

The Virtual School

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What do we do?

Gloucestershire Virtual School promotes and supports the educational attainment and progress of children and young people in care from nursery to 18 years old, through effective collaboration with schools, social care, and other agencies.

The Virtual School's work with this cohort is statutory.



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Personal Education Plan (PEP)

- Held 3 times a year (each term)
- Each child in care (CIC) will have an allocated Education Advisor (EA)- we try to keep the same EA for the school if you have more than 1 child in care.
- The PEP is the only way to access the Pupil Premium Plus funding for the young person
- Forms an essential statutory part of each child's care plan and also forms part of the child's official school record

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Personal Education Plan (PEP)

The PEP will follow the child/young person through their education and includes:

- Keeps a record of progress and academic achievement
- Highlighting strengths
- Identifying special needs
- Discussion regarding attendance and agreed action if falling below 90%
- Areas for improvement
- Establish clear goals
- Identifying the agencies involved and responsible

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Personal Education Plan (PEP)

The development and review of the PEP brings together the whole team around the child at regular intervals to focus on the child's educational progress and personal educational needs.

The PEP is important to the child too, especially when they are fully involved in agreeing and reviewing actions and targets. The PEP should be seen as a live document which has the child's voice at the centre.

<https://www.goucestershire.gov.uk/vschool/>

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Pupil Premium + Funding

- To improve educational outcomes
- Needs led on an individual basis -£2570 is not a target spend
- VS does not hold EY PP+
- Post-16 funding is £400 one off payment per academic year
- Funding is released to schools following completion and QA of a high-quality PEP doc
- VS do not purchase or commission using PP+
- SW and school must agree the request of funds
- School must be able to evidence the impact and need (on next PEP review)
- School must take responsibility for safeguarding arrangements with commissioned services
- VSH can commission services for CME children
- PP+ can not be used for core education offer

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Myth busting – What are we asked to do but can't?

- Attend EHCP's, CLA reviews, TAC's and MDT's (unless education is an issue)
- Attend all PEP's (due to numbers)
- Apply for school places - SW needs to do this as they hold PR)
- Commission services
- Arrange PEP's and send invites
- Write the PEP (only for CME)
- Agree PP+ spends
- Fund/organise transport
- Apply for EHCP assessment
- Fund respite care
- Offer fostering/parent support or placement stability

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Myth busting – What we can't do

- Stop exclusions
- 121 tuition
- Advise on care status
- CIC can't be home educated
- Fund a child's school place
- Share the PEP
- Hold a PEP without a SW
- Organise EHCPs
- Directly commission a service

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But we also....

- offer support, guidance and advice for previous children in care
- offer support, guidance and advice to schools for children with a social worker
- offer free training to support our vulnerable young people in schools

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Previous Children in Care

- Also referred to as PLAC Sophie.hill@gloucestershire.gov.uk
- Advice, support and guidance for schools and parents
- Can attend meetings for PCiC where education is the focus
- Important to know if a child is PCiC as this can unlock funding for your school

[**https://www.gloucestershire.gov.uk/vschool/about-us/previous-children-in-care/**](https://www.gloucestershire.gov.uk/vschool/about-us/previous-children-in-care/)

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Children with a Social Worker

Extension to the Virtual School duties

The key aims are to:

- make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children
- promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm
- level up children's outcomes and narrow the attainment gap so every child can reach their potential.

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Children with a Social Worker

It is the Virtual School's role to:	It is not the Virtual School's role to:
<ul style="list-style-type: none">champion the educational attendance, attainment, and progress of children with a social worker.	<ul style="list-style-type: none">work with individual children and their families;respond to requests from parents or carers to offer advice, intervention and supporttake responsibility for all children with SEND unless they have or have had a social worker.

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Children with a Social Worker

- Advice, support and guidance for schools and social workers
- This is a strategic role, and we do not case hold
- There is no direct funding like with CiC and PCiC
- But often, there are projects run which offers some funding. Please ensure you forward these emails on to the relevant person. There has been funding for laptops, to support attendance and bespoke commissioned training
- lindsay.evans@gloucestershire.gov.uk

[**https://www.gloucestershire.gov.uk/vschool/about-us/children-with-a-social-worker/**](https://www.gloucestershire.gov.uk/vschool/about-us/children-with-a-social-worker/)

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Unaccompanied Asylum-Seeking Children (UASC)

- An unaccompanied child looked after by a local authority is entitled to the same local authority support as any other looked after child: to have a safe and stable placement; to receive the care that they need to thrive; and the support they need to fulfil their educational and other outcomes.
- All statutory guidance with regards PEPs, school admissions, securing good attendance in OFSTED rated Good/Outstanding schools is adhered to. Some unaccompanied children who have recently arrived in the country may never have had access to education before.

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Unaccompanied Asylum-Seeking Children (UASC)

- Gloucestershire Virtual School works alongside social workers and other professionals to ensure that appropriate education provision for each child is arranged after an age assessment has taken place. This multi-disciplinary approach involves social care, carers, Gloucestershire Action for Refugees & Asylum Seekers and the Gloucestershire Strategic ESOL Forum.
- Learning Mentor of UASC robert.bermingham@gloucestershire.gov.uk

<https://www.gloucestershire.gov.uk/vschool/about-us/unaccompanied-asylum-seeking-children-uasc/>

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Training

We offer a wide range of free training, mostly after school and online linked to the needs of vulnerable young people.

Previous online training can be accessed on request.

Training toolkit is a growing range of instantly accessible 10-minute videos on a variety on topics including trauma, emotion-based school non-attendance, mis year admissions, supporting UASC students etc.

Please ensure you forward on any training plans and flyers to the relevant people.

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Training

Term 1 – 2 nd September – 25 th October 2024			
EPEP training (Early Years)	Thursday 19 th Sept 2024	3.30-4.30pm	TEAMS
Bereavement and Loss – How to support CYP who have experienced loss in its many forms - AC Education	Tuesday 24 th Sept 2024	3.30-5pm	TEAMS
EPEP training (KS1-4)	Thursday 26 th Sept 2024	3.30-4.30pm	TEAMS
Exploring and supporting children and young people with their attendance - EP service	Wednesday 23 rd Oct 2024	3.40- 5.10pm	TEAMS
EPEP training (Post 16)	Thursday 3 rd Oct 2024	4-5pm	TEAMS
Virtual School Training Day (formerly DT Day)- Remarkable Me - KCA and Multi Agency The Pavilion, Cheltenham	Thursday 10 th Oct 2024	9.30-3pm	FACE TO FACE
EPEP training (SW/IRO)	Thursday 17th Oct 2024	10-10.45am	TEAMS
Term 2 – 4 th November – 20 th December 2024			
Children's society – Spotting the signs of child exploitation -The Children's Society	Thursday 7 th Nov 2024	3.40-5.10pm	TEAMS
Managing the unmanageable – a toolkit to support dysregulated and impulsive behaviour -- AC Education	Thursday 21 st Nov 2024	3.30-5pm	TEAMS
Term 3 – 6 th January – 14 th February 2025			
Virtual School Training Day (formerly DT Day) – A sense of belonging for vulnerable children (at school, at home and in the community) - KCA	Thursday 23 rd Jan 2025	9.30-3pm	FACE TO FACE
Adoption, Post Permanency, and the role of the education setting – AC Education	Thursday 13 th Feb 2025	3.30-5pm	TEAMS
Term 4 – 24 th February – 11 th April 2025			
Child or Troublemaker – getting the best out of children within the youth justice system	Thursday 13 th March 2025	9-2pm (inc lunch)	FACE TO FACE
Supporting CYP who reside outside of the family home but not in foster care -EP service	Thurs 20 th March 2025	3.40- 5.10pm	TEAMS
PCIC Day – Holistic approaches for all vulnerable young people: through attendance, trauma informed behaviour strategies and support when leaving care Dowtys Sports and Social Club	Tuesday 8 th April 2025	9.15am-12pm	FACE TO FACE
Term 5 – 28 th April – 23 rd May 2025			
Transitions in education for vulnerable young people –KS2 to KS3 – AC Education	Thursday 1st May 2025	3.30-5pm	TEAMS
Transitions in education for vulnerable young people –Yr11 to Post 16 – AC Education	Thursday 8 th May 2025	3.30-5pm	TEAMS
Supporting CYP who self-harm – Attention Seekers (Attention Seekers -Satveer Nijjar)	Tuesday 20 th May 2025	3.30-5.30pm (2 hrs)	TEAMS
Term 6 – 2 nd June – 18 th July 2025			
Supporting children and young people within adoption, kinship and SGO arrangements - EP service	Tuesday 17 th June 2025	3.40- 5.10pm	TEAMS
Virtual School Training Day (formerly DT Day)- AATTRIButes - a practical guide to helping to support development of pro-social behaviour in a trauma informed way – KCA Dowtys Sports and Social Club	Thursday 10 th July 2025	9.30-3pm	FACE TO FACE

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Accountable

Integrity

Empower

Respect

Excellence



Training

We can also offer training for school staff at your school.

- Understanding Attachment and Recovery from Trauma
- Becoming a Trauma informed provision – an introduction
- Supporting CYP with Trauma
- Emotion coaching – an introduction
- Building resilience- an introduction
- Thinking about behaviour and the environment – an overview
- The impact of ACES (Adverse Childhood Experiences)
- An overview of FASD
- Attachment based mentoring

<https://www.goucestershire.gov.uk/vschool/training/>

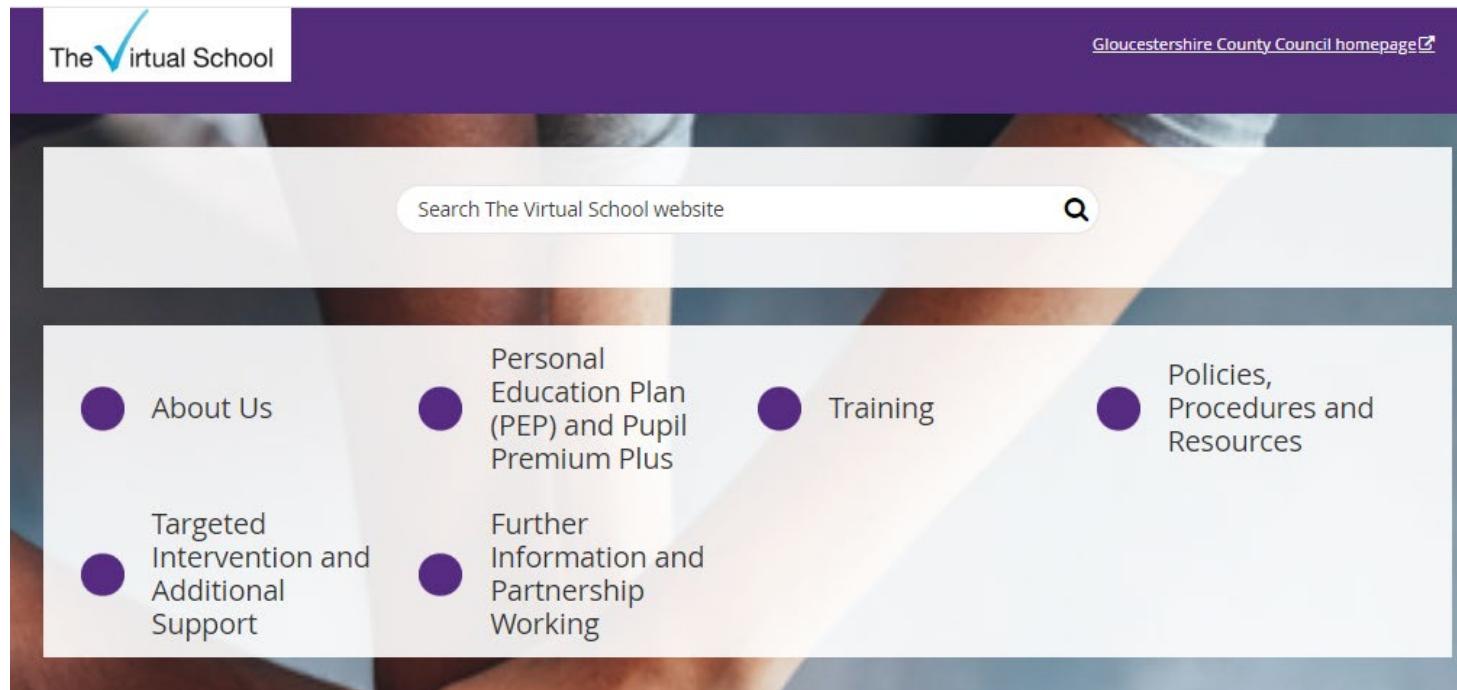
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Website

A one-stop shop for advice and information. Please visit the website, which is continually updated, for information and contact details.

<https://www.goucestershire.gov.uk/vschool/>



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How do we support and promote attendance?

- PEP attendance focus – target theme as well as discussion
- Some additional funding for CiC to support attendance (if funds available)
- Drawing and Talking therapy training for improving attendance for CWSW
- Laptops for Y9/10 on CP plans to support engagement with education

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Thank you. Any questions?

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