

Looked after and previously looked after handbook for social workers, independent reviewing officers, foster carers, parents and supervising social workers.

October 2020



**Virtual School for
Looked After and Previously
Looked After Children**

Introduction

Norfolk Virtual School for looked-after and previously looked-after children

Our designated teacher handbook contains a range of information and resources to support new and more experienced colleagues working in schools and settings to achieve best outcomes for looked after and previously looked after children.

Building on the positive feedback, and in response to requests from other partners this handbook provides information which will be useful to anyone who may not be school based but is supporting looked-after and previously looked-after children with their learning.

We know the best outcomes for young people are a result of our partnership working and shared determination to ensure these learners have all the support and challenge they need in being the best they can be.

In developing this resource, we consulted with partners to make sure it contained the right information. However, if there is something which is not included, please do contact us.

Keeley White - Virtual School Head

Definitions:

Looked-after children

In law, any reference to a child who is looked after by a local authority is:

A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014;

The local authority is the corporate parent for the child, for some looked-after children the local authority shares parental responsibility with parents. The virtual school undertakes some responsibilities for monitoring and supporting the child on behalf of the local authority.

Previously looked-after children

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangement order which includes arrangements relating to with whom the child is to live, or when the child is; and a child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Virtual School for looked-after and previously looked-after children

Norfolk Virtual School is a source of advice and information for carers, parents of looked-after children and those working with previously looked after children. It is part of Norfolk's corporate parenting role. The virtual school head oversees a multi-disciplinary team who promote education attainment and work with schools, services and other virtual schools. We do not replace the school or setting attended by looked-after and previously looked-after settings but provide advice, challenge and support to raise attainment and secure best outcomes.

Norfolk Virtual School for looked after and previously looked after children

The Virtual School aims to promote the best quality outcomes for all looked after children through high quality PEPs and careful transition planning.

The Virtual School has an early years, statutory school age and post 16 offer to support internal and external partners working with Norfolk's children in care.

In addition to PEPs and transition planning the Virtual School offers support with:

- Provision of training for schools, early years settings and Post 16 providers, professional colleagues and foster carers
- Support with and signposting to interventions and resources to improve learning
- Advice, guidance and support to schools, early years settings and Post 16 provision, professional colleagues e.g. social workers, foster carers and children
- Support and guidance for PEPs
- Provision of out of school activities to support learning
- Events that celebrate and recognise the achievements of children and young people

Contact Details:

General Enquires: 01603 303323

E mail: virtual.schools@norfolk.gov.uk

Website: <https://www.schools.norfolk.gov.uk/teaching-and-learning/virtual-school-for-looked-after-children>

Follow us on Twitter: @SchoolCic

Who supports the raising of the attainment of looked-after children?

Local Authority Duty and Role

The February 2018 guidance – Promoting the education of looked after children and previously looked after children, sets out the framework through which local authorities discharge their statutory duties:

- Under 22(3A) of the **Children Act 1989 to promote the education of Looked After Children.**
- Under 23ZZA of the Children Act 1989 (added section 4 of Children and Social Work Act 2017) to promote the educational achievement of previously looked-after children.

The guidance incorporated the requirement for each local authority to appoint an officer employed by that local authority or another in England to ensure that the duty to promote the education Looked After Children is discharged. This officer is referred to as the Virtual School Head (VSH). **Children and Families Act March 2014 (99)** Addition of (3B) & (3C) to Children Act 1989 section 22 after (3A).

Key points

Local authorities (LA) have a duty to promote the education attainment of looked after children wherever they live or are educated and give attention to the education implications of any decision about welfare. Duty should also be applied to eligible children and those placed for adoption before a court hearing. They have responsibility as a corporate parent.

Expectation that education provision is arranged at the same time as care placement and relevant staff should work together to plan for quick admission into school.

Virtual Schools

Each local authority must appoint an officer to the role of virtual school head to oversee the education of looked-after and previously looked-after children.

Designated teachers

A designated teacher is a senior teacher within each school who is responsible for overseeing looked after and previously looked after children and being the key point of contact for external agencies and foster carers.

How to support looked after and previously looked after children for the future

It is important to have **appropriate and high aspirations** for looked after children to support their future success.

Having good education attainment provides an opportunity for positive life outcomes. It is essential that looked after children are surrounded by adults who invest in them, believe in them and support them with their education, **empower them to move forward and equip them with the tools** to benefit themselves and others.

Often looked after children have had limited opportunities and experiences, so may require additional **support to engage with events and activities** such as theatre, trips, travel, visiting a diverse range of employers and having work experience opportunities.

Looked after children benefit from **clearly defined and often short-term support** to overcome individual hurdles to learning. They should be offered support to catch up, especially when they may have missed a key building block to progressing forward in learning. Too much of a focus on what they struggle with or find hard, is detrimental to supporting future success.

Celebrating achievements in a specific and meaningful way and giving constructive feedback supports a feeling of safety, and a belief in their own abilities and understanding of themselves.

A significant factor contributing to high attainment is the ability to persevere and have a growth mindset to achieve. Fundamental to a growth mindset is learning to build skills following failure and subsequently experiencing success.

Growth mindset: “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work - brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment,”
Dr Carol Dweck.

Working together to promote good outcomes

Parents, carers and guardians can:

- ensure that all parties have **high expectations** of the young person, encouraging achievement and ambition, and ensuring that the child makes accelerated and rapid progress. See pages 22-26 with themes and prompts for discussions based by year group
- ensure children and young people are included in **school-based interventions**, even if they may not appear to meet the criteria, and actively promote their best interests
- **challenge suggestions** that a child’s emotional needs are greater than their learning needs and that they ‘just need time’, as this results in poor outcomes for looked-after and previously looked-after children

- if a child is not making progress then strongly urge the school to use the local referral system to access support
- promote and **celebrate the achievements of children and young people**, sharing positives with school (particularly at times of transition)
- **actively encourage and support the engagement** in ‘leisure and cultural’ activities
- become involved in the **school community**
- **maintain contact** with the school between PEP meetings to ensure that the PEP targets are being implemented and that all staff maintain high expectations
- ensure looked after children have access to **appropriate places** to engage in education activities including computers, technology, books and study space

The educational progress of looked after children in England:

The Educational Progress of Looked After Children in England: Linking Care and Educational Data, November 2015

Key factors contributing to the low educational outcomes of young people in care in secondary schools in England. The analysis reveals that, controlling for all factors, the following contribute to the educational progress of young people in care:

Time in care

Young people in care who have been in longer term care: (i) do better than those ‘in need’ but not in care, and (ii) better than those who have only been in short term care. So it appears that care may protect them educationally.

Placement Changes

Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.

Placement Type

Young people living in residential or another form of care at age 16 scored over 6 grades less than those who were in kinship or foster care.

Feeling secure and cared for

Young people can engage with learning better when they feel secure and cared for in a placement.

School Changes

Young people in care who changed schools in Years 10 or 11 scored over 5 grades less than those who did not.

School Absence

For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over 2 grades less at GCSE.

School Exclusions

For every additional day of school missed due to fixed term exclusions, young people in care scored one-sixth of a grade less at GCSE.

School Type

Young people in special schools at age 16 scored over 14 grades lower in their GCSEs compared with those **with the same characteristics** who were in mainstream schools. Those in PRUs **with the same characteristics** scored almost 14 grades lower.

Finding a school place

Things to consider:

- Consult the Virtual School at the point of considering any placement changes and before approaching your local school.
- Looked after children should be placed in schools which have been judged by Ofsted to be “Outstanding” or “Good”.
- The Ofsted rating for Norfolk schools can be found on school finder at www.gov.uk/school-performance-tables

Under paragraph 1.17 of the Code all school and academies are required to give the highest priority in their admission rules to looked-after children and previously looked-after children. Previously looked-after children are children who were looked after but ceased to be so because they were adopted (or became subject to a child arrangement order or a special guardianship order). This means that at the point of transfer (i.e. Reception, transfer to junior and transfer to secondary school) looked after children will be the highest priority for a place.

All schools are expected to admit a looked after child at any point in the school year even if the school is full.

SEN pupils. If a looked after child has an Education Health Care Plan (EHCP) the school placement will be managed by the EHCP Coordinator. If the young person is living in another LA, please contact the Virtual School as the EHCP may be administered by Norfolk or the local authority where they are living.

In Year Admissions

Admissions to most Norfolk schools are coordinated by the School Admissions Team. There are a very small number of schools that do not take part in coordination and they will need to be contacted directly for a place. A list of these schools is on the Admissions webpage <https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions>

Applications for school places should usually be processed within 15 school days in accordance with DfE guidelines. To apply for a Norfolk school place at any time other than the point of transfer to a school an In-Year Admission application form must be completed. This can be done by either the social worker or carer.

Out of County Placements

Admissions to schools that are not in Norfolk will either be coordinated by the local authority area in which the school is based or will be processed by the schools themselves. The website for the relevant local authority should have information on the process but if there are any queries please contact the Admissions Team.

Refused Applications

If an application to a Norfolk school is refused admission to school contact the Virtual School for advice. The responsible local authority for the looked after child can take enforcement action to require a school to admit by using the direction process. This process will differ depending on which type of school it is and advice will always need to be sought from the Admissions Team when considering taking enforcement action. The enforcement process is not a quick solution and can take several months to conclude.

Transport

Home to school transport will only be provided in line with Norfolk's Home to School Transport policy. This means that in most cases transport will only be provided to the catchment or nearest schools that is over 2 miles from the home address for children under 8 years old and over 3 miles for children over 8 years old with a "good" or "outstanding" judgement.

For further advice on admissions please contact the Admissions team at admissions@norfolk.gov.uk

The importance of going to school

Children are required to attend school for 190 days each year. The Government's target for attendance for Primary School Pupils is at least 95%. Persistent absence is recorded at 90% attendance.

Effects of non-attendance

The table below indicates how just a few days absence can result in children missing a significant number of lessons. It is proved that children who miss a lot of school achieve less well.

Attendance during school year	Equates to days absent	Which is approximately	Which means the number of lessons missed
94%	10 Days	2 Weeks	50 lessons
90%	19 Days	4 Weeks	100 lessons
85%	29 Days	6 Weeks	150 lessons
80%	38 Days	8 Weeks	200 lessons
75%	48 Days	10 Weeks	250 lessons
70%	57 Days	11.5 Weeks	290 lessons
65%	67 Days	13.5 Weeks	340 lessons

Effects of late arrival at school

Minutes Late	Equates to days of teaching lost in one year (approximately)
5 mins	3 days
10 mins	6 days
15 mins	9.5 days
20 mins	12 days
25 mins	15 days

The table above indicates how frequent lateness can add up to a considerable amount of learning being lost. This can seriously disadvantage children and disrupt the learning of others.

Late arrival at school

When a child arrives late at school, they miss important events like assembly, teacher instructions and introductions. Children also feel embarrassed at having to enter the classroom late.

Holidays should not be taken in term time

Only the school can give permission for carers to take a child out of school during term time for a holiday, but please talk to the Virtual School if you are considering a request.

Monitoring the attendance of Norfolk's looked-after children

Schools should follow their school attendance policy for looked-after children as they would any child and engage the support of the attendance service where appropriate.

In addition, the Virtual School focuses on improving school attendance for Norfolk's looked-after children, by commissioning a specialist organisation; Welfare Call, to collect this data from every school. This is a statutory responsibility.

Welfare Call staff make a daily call to every school or specialist provider, including out of county provision, that has a Norfolk Looked After Child on roll from Reception to Year 11. These calls will be to confirm that the pupil is in attendance. If they are not, Welfare Call will contact the carer (where relevant) and, if necessary, the Social Worker. In addition, where a pupil has been excluded, Welfare Call will send an immediate alert to the Social Worker enabling them to follow up.

Several reports, including a daily report, will also be available to the Virtual School for Children in Care. This 'real time' data assists with tracking patterns of attendance and exclusions and in turn enables the Virtual School to tackle underachievement where it is linked to poor attendance.

Children missing education

For support, advice or information about children missing education please contact the children missing education (CME) team.

Tel: 01603 307716 Email: cme@norfolk.gov.uk

Removal from school roll

Pupils should only be removed from a school roll when an alternative education placement has been confirmed.

It is illegal to remove a pupil from roll for non-attendance. When schools exclude a pupil from school, they are required to follow the statutory guidance.

Exclusions

Fixed term exclusions – when a pupil is barred from the school for a fixed amount of time (including exclusions during lunchtime). If a child has been excluded for a fixed period, schools should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, e.g. at a pupil referral unit. However, the 2017 DfE guidance states that 'the school and the local authority should work together to arrange alternative provision from the first day following exclusion' for Looked After Children (Section 5 paragraph 50). Pupils can be excluded for no more than 45 school days in one school year, even if they've changed school

Permanent exclusion (PEX) – when a pupil is permanently barred from the school premises. The local council must arrange full-time education from the sixth school day.

Internal exclusion – when a pupil is removed from a class to a designated room/area of the school to remain for the rest of the lesson, or a pupil is isolated in a designated room for a

fixed amount of time following an incident at school.

Schools should seek to avoid the exclusion of looked after or previously-looked after children. Should a previously-looked or looked after child be at risk of exclusion schools must liaise with the virtual school at the earliest opportunity with the designated responsible staff within the school and the child's local authority. Before excluding, schools and social workers must work together in partnership with the local authority to consider all possible options.

A school can only permanently exclude:

- a. in response to serious breach or persistent breaches of the school's behaviour policy; and
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

An exclusion must be lawful, rational, reasonable, fair and proportionate and must be in accordance with the school's published behaviour policy and the statutory guidance on exclusion.

Schools should engage proactively with parents and carers in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should co-operate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

If exclusion is unavoidable, the head teacher must, without delay, notify the carer and person holding parental responsibility of the period of the exclusion and the reason(s) for it. Ideally, notification should be in person or by telephone in the first instance.

They must also, without delay, provide the key people with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting,
- to be represented at that meeting (at their own expense) and to bring a friend.

Challenging an Exclusion

The letter sent to parents/carers from the headteacher to confirm the exclusion will outline the process in full.

Parents and carers can also ask the school's governing body to overturn the exclusion if either:

- child has been excluded for more than 5 days
- the exclusion means pupil will miss a public exam or national curriculum test

Parents/carers will be invited to a review meeting with the school's governors within 15 school days.

If the governors don't overturn the exclusion, parents/carers can ask for an independent review by your local council (or academy trust if the school's an academy).

If your child is still excluded you can ask the Local Government Ombudsman (or the Education Funding Agency if the school's an academy or free school) to look at whether your case was handled properly.

They can't overturn the exclusion if the exclusion is for 5 days or fewer, parents/carers can still ask the governors to hear your views, but they can't overturn the headteacher's decision.

For more information, please refer to the Norfolk Schools website <https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/school-exclusions> which includes links to the statutory guidance and other support documents.

You can also contact the Exclusions Team the Exclusions Team on 01603 307727 or email csexclusions@norfolk.gov.uk.

Personal Education Plan (PEP)

A Personal Education Plan (PEP) is the statutory document used when planning for the education of looked after children. All looked after children must have a PEP as part of their overall **care plan**. PEPs feed into the statutory care planning framework, in collaboration with social worker, independent reviewing officer, carer and other relevant professionals.

The PEP includes information to help with conversations, planning and the delivery of strategies required to ensure the child gets the support and provision needed to succeed.

- The views of the child/young person must be evidenced and used to inform the setting of targets.
- Targets should be child specific, measurable, achievable, realistic and have clear timescales attached to them.
- The designated teacher leads on how the PEP is used as a tool in school (living document) to make sure the child's progress towards education targets is monitored.

A child must have a PEP three times a year (termly)

- A care plan is incomplete without a PEP and a health plan.
- At PEP meetings, the previous PEP should be reviewed.
- Where pupils have had turbulent schooling, there will be gaps in understanding that must be identified and addressed on the PEP.
- Looked After Children should benefit from school-based interventions.
- PEPs should be held for pupils without a school place. This will be undertaken by the social worker and virtual school adviser.
- Any transition is difficult for looked after children and should be planned for carefully with actions documented in the PEP.
- When gaining the child's views always consider which adults the child has a trusting relationship with at school.
- Always focus on life-long outcomes and future aspirations as part of the PEP.

Independent Reviewing Officers should use their own log in to check the PEP is current at least 3 days prior to LAC review.

ePEP

PEP forms used for Norfolk Looked After Children are completed electronically (ePEP). These are web-based and hosted by Welfare Call. Social Workers and Designated Teachers with Norfolk Looked After Children are provided with user a name and password to access the ePEP system. Independent Reviewing Officers have read-only access. For further information please visit the PEP section of the Virtual School website

<https://www.schools.norfolk.gov.uk/teaching-and-learning/virtual-school-for-looked-after-children/virtual-school-lac-role-and-services/personal-education-plans>

Colour coded sections of the ePEP

- Social Worker has responsibility for completing the pages with blue tabs (e.g. Attendance Log, Parent/Carer Views and Pupil details)
- Designated Teacher has responsibility for completing the pages with red tabs (e.g. Education Details, Attendance, SEN, Attainment and Targets)
- The pages with purple tabs are the joint responsibility and the information can be supplied and recorded by either the Social Worker or the Designated Teacher, but they share the responsibility.

The **views of child** should be collected from the child or young person prior to the PEP.

The views of the foster carer and /or parent should be gathered by the social worker and added to the PEP. If views are missing it should be documented why.

Independent Review Officers (IROs) have read-only access to the ePEPs for their cases to

ensure they are able to view the targets and other education information prior to the LAC Review. The child's voice and targets should be a priority focus.

Foster Carers should receive a copy of the PEP from the social worker.

Good practice for completing PEPs

- The PEP belongs to the child and should be a child centered representation of their current education, targets, aspirations and progress.
- Children and young people should be supported to think about their involvement. It is important to ask them what they would like to be discussed. If they decide to attend, they should be supported to be prepared to make any points they want to make in addition to their documented views.
- PEP's should celebrate the child's achievements and progress.
- Targets should be **SMART** specific, measurable, achievable/aspirational, realistic and have clear timeframes.
- The PEP should include use of the pupil premium plus outlining, where relevant, time limited interventions that refer to expected outcomes.
- Recording should give a sense of the child/young person as an individual, referring to them by name.
- All PEPs should be held and signed off within the required timescales (10 days from the PEP meeting taking place)
- The date of next PEP must be arranged and recorded.
- The SW must add the PEP date and information to liquid logic to show it has taken place.
- The IRO will monitor and support completion of PEPs, specifically prior to a LAC review.
- The voice of child should be reflected in the targets.

Preparing for a PEP meeting

All Looked After Children should have a Personal Education Plan (PEP) which is part of their care plan or detention placement plan. The PEP will include the virtual school head contact details. Key information should be completed on the ePEP as soon as the social worker and designated teacher have received a '*Notification of a child or young person coming into care form*' (or, if this is not practicable, as soon as possible afterwards).

The Social Worker should:

1. Ensure a PEP takes place every term (3 PEPs a year)

2. Ensure all professionals, carers and parents are invited to the meeting and liaise with the DT for an appropriate venue either in person or remotely via Teams/Zoom).
3. Collect carer and parent's views if they are unable to attend the meeting. A carer/parent views form can be downloaded from Welfare Call and e mailed out for completion prior to the meeting.
4. Ensure the following information is pre-populated on Welfare Call.
 - a) Details of the meeting – when and where, next CLA review, next SEND review.
 - b) Carer/Parent views
 - c) Pupil details, Care information, Key information and contacts, Contact information, Health concerns

The Designated Teacher should:

1. Ensure the following information is completed prior to the meeting:
 - a) Current educational details – current education setting, previous school history, DT details, current support from other agencies, online safety.
 - b) Attendance, exclusions and special educational needs.
 - c) Attainment and targets, previous targets and new targets to be discussed at meeting.
 - d) School transfer and information advice and guidance.
2. The DT needs to gather pupil views **prior** to the meeting and review previous PEP targets and draft new targets (to be agreed during the meeting)

NB: Some of the information above will be rolled forward by Welfare Call and will not need entering prior to every PEP meeting. It is essential though that the information entered is reviewed and updated prior to the next PEP meeting.

TARGETS:

There should be three targets which are child centred and consider the 'child's views' agreed at the PEP.

- The academic targets must be SMART (specific, measurable, achievable/aspirational, realistic, time limited) and consider homework, career aspirations, transition and views of teachers. Targets should demonstrate the positive/effective use of Pupil Premium Plus on academic progress
- Only a teacher can set the targets. If a member of the pastoral support team sets targets, then they must be verified by the DT.

Holding the PEP meeting

Style of PEP meeting

A PEP meeting can take place using a variety of styles:

1. Follow the signs of safety model to record minutes and aid discussions.
2. Follow a person-centred approach
3. Conversation led, with paperwork completed later.

The ePEP is to be completed and signed by designated teacher and social worker within **10 working days** from the date of the PEP meeting. The Virtual School will aim to sign off within 5 working days of submission.

After the PEP meeting

1. The social worker and designated teacher are responsible for completing their relevant sections of the ePEP and both need to **sign this off within 10 days** of the meeting by clicking their button on the front page.
 - It is the responsibility of the social worker to ensure all parts of the PEP are completed apart from the Educational progress and target page.
 - The SW areas are highlighted in blue
 - Designated teacher areas are highlighted in red
 - Both DT and social worker need to check the purple sections and check they are completed.
2. SW and DT must electronically sign and date the ePEP and check the time and date of the next PEP is entered
3. The DT/SW should make sure that the young person is aware of what is recorded in the PEP.
4. The SW should ensure that anyone who does not have access to the online PEP receives a hard copy if required.
5. The ePEP will then be audited by the Virtual School (VS) in line with the PEP matrix.
6. If all sections are completed the ePEP will be signed off green.

The PEP quality matrix is available on Welfare Call in the documents section labelled “PEP Grading Matrix 2020”

Amber ePEP's

- The ePEP may be marked as amber if the VS identify that sections are missing or need amending.
- The VS will list the additional information or amendments required with the initials of who needs to complete it (SW/DT) in the ‘notes’ section of the PEP.
- The SW/DT will need to complete the missing information within ten working days. The SW/DT can also add comments to the notes section to say that the actions have been completed.
- The VS will then check the ePEP again and sign it off as ‘green’ once the amendments have been made.

Attainment explained

To support good lifelong outcomes, it is vital that the attainment of looked after children is a focus. All those connected to looked after children should provide support and help them to have high aspirations for themselves and an ability to contribute to society.

It is important that progress is monitored and evaluated with rigor. This can inform targets, actions and provide an opportunity to celebrate success. Looked after children are more likely to have low prior attainment due to their personal circumstances. We must always challenge targets based on low prior attainment, and the default position should be that pupils can and will achieve expected standards as a minimum. To document attainment and targets the ePEP uses assessment bands.

National Expectations

To document attainment and targets the ePEP uses the following assessment bands:

Primary	Key Stage Programme of Study (KSPS)
BLW or P-Scales	Use for pupils working below the Pre-Key Stage Standards or on P Scales
PKS: Pre-Key Stage Standards	Working below the key stage programme of study, but on track to achieve the Pre-Key Stage Standard
WTS: Working Towards the Expected Standard	Working on objectives from the Key Stage Programme of Study, with support
EXS: Expected Standard	Working on objectives from the Key Stage Programme of Study, and on track to achieve the expected standard
GDS: Greater Depth	Working at greater depth on objectives from the Key Stage Programme of Study

Secondary	Key Stage Programme of Study (KSPS)
WB: Well Below	Working on P-Scales or towards entry level qualifications and requires personalised provision to achieve well
B: Below	Working on objectives below the KSPS, on track to achieve GCSE grade 1, 2 or 3 or other level 1 qualifications
WT: Working Towards	Working on objectives from KSPS, with support. They are on track to achieve GCSE grade 4 and with effective intervention can achieve good GCSE or Level 2 qualifications
OE: On	Working on objectives from KSPS, on track to achieve a GCSE 5 or 6
AE: Above	Achieving beyond minimum expected standards, with additional challenge and breadth of application of learning. Is on track to achieve GCSE Grade 7,8 or 9

Useful points For PEPs, education meetings and discussions with schools

On the following few pages are some ideas to support conversations with teachers and staff relevant to each year group during the PEP meeting.

Early Years Foundation Stage (EYFS) (3-5 years)

Nursery: Areas for discussion:

- current nursery provision
- early years assessment information
- identification of reception school place
- pupil voice
- planning for transition to reception

Reception - entry year into statutory education

Areas for discussion: (based on early years assessment information)

- communication and language
- physical development
- personal, social and emotional development
- literacy
- maths
- Understanding of the world
- expressive arts and design
- pupil voice
- is the child developing in the above areas in line with his/her peers nationally

Primary**Key Stage 1 (Ages 5 - 7 Years)**

Year 1: Areas for discussion:

- speech and language development
- literacy and numeracy skills
- behaviour and social skills
- attitude and approach to learning
- progress since starting school
- social skills and communication
- pupil voice

Year 2: Areas for discussion:

- speech and language development
- literacy and numeracy skills
- behaviour and social skills
- pupil voice
- any transition to a new school, building or playground
- are they making progress
- attitude and approaches to learning
- what are predicted levels for end of Key Stage 1

Key Stage 2 (Ages 7 – 11 Years)

Years 3 & 4: Areas for discussion:

- literacy and numeracy skills
- speech and language development
- emotional, behavioural and social skills
- attitude and approaches to learning
- has the child made expected levels of progress during the academic year?

If child has not made expected progress, what additional interventions are the school providing?

Year 5: Areas for discussion

- progress with learning and predicted outcomes for end of Year 6
- transition to secondary school
- literacy and numeracy skills
- speech and language development
- emotional, behavioural and social skills
- attitude and approaches to learning
- has the child made expected levels of progress during the academic year
- speech and language development
- emotional, behavioural and social skills
- attitude and approaches to learning
- has the child made expected levels of progress during the academic year
- identification of secondary school and plans to support a successful transition
- literacy and numeracy skills
- progress and support with learning and end of key stage tests

Year 6: Areas for discussion:

Where possible secondary school staff should attend final primary PEP or education meeting to aid a smooth transition.

Secondary

Key Stage 3 (AGES 11 - 14 YEARS)

Year 7: Areas for discussion:

- how the young person is settling into school (e.g. friendships, participation in learning and activities, attendance, confidence etc)
- if not at national average end of key stage 2 what strategies are in place to accelerate child's progress?
- key adult in school that young person relates to/trusts
- what is the impact of interventions?
- is young person making progress?

- pupil voice

Year 8: Areas for discussion:

- review progress made during Year 7
- behaviour and friendship groups
- extra-curricular activities, attendance, punctuality and confidence
- rate of learning progress (compare to year 6 attainment)
- interventions to support learning and motivation
- key adult in school that young person relates to?
- homework completion
- careers advice
- pupil voice

Year 9: Areas for discussion:

- options for key stage 4 - what choices for courses are available?
- when is parent's evening?
- homework completion
- will there be a change in school site/ head of year
- behaviour & friendship groups
- extra-curricular activities, attendance, punctuality and confidence
- careers advice, what is available in school?
- Have they made the expected progress?
- pupil voice
- has exam preparation started?

Key Stage 4 (Ages 14 – 16 Years)

Year 10: Areas for discussion:

- current and predicted grades
- are they on track to achieve predicted grades?
- coursework completion – are they on track to meet deadlines? How can they be supported further?
- any new behaviour patterns causing concern – this is a difficult period as stress levels in school can be high
- interventions to promote learning and engagement in education
- homework completion
- social skills
- out of school hour activities
- pupil voice

Year 11: Areas for discussion:

- what exams are they entered for?
- are they on track to achieve predicted grades?

- interventions to promote learning and engagement in education – are these effective?
- coursework deadlines
- visit to colleges / 6th form
- applications for college / apprenticeships
- careers advice, what is available in school?
- social skills
- out of school hour activities
- post 16 options (T Levels / Apprenticeships / BTECs) and career choices
- planning for transition to FE/employment.
- pupil voice
- access to school-based revision classes
- has a school been identified?
- what would support a good transition?
- has the virtual school been involved?
- what information is available from previous school which needs to be considered at new school
- what provision is currently in place from the LA?
- what are the long-term education plans/outcomes?

Unaccompanied Asylum-Seeking Children: Areas for discussion

- do they have a key adult?
- do they have a buddy in class/playtime?
- how are they supported in class/playtime?
- are there any translation concerns?
- specific needs: food, PE, prayer
- PP+ funding use

Post 16

College / 6th Form:

Areas for discussion:

- attendance and punctuality
- is young person on track, are there any concerns in regards to continuing on the course? If concerns arise how can young person be supported?
- how is the College/6th Form paying the Post 16 Bursary?
- discuss what the young person is/intends to spend their bursary on, e.g. a laptop, field trips, books, equipment.
- what support is available in college for LAC? do they have a LAC offer?
- what careers support is available?
- application to University - if applicable
- engagement in social and extra-curricular activities out of college

Apprenticeships:

- Areas for discussion:
- LAC undertaking an apprenticeship would be expected to have PEP meetings with their training provider until the end of KS5 (including if they have turned 18 during this time).
- The focus would be how their formal learning is going and some discussion about their work placement. It is likely that the YP's employer **would not** be present as the training provider would be able to feedback on the work placement.
- engagement in social and extra-curricular activities of college

University:

Areas for discussion:

- what support is available to care leavers, are they accessing support?
- is young person on track, are there any concerns in regards to continuing on the course? How can young person be supported?
- have they received the financial support available from the University?
- accommodation
- employment opportunities
- what is the equipment, books and trips associated with the course?
- plans for holidays including accommodation

Information about key stage tests, exams and scores:

Primary school

Early Years Foundation Stage (EYFS)

The early years foundation stage (EYFS) sets standards for the learning, development and care of a child from birth to 5 years old. There are seven areas of learning and development.

These are split into three prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development,

And four specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. Practitioners must indicate whether children are meeting 'expected', 'exceeding' or 'emerging' (not yet reaching) expected levels.

Year 1 phonics screening check

The phonics screening check is a short, light-touch assessment to confirm whether a child has learnt phonic decoding to an appropriate standard. It will identify the children who need extra help, so they are given support by their school to improve their reading skills further. This takes place in June when the child will read 40 words out loud to a teacher. If the child doesn't do well enough in the check (normally 80% pass mark) they'll have to do it again in Year 2.

Key Stage 2 (SATS)

National tests in May when they reach the end of key stage 2. These test skills in:

- English reading
- English grammar, punctuation and spelling
- Maths (arithmetic and reasoning)
- Writing is teacher assessed. The tests are set and marked externally and available in July.

The results are used to determine if the child is working below, at or above the expected standard.

Recent changes:

English:

Stronger emphasis on vocabulary development, grammar, punctuation and spelling
Handwriting – expected to be fluent, legible and speedy
Spoken English , with children to be taught debating and presenting skills

Maths:

Five-year-olds will be expected to learn to count to 100 and learn number bonds to 20
Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)
By the age of nine, children will be expected to know times tables up to 12×12 . Calculators will not be used at all in primary schools, to encourage mental arithmetic

Information about key stage tests, exams and scores: Secondary school

Key stage 3 and 4

Key stage 3

Compulsory [national curriculum](#) subjects are:

- English
- maths
- science
- history
- geography
- modern foreign languages
- design and technology
- art and design
- music
- physical education
- citizenship
- computing

Schools must provide [religious education \(RE\) and sex education](#) from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

Key stage 4

During key stage 4 most pupils work towards national qualifications - usually GCSEs. The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- maths
- science
- Foundation subjects are:
- computing
- physical education
- citizenship

• Schools must also offer at least one subject from each of these areas:

- arts
- design and technology
- humanities
- modern foreign languages

They must also provide [religious education \(RE\) and sex education](#) at key stage 4.

English Baccalaureate (EBacc)

The EBacc is a way to measure how many pupils in a school choose to take a GCSE in these core subjects:

- English language and literature
- maths
- the sciences
- history or geography

- a language

Find out more about the [EBacc](#).

Attainment 8

Attainment 8 is the sum of up to 8 GCSE results, double weighting English and Mathematics.

Progress 8

Progress 8 is the difference between the Attainment 8 score, and the Attainment 8 score of pupils nationally with the same prior attainment divided by 10 to give an average grade difference.

A progress 8 score of +0.5 means that the Attainment 8 score is 5 points higher than the Attainment 8 estimate.

Assessment

Age	Year	Key stage	Assessment by year group
4 to 5	Reception	Early years	Teacher assessments (there's also an optional assessment at the start of the year)
5 to 6	Year 1	KS1	Phonics screening check
6 to 7	Year 2	KS1	National tests and teacher assessments in English, maths and science
10 to 11	Year 6	KS2	National tests and teacher assessments in English and maths, and teacher assessments in science
15 to 16	Year 11	KS4	Most children take GCSEs or other national qualifications

Special Educational Needs and Disability

Understanding SEN and schools in Norfolk

SEN professionals must work closely with other relevant professionals involved in the child's life to ensure that the child's **Education Health Care plan** (EHCP) works in harmony with his/her Looked After **Children Care Plan** and **Personal Education Plan** so that it adds to, but does not duplicate, information about how education, health and care needs will be met.

The EHC plan should only include relevant information to the child's SEND from the looked after children care plan. Where a looked after child is being assessed for SEND it is vital to take account of information set out in their looked after children care plan and personal education plan.

Attainment Complex Needs

Some children do not learn in a linear way. They have uneven attainment profiles and will be making good progress even if they remain within the lower quartile. A few learners may not make any measurable progress or may regress across a key stage. High rates of absence can make it difficult for learners to progress. It is important to provide a more bespoke curriculum for these learners to meet their unique learning needs and to set small-stepped targets to enable them to generalise their skills in new contexts.

It is also important to consider more holistic approaches to assessment for the small group of children working at very low levels of attainment where progress is not linear.

Looked after children - Belonging regulations

'Belonging Regulations' refers to the Education (Areas to which Pupils and Students Belong) Regulations 1996 and are underpinned by DCSF guidance 2009. The SEN Code of Practice 2015 cites that the area where the child is ordinarily resident has responsibility for the EHC plan and this is not strictly true for looked after children. For those in residential care administrative responsibility may be retained by the local authority where a looked-after child entered care and all looked-after the local authority where the child entered care retains financial responsibility.

If you have any queries about the 'belonging regulations', please contact Norfolk Virtual School for Children in Care in the first instance.

Norfolk County Council SEND local offer is available on the website:

The Local Offer helps children, young people and their parents/carers understand what services and support they can expect from a range of agencies. The local offer page can be found here: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

The Virtual School wanted to provide more detail for our schools, carers, guardians and parents of looked after children with special educational needs. As a result, we have worked as a team in the Virtual School alongside foster carers to provide this information in a FAQs format for carers/parents. You can download our FAQs here:

<https://www.schools.norfolk.gov.uk/teaching-and-learning/virtual-school-for-looked-after-children/virtual-school-lac-role-and-services>

Key points for discussions during EHCP:

- Provision to support objectives of EHCP
- Transition planning if relevant

LAC with English as an additional language (EAL) and unaccompanied asylum seekers children (UASC)

An EAL / UASC child's Social Worker can access the support of an EAL Adviser, who will perform an assessment to determine the child's levels in:

- English - speaking, listening, reading and writing
- Literacy - in their home language
- Maths
- cognitive assessment

Key strategies for supporting EAL / UASC children

Educational targets, specific to the child will be decided during the child's PEP meeting. If a child is a **beginner** in these can be supported at home in the following ways:

- Allow the child time to mainly listen at first and not be required to respond verbally all the times.
- Slow down your speech to half your usual pace using mainly very short sentences or single words.
- Use gestures and pictures e.g. Google images.
- If the child is literate, purchase a bi-lingual dictionary.
- Use '*Google translate*'. Activate subtitles when you watch television or films, so they can read the English they are hearing.
- Label items in your house.

If a child is a **more advanced learner** of English, he/she will need support in acquiring more advanced vocabulary and accurate grammar:

- Encourage the child to read widely from books they enjoy.
- Activate subtitles when watching TV or DVDs.
- As the child develops confidence, increasingly correct his/her English.
- Use increasingly more varied and vocabulary and check the child understands this.

Post 16 Education

Norfolk's aim for young people when they enter Post 16 education is to continue to promote the best quality outcomes for all looked after children through continuing to produce high quality PEPs and careful transition planning to higher education or employment.

Post 16 education providers do not need to have a Designated Teacher like schools but locally we have agreed that every Further Education College and has a **Designated Support Person**. These individuals have a similar role to designated teachers. For sixth forms on the

same site as the secondary school, the Designated Teacher may continue to perform this role.

Once a looked after child has declared their status by claiming the 16-19 Education Bursary the Designated Support person will:

- keep a record of who they are, their home local authority and key contact details.
- help to arrange PEP meetings.
- act as a single point of contact.
- ensure appropriate staff are aware on a need to know basis.
- liaise with their own teaching and support staff, the young person's social worker or leaving care personal advisor as well as outside agencies to ensure there is consistent and strong communication within the network.

Local authorities are required to continue **PEP's** on a termly basis for all looked after children aged 16 & 17. Locally we have agreed to extend this to the end of the academic year in which all looked after child turn 18 using ePEP's on welfare call.

16-19 Education Bursary: looked after children attending Post 16 education may be entitled to a 16-19 Education Bursary worth £1200 per academic year. Payment of the bursary is linked primarily to attendance and is paid pro rata depending on if the young person is on a full time or part time course. Applications need to be made directly to the college or Post 16 education provider (the Virtual School do not oversee the Post 16 Bursary). Money is paid directly into young person's bank account and is intended to be used for travel and equipment to support educational progress. Young people will need to declare their care status if they wish to access the bursary.

For further guidance on claiming the Post 16 Bursary please visit our website:

<https://www.schools.norfolk.gov.uk/teaching-and-learning/virtual-school-for-looked-after-children/resources/post-16-resources-for-lac>

Apprenticeships: Looked after children and care leavers (18+) who undertake an apprenticeship may be entitled to an apprenticeship Top-up Bursary if they are unable to meet their outgoings without additional financial support. The young person's worker is responsible for working out whether they would be entitled to this bursary.

University and Higher Education funding: Applications for courses are made via UCAS and finance applications through Student Finance England. Care leavers are also entitled to a Higher Education Bursary of £2000 over the duration of their undergraduate course from their local authority. Many universities also offer non-repayable bursaries or other financial support such as a reduction in fees specifically to students who are care leavers. The Propel website and individual university websites contain information about this and other support available such as 52 week a year accommodation, named contact etc. Young

people should be encouraged to tick the care leaver box on the UCAS form to access university support.

See propel website: www.propel.org.uk

Pathway plan: These support looked after children and care leavers (18+) transition into adulthood and are required in law. Young people in care are supported by a social worker and at 18 a leaving care personal advisor (PA) to help them plan for their future. This includes helping them to access education, employment and training opportunities if required. Once a looked after child turns 18 they will be able to claim welfare benefits whilst they remain in full time learning. This is not the case for other young people.

Access to support up to 25: Since 2008 LA's have had a duty to support care leavers up to the age 25 if they remain in or return to learning as outlined in the Children and Young Person's Act (2008). From April 2018 this duty has been extended to all care leavers aged 21 – 25 if they request support and is no longer linked to education.

Education Employment Support – local offer to care leavers

In 2018 the Children and Social Work Act required local authorities to publish information about their local offer to their care leavers. The published offer should also include information about specific care-leaver services offered by key partner agencies.

The published offer is intended to ensure that children in care and care leavers have information about both the services and supports to which care leavers are entitled, but also to information about services and support which their local authority provides in addition to those “statutory” entitlements. Norfolk's offer can be found on the County Council's corporate website:

<https://www.norfolk.gov.uk/children-and-families/care-leavers-local-offer>

Types of qualification

Information on different types of qualifications can be found on the Government website:

<https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels>

Pupil Premium Plus (PP+)

The Pupil Premium Plus was introduced in 2011 to provide additional support for looked after and previously looked after children. The DfE funding is allocated on a financial year basis. The extra funding is made available to schools to narrow the attainment gap and support education success. Pupil Premium allocation is linked and monitored through completion of targets on the ePEP.

Looked after children pupil premium plus. The virtual school in the authority to whom the child is in care is responsible for the allocation of the pupil premium plus. Each local authority will have their own policy for distribution and monitoring. The Norfolk virtual school allocates £600 each term. For exceptional funding to provide additional support

above the £600 termly allocation, please contact the virtual school virtual.schools@norfolk.gov.uk

Early years pupil premium plus

The early years pupil premium (EYPP) is additional funding that a childcare provider can claim on behalf of the three or four-year-old child in your care. Childcare providers can claim an additional £300 per year to enrich a child's education and experiences.

NB The PPP is not a personal budget but can be used across the school. However, the school are required to show impact.

Schools should use the funding to:

- deliver key actions for the child agreed in the PEP
- identify specific gaps in attainment and provide additional or enhanced support/intervention, to improve educational outcomes
- pool funding with other disadvantaged children or school funding to enable better provision and support
- improve outcomes ensuring that looked after children specifically benefit from the intervention.
- support extra-curricular or out of school hours educational opportunities that will benefit the child's ability, interests and motivation to learn

Previously looked-after pupil premium plus (PP+) is directly allocated to schools when pupils have been identified on the January school census with permission from parents/guardians. Schools receive £2300 per pupil. The PP+ for previously looked-after pupils includes those who; were looked after by an English or Welsh local authority immediately before being adopted; left local authority care on a special guardianship order or child arrangements order (previously known as a residence order); were adopted from state care or from a non-governmental organisation outside of England and Wales. Further information regarding Pupil Premium Funding at www.dfe.gov.uk

Supporting and planning transitions

Any transition can be challenging for looked after children due to their previous experiences and separation from family. During a child's education life there will be several significant transitions that need to be planned for (ideally over at least a 6-month period)

Transitions for looked after and previously looked after children and young people need to be thought about and planned for. Transitions can include new school, new teachers, new tasks, new classroom and other situational transitions which they may be helped with. Any transition be planned for and actions documented within the PEP.

Make sure that key information about the child's emotional state is shared between carers and school settings with communication being open and frequent. For example, if the child

has had a difficult contact the day before ensuring key staff at school are informed and if a child has found a school PE session frustrating and had a temper outburst schools should inform carers. Ensure schools are aware of any therapeutic sessions that the children and young people are attending.

Transitions can take time and are a process. They are also an inevitable part of life and we are helping our children's well-being when we help them to experience positive transitions.

Supportive strategies

- have a transition object as a reminder of previous school or carer, supporting idea of being kept in mind.
- facilitate opportunities for children and young people to say 'goodbye' and have a strong 'welcome'
- visit new school several times, including driving and walking past at different times of the day.
- be welcomed at the start of the day and have a point of contact to exit at the end of the day.
- prepare the child in your care for changes in the school day and talk through what is going to happen, e.g. timetable.
- children and young people should be supported to visualise their transitions as positive. This can help their self-regulation and anxieties around transitions.

Strategies to support children and young people at home

- provide a good learning environment ensuring children have an appropriate place to work and study.
- ensure children and young people are equipped for school with correct equipment and uniform.
- make sure someone attends parents evening and you know who the Designated Teacher is at the school.
- identify the key adult for child or young person at school.
- promote engagement in events and regular activities.
- be a good advocate.
- providing access to educational resources.
- help children with reading, talking and listening.
- give clear consistent boundaries.
- use specific praise and correction.
- prepare for difficult times e.g. birthdays, anniversaries, contact visits court hearings (keeping school informed)
- support attendance.
- maintain regular contact with school.
- have appropriate high aspirations.

- support engagement in culture and leisure activities.
- be clear and teach appropriate behaviour, do not expect child to already know.
- if needed ask school to create a specific risk assessment to ensure safety and adequate provision for child in school.

Interventions

	Children	Young People
Sequencing	Creating stories, chronological order of journeys,	Exercise programmes
Timetables	Times of day, learning read the analogue clock	All times tables, mental maths, create quizzes, time responses,
Reading	Sing songs Nursery rhymes Bedtime stories	Reading on Kindle Reading books Menu, recipes, magazines
Book programmes	School book program Visit libraries	
Visits/outdoor activities	History, activity, telling the time, using a calendar	
Mental Maths	Counting 1 to 10 Adding numbers together Playing games e.g. snakes and ladders. adding up shopping	Playing dominoes Playing cards games Budgeting pocket money
Shopping/home tasks	shopping lists, getting items, Putting the shopping away Laying the table.	Complete shopping on their own (age dependent) Pay for shopping, calculate change Cooking and baking, measuring
Categorizing	Helping with the washing-sorting, matching.	
Tasks	Tidy up time Baking (weighing out ingredients)	Take part in chores around the house. Earning pocket money
Writing opportunities	Use of fridge magnets Writing their own name Making a sign for their bedroom door	Write book/film reviews Story writing – use writing prompt cubes Writing shopping lists

Bullying

Bullying is an experience that can be faced by many children and can have a big impact on the children and their success or engagement with school.

All schools must have an anti-bullying policy which is available for parents and carers.

If you have concerns about your child or young person contact the designated teacher. Schools should keep records of incidents, so they can monitor any patterns or pupils.

Bullying can make it hard for **children** to trust, so for looked after children it can reinforced early experiences of rejection, abuse and abandonment.

- Help child to recognise it is not their fault
- Encourage children to talk about bullying, to share how they feel and to report it to their trusted adult or key adult at school.
- Cyberbullying is as serious as is verbal and physical abuse.
- Children should feel safe in the physical world as well as the on-line world.

If you still have on-going concerns, contact the Virtual School.

What can you and your child do:

- **Report it**
- **Don't fight back**
- **Keep a record**
- **Remind them its not their fault**

For an up to date and accurate source of E-Safety information, visit www.thinkuknow.co.uk the website includes specific information for carers and adoptive parents and adoptive parents

Other Useful links:

<https://www.bullying.co.uk>

<https://www.childline.org.uk>

E safety

- **Talk to your child about what they're up to online.** Be a part of their online life; involve the whole family and show an interest. Find out what sites they visit and what they love about them, if they know you understand they are more likely to come to you if they have any problems.
- **Watch Thinkuknow films and cartoons with your child.** The **Thinkuknow site** has films, games and advice for children from five all the way to 16.
- **Encourage your child to go online and explore!** There is a wealth of age-appropriate sites online for your children. Encourage them to use sites which are fun, educational and that will help them to develop online skills
- **Keep up to date with your child's development online.** Children grow up fast and they will be growing in confidence and learning new skills daily. It's important that as your child learns more, so do you.

- **Set boundaries in the online world just as you would in the real world.** Think about what they might see, what they share, who they talk to and how long they spend online. It is important to discuss boundaries at a young age to develop the tools and skills children need to enjoy their time online.
- **Keep all equipment that connects to the internet in a family space.** For children of this age, it is important to keep internet use in family areas, so you can see the sites your child is using and be there for them if they stumble across something they don't want to see.
- **Know what connects to the internet and how.** Nowadays even the TV connects to the internet. Make sure you're aware of which devices that your child uses connect to the internet, such as their phone or games console. Also, find out how they are accessing the internet – is it your connection, or a neighbour's Wi-Fi? This will affect whether the safety setting you set are being applied.
- **Use parental controls on devices that link to the internet, such as the TV, laptops, computers, games consoles and mobile phones.** Parental controls are not just about locking and blocking, they are a tool to help you set appropriate boundaries as your child grows and develops. They are not the answer to your child's online safety, but they are a good start and they are not as difficult to install as you might think. Service providers are working hard to make them simple, effective and user friendly. **Find your service provider and learn how to set your controls**

School Roles and responsibilities

Title	Summary of role
Assistant Head	Part of the senior leadership team within the school who holds additional responsibilities
Class Teacher (primary school)	A teacher who is mainly responsible for a class of pupils for much of the day.
Deputy Head	Second in command within school after the headteacher
Designated Teacher	A qualified teacher who is responsible for overseeing the education and progress of looked after children
Head of House	A teacher who is responsible for students within a designated house across year groups
Head of Year (secondary school)	A teacher who is responsible for overseeing the academic and pastoral needs of a year group.
Higher Teaching Assistant	Is qualified to take on responsibilities in schools including working with whole classes
Mentor	An adult in school who offers regular support to a young person often related to behaviour
Pastoral Lead	An adult in school responsible for ensuring the wellbeing of students
School nurse	Allocated health worker in school who supports and advises on the health needs of pupils.

SENCO (special educational needs co-ordinator)	A teacher who monitors and oversees provision for children with additional special educational needs
Teaching Assistant	Works under the direction of a teacher to support pupils learning
Virtual School Head	A statutory role in each local authority responsible for monitoring the education of LAC and providing advice and support to those working with LAC and post LAC
Virtual School Advisors	Work as part of the virtual school to monitor LAC and support schools and others working with LAC

Abbreviations glossary

A level	Advanced level
Academic review	A review of pupil's progress with teachers and parents
Achievement	Standard achieved in an assessment or test
AED	Additional Educational Needs
ASD	Autistic Spectrum Disorder
Attainment	National Curriculum level achieved
Attendance	Attendance at school based on half days
BTEC	Business and Technology Education Council
CAMHS	Child Adolescent Mental Health Services
DH	Deputy Head
EAL	English as an Additional Language
EET	In Education, Employment and Training
EHCP	Education Health and Care Plan
ESMH	Emotional, Social and Mental Health
EYFS	Early Years Foundation Stage
FC	Foster Carer
FE	Further Education
FTE	Fixed Term Exclusion
GCSE	General Certificate of Education
GRT	Gypsy, Roma, Traveller
HE	Higher Education
HLTA	Higher Level Teaching Assistant
HOY	Head of Year
HT	Head Teacher
IAG	Information, Advice and Guidance
IEP	Individual Education Plan
KS	Key Stage
MASH	Multi Agency Safeguarding Hub

NAP	Needs Assessment Panel
NEET	Not in Education, Employment or Training
NVQ	National Vocational Qualification
PEP	Personal Education Plan
PEX	Permanent Exclusion
PPP	Pupil Premium Plus
Progress	The amount of change between levels of attainment
PSP	Pastoral Support Plan
SEMH	Social Emotional Mental Health
SENCo	Special Education Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SSSFN	Short Stay School for Norfolk
TA	Teaching Assistant

Different types of schools

Academy Schools	Run by a governing body, independent from the local council, they can follow a different curriculum and set their own term times. They still have to follow the same rules on admissions, SEN and exclusions.
Alternative Provisions	Education provisions offering full time or part time education. It is usually an arrangement set up between the school or local authority and the alternative provision. The arrangement can be a short term or a long-term arrangement.
City Technology Colleges	City technology colleges are independent schools in urban areas that are free to pupils. They are funded by central government - companies can also contribute to the school.
Community schools	Controlled by the local council and not influenced by business or religious groups.
Faith Schools	Schools associated with a particular religion can choose what they teach in religious studies.
Foundation and Voluntary schools	Have more freedom to change the way they do things than community schools.
Free Schools	Funded by the government but not under local authority control. They're 'all-ability' schools, so can't use academic selection processes like a grammar school. They don't have to follow the national curriculum.

Grammar Schools	run by the local authority, a foundation body or a trust - they select all or most of their pupils based on academic ability and there is often an exam to get in.
Multi Agency Trust	A Trust of schools working together under a single management structure.
Multi-Academy Trust (MATs)	A group of Academy schools linked together under the same trust.
Private School	Private schools (also known as 'independent schools') charge fees to attend instead of being funded by the government. Pupils don't have to follow the national curriculum.
Pupil referral units	Local authorities' provision for pupils who have been permanently excluded from school. For some pupils this is an interim arrangement to support a move into a mainstream school.
Short stay schools	A temporary school that can offer assessment to pupils who can no longer attend previous school.
Special schools	Schools for pupils with identified special needs.
State boarding schools	State boarding schools provide free education but charge fees for boarding. Most state boarding schools are academies, some are free schools, and some are run by local councils.

<https://www.gov.uk/types-of-school>

School terms explained

Parents evening / academic reviews

At specific times during the year parents and carers for children will be invited into the school to review their child's progress and discuss specific aspects of their learning.

School reports

Each teacher will write a report on each pupil, this will be a summary of the child's progress, their achievements, behaviour and focus areas for the year ahead. This report will make up part of a child's school file.

Child's school file and UPN

Each pupil will have a school file which is transferred between schools when a pupil moves. Each pupil has a UPN unique pupil number, this is also passed between schools and used by the DfE.

Key adult in school

Having a key adult in school who is familiar and available to children and young people can support looked after children at school, listen to them and talk to them about school. This could be anyone in the school who the young person connects with not necessarily the designated teacher or a class or form tutor.

Communication

Most schools now use text and emails to communicate with parents and carers. This includes the monitoring of attendance and homework.

Homework

All schools set their own rate of homework, information is usually available on the school website. Some secondary school subjects will put homework on the internet or will send homework home.

Plans

There are several plans which schools use to support young people while on role at their school, any such plans should also connect with the PEPs for looked after children

PSPs - Pastoral Support Plan – Schools usually set up this plan due to a number of incidents within the school, it is a chance to set out strategies for the pupil and staff to support positive behavior. Usually these meetings are held at school with the young person, their carer/parent and a senior member of school staff.

Career planning

It is essential that Looked After Children have access to career planning and are encouraged to take up opportunities to engage in activities and work experience to broaden their world view and see the possibilities available to them.

Extra-curricular school opportunities

Looked after children should be encouraged and supported to engage in programmes and opportunities available at school

University visits

Many Universities in the UK now offer specific programmes and interventions for Looked After Children in year 7 and up. Visit local university websites.

Access to culture and leisure activities

The engagement in positive culture and leisure activities has been shown to impact on the educational attainment of looked after children. Involvement in clubs, sports, arts and specific activities contributes to confidence, working with others and developing new skills.

Awards

Each year the virtual school holds an annual celebration awards event. Social workers, carers, independent reviewing officers and designated teachers are invited to nominate students each year. Please contact the virtual school for a nomination form in the Spring Term ready for the awards event in the Summer Term

