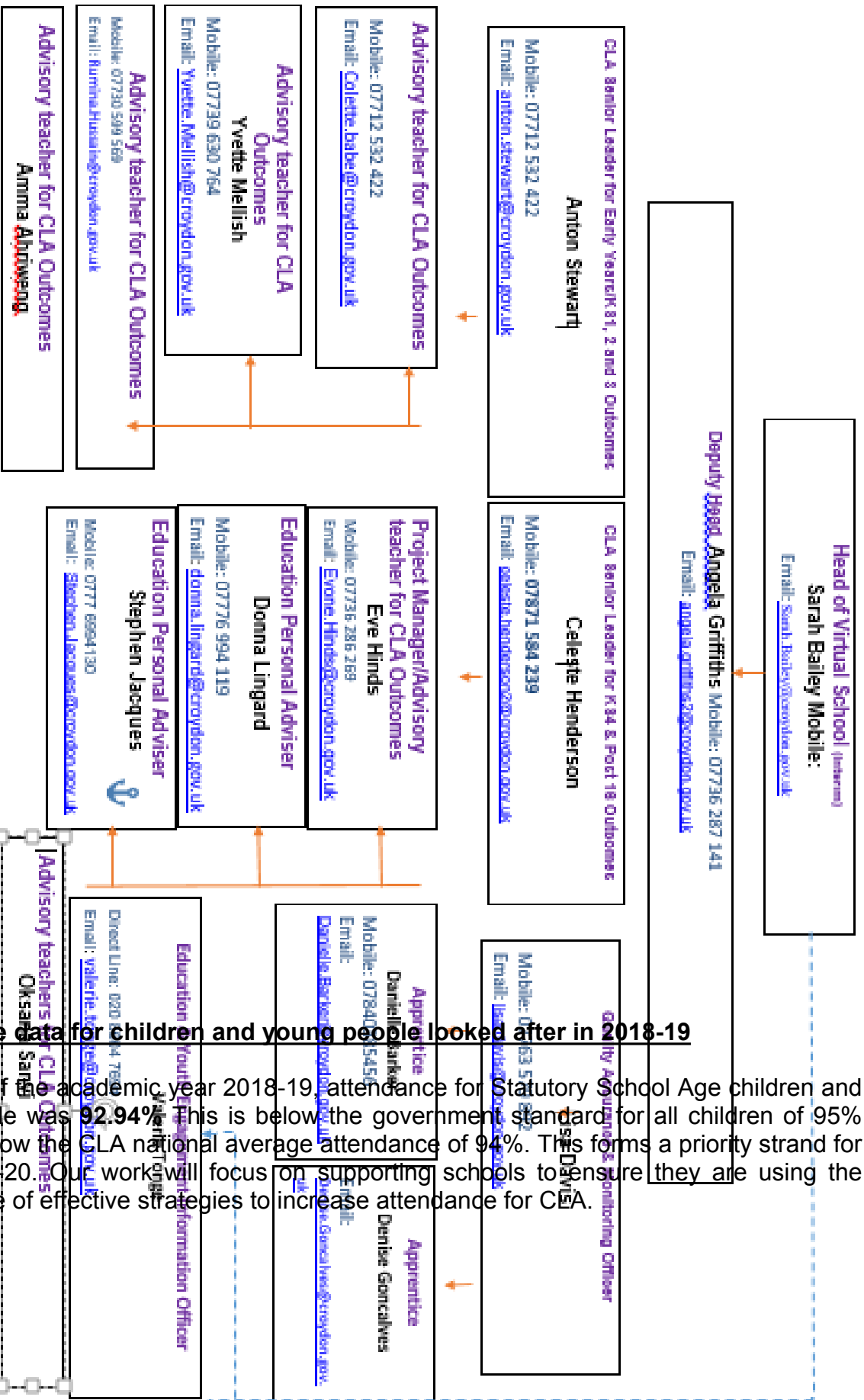
Table 3.4: School Ofsted Rating

	Number
In schools with Ofsted Good or better rating	361
In schools with Ofsted RI rating	79
In schools with Ofsted Inadequate rating	4
In schools where no Ofsted rating was recorded	68 (not yet rated)
Statutory school age not in education	58

4.3   Where possible, children are placed in schools rated 'good' or better. However, if a child comes into care while in a school rated less than good, or if a schools' rating is altered following OFSTED, it may be inappropriate to move their school place simply on the basis of the Ofsted rating of their current school. In these instances, risk assessments take place. There were 4 schools rated I at the end of the 2018-19. These schools are a priority for VS risk assessments in 2019-20. Advisory teachers and the senior team carry out visits to assess the suitability of provision. In the case of 'I' schools, the VSH would risk assess.

5.   *Staffing, Structure and capacity in the Virtual school*

5.1   At the end of July Virtual school has 22 FTE members of staff and 2 part time members. This includes 3 apprentices. This is an increase of 6 on January when the Headteacher was recruited. It breaks down into 7 advisory teachers (will be 8 following recruitment in August), 2 education advisers, 4 Senior Leaders including a Deputy headteacher and a Headteacher, an information officer, a business support role, 3 apprentices (1 data, 1 PR and media, 1 IT and finance) and 2 temporary part time roles: 1 mentoring project lead and 1 Careers, information, employment, advice and guidance project lead. A full map is overleaf.

5.2   The increased capacity has been funded through re-direction of Pupil Premium Funding, to enable the Virtual School to actively monitor every statutory school age child through an advisory teacher attached to the child. Advisory teachers have cohorts of up to 60 pupils to monitor, attend and support PEP completion and report on from Sept 2019, which should enable much clearer mapping of progress and attainment as well as pastoral wellbeing.

Head of Virtual School:
Sarah Bailey Mobile:
Email: Sarah.Bailey@croydon.gov.uk

Deputy Head (interim)
Angela Griffiths Mobile: 07736 287 141
Email: angela.griffiths2@croydon.gov.uk

CLA Senior Leader for Early Years/KS1, 2 and 3 Outcomes:
Anton Stewart
Mobile: 07712 532 422
Email: anton.stewart@croydon.gov.uk

CLA Senior Leader for KS4 & Post 16 Outcomes:
Celeste Henderson
Mobile: 07871 584 239
Email: celeste.henderson@croydon.gov.uk

Advisory teacher for CLA Outcomes
Mobile: 07712 532 422
Email: Colette.baber@croydon.gov.uk

Advisory teacher for CLA Outcomes
Yvette Mellish
Mobile: 07739 630 764
Email: Yvette.Mellish@croydon.gov.uk

Advisory teacher for CLA Outcomes
Amina Ahunanya
Mobile: 07730 599 569
Email: Rumina.Hussain@croydon.gov.uk

Project Manager/Advisory teacher for CLA Outcomes
Eve Hinds
Mobile: 07536 286 269
Email: Evone.Hinds@croydon.gov.uk

Education Personal Adviser
Donna Lingard
Mobile: 07776 994 119
Email: donna.lingard@croydon.gov.uk

Education Personal Adviser
Stephen Jacques
Mobile: 0777 6694130
Email: Stephen.Jacques@croydon.gov.uk

Apprentice
Danielle Barker
Mobile: 07840 265456
Email: Danielle.Barker@croydon.gov.uk

Apprentice
Denise Goncalves
Email: Denise.Goncalves@croydon.gov.

Education Youth Engagement Information Officer
Valerie Forge
Direct Line: 020...
Email: valerie.forge@croydon.gov.uk

Advisory teachers for CLA Outcomes
Oksana Sarai

Quality Assurance & Monitoring Officer

 Attendance data for children and young people looked after in 2018-19

At the end of the academic year 2018-19, attendance for Statutory School Age children and young people was **92.94%** This is below the government standard for all children of 95% and also below the CLA national average attendance of 94%. This forms a priority strand for VS in 2019-20. Our work will focus on supporting schools to ensure they are using the widest range of effective strategies to increase attendance for CLA.

YEAR	Autumn 2018/19				Spring 18/19			Summer 18/19			
	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19
Primary	96.80	97.00	97.05	96.60	97.52	97.49	97.23	96.78	94.93	96.61	96.53
Year 7	97.90	98.55	98.52	97.64	97.72	98.11	97.80	97.94	97.82	97.62	96.92
Year 8	95.99	94.45	92.89	91.80	93.21	93.06	93.54	96.40	89.79	89.66	89.85
Year 9	96.05	94.20	90.89	90.43	91.85	92.11	92.05	92.71	89.75	87.91	91.06
Year 10	94.38	94.19	94.23	92.92	94.81	94.28	93.73	92.94	88.84	88.20	87.13
Year 11	87.45	88.13	90.58	92.34	92.95	92.77	93.17	92.24	87.63	89.15	-
Secondary	92.86	92.57	92.81	92.86	93.83	93.69	93.74	93.60	89.58	89.74	90.33
SSA	94.36	94.21	94.37	94.18	95.02	94.93	94.88	94.64	91.23	91.87	92.94
Year 12	87.04	85.89	87.46	86.20	86.75	87.91	85.94	84.63	81.78	80.92	79.67
Year 13	80.52	80.03	78.49	78.27	78.35	78.82	76.25	74.54	71.13	71.71	71.59
Post 16	83.68	82.88	82.75	82.00	82.37	83.04	81.10	79.27	76.45	76.32	75.63
All CLA	90.45	90.17	90.39	90.47	92.24	91.81	94.70	89.65	87.37	87.81	87.79

Orange indicates that from April 2019 onwards, we established a much more accurate picture of attendance.
Prior to this date figures, reported had only covered 55% of CLA in schools. We now have data for 75% and are working to ensure this is 100% by the end of Sept 2019

6. Exclusions

Permanent exclusions

6.1 There were no permanent exclusions of statutory school age Croydon CLA during the 2018/19 academic year, which is the same as 2017/18. Helping schools avoid permanent exclusion has been a top priority for VS in the last six monts.

6.2 Two permanent exclusions were issued by schools to Croydon CLA during 2018/19 (one primary age & one secondary age), which were subsequently rescinded following the intervention of the Virtual School.

6.3 A further three Croydon CLA were at risk of permanent exclusion, but these never proceeded to permanent exclusion following the intervention of the Virtual School.

Fixed term exclusions

6.4 A total of 59 Croydon CLA received a total of 106 fixed term exclusions during the 2018/19 academic year. This represents 10.3% of Croydon's CLA cohort of 569. This is broadly in line with the data for 2017/18 when a total of 53 Croydon CLA received a total of 101 fixed term exclusions, which represented 10.5% of an eligible cohort of 501.

6.5 Broken down by those Croydon CLA in 2018/19 who are educated in Croydon and those who are educated in other local authority areas the figures are as follows:

School location	2017/18		2018/19	
	No. of Croydon CLA receiving 1 or more FPEx	No. of FPEx issued to Croydon CLA	No. of Croydon CLA receiving 1 or more FPEx	No. of FPEx issued to Croydon CLA
Croydon school	27	40	35	59
Out of LA	26	61	24	48

school				

Broken by age and/or type of school the figures are as follows:

Type of school	2017/18		2018/19	
	No. of Croydon CLA receiving 1 or more FPEx	No. of FPEx issued to Croydon CLA	No. of Croydon CLA receiving 1 or more FPEx	No. of FPEx issued to Croydon CLA
Mainstream primary	6	8	9	21
Mainstream secondary	24	44	32	58
Special	11	23	6	7
PRU/AP	12	26	12	20

6.6 The Virtual school focus between January and July 18-19 was on avoiding permanent exclusions and in training staff in high risk establishments to work in ways that will have longer term effects on reducing the need for permanent exclusion. The impact of this should be seen in 2019-20 figures as the training is in its infancy and needs a longer period to be effective.

7. **Personal Education Plan-completion and quality assurance**

7.1 Every statutory school age child who is looked after must have a personal education plan. This is a document, written and evaluated by professionals from education and social work that set out the plan for monitoring and supporting the child's educational progress over the academic year. The plan must be reviewed at least every 6 months. This is a statutory duty.

7.2 An action plan was written in October 2018 to try and increase the number of PEPs that were effective and quality assured by the Virtual school team.

7.3 The % Statutory School age children and young people with a PEP that had been reviewed by virtual school in October 2018 was **17%**.

7.4 At 1 August 2019 **86.6%** of children and young people had a quality assured PEP.

7.5 **98.9**% of children and YP had a PEP meeting held by proffesionals in the last 6 month period.

7.6 Of these – **709** were rated good and **98** rated excellent through the VS quality assurance process. This will continue to be a focal point fo next academic year, where VS workers will help to improve the standard of PEPs.

7.7 This dramatic increase has been due to a shift way of working and the increase of staffing capacity in virtual school as well as a wealth of training, awareness raising and improved communication with children's services teams and designated teachers schools. This remains a clear focus for next academic year.

8   **The Virtual School Interim Provisions (VSIPs) for UASC .**

8.1   Building on the establishment work that took place in 2017-18, the VSIP went from strength to strength in 2018-19.

8.2   It was renamed by the young people as Croydon town College. The provision offers a full curriculum complement and intensive ESOL as well as school readiness and preparation for understanding how schools and education in the UK work. There are 20 places and the school was full throughout the year with a waiting list.

8.3   128 young people from 28 countries passed through the provision for periods of time averaging 8 weeks. These young people, aged between 11 and 16, are now all successfully integrated into mainstream schools in Croydon or their local borough. Whilst priority is given to Croydon CLA, other boroughs are very keen to utilise the facility. We have had placements of CLA from Merton, Lambeth, Kent, Southwark and Surrey this year.

8.4   We focused our attention on newly arrived UASC of compulsory school age awaiting school places. Through close work with admissions we were usually able to have a child in our provision or a suitable school within two weeks of their arrival at the Home Office.

8.5   The success of provision was recognised when we had a ministerial visit from the then Parliamentary Under Secretary of State for Education, Nadhim Zahawi in January 2019.

8.6   As the result of a successful CMF bid for £130,546 (for 2018/19), we were able expand this provision to support newly-arrived UASC aged 16+ who were awaiting an appropriate full-time education placement.

9.   **Croydon Town College Provision for UASC new arrivals**

9.1   From April 2019, as part of a pilot project to assess need and suitability, 13 UASC from Croydon and neighbouring boroughs aged 16+, were able to attend lessons daily where they were able to gain accreditation and qualification in English and maths.

9.2   They also had access to weekly wellbeing sessions delivered by a counsellor from Off The Record.

9.3   We hope to replicate this model further next acadmic year, funded through CMF, by locating a similar provision for post 16 UASC on the St Andrews site alongside our Croydon Town school.

10.   **Summer School for UASC in Croydon**

10.1   On the 29th July the doors opened for SummerMix 2019, our summer school for UASC living in Croydon.

10.2   115 young people between the ages of 15 and 19 have signed up and attended the classes and/or activities on offer daily, namely English, maths, sports, cooking, music, arts, IT and money management. There are sessions in mechanics and employability skills as well as AQA Entry level 1/2 qualifications in ESOL and Maths.

All young people's English language levels were assessed as part of an initial sign up day.

10.3   Those attending SummerMix will also have direct access to a CIAEG Officer, ensuring that they will be able to secure appropriate education placements for September 2019.

10.4   They have also taken part in trips to various places e.g. Kew Gardens and Thorpe Park.

10.5   This is the second year for SummerMix, also funded from a successful CMF bid of £130,000. We have seen growth in participation from approx. 45 daily last year to well over 100 daily this year.

10.6   Jenny Molloy, care experienced person and author of Hackney's child, also worked directly with the young people on a number of days. This was an excellent opportunity for the young people to work with adults who have been through the UK Care system.

11.   Careers, information, employment, advice and guidance (CIAEG) support

11.1   In February 2019 when the newly appointed VSH heard from members of the CIC council, CIAEG was a key area that all the young people mentioned they felt needed more work.

11.2   As a direct result of this, we designed a temporary role (initially) funded form PPG to assess the picture of CIAEG across Croydon schools. We were lucky enough to secure a Level 7 trained Careers Professional who is working 3 days a week between July and December creating a full audit for Virtual school and the LA of provision for our school age young people. The recommendations from this work will form the basis of our further planning and dveleopment in this area which remains a priority for us in 2019-20.

12.   Mentoring project and mentoring database

12.1   Also in direct reponse to requests from young people and their carers, we developed and recruited a temporary Mentoring Project Lead role from pupil premium. The remit here is two fold: one to design a bespoke mentoring programme from scratch that specifically relates to the academic and educational needs of our children and young people. Two, to audit and develop a database of all mentoring services that our Croydon CLA might access; local and more national. This is with the aim of every Croydon CLA having the option of an appropriate mentor should they wish to use it by Sept 2020. We've also collaborated internally with other council departments and collegaues to ensure our service is bespoke and not a duplication. We are advocating the use of independent visitors and refugee network mentors among 42 organisations as well as our own scheme.

12.2   Our project START mentoring has been designed specifically to target young people in Year 10, who are in school, for the year that they prepare for their examinations. We have so far recruited **12** Learning Mentors, fully trained, and they will be matched and ready to start, with identified mentees in Sept. The mentors have been recruited from within and externally to the council and are from a range of backgrounds and needs, and **5** are already booked onto training for October. The project, in its infancy, aims to work with 5% of the statutory school age cohort this

academic year. Evaluation of the project's impact will be in December and the roll out anticipated over Jan – July will reach up to 25% of the cohort.

13. SUMMARY OF KEY SUPPORT, ACHIEVEMENTS AND CHALLENGES

Virtual school interventions and support for the education of our looked after children with achievements:

.

13.1 Funding and organisation of the Letterbox book club scheme- all EYFS and KS1 primary school-aged children receive fiction books as gifts termly. This year 101 parcels have been sent to 41 children and their families to encourage reading together. We have received several letters of thanks from children and foster carers telling us how this has positively impacted on their lives.

13.2 One to one tuition over the academic year in English and Maths has been arranged for 36 looked after pupils in year 10 and Y11 identified as underachieving. The impact of this will be evaluated when academic results are in this September.

13.3 Additional 'booster' 1:1 tuition to specifically support children in Year 6 and Year 11 with targeted preparation for SATs and GCSEs. This benefited 12 Y6 pupils and 29 Y11 pupils. Results will be evaluated when in for September.

13.4 Exam Ready' booster sessions for KS2 children preparing for SATs and KS4 young people preparing for GCSEs run by 'Fix Up' charity held in may half term. Evaluations showed that all the young people felt the sessions had supported their learning and would impact on their outcomes.

13.5 Work collaboratively with other agencies supporting children and young people e.g. school admission application submissions (both in borough and out of borough), EHCP needs assessment request submissions, residential home education provision quality assurance visits, mentoring and counselling for young people. An example of Advisory teacher effectiveness is in the targeted work with schools who historically have had a poor record of completing PEPS. In one case a school that had 8 pupils with all the Autumn and some Spring PEPs deferred, now has a 100% of completed PEPs that has been rated Good and has just secured an outstanding set of results in KS2 SATS for those pupils (Data to follow in Sept results analysis).

13.6 Attendance at SEN panel meetings and compiling the submission for a needs assessment to be progressed. There has been a significant reduction in SEND transfer in the past year especially with Year 6 to 7 cohort. There is only 1 pending case which is a significant increase from 4 at this time last year

13.7. Providing pupils with an online resource to support reading, writing and mathematics piloted with 35 KS2, KS4 and UASC CLAs. This was continued throughout the year and feedback from schools, carers and children was overwhelmingly positive; as a result a new programme using Britannica will be purchased and made available for all schools from Sept 2019. Britannica will evaluate Usage data and assist VS in monitoring effectiveness.

13.8 Aim Higher University trips for looked after children and care leavers and Post 16 Conference. 19 Y7/8/9 pupils benefitted from visiting Universities and looking at the

education system and pathways to HE. Evaluations of the project will be added when received from the organisation in Sept/October.

13.9   4 Jamie's Farm residential visits were run by Virtual School for primary, Secondary and UASC cohorts took place over the academic year. Jamie's Farm acts as a catalyst for change, enabling disadvantaged young people to thrive academically, socially and emotionally. This is done through a unique residential experience and rigorous follow-up programme, combining farming, family and therapy. Each trip has a full evaluation which highlights the impact on the young person's wellbeing. 36 young people benefitted through the VS and a further 84 CLA young people accessed these trips through their schools funded by Pupil Premium Grant.

13.10   Primary to secondary 'transition' workshops were delivered in May in partnership between VS staff and Croydon Music Arts which included information on how to handle change, making new friends, organisation skills and support with confidence building. These were attended by all the y6 cohort of children and young people. Evaluations were overwhelmingly positive with young people making comments such as *'It was so good, I enjoyed that I could play instruments and also do Art and Drama and think about secondary school. It helped a lot'* the final performance was attended by more than 30 foster carers and played to a rapt audience.

13.11   Our Educational Psychologist and her team have directly worked with 41 cases this academic year and consulted with VS staff on almost 80 cases over the year. This input has proved vital for workers in being able to support schools with EHCP applications. She has also attended PEP meetings, SEND panel meetings and compiling the submission for a needs assessment to be progressed. The impact of this work will be assessed in Sept/October.

13.12   All pupils who are UASC receive an English/home language dictionary on arrival.

13.13   The Virtual School commissioned 'Achievement for All' to deliver the Achieving Well-Being Programme for 10 schools to build capacity amongst staff to acquire the skills, knowledge and tools to support vulnerable children, especially CLA, and to improve their emotional wellbeing and success within the classroom which will lead to improved attainment and attendance and reduce exclusions. The evaluation of the project is attached in the appendices.

13.14   29 pupils participated across 4 schools. After one year on the programme, attainment data shows that **70% were working at or above the expected standard in English and 63% were working at or above the expected standard in maths.** The proportion of students working one year or more below the standard reduced in both areas.

13.15   **Accelerated progress has been made in English:** across the whole cohort of 29 children, an average of **19.6 months progress** has been made over the 12-month period.

13.16   **Accelerated progress has been made in maths:** across the whole cohort of 29 children**, an average of at 18.7 months progress** has been made over the 12-month period.

13.17   VS Senior Leadership are in weekly attendance at key cross service meetings including: Fair Access Panel and Missing Monday meetings and Weekly Care Panel. This has led to a much more timely identification of cases to target and improved

advocacy on behalf of educational perspective when discussing placements and proposed moves.

13.18 Continued participation in wider multi agency networks including the South London & Surrey Post 16 VS/DMS network to share good practice and build stronger working relationships with colleges and other virtual schools.

13.19 Initiation of post 16 VS network by Croydon VS – building professional links with neighbouring virtual schools

13.20 Playing an active role in the Aim Higher Working Party for LAC – opening up opportunities for our young people to access specialised programmes for LAC considering higher education.

14. **Key Challenges 2017/18:**

Access to Education

14.1 **Persistent absence rates in our** internally collected data remain a concern. Children Looked After are still high at 22%, and 34% for post 16. This is an area of focus that continues to be a priority for the Virtual School.

14.2 Croydon Children Looked After **who do not have a full time school offer**. An ongoing focus area will be working closely with admissions and schools to reduce the wait time for children and Young People without a school place, accessing a part-time timetable or being educated offsite.

14.3 **Narrowing the achievement gap:** We will present this data and analysis in detail once results from examinations are in in September 2019**.**

14.4. **Children not in education and post 16 NEETs**: weekly tracking of our children and young people out of education, employment or training has helped us to identify children and young people not accessing education in much more time focused way.

14.5 This is working well across statutory school age (only 26 YP were MIE at the end of the academic year and 12 of these were newly arrived)

14.6 At Post 16, however, the challenge is more significant. VS is drawing up plans with other key services in the council to create a NEET reduction team who will have this focus and work systematically on these cases. The entrenched post 16 NEETs are most challenging as many of these YP have been disengaged form education for several years and a creative approach to reengagement in employment or training is needed.

14.7 The rising number of CLA into care inevitably impacts as cohorts have to increase. Capacity cannot increase exponentially with rising numbers so the strategic nature of VS work becomes key.

15. VIRTUAL SCHOOL TRAINING AND DEVELOPMENT 2018/19

15.1 To fulfil its training and development role, members of the Croydon Virtual School staff team have taken part in and/or led a series of training events to particularly support the introduction of e-PEP.

15.2 *Designated Teacher Drop in Sessions (Surgeries)*
Individual training for new Designated Teachers, as required, on the role of the DT, how e-PEP works, the 'PEP' and how Children Looked After should be supported in school.

15.3 New starter compulsory EPEP training for all Children's Services workers.

15.4 Termly Designated Teacher 'Arena'- we commission AC training to create bespoke training at the request of our designated teachers.

15.5 *Training covered this year has included:*

   I. Ongoing e-PEP (system) training – has reached 137 Social Workers so far.

   II. Trauma informed practice training, 'The impact of trauma on vulnerable children and CLAs'

   III. Attachment Awareness Training – run by Lisa Cherry, attended by 36 DTs. Feedback was exceptional.

   IV. '*What does a good e-PEP look like*?' including '*Writing good SMART targets*'.

   V. Closing the gap for CLA learners: working effectively with CLA in schools- by Penny Todd. (attended by 28 Designated Teachers)

15.6 *Bespoke training for social workers, schools and other organisations*

15.7 During 2018-19 a range of training was provided at the request of individual schools and other groups. This included:

   I. Training for school teams including teachers and senior practitioners in schools across Primary, Secondary and Post 16 providers
   II. e-PEP system training
   III. Trauma informed practice training for staff (part 1) - delivered to 100 staff at Saffron Valley Collegiate.
   IV. The Virtual School team, co-locating across the social care teams, throughout the week, to support with more general enquiries around e-PEP and or children in young people in education.
   V. Social Worker training (particularly induction of newly qualified staff on regular Tuesday afternoon sessions)
   VI. Individual and small group training for Designated Teachers and other school staff working with CLAs

15.8 Partnership working both external and internal:

15.9 Continued engagement with the National Association of Virtual School Heads at regional and national level.

15.10 Virtual School participation in various local authority strategy groups – including; *Corporate Parenting Panel, Missing Mondays, Fair Access Panel, Fostering Panel, LAC Managers Meetings, YOS resettlement Panel.*

15.11 Increased 'cross-border' working' with neighbouring Virtual Schools. The challenge here is to meet the needs of Croydon children placed in care out of authority and to support the virtual schools of other authorities that have CLA attending Croydon schools.

15.12 The Virtual School has attended the SEN SAG panel and Social Care MARP panel as well as many placement planning meetings (for children moving out of borough). This enables the Virtual School to participate and contribute to key decision making processes and plan for effective and smooth school transitions.

15.3 The Virtual School continues to play a key role in the South London and South East Post 16 Virtual School and DMS network. This network brings together local colleges and post 16 Virtual school representatives to improve the collaborative work across the region between colleges and virtual schools to improve the overall outcomes for post 16 students. This has built stronger links with local virtual schools and colleges leading to an improved sharing of data and good practice to support our young people.

16. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

16.1 There are no financial considerations arising from this report.

17 COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

17.1 There are no legal implications of this report.

18. HUMAN RESOURCES IMPACT

18.1 There are no human resources implications of this report.

19. EQUALITIES IMPACT

19.1 This report is not proposing a change in policy or service.

20. ENVIRONMENTAL IMPACT

20.1 There are no environmental implications of this report.

21 CRIME AND DISORDER REDUCTION IMPACT

21.1 There are no crime and disorder implications of this report.

CONTACT OFFICER:
Shelley Davies, Interim Director of Education, 4th floor, Zone E, BWH, 0208 726 6000 ext 88414.

APPENDICES TO THIS REPORT
None.

BACKGROUND DOCUMENTS
None.