**DESIGNATED TEACHER FOR CHILDREN IN CARE**

**ANNUAL REPORT TO THE GOVERNING BODY**

**Blackburn with Darwen Virtual School**

**Introduction**

* This report fulfils the statutory requirement that governors must consider an annual report from the designated teacher for Children in Care – for further guidance see <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>.
* Schools **without** current Children in Care need only fill out the top pale grey boxes.
* Schools **with** current Children in our Care should complete the whole form.
* The work of schools to support children in care can be acknowledged and supported by governing bodies adopting the BwD Model School Policy for the Education of Children in Care
* To protect confidentiality, this report must not mention individual children by name.

*The Virtual School must ensure that statutory requirements are met, so when the report is complete, it would be helpful if a copy were emailed to* virtual.school@blackburn.gov.uk

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| **Name of School or setting:** | Holy Trinity VC Primary School  |
| **Address:** | Bank Top DarwenBB3 2RW |
| **Period covered by report** | **From - date** | 03/09/2018 | **To - date** | 31/08/2020 |
| **Name of Designated Governor for Children in Care** | Maxine Morgan |
| **Name of Designated Teacher for Children in Care** | Carol Knight |
| **Position of the Designated Teacher within the school’s structure.** | SENCO/DSL/ SLT |

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| **1.** Has the school adopted the BwD model policy for the Education of Children in our Care and Previously Looked After Children? |
| Yes [x]  No [ ]  If adopted, please state date governor’s adopted policy: 19/09/2018 |
| **2.** What training has been undertaken and by whom? All attended by Carol Knight |
| **Training** | **Date** | **Comment** |
| Legislation Update for CIOC | 27/09/2018 | Briefing around the new legislation and responsibilities for Designated Teachers  |
| CIOC Professionals Network | 03/10/2018 | Network on the setting of smart targets for PEPS and completion of PEPS.  |
| PEP Audit | 04/03/2019 | Audit of PEP and completion of quality PEP |
| MARAC training | 06/06/2019 | Training around the referral of Domestic Violence  |
| CIOC Professionals Network | 02/07/2019 | Updates on PEP and new electronic system.  |
| Designated Safeguarding Lead Training | 08/07/2019 | Safeguarding update.  |
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| **3.** We are confident that policy and practice is in place to allow a child in our care to be admitted at 24 hours’ notice. |
| Yes [x]  No [ ]  Comments:       |
| **4**. How many children in care to BwD attend the school and in what year groups? |
| **Year group** | **Number of children** | **Year group** | **Number of children** |
| Reception  | 1 |       |       |
| Year 1 | 1 |       |       |
| Year 2 | 0 |       |       |
| Year 3 | 1 |       |       |
| Year 4 | 1 |       |       |
| Year 5 | 2 |       |       |
| Year 6 | 2 |       |       |
|       |       |       |       |
| **5**. How many children in care to other local authorities attend the school and in which year group? |
| **Year Group** | **Number of children** | **Local Authority** |
| 6 | 1 | Lancashire |
|       |       |       |
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| **6. SEN** How many children in care have special needs (SEN Support and EHCP) |
| **Number of children** | **SEN Support / EHCP** | **Comment – any issues with support or planning?** |
| 3 | SEN Support | All children have emotional needs following their removal into care and access Nurture for this  |
| 1 | IPRA | Physical issues. |
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| **7. PEPs** Do all children in care have an up to date, PEP (Personal Education Plan) |
| Yes [x]  No [ ]  Please comment on good practice or development areas: All PEPs completed on time and submitted after face to face meetings with carers and social workers.  |
| **8**. **PEPs** How are carers, social care and the young person involved in the PEP?  |
| Comments: Carers, social workers, parents and young people all attend and contribute to the PEPS where appropriate |
| **9**. **PEP Quality** Do all PEPs have ambitious SMART targets for attainment and progress linked to support to enable their achievement? Are targets being met? |
| Yes [x]  No [ ]  Please comment on good practice or development areas: Targets are mostly being met through the provision of support. All targets are set to focus on curricular areas of needs and SEMH needs. Children are made aware of their strengths  |
| **10. PEPs** Are PEPs transferred promptly if a child in care changes school? |
| Yes [x]  No [ ]  If no please comment:       |
| **11. Attainment, Progress and use of Pupil Premium**Do not use children’s names.Please show end of year outcomes using ‘well below, below, at, above, alongside any other data’ and show how Pupil Premium was used to support and its impact. |
| **Child** 1, 2, etc. | **Current Attainment** [please use well below, below, at, above alongside any other data]. |  **Current Progress** [please use well below, below, at, above alongside any other data]. | Amount or Pupil Premium received from Virtual School? | How was **Pupil Premium** used to support attainment and progress and the impact of this? |
| **Child 1** | at Attained a Good Level Of Development  | atChild made accelerated progress from low starting point | £1900 | Child was supported in RWI group to access phonics. Additional Support in maths lessons. Child reached the level expected at the end of the year despite low starting point. Emotional Support over sibling that had been removed from the home.  |
| **Child 2** | atWorking at the expected level in all areas of the curriculum. Passed the Year 1 phonics screening test.  | atMade expected progress in all areas of the curriculum. | £1900 | Child received support from RWI and Maths interventions.Impact was reaching the level expected while still undergoing emotional issues at home. Emotional support for sibling that had been removed from home.  |
| **Child 3** | atWorking at the level expected securely in all areas apart from writing which is just within the expected level of attainment.  | atProgress was at the expected rate  | £1266 | Support in literacy and additional interventions to support writing and reading skills.Emotional support through Nurture during the time he was taken into care. Child made expected progress despite being taken into care in the school year.  |
| **Child 4** | belowChild is just under 12 months behind in reading and just 12 months behind in maths and writing. | aboveAccelerated progress was made in all areas of the curriculum  | £2300 | Additional support was provided in all areas of the curriculum with additional interventions also taking place on a one to one basis. Impact was the accelerated progress and the gap between peers closing.  |
| **Child 5** | atChild reached Age related expectations in all areas of the curriculum.  | atChild made expected progress in all areas of the curriculum.  | £1266 | Support in literacy and additional interventions to support writing and reading skills.Emotional support through Nurture during the time he was taken into care. Child made expected progress despite being taken into care in the school year.  |
| **Child 6** | atChild is at Age related expectations for all areas apart from maths where the gap is just under 12 months.  | aboveChild made accelerated progress and closed the gap with peers to make age related. In maths progress is slow | £2300 | Additional support in maths and English to close the gaps. One to one support with maths. One to one emotional support as there were some very demanding emotional needs this year. Impact was the child still made progress despite all emotional concerns.  |
| **Child 7** | belowChild was approximately 12 months behind at the end of the year.  | belowChild did not make expected progress but was only just below  | £2300 | Child went through a traumatic year where they were returned to care of parent only to be removed again into care. Sibling also left the family home after causing physical and emotional distress. Child accessed emotional support and additional learning support including one to one but was really struggling to access learning. Progress made was significant given the difficulties faced.  |
| **Child 8** | Choose an item.      | Choose an item.      | £      |       |
| **Child 9** | Choose an item.      | Choose an item.      | £      |       |
| **Child 10** | Choose an item.      | Choose an item.      | £      |       |
| **Child 11** | Choose an item.      | Choose an item.      | £      |       |
| **Child 12** | Choose an item.      | Choose an item.      | £      |       |
| **12. Total amount**  | £      |
| **13. Pupil Premium**Please describe any other uses of Pupil Premium and give evidence of impact/outcomes [e.g. to provide social and emotional support] |
| The use of pupil premium to provide emotional support is through a Nurture provision with two fully trained members of staff. The children also have access to two ELSA trained staff and can have one to one sessions to discuss anything that is bothering them. Most children make good progress in learning how to manage their feelings and access support from staff when needed.  |
| **14. Admissions:** Have there been any issues with admissions or in year transfers for Children in Care and if so how are they being addressed? |
| Yes [ ]  No [x]  If Yes please comment:       |
| **15. Attendance:** Are there any attendance issues for children in care and if so how are they being addressed? |
| Yes [ ]  No [x]  If Yes please comment:       |
| **Overall % attendance of children in care** | **Number of CIOC missing 15% or more sessions** |
| 97.2% | 0 |
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| **16. Exclusion:** Have any children in care had fixed term or permanent exclusions? |
| Yes [ ]  No [x]  If yes comment on provision of education during exclusion and support for reintegration and inclusion:       |
| **Fixed term exclusions total number of sessions** | **Number of CIOC** |
| 36 | 0 |
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| **17. Support:** How effective is support from other agencies and services? (e.g. social workers, health professionals, CAMHS, Education |
| Comment: Social Workers have generally been very supportive and kept in touch updating on changes in care plans and carers. Most Health Professionals have only been in contact at meetings unless coming into school for medicals. Some contact from Paediatricians requesting information for appointments. We have struggled to access mental health support for some of the children when they have needed it most. This has involved social worker and school both ringing different places to try to get help.  |
| **18. Virtual School:** Has appropriate support and challenge been provided, if needed, by BwD Virtual School? |
| Yes [x]  No [ ]  If No please comment:       |
| **19. Other Local Authorities:** Has appropriate support and challenge been provided, if needed, by other Local Authorities and their Virtual Schools? |
| Yes [x]  No [ ]  If No please comment:       |
| **20.** Are there other issues that the school wishes to raise? |
| Yes [ ]  No [x]  If Yes please comment:       |