

VIRTUAL SCHOOL ROLES AND RESPONSIBILITIES AND OUR EXPECTATIONS OF SOCIAL CARE COLLEAGUES

The role of the Virtual School

The core purpose of the Virtual School (VS) is to promote the best educational outcomes and raise attainment of all Children Looked After (CLA) by Hillingdon, including those that have been placed in schools in other authorities. As Children Looked After are being educated across a large number of schools, the virtual school has a powerful role in tracking their progress as if they were in a single school.

The Hillingdon Virtual School (VS) continue to work on the following three key areas of responsibility:

- **To make sure that there is a system to track and monitor the attainment and progress of all Children Looked After :**
 - We will rigorously track and monitor attainment and progress data, including attendance, behaviour and exclusion on a termly basis for all Children Looked After under the care of Hillingdon and ensure appropriate provision is being made within schools both as curricular and extracurricular support, challenging schools where progress is not in line with local and national expectations.
 - We will work in partnership with our schools and other organisations to improve overall attainment of both individuals and cohorts of Children Looked After, by maximising educational opportunities, resources and funding, as well as by providing training and signposting of available services to support specific needs.

- **To ensure that all Children Looked After have a robust and effective personal education plan and monitor the use of the Pupil Premium Grant:**
 - We will work with our Personal Education Plan (PEP) provider and other relevant professionals to provide support and training to ensure PEPs are of a high quality and to ensure that professionals are held to account for the sections for which they have responsibility. We will ensure that PEPs are subject to a rigorous monitoring and evaluation process, with impacts and outcomes that are followed up.
 - We will ensure that Children Looked After are able to access the Pupil Premium Grant (PPG) and monitor the use and impact of these funds on raising educational standards. We will assist schools to explore other sources of additional funding/support where possible.

- **To champion the educational needs of Children Looked After across the authority and those placed out-of-authority:**
 - We will champion the needs of Children Looked After across the authority and spread effective practice, particularly in relation to improving behaviour and attendance, promoting stability of placement and school stability through admissions policies.
 - We will work with others in local authorities and schools to ensure that measures are taken across the authority to promote positive behaviour, good attendance, and reduce exclusions, which should in turn lead to good progress and improved attainment.
 - We will ensure social workers adequately consider the educational needs of Children Looked After when a child/young person comes into care or when taking decisions about moving placements.

In order to support us to achieve these objectives and raise outcomes and aspirations for all

Children Looked After under the care of Hillingdon, we expect social workers to commit to partnership working and hence they **must** do the following:

- Ensure that the child's CLA status is correct on LCS to ensure that the Virtual School are alerted to newly CLA and those ceased to be CLA through the weekly performance lists. Failure to do this will result in data held by the Virtual School being incorrect and PEP timescales not being met.
- Advise Virtual School Officer/Practitioner and SEN caseworker (where the CLA has a statement of SEN or EHCP) of any possible placement breakdowns/changes, in particular where this may result in a school change.
- Advise Virtual School Officer/Practitioner of any changes in the young person's health, behaviour, engagement or in relation to any other aspect of their care which may impact on their education whether that be attendance or progress/attainment.
- Advise Virtual School Officer/Practitioner of any relevant meetings which may require their attendance. Although Virtual School Officer/Practitioner will make the decision as to whether their attendance is necessary/appropriate.
- Share relevant documents with the Virtual School Officer/Practitioner such as care plans/pathway plans/risk assessments.
- Share any communications received from school or relating to education with the Virtual School Officer/Practitioner. Do not assume that this has been shared directly.
- Advise the Virtual School Officer/Practitioner of any transfer of cases to new teams/social workers and ensure that new workers are aware of any meeting commitments.
- Ensure they have access to the EPEP system for the young people on their caseload and advise the Virtual School Officer/Practitioner where this is not the case.
- Log into the EPEP system for each young person on their caseload at least twice a term. Firstly, prior to the PEP to update Section A (care information) and after the PEP has been signed off to ensure that they are clear about the targets set and the actions agreed, particularly those that require their attention to address.
- Attend the termly PEP meeting any other meetings deemed appropriate to support the education of all children of their caseload or make arrangements with duty in the case of an emergency.
- Ensure that on a termly basis a signed off copy of the PEP has been uploaded to the child's record on LCS by CIC admin.