



WORCESTERSHIRE
VIRTUAL SCHOOL

WORCESTERSHIRE
CHILDREN FIRST



Strategic Improvement Plan

Academic Year 2022-23

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STRATEGIC OVERVIEW

Headteacher:
Matthew Stiles

Chair of Governors:
Tracey Onslow

Director for Education, Early Years, Inclusion and Education Place Planning: Sarah Wilkins

Chair of Corporate Parenting Board: Andrew Roberts

This document should be read in conjunction with the complimentary strategic A3 Plans.
See 'Links to Important Documents' at the end of this document.

OUR VISION & ROLE

'The disadvantage faced by the care experienced community should be the civil rights issue of our time. Children in care are powerless, are often invisible and they face some of the greatest inequalities that exist in England today.'

(Josh MacAlister, The Independent Review of Children's Social Care, May 2022).

The role of Virtual Schools is to promote the education of CYP (in care, previously in care and with a social worker) in order that they gain the best possible educational experience and to ensure that the local authority's statutory duties in this area are discharged effectively.

By engaging with our partners and stakeholders to give our CYP the best possible provision and opportunities, Worcestershire Virtual School will achieve flagship status amongst Virtual Schools.

STRATEGIC PRIORITIES

Who is on the roll of the Virtual School, where do they live and go to school?

- Virtual School cohort care placement profile
- Virtual School cohort education placement profile
- Admissions

Priority	Activities	Time frame	Cost / Resource	Lead	Success Criteria & Impact (with milestones)	Monitoring & Evaluation (who/how/when/ progress)
Admissions Decrease length of time UASC await an education placement	<ul style="list-style-type: none"> • See PP+ Post 16 Pilot Programme Delivery Plan: <ul style="list-style-type: none"> ○ Employ EEW (with focus on UASC) 	2022-23		JPe, JFr, MSt	<ul style="list-style-type: none"> • New UASC worker to liaise with providers, work with SW and identify provision to reduce time as NEET. • Comprehensive support package for UASC. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • Development of UASC resources with social care. 	2022-23	PP+ Post 16 Pilot Funding (£109,480)	JPe & JFr	<ul style="list-style-type: none"> • UASC with a school place within 15 days from WVS notification of NiC. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • Provision (1-1 ESOL tuition) put in place within 10 school days. • School holiday period tuition for UASC focusing on development of English language. 	In place from Sept 2022	PP+ Post 16 Pilot Funding (£109,480)	SJu	<ul style="list-style-type: none"> • Improved readiness to learn as a result of ESOL tuition, resources, swift admission into education, quality assurance of provider (improved speaking and listening skills). • Autumn Term Update: Flash Academy re-instated in Nov, so all new pre-16 UASC students provided with an account within 48h of WVS being notified. 	MSt / QA mtgs / half termly

	<ul style="list-style-type: none"> Group tuition (working collaboratively with Birmingham VS) put in place swiftly for each new UASC. 	In place from Sept 2022	PP+ Post 16 Pilot Funding (£109,480)	SJu	<ul style="list-style-type: none"> New UASC students to be placed on the Group tuition sessions within 2 weeks of the VS being aware of them. Autumn Term Update: unable to implement due to Birmingham not running the programme. Flash Academy in place instead. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> QA of tuition by SJ, JF & JP by attending 1-1 and group tuition - half termly 	In place from Jan 2023	PP+ Post 16 Pilot Funding (£109,480)	SJu, JPe, JFr	<ul style="list-style-type: none"> Ensure quality 1:1/group tuition to ensure good engagement outcomes and feedback. Autumn Term Update: unable to update on group tuition as not presently running. All PEPs requested to have tuition reports uploaded on them. Randstad named as preferred provider for tuition (Dec 2022). 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Engage with regional VS UASC group regarding admissions 	In place from Nov 2022	/	SJu	<ul style="list-style-type: none"> SJ to arrange and participate in termly meeting with other authorities regarding their UASC offer Autumn Term Update: Request for regional UASC meeting has been sent out - first week in January. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Identify preferred tuition providers. 	From October 2022	/	JPe	<ul style="list-style-type: none"> Randstad identified as preferred partner (Oct 2022). Additional providers used 	MSt / QA mtgs / half termly

					when required	
	<ul style="list-style-type: none"> Facilitate the production of a new resource education welcome pack for UASC YP. 	Jan 2023	PP+ Post 16 Pilot Funding (£109,480)	JPe	<ul style="list-style-type: none"> JP,JF,SJ to work with new UASC worker once appointed to produce an intro pack for UASC when first entering UK. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Enhance UASC provision – Worcestershire have seen an approximately 120% increase in UASC over 12 months. Establish a West Midlands-wide working group to identify the current state and preferred future, then implement a joint action plan, pooling resources. 				<ul style="list-style-type: none"> 	

<p>Elective Home Education Ensure WVS & Social Worker involvement</p>	<ul style="list-style-type: none"> • Following the Schools Bill in May 2022, each local authority must establish a registration system for children not in school and this needs to be monitored. • EHE Team to notify WVS immediately a CYP ceases to be EHE, to begin school placement. • Work with EHE Team (SFI) to adapt EHE flowchart to: <ul style="list-style-type: none"> ○ Ensure WVS & SC are notified of requesting/becoming/ceasing to be EHE. ○ Ensure that when a CLA/CSW EHE request occurs, Social Care & WVS is involved in 10 week assessment (as per para 50 of 'Promoting the education of children with a social worker' guidance', and, if EHE commences, carries out PEPs as usual. 	<p>15/11/22</p>	<p>/</p>	<p>MSt, JCo, (SFI)</p>	<ul style="list-style-type: none"> • Improved EHE Flowchart • New EHE guidance is to be released to Worcester schools including flowchart by February 2023 by Sarah Flanagan • WVS actively contributes to EHE assessment to ensure in CYP's best interests. • EHE Lead to will now ask WVS Education Advisor to be involved in triage process for children with a social worker 	<p>MSt / 1:1 supervision mtgs / monthly</p>
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<p>Virtual School cohort education placement profile Introduce robust process for Settings of Concern (incl CLA/CSW Quality Assurance Audit)</p>	<ul style="list-style-type: none"> • Write, trial and implement robust 'Settings of Concern' protocol (MSt, AGr, KLa). • As a key element of this new protocol, write, trial and implement robust CLA/CSW Quality Assurance Audit (MSt, AGr, SJu, BJa). • Supply Audit tool to settings who wish to carry out a self-evaluation to improve their provision for our cohorts, including the PEP process (MSt). 	<p>16/12/22</p> <p>Send out to schools from Jan 2023</p>	<p>/</p>	<p>MSt, AGr, SJu, BJa</p>	<ul style="list-style-type: none"> • Clear, moderated approach to evaluating correct provision for our CYP. • Equipped to intervene rapidly to move CYP's education placement where necessary. • QA Audit is completed and returned by 100% of RI/I schools by Feb half term (AGr) • Returned audits are analysed and actions identified by WVS team (AGr > MSt) • Schools use the QA audit to identify their strengths and areas to improve and link to own SIP. • SJu and BJa to send DT Audit to all RI and I schools from Jan, followed by 'schools causing concern' for LAdS and the G/O schools by Easter. 	<p>MSt / 1:1 supervision mtgs / monthly</p>
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<p>Virtual School cohort education placement profile</p> <p>Alternative Provision -</p> <p>Where necessary, ensure timely access to appropriate, quality assured Alternative Provision</p>	<ul style="list-style-type: none"> • Half termly Alternative Provision report from Welfare Call to identify pupils who are attending either an Alternative Provision or Alternative Curriculum away from school. Provision reviewed on a regular basis. • Reduce the length of time CLA are not on a school roll. • Introduce QA Audit for all settings of concern. • Learning Advocates to liaise with the school to monitor and review the re-integration plans back to school full time, where provision is off site. • WVS to monitor Education targets in the PEP or CIN/CP Plan and ensure they are linked to the Alternative Provision and Alternative Curriculum Provision. Quality Assurance of PEPs. 	2022-23	/	JCo	<ul style="list-style-type: none"> • WVS providing challenge to schools to ensure the Alternative Provision / Curriculum supports the main provision, to meet individual pupil needs, with a plan to re-integrate back into school • Alternative Provision / Curriculum is meeting individual pupil needs, with targets reviewed regularly. • All CLA with no recorded school are accessing remote learning (as not at a school base). 	<p>MSt / 1:1 supervision mtgs / monthly</p>
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<p>Virtual School cohort education placement profile</p> <p>Social Care (Care & Education Placements) – ensure education needs are appropriately prioritised and met when care placements are reviewed</p>	<ul style="list-style-type: none"> • VSH attendance at fortnightly resource panel to influence the importance of stability of school placement when residential placement move is pending. WVS to provide clear guidance for social care on admissions process when a placement move is necessary. • Social Care to discuss change of school provision with VS learning advocate prior to application being made. • WVS to be made aware of placement move prior to move (if not an emergency) and within 24 hours (if an emergency). • Education provision to be put in place within 5 school days following a home placement move. 	<p>In place from Sept 2022</p>	<p>Fortnightly resource panel</p>	<p>SJu, MSt</p>	<ul style="list-style-type: none"> • Importance recognised in Resource Panel of stability of school placement when residential placement move is pending. Placement moves avoided where possible (153 placement moves for academic year 2020/21). • Collaborative decisions regarding school placements, which are in the best interest of CLA. • Timely school placement for all CLA, incl rapid education placements when a CYP moves care placement as monitored within the change of placement spreadsheet (average for 21-22 was 25 days until new school is identified). Autumn Term Update: Avg 12 days between being on site with one school and attending another school (not including CME). • Timely interim education provision when needed. Baseline: Academic year 21-22 it took on average 2.9 school days to provide meaningful educ following a placement move when the student was no longer able to access school site, once WVS had been notified. Target: avg to remain under 5 school 	<p>MSt / QA mtgs / half termly</p>
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					<p>days from when WVS is notified of a placement move.</p> <p>Autumn Term Update: Avg 7 days for educ to be put in place when not attending on site (not including CME)</p> <ul style="list-style-type: none"> • EHCPs to be uploaded to Liquid Logic, by social care teams. • Students to be accessing Ofsted Good or Outstanding Schools where possible 	
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<p>Virtual School cohort education placement profile Placement Moves (CME & non-CME) – ensure timely education placement within 5 days</p>	<ul style="list-style-type: none"> • Education provision to be put in place within 5 school days following a home placement move. • Minimum of 10 hours education a week to be in place within 5 days for all CME. 			<p>JCo, SJU, MST</p>	<ul style="list-style-type: none"> • Timely school placement for all CLA, incl rapid education placements when a CYP moves care placement as monitored within the change of placement spreadsheet (average for 21-22 was 25 days until new school is identified). Autumn Term Update: Avg 12 days between being on site with one school and attending another school (not including CME). • Timely interim education provision when needed: <ul style="list-style-type: none"> ○ <u>Non-CME</u> (moved placement and needed education provision): Academic year 21-22 it took on average 2.9 school days to provide meaningful education following a placement move when the student was no longer able to access school site, once WVS had been notified. Target: avg to remain under 5 school days from when WVS is notified of a placement move. ○ <u>CME</u>: Academic year 21-22 it took on average: <ul style="list-style-type: none"> i. 12 school days until education / 	
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					<p>tutoring in place for new CME</p> <p>ii. 14 school days until on roll at a school IC</p> <p>iii. 66 school days until on roll at a school OOC (avg made much higher by 122 avg school days to place EHCP OOC, compared to 13 days IC).</p> <p>Target for all CME: avg under 5 school days from when WVS is notified of a placement move.</p> <p>Autumn Term Update: Avg 3 days for WVS to be informed of a placement move.</p>	
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Interventions & Outcomes / Performance Profile

- Progress and Attainment (Virtual School Performance profile)
 1. National Standardised Tests
 2. Teacher Assessments (Reported progress in PEPs)
 3. **SEMH & Wellbeing**
 - EET
 - Attendance
 - Exclusions & Suspensions
 - Collaboration with Partners & Stakeholders
 - PEP Process
 4. Special Projects and Resources

	Activities	Time frame	Cost / Resource	Lead	Success Criteria & Impact (with milestones)	Monitoring & Evaluation (who/how/when/ progress)
Progress and Attainment Raise attainment to narrow the gap between CLA / CSW and ALL pupils.	Implement RADY Project (Raising Attainment for Disadvantaged Youngsters) – ‘Challenging Education’: <ul style="list-style-type: none"> To provide a high quality online training resource (Thinking Differently) targeted specifically at improving academic attainment of the most vulnerable learners to all schools in Worcestershire & offer support and guidance to staff in school on best use of the resource. Funding access to Thinking Differently for Disadvantaged Learners for all WVS staff to have a good understanding of the RADY principles, to feel empowered to support and challenge schools in their academic expectations for the most vulnerable youngsters and to know how to direct schools to get best use of Thinking Differently for Disadvantaged Learners (TDFDL). To support the WVS headteacher and staff in their work to ensure that RADY principles are woven through all aspects of VS work including CIN, CP Plans and ePEPs and training for associated groups (such as governors and social workers) 	Across 2022-23 (see Thinking Differently Timeline)	Phase 1 £31,545	MSt & JCo	<ul style="list-style-type: none"> Challenging Education project Phase 1 implemented (‘Thinking Differently’), priming Phase 2 (Raising Attainment for Disadvantaged Youngsters [RADY]) 	MSt / 1:1 supervision mtgs / monthly
	<ul style="list-style-type: none"> Identify target cohorts through data analysis and research evidence. 	In place from	Extended Role	JCo, MSt	<ul style="list-style-type: none"> No gap between Worcs CLA and National CLA. Gap between Worcs CLA 	MSt / 1:1 supervision

	<ul style="list-style-type: none"> • Raise profile of target cohorts and work in partnership with SIT to provide targeted school improvement CPD. • Provide 1-1 academic and SEMH interventions for identified CLA, through PEP process. • Measure impact of interventions and plan strategies in response to findings. 	Dec 2022	Funding		<p>and National ALL narrowing.</p> <ul style="list-style-type: none"> • Target cohorts identified, with appropriate interventions (universal, targeted and specialist) in place. • 2022 KS1 baseline = 31%. Increase to >36% • 2022 year 1 Phonics baseline = 73.8 % ARE. Aim: keep above National ALL pupils • 2022 KS2 baseline = 40% ARE. Increase to 45% • Attainment 8 baseline in 2022 26.80 – continue to exceed A8 for West Midlands CLA and National CLA. • KS4 Progress 8 2022 baseline -0.90 - continue to exceed P8 for West Midlands CLA and National CLA. • CIN/CP (as at 28/12/22) <ul style="list-style-type: none"> • 2022 EYFSP baseline: CP = 50% CIN = 41.2% Total = 42.7% • 2022 KS1 baseline: CP = 22% CIN = 30% Total = 29% • 2022 year 1 Phonics baseline: CP = 64.4% 	mtgs / monthly
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					<div>CIN = 68.3% Total = 67.7%</div> <ul style="list-style-type: none">2022 KS2 baseline: CP = 26.9% CIN = 37.8% Total = 36.2%Attainment 8 baseline in 2022: CP = 28.8 CIN = 27.1 Total = 27.2KS4 Progress 8 2022 baseline CP = -1.61 CIN = -1.06 Total = -1.09 <div>Worcestershire Academic Data Summary 2021/2022:</div> <table><tr><th></th><th>EYFSP</th><th>KS1 Baseline</th><th>Phonics</th><th>KS2 Baseline</th><th colspan="2">GCSEs</th><th>A Levels TBC</th></tr><tr><th></th><th></th><th></th><th></th><th></th><th>Attainment 8</th><th>Progress 8</th><th></th></tr><tr><td>CLA</td><td>39%</td><td>31%</td><td>73.8%</td><td>40%</td><td>26.80</td><td>-0.90</td><td></td></tr><tr><td>CIN/CP</td><td>42.7%</td><td>29%</td><td>67.7%</td><td>36.20%</td><td>27.20</td><td>-1.09</td><td></td></tr><tr><td>Worcestershire All</td><td>65%</td><td>54.5%</td><td>84%</td><td>56.5%</td><td>47.6</td><td>-0.03</td><td></td></tr><tr><td>National All</td><td>65.2%</td><td>53.4%</td><td>82%</td><td>58.7%</td><td>48.9</td><td>-0.02</td><td></td></tr></table>		EYFSP	KS1 Baseline	Phonics	KS2 Baseline	GCSEs		A Levels TBC						Attainment 8	Progress 8		CLA	39%	31%	73.8%	40%	26.80	-0.90		CIN/CP	42.7%	29%	67.7%	36.20%	27.20	-1.09		Worcestershire All	65%	54.5%	84%	56.5%	47.6	-0.03		National All	65.2%	53.4%	82%	58.7%	48.9	-0.02		
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	<ul style="list-style-type: none">To further develop the Cultural Capital of CLA/ PLAC through PEP/PPP process, with consideration of CSW, through foster carer training and collaboration with social care to ensure all are able to access high-quality arts & cultural experiences (WMVS Arts Link Project).	In place from Sept 2022	Extended Role Funding	JBu, LAds	<ul style="list-style-type: none">Offer exposure to 10% (56) of statutory school aged children (562 Nov 22) across academic year 22-23 to develop as learners, people and artistsOffer Exposure to 5% (10) Post 16 (215 in total Nov 22) to develop as learners, people and artists. (12 entries received for Worcester Art Theatres comp: Autumn term)	MSt / 1:1 supervision mtgs / monthly																																																
	<ul style="list-style-type: none">Termly pupil progress meetings for CLA. Learning Advocates meet MSt to discuss pupil progress.	In place from Sept	Extended Role Funding	MSt	<ul style="list-style-type: none">PEP targets evidence targeted intervention, with impact.	MSt / Termly pupil progress meetings																																																

	MST to raise any pupils where concerned about academic progress and discuss these. LAdS to bring cases they are concerned about. Actions to be agreed. LAdS to use all available data (prior attainment, progress, attendance, readiness to learn, pupil voice) in preparation for PEP process and/or KIT contact.	2022				
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<p>Progress and Attainment SEND (WVS Internal Practice) – improve direct support & challenge for CYP with an EHCP</p> <p><i>See SEND WVS Internal Practice A3 Plan</i></p>	<ul style="list-style-type: none"> All PEPs to have a current EHCP saved in documents section. LAdS to review provision identified in EHCP prior to PEP, to enable appropriate challenge. Children/young people with an EHCP receive good quality support as identified within their EHC plans. 	<p>In place from Nov 2022</p>		<p>KLa</p>	<ul style="list-style-type: none"> 100% of PEPs have the current EHCP attached, and an Annual Review uploaded within the last 12 months. Information is shared and recorded with professionals through the PEP document. Shared understanding of provision that should be in place. All PEPs where a child has an EHCP evidence PEP targets that relate to EHCP objectives. EVIDENCE and IMPACT: of 85 PEPs audited, 58% had an EHCP or Annual Review attached that had happened within the last 12 months. 9% of PEPs for CLA with an EHCP had neither an EHCP or Annual Review document attached. To be raised with LAdS. However, with Worcs SEND moving to LL, LAdS should be able to access these docs to upload from Jan 23. 	<p>MSt / QA mtgs / half termly</p> <p>KL – termly audit of PEPs</p>
	<ul style="list-style-type: none"> LAdS undertake training in identified areas (FASD, ADHD, ELSA, Sp/L CCN) to enable effective challenge, support and signposting for children/young people with SEND. 	<p>CPD dates to be identified</p>	<p>Funding for CPD from specialist teams</p>	<p>KLa, LAdS</p>	<ul style="list-style-type: none"> Learning advocates confident to challenge/support individual needs. EVIDENCE and IMPACT: Training delivered relating to ELSA support through EPS and SaLT (Teaching Children to Listen) LAdV have resources to signpost to during PEP meetings. 	<p>PEP QA</p>

	<ul style="list-style-type: none"> Audit of SMART targets clearly identified on the selected PEPs support the implementation of interventions and support provided by the VS and other agencies to support children/young people on the SEND register. Record of involvement saved in documents section. Audit to identify if PEP documents are able to evidence impact of interventions 	Ongoing		KL, LAds	<ul style="list-style-type: none"> Impact and monitoring of interventions is identifiable through the PEP. 70% pupils data evidences impact of intervention following 2 terms of support. EVIDENCE and IMPACT: To be collated at end of Spring term, following support in Autumn term (RB – consider Summer term) 	KL – termly data analysis PEP QA
	<ul style="list-style-type: none"> Transition to post-16 is well planned for, with a focus on the integration of the EHCP and care plan, to support young people who may be moving back into county. KL and Adv identify pupils of concern in ahead of Spring term PEP. 	Jan 23		KL, LAds	<ul style="list-style-type: none"> Transition to post-16 is well planned for, with a focus on the integration of the EHCP and care plan, to support young people who may be moving back into county. Reduction to no more than 15% of CLA with an EHCP NEET - 25% of those with an EHCP are NEET. EVIDENCE and IMPACT: Sept 2022 – Post-16 NEET with an EHCP at Autumn term PEP Y12 – 27% Y13 – 27% Total – 27%. No of post-16 with an EHCP – 25%. 	KL. Monitor reason for NEET following feedback from LAds – informs future actions/training

Progress and Attainment SEND (Strategic) – improve systems to improve SEND provision <i>See SEND Strategic A3 Plan</i>	<ul style="list-style-type: none"> Management of complex cases oversight held by SEND lead to support LAd's communication with SEND/SC/placements. 	In place from Jan 23	Agreed protocol	KLa	<ul style="list-style-type: none"> Quality provision is in place with minimal disruption to learning for 100% young people with an EHCP. EVIDENCE and IMPACT: Suggested protocol shared for discussion. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Early intervention for young people with SEMH offer (Y9) 	Spr 23	SLA to support EPS 'drop in'	KLa, EPS, LAd's	<ul style="list-style-type: none"> From year 9 onwards the % making expected progress against own target and % have a positive approach to learning exceeds 75%. EVIDENCE and IMPACT: Awaiting Autumn term data 	KL termly data analysis
	<ul style="list-style-type: none"> Combine EHCP AR and PEP meeting to improve efficiency and quality of information sharing. KL to present to team and SENDCo conference. 	From Oct 22		KLa, LAd's	<ul style="list-style-type: none"> >95% EHCPs supporting CLA are reflective of current needs. EVIDENCE and IMPACT: Presentation made to Team and SENDCo conference. All LAd's promoting approach. Identified cases to be evaluated in Summer 23. Success criteria to be identified. 	KL to review with Mel Barnett – Jul 23
	<ul style="list-style-type: none"> Interventions that are offered by WVS are planned with clear SMART targets 	From Oct 22	SLAs in place	KLa, EPS, LST, RB	<ul style="list-style-type: none"> Clearly identified SMART target linked to intervention. Monitoring of intervention identifies 	KL termly data analysis

					<p>positive impact through data analysis.</p> <ul style="list-style-type: none"> EVIDENCE and IMPACT: To be collated at end of Spring term, following support in Autumn term (RB – consider Summer term) 	
	<ul style="list-style-type: none"> WVS to be involved in QA of provision (particularly Independent provision), led by SEND. Implementation of VS process where a school is identified that has become RI or I. 	To be rolled out from the Spring Term 2022-23		AGr, SJu	<ul style="list-style-type: none"> LAdS follow protocol for schools that become RI/IA. 100% of CLA continue to receive positive education. EVIDENCE and IMPACT: SEND responsibility to QA provisions. WVS process to monitor RI and I schools in place. QA of PEPs to be used to support schools to develop practice. Outcomes of audit process to be evaluated in relation to SEND. 	KLa
	<ul style="list-style-type: none"> SEND to support Social Care input to EHCNA and EHCPAR. LAdS to receive training on what this input should look like. LAdS/SEND lead to monitor quality of information recorded within EHCPs 	Dec 22	Team CPD	KLa	<ul style="list-style-type: none"> >95% EHCPs supporting CLA are reflective of current needs, including social care needs. EVIDENCE and IMPACT: Initial input from CK regarding approach to a quality annual review shared at Team meeting 23/11/22. However 19/12/22, SEND are not in a position to provide training on social care input – review in Summer term. 	KL to review with Mel Barnett – Jul 23

	<ul style="list-style-type: none"> Schools to work with SIT to attend training events run by the SIT, rather than WVS offering training based on individual needs. KLa to share training opportunities with WVS team 	Oct 22 onward		KLa	<ul style="list-style-type: none"> Schools access appropriate EVIDENCE and IMPACT: Training events shared with Team – revisit January 2023 following data analysis. 	MSt / QA mtgs / half termly
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Progress and Attainment CIN/CP Extended Role – Monitor CIN & CP plans to ensure sufficient focus on educational targets See Extended role – CSW (CIN & CP) A3 Plan	<ul style="list-style-type: none"> Set up manageable monitoring system Engage Social Care support Set up a CIN/CP working group – comprising of social care group manager, vulnerable learners team manager and CSW education advisor 	To be in place for Spring term 2023	Extended Role Funding	JCo	<ul style="list-style-type: none"> Education engagement targets in all CIN/CP Plans where appropriate. Strengthened multi-agency support for school attendance and educational engagement to ensure everyone involved holds high aspirations for the educational outcomes of the CYP. Training provided to SFF team on the importance of including education in CIN plan. Working Group set up to meet on 10th January : WCF Vulnerable Learners Team Lead, Attendance Lead, Exclusion Lead, Social Care, CP chair and WVS Education Advisor. 	MSt / 1:1 supervision mtgs / monthly
EET Contribute to the wider strategy to increase the number of YP in Education, Employment and Training. (Also see PP+ Post-16 Pilot Delivery Plan)	<ul style="list-style-type: none"> Identify CEIAG & NEET strategic lead for WVS. 	Sept 2022	/	MSt	<ul style="list-style-type: none"> Robust planning in place with demonstrable impact. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> PP+ Post-16 Pilot Delivery Plan targets: 	Monitor ed	PP+ Post-16 Pilot	JPe, JFr,	<ul style="list-style-type: none"> Contribute to the strategy to reduce NEET from 25% to 23% 	MSt / QA mtgs / half termly

	<ul style="list-style-type: none"> ○ Outcome 1 – Raise the profile of looked-after children and care leavers in FE by strengthening close working relationships and sharing expertise on the needs of this cohort. ○ Outcome 2 – Improve the attendance of these young people in FE by putting in place tailored interventions to support attendance. ○ Outcome 3 – Better support the delivery of Personal Education Plans, pathway plans or equivalent at both an individual and cohort level. ○ Outcome 4 – Identify models of good practice used by LAs across the country to respond to individual and cohort level needs, building the evidence base of what works well to support looked-after children and care leavers in general FE colleges. 	termly 2022/20 23	funding	MWi	<ul style="list-style-type: none"> • With EHCP 41% to 35% • Improving retention in KS5 choices from 86% to 88% • Improve approach to learning from 35% to 38% • Improve engagement & attendance. Overall 2021-22 attendance = 88%. Increase to 90% • YP felt that they are attuned to, validated and understood. • Data for NEET & Attendance from Sept 22. • Data for approach to learning from July 22. 	
	<ul style="list-style-type: none"> • Support timely consultations undertaken by SEND for Y11 with an EHCP 	In place from Sep 2022	/	MWi	<ul style="list-style-type: none"> • Increase the number of CYP in EET • EHCP NEET Y12's: • Sept 2022: 48% • End of Nov 2022 – 46% 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • CEIAG advice is provided to all red RONIs. • WCC Skills & Investment team to provide support in KS4 and KS5. 	In place from Sept 2022	PP+ Post 16 Pilot Funding (£109,480)	MWi, JPe, JFr,	<ul style="list-style-type: none"> • Post 16 NEET team to ensure CEIAG advice is provided to all red RONIs in May Year 11 • WCC Skills & Investment team to provide support in KS4 and KS5. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • Professional development provided for Designated Teachers to further 	In place from	PP+ Post 16 Pilot	JPe & JFr	<ul style="list-style-type: none"> • All YP with a social worker receiving a 'meaningful 	MSt / QA mtgs / half termly

	improve knowledge and understanding of the CEIAG needs of CLA & CSW.	Sept 2022	Funding (£109,480)		CEIAG encounter'. • Post 16 Team to continue to work closely with Matt Tope (development of DT Careers Explainer)	
	<ul style="list-style-type: none"> • PEP (Y8 and above) & PPP targets focused on careers, aspirations and transition to Post 16. • Capture pupil voice including career aspirations. 	In place from Sept 2022	/	MWI, JPe, JFr,	<ul style="list-style-type: none"> • Increased focus in planning for appropriate education, employment and training opportunities • Meaningful pupil voice captured 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • Destinations and red RONIs (Y11) shared with social care. • SSA LAdS to ensure that all DTs are completing the CEIAG sections of the PEP • SSA LAdS to Make sure all DTs are aware of the Careers Explainer booklet for CLA. 	In place from Sept 2022	/	MWi	<ul style="list-style-type: none"> • Reduce NEET from 25% to 23% • 100% of PEPs to have CEIAG section completed. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • Collaboration with social care to proactively schedule home and education setting moves to reduce the impact on Post 16 CLA starting education and retaining their place 	In place from Sept 2022	/	MWI, JPe, JFr,	<ul style="list-style-type: none"> • 22/31 (71%) <u>year 12</u> yp moved home placement after academic year started • 21/38 (55%) <u>year 13</u> yp moved home placement after 2 year course had started - since Sept 2020 up to end March 2022 • Decrease NEET due to 'Not right course / provision' from 28 to 25 or fewer. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • Post 18 destinations shared with Care Leavers team (James MacDonald). • Develop further links between social care and Aim Higher. (JFr) • Develop links with PAs through James MacDonald 	In place from Sept 2022	/	JPe, JFr	<ul style="list-style-type: none"> • 18 year old CLA supported by care leavers and Outreach team to have greater opportunities to engage in higher and further education, training and employment 	MSt / QA mtgs / half termly

	<ul style="list-style-type: none"> • Develop links with foster carers. • Transition to post-16 for EHCP students is well planned for, with a focus on the integration of the EHCP and care plan, to support young people who may be moving back into county. • Discussion regarding post-16 provision is raised at LAC reviews for our Chn/yp with an EHCP from year 9 onwards. Particular focus on young people who will be moving back into county or moving to semi-independent living (ALAs/SW/IROs) • Communication between VS/SEND and social care for Y11s ahead of consultations regarding Post-16 provision (KL/SEND teams/SC). 		/	MWi	<ul style="list-style-type: none"> • Decrease the number who are NEET at the end of Year 12 (July 23) • Clear record of post-18 destinations for those with an EHCP (July 23) • Pathway planning supports and complements the EHCP process and evidence of this is recorded in section 3 of the PEP. (July 23) 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • Identify Post 16 CIN/CP cohort to ensure appropriate post 16 pathway is in place: <ul style="list-style-type: none"> ○ Obtain data for P16 cohort through working collaboratively with WCC and WCF data teams. ○ Collaborate with WCC Skills and Investment Team for current offer for post-16 ○ Work collaboratively with WCF NEET and 16+ tracking team to ensure all Post-16 CIN/CP are being supported ○ Encourage good communication from Post 16 providers and social care colleagues to ensure early interventions when disengagement appears 	In place from Sept 2022	Extended Role Funding	MWi, JPe, JFr, JCo	<ul style="list-style-type: none"> • Data systems enable accurate tracking. • Areas of concern identified swiftly, patterns and trends evaluated and actioned (baseline to be obtained) • Data used to identify key areas requiring specific support and influence future planning. • Improved and informed transition into Post 16 opportunities, identify individual needs and appropriate support offered. • All supported, through their school, with pathway plans to next phase of education, employment 	MSt / QA mtgs / half termly

	<p>imminent</p> <ul style="list-style-type: none"> ○ Identify areas where existing CLA offer could be implemented to CIN/CP cohort. 				<p>and training.</p> <ul style="list-style-type: none"> • Engagement from social care to alert VS of any disengagement at an early stage 	
	<ul style="list-style-type: none"> • Robust CEIAG offer - Use careers tab on PEP to ensure that all CLA are being offered the support in school. 	In place from Sept 2022	/	MWi	<ul style="list-style-type: none"> • All DTs to utilise the 'careers explainer' to support advice given to Y11. • All Y11 given the opportunity to have 1:1 CEIAG advice. [collect data from PEPs – end of term] 	MSt / QA mtgs / half termly

<p>Attendance CIN/CP Extended Role (Pre-School) - Ensure all CIN/CP/CLA children are accessing their entitlement to funded pre- school placements.</p>	<ul style="list-style-type: none"> • Identify the pre-school CIN/CP cohort with WCC and WCF data teams. Baseline to be obtained of all families currently accessing funding. • Ensure funded pre-school places are accessed. • Training developed, appropriate to need, for nursery setting staff, carers and Social Workers. • Collaborate with System Support Team Manager, to obtain take up places at education pre-school places. • Collaborate with WCF Early Years and Strategy Manager to identify effective practice and opportunities for obtaining family voice. • Work collaboratively with Virtual School Early Years Team to identify areas where existing CLA offer could be implemented to CIN/CP cohort. 	<p>In place from Sept 2022</p>	<p>Extended Role Funding</p>	<p>JCo, Sha, BJa</p>	<ul style="list-style-type: none"> • Data systems enable accurate tracking. • Ensure all pre-school CSW cohort have access to a funded pre-school place – baseline 40% take up funding and access an educational setting. • All eligible families accessing funding. • Improved transition to YR. • Improved SEMH and educational development and outcomes. • Attitude to Learning on PEP will increase (up to 40% point 4 by end of Rec - in line with GLD%) or remain in line with / above GLD%. <ul style="list-style-type: none"> ○ Improved GLD / end of year outcomes for PSED (BJa) (from 31% to 40%) 	<p>MSt / QA mtgs / half termly</p>
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<p>Attendance Raise attendance for CLA and CSW through support, guidance and challenge to school leaders and social workers</p>	<ul style="list-style-type: none"> Promote the new attendance DfE documentation with social care with the focus of including attendance in CIN/CP plans. Collaborate with principal EP to discuss future training for schools. EEW to be recruited by Virtual School to identify and remove barriers to engagement, focusing on those Persistent Absences and Severe Absences. Monthly tracking of school attendance through Welfare Call reports for CLA and WCF reports for CSW. Termly analysis to identify trends and cohort/schools needing specific support. VS to liaise with schools/social worker/carers/School Admission/SEND/Exclusions Officer/learning Advocates, to provide support and challenge to improve school attendance 	<p>In place from Sept 2022</p>	<p>Extended Role Funding</p>	<p>JCo</p>	<ul style="list-style-type: none"> Increase in attendance for CLA: <ol style="list-style-type: none"> Baseline overall 88% to increase by 7% to 94% to match their peers by July 2023. <i>As at Dec 2022 = 90.8%</i> 25% of cohort are PA or SA. By July 2023 reduce by 10% to 22.5% <i>As at Dec 2022 = 18.6%</i> Increased attendance for CSW: <ol style="list-style-type: none"> Baseline CIN 70% and CP 72% (July 2022) to increase by 10% to 77% and 79% by July 2023 <i>Attendance as at end of November 2022 was: 80% CIN and 80% CP.</i> Baseline CIN - 40% are PA and 19% are SA. By July 2023 reduced by 10% <i>End of Nov 2022: 32% are PA and 16% are SA.</i> Baseline CP – 48% are PA and 13% are SA. By July 2023 reduced by 10% <i>End of Nov 2022: 34% are PA and 43% are SA.</i> 	<p>MSt / 1:1 supervision mtgs / monthly</p>
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Attendance PTTT Reduce the length of time CLA & CSW pupils are on PTTT	<ul style="list-style-type: none"> • Monitor pupils in receipt of <25hrs PTTT – work with Vulnerable Learners Team on new system for gathering evidence for CIN/CP cohort. • Monitor and quality assure progress of each CYP on PTTT back to FT (JCo). • Learning Advocates to liaise with the school to monitor and review re-integration plans back to school full time. 	In place from Sept 2022	Extended Role Funding	JCo	<ul style="list-style-type: none"> • WVS providing challenge to schools to ensure PTTT are for the minimum duration, with clear timeframe and actions to increase back to FT. Targets reviewed regularly. • PTTT only used when absolutely necessary, for the shortest possible time. • Minimum of 10 hours high quality education per week. • Provision in place to meet the needs of the pupil to increase hours. • Baseline Average school days (combined in and out of county) was 152, with a target of 145 days (combined in and out of county). 	
Attendance Post-16 – Improve Post 16 attendance and engagement	<ul style="list-style-type: none"> • See PP+ Post 16 Pilot Programme Delivery Plan: <ul style="list-style-type: none"> ○ Employ EEW 	In place from Dec 2022	PP+ Post 16 Pilot funding	JPe, JFr	<ul style="list-style-type: none"> • EEW worker to actively engage with young people to support attendance and engagement at college/training • Reduction in NEET figure • Decrease NEET due to 'Not right course / provision' from 28 to 25 	MSt / QA mtgs / half termly

<p>Exclusions & Suspensions CLA & CSW – Reduce exclusions and suspensions</p>	<ul style="list-style-type: none"> • Initiate weekly report from Welfare Call CLA exclusions & suspensions and WCF for CSW. Half termly data analysis to identify trends and areas of focus – Key Stages or Individual Schools with high number of suspensions. • PX – AG to liaise with WCF Exclusions Officer to ensure to ensure 6th day placement (preferably 1st day). • Learning Advocates to liaise with schools and social workers when a CLA has frequent suspensions or one-off serious incidents and provide advice and guidance. • EHCP cases - Work with School Admissions and SEND in/out of county to identify suitable provision in the shortest amount of time. • WVS to provide advice and guidance to DTs, DSLs and social care through PEP process, network meetings and targeted interventions. 	<p>In place from Sept 2022</p>	<p>Extended Role Funding</p>	<p>JCo AG</p>	<ul style="list-style-type: none"> • <u>Exclusions</u> 2021-22: <ul style="list-style-type: none"> ○ CLA 3 ○ CSW 11 • Full identification of CLA and CSW with an exclusion • Prompt advice and guidance for the team around the child to avoid further suspensions. • 6th day provision to be in place, with support in identifying future provision. • Reduction in suspensions: • <u>Suspensions</u> 2021-22: <ul style="list-style-type: none"> ○ % CLA with at least 1 suspension 9.9% (63). • CSW: <ul style="list-style-type: none"> ○ Reduce % CSW with at least 1 suspension (based on 1272 pupils) from 9.75% (124) to 9.0% or below. ○ Reduce persistent disruptive behaviour suspensions by 15% from 49% CIN and 40% CP to 42% CIN and 34% CP by July 2023. <i>As at Nov 2022: CIN 45% and CP 66%.</i> ○ 60% of CIN experienced 3 or more suspensions and 73% CP. By July 2023 reduce this repeat suspensions by 10% 	<p>MSt / 1:1 supervision mtgs / monthly</p>
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					<p>CIN 25% CP 42%</p> <ul style="list-style-type: none"> ○ CLA: Impact: Reduce repeat suspension by 10% from 63 pupils to 57 <i>As at end of Dec 2022 = 12 pupils.</i> ○ Reduce the number of days not on a school roll. Combined number of days was 80 (combined in and out of county) with a target of 60 ○ Baseline for all new CME to have education in place was average 12 school days (combined in and out of county) with a target of 10 ● Bespoke support for individual pupils, to raise attainment and engagement. ● Case studies presented to IROs to ensure engagement in education is included in plan and highlight that if parents are not engaging in using alternative provision following PEX the educational neglect risk increases. 	
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<p>SEMH & Wellbeing TIAAS – Strive to make every Worcs setting a Trauma Informed and Attachment Aware Setting (TIAAS)</p>	<ul style="list-style-type: none"> • To roll out the new ARC Pathway (TIAAS framework) across Worcs <ul style="list-style-type: none"> ○ All settings' current practice evaluated against the TIAAS framework using the regional certification model: bronze, silver, gold and platinum/learning hub levelling system. ○ Settings rated below bronze to be on targeted list, shared with wider WCF partners and contact made with SLT. All receive any necessary support to complete the audit and identify objectives to improve TIAA provision. ○ Recognition of gold and silver TIAAS and practice captured through hub meetings & TIS Newsletter. 	<p>31/03/22</p>	<p>Extended Role Funding</p>	<p>JBu, JCo</p>	<ul style="list-style-type: none"> • Increase number of schools engaging with TIS Training (from 44% to 62% across academic year 22-23). <i>Autumn Term = 49%</i> • TIAA practice to increase schools' awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships. • Moderated approach across West Midlands for grading how TIAA each setting is. • All Worcs settings rated, with targeted interventions for those rated 'none' or 'bronze'. • Education settings make a commitment to a long-term process of TIAAS. • A commitment to continually review practice to ensure standards around TIAA and related practices are consistently maintained. 	<p>MSt / QA mtgs / half termly</p>
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	<ul style="list-style-type: none"> Fund all (engaged) settings 1 year membership to ARC (Attachment Research Community) 	From Jan 2023	Extended Role Funding	JCo, JBu	ARC membership benefits: <ul style="list-style-type: none"> Recognition of your commitment to best attachment aware and trauma informed practice Being part of a network of Schools, Settings, Virtual Schools, Educational Psychologists & Trainers, sharing best practice Discounted delegate places at ARC conferences and regional events Advice on commissioning training and guidance on what good training looks like 	MSt / 1:1 supervision mtgs / monthly
	<ul style="list-style-type: none"> Provide a first-class TIAAS training offer to all settings, in particular those which most need it (and may be least likely to access it): <ul style="list-style-type: none"> TiS - 11 day diploma, one day whole school implementation, 2-days senior leaders training. KCA - Consultancy support, Early years CLA Ambassadors. WCF EP service - Managing change for CLA and PLAC. Solution focused approaches for CLA, PLAC & CSW ('Psychology In Action Workshops'). 	31/03/22	/	JBu	<ul style="list-style-type: none"> Consistent, shared practice and language across Worcestershire. Reduction in suspensions and exclusions. CLA: Impact: Reduce repeat suspension by 10% from 63 pupils to 57. Increase in attendance for CLA: Baseline overall 88% to increase by 7% to 94% to match their peers by July 2023. 	MSt / QA mtgs / half termly

<p>SEMH & Wellbeing Remove SEMH barriers to learning for CIN / CP / CLA / PLAC</p>	<ul style="list-style-type: none"> • Work with WCF EPS Lead on training opportunities for settings: <ul style="list-style-type: none"> ○ Training for education settings to support and respond to early identification of signs of potential mental health issues for vulnerable learners through Psychology in Action Workshops: <ol style="list-style-type: none"> i. Wednesday 1st February 3pm – 4.30pm Applying Solution Focused Approaches with LAC and PLAC C/YP. ii. Tuesday 7th March 3.30-5pm –Managing Change for and with LAC and PLAC C/YP ○ Explore support offer for Out of County settings. ○ Maintain communication with EWO team to explore TIS schools engaged / not engaged and partnership working to engage all schools ○ Offer prompt response to need through WCF Educational psychology drop-ins, a consultation service as a non-directive and collaborative ‘problem-solving’ discussion, offer opportunity for review 	<p>16/12/22</p>	<p>/</p>	<p>JBu</p>	<ul style="list-style-type: none"> • Profile of CLA/CSW is raised within schools and SEMH needs receive the earliest possible intervention • Snapshot of emotional health and wellbeing captured through PEPs in Spring term. Intervention from EP where cause for concern with the aim of 50% of all cohorts good by end of academic year. • Improved SEMH knowledge and practice in settings. • Increased CYP voice in decision-making. • Child’s voice captured and acted on through PEP process. • CSW Baseline 0 of child’s voice, target 100 by end of academic year. 	<p>MSt / QA mtgs / half termly</p>
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	where appropriate (offered termly).					
	<ul style="list-style-type: none"> Work with individual school Senior Mental Health Leads (SMHL) to ensure CLA, PLAC & CSW are factored into the school's strategy on mental health and wellbeing 	16/12/22	/	JBu, JCo	<ul style="list-style-type: none"> Profile of CLA/CSW is raised within schools and SEMH needs receive the earliest possible intervention. 62% of schools to be embedding trauma informed approaches by the end of academic year (baseline 42%). The physical, psychological and emotional safety of all vulnerable CYP is prioritised. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> To ensure consistency in approaches across Worcestershire's educational settings when supporting SEMH needs of CLA / PLAC / CSW 	16/12/22	/	JBu	<ul style="list-style-type: none"> Systemic whole school trauma informed practice, evident through schools' policies and procedures and underpinned by trauma Informed Schools training. Additional 50 schools in 2022-23 (2 cohorts) 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Training for carers in partnership with Warks VS) – 'Introduction to Education in Warks & Worcs' 	07/03/22 20/03/22	/	JBu	<ul style="list-style-type: none"> Improved understanding of: <ul style="list-style-type: none"> The role of the Designated Teacher Choosing a school Transition support Pupil Premium Plus SEND – signposting for your local authority DfE PLAC guidance 	MSt – QA Mtg (March 2022)

SEMH & Wellbeing Provide pathways for SEMH support for Early Years settings and social care.	<ul style="list-style-type: none"> • Develop SEMH resources (focusing on self-regulation) / toolkit for settings. (SH/JB/BJ/JC). • Commission KCA to contribute to the development of resources. • Develop a list of possible provision opportunities to support SEMH needs (menu of support). SH/BJ/JB/JC) • Using Autumn term PEPs, extract specific SEMH behaviours and analyse (SH/BJ) • Early years Ambassador's project commencing November 22, engaging 10 Early years settings within Worcestershire and up to 20 delegates. • EYFS SEMH offer. Develop menu (BJ, SH, JB) • Track children from start to end of Reception in "Likely" to achieve GLD through each PEP (BJa). <i>Intended impact- that changes in 'likelihood' are identified and challenged/ supported quickly.</i> • Clear WVS age-related SEMH offer on one page sent to all schools / settings at the start of a new school year (or when NiC starts) so that settings do not need to wait for a PEP (BJu). 	16/12/22	/	SHa, JBu, BJa, JCo	<ul style="list-style-type: none"> • Meeting individual needs of CLA, CIN and CP. • Children accessing curriculum, showing a readiness to learn through play and making progress. • PEP data from EY and Reception identifying approach to learning 1-4 scale. Baseline from Aut term PEPs, increase to 3's and 4's by 10% which will positively impact PSED data. • Improved SEMH support in the EY. (Target 50 EY settings to access VS offer by Summer 23). • Model in place for promoting connected relationships, supporting recovery and emotion coaching. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • KCA consultations with identified nursery settings 	Launch event 8th Nov 2022	/	SHa, JBu, BJa,	<ul style="list-style-type: none"> • Bespoke support offered to improve practice and procedures 	MSt / QA mtgs / half termly

SEMH & Wellbeing Further strengthen WVS Safeguarding Practice	<ul style="list-style-type: none"> All safeguarding concerns to be reviewed on a termly basis by WVS Safeguarding Team. 	In place from Sept 2022	/	KLa, MSt	<ul style="list-style-type: none"> Safeguarding concerns used to identify opportunities to improve practice, evidenced through termly training opportunities (team meetings) Autumn 22 safeguarding concerns reviewed by MSt and KL 12/12/22. Closed concerns filed. Follow up tasks identified. Impact: Processes and concerns are managed effectively. 	KLA & MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Safeguarding Policy in place and related policies in place, including Visits and Events policy and use of the Evolve system. Visits and Events Policy agreed and shared with team. All events and visits recorded through WCF Evolve system. 	Dec 22		KLa, JBu	<ul style="list-style-type: none"> All members of the VS team aware of process and guidance regarding all aspects of safeguarding. Concerns are raised and recorded. WCF Safeguarding policy agreed with Denise Hannibal (DH). DH to present to SLT. WVS policy adopted by governing body (Dec 22) ahead of WCF agreement. Impact: Staff have access to 'expert' advice and support. Young people are kept safe. 	KL monitoring safeguarding concerns termly
	<ul style="list-style-type: none"> Secure process of recording, sharing and resolving safeguarding concerns is used by WVS team. 	Spr 23	Consider WCF process/system –	KLa, MSt, DHa	<ul style="list-style-type: none"> Safeguarding concerns held securely in an agreed place (agreed within WCF approach). 	KL monitoring safeguarding concerns termly

			discussion with DH		<p>Autumn - Safeguarding concerns continue to be held on the U:drive and moved to secure folder once resolved. Further discussion to be held with DH regarding recording processes and WCF approach</p> <ul style="list-style-type: none"> Impact: Staff have access to 'expert' advice and support. Young people are kept safe. 	
	<ul style="list-style-type: none"> DSL & DDSLs and Visit leaders / EVC hold full qualifications. 	Aut 22	CPD	KLa, MSt, JBu	<ul style="list-style-type: none"> Clear advice, guidance and support available to VS colleagues. DSL training (KL) completed 28/11/22 EVC training (JB) completed 7/10/22 DSL training (MSt) May 2023 Impact: Staff have access to 'expert' advice and support. Young people are kept safe. 	MSt / end of Aut 2022
	<ul style="list-style-type: none"> WVS team receive annual update on KCSIE and have an understanding of safeguarding procedures. 	Sept 22		KLa	<ul style="list-style-type: none"> All members of the VS team aware of process and guidance regarding all aspects of safeguarding. Annual update provided 21/7/22. Record of training completed. All staff have shared knowledge of current guidance. Impact: All staff are attuned to safeguarding concerns where they are evident and 	Annual record of training received signed by all members of the team.

					<p>are able to raise concern to ensure our young people are supported and safe.</p> <ul style="list-style-type: none"> • Further support provided through 7-minute briefings delivered through team meetings. • Safeguarding questionnaire to be shared Spring term to evaluate staff confidence. 	
	<ul style="list-style-type: none"> • Ensure all trips and events are effectively risk assessed. 	Spr 23	CPD course	KLa, JBu	<ul style="list-style-type: none"> • Clear advice, guidance and support available to VS colleagues. • JBu completed EVC training 7/10/22. Planned meeting 9/1/23 to draft Visits policy. <p>Impact: all future visits and events will be risk assessed to keep all participants safe.</p>	Risk assessments reviewed in light of events
Collaboration with Partners & Stakeholders Improve Pupil Voice in partnership with Participation Team	<ul style="list-style-type: none"> • Participation Team to present to WVS team mtg 25/01/23. <p>MST to meet with Celena Rossano (PT) to identify opportunities.</p>	Spring 2023	/	MSt		
Collaboration with Partners & Stakeholders Improve effectiveness of	<p>Review Terms of Reference</p> <p>Review Roles & Responsibilities</p> <p>Introduce Annual Schedule of agenda items and QA Mtgs</p> <p>Increase frequency of VSGB meetings</p>	24/11/22	/	MST, Tracey Onslow	<p>Improved effectiveness of WVS Governing Board.</p> <p>Sharper focus and better grasp of KPIs.</p>	

WVS Governing Board	to half termly					
Collaboration with Partners & Stakeholders Improve quality of, and engagement with, DT Training	<p><i>See DT Training A3 Plan.</i></p> <p>Bespoke training for EYFS / Post 16, with dates purely for those settings. Ensure feedback from DTs is evaluated and acted upon.</p> <p>Identify times when the same training for FC/SW and DT could be covered.</p> <p>DT Network Forum functioning fully.</p>	16/12/22	/	SJu, BJa	<p>75% of DTs schools will access the training during the school year (increase from 25%).</p> <p>Autumn Term Update: 53 schools attended DT training 23%</p> <p>System in place to analyse the impact of the DT training on WVS's relationships with schools and on CYP.</p> <p>Autumn Term Update: SWOT to be completed with schools in Spring Term. Questionnaire regarding DT training sent Oct 22.</p>	MSt / QA mtgs / half termly
Collaboration with Partners & Stakeholders Raise profile of WVS in order to raise profile of our cohort	<p>Regular attendance at key Strategic and Network meetings with LA stakeholders to enhance partnership working</p> <p>Raise profile outside of Local Authority. Embed relationships with strategic networks e.g. education and social care.</p> <p>Training take-up from schools around Teaching and Learning – develop links with School Improvement Team.</p> <p>Synergy. Collaboration. JBu (SEMH), KLa (T&L)</p>	2022-23	/	MSt, JCo, JBu, KLa, ALL	<p>Improved relationships between social care and educational settings – with an emphasis on wider educational outcomes</p> <p>Coherent attendance challenge to schools</p> <p>Raised profile of CSW cohort with education professionals</p> <p>Developed understanding by professionals the key outcomes of CSW focused work.</p> <p>SIT & WVS share CPD.</p> <p>Discussion with Lisa Bradbury regarding oracy project.</p> <p>Rachael Baldwin provides pedagogical updates to WVS (15/12/22). EPS delivered ELSA training (15/12/22).</p>	MSt / QA mtgs / half termly

					IMPACT: Team benefitting from wider knowledge of educational issues and priorities within WCF	
Collaboration with Partners & Stakeholders Capture CYP voice to positively influence provision and outcomes	<ul style="list-style-type: none"> • Work collaboratively with WCF Participation and Inclusion team to develop a broad and varied CYP response. • Increase CYP voice in evaluations of SEMH interventions (e.g. Arts, Sports & Trauma Informed Schools). • Pupil Voice is ongoing and captured readily (through PEP Process and CIN/CP Process) and is a true reflection of the child's thoughts and feelings • Pupil Voice is evident on every PEP/PPP and is reflected in targets and actions and therefore impact. • Revise PPP document to ensure YP's views consistently acted upon. • Prioritise pupil voice in DT Training. 	16/12/22	/	SPu, JBu, SJu	<ul style="list-style-type: none"> • CYP voice holds greater power. • CYP's views acted on. • Greater WVS knowledge about barriers. • Better targeted activities and interventions. • Raised profile of CYP's voice. 	MSt / QA mtgs / half termly
Collaboration with Partners & Stakeholders Engage in CSW networks focusing to identify good practice	<ul style="list-style-type: none"> • Engage in networks focusing on supporting CSW cohorts to identify good practice. • Produce and signpost to relevant resources and interventions 	17/02/22	/	JCo	<ul style="list-style-type: none"> • Increased feedback from professionals to steer the work of WVS. • Using research and good practice to improve WVS provision. 	MSt / QA mtgs / half termly

<p>Collaboration with Partners & Stakeholders</p> <p>Produce purposeful and relevant newsletters</p>	<ul style="list-style-type: none"> Purposeful & relevant WVS newsletters to schools and foster carers, with steering/input from stakeholders. 	<p>17/02/23</p>	<p>/</p>	<p>AB-S, PHe</p>	<ul style="list-style-type: none"> Schools using resources an accessing events and interventions Minimum 75% readership Autumn Term Impact - survey sent, awaiting response beginning Spring term 2023. January Survey results received – aprox 10% of carers responded, of which 62% receive and read the newsletter. High engagement in WVS training opportunities and activities – minimum 20 fostering households attending foster carer training. Dec training had 26 fostering households. Raise the profile of WVS with FCs - increase carer attendance at PEP by 20% to 96% (Spring 21/22 76% attendance). Expand carer understanding and knowledge of education initiatives, to promote a holistic approach to education – minimum 1 target/action re learning outside of school, per PEP. Improve format using Microsoft Sway. 	<p>MSt / QA mtgs / half termly</p>
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<p>Collaboration with Partners & Stakeholders Improve Social Care & WVS Partnership Protocols</p>	<ul style="list-style-type: none"> • Produce and present to Social Care a document outlining practical 'Processes between Social Care Teams and the Virtual School' • WVS to share working practices, knowledge and protocols with social care teams through team meetings, practice standards, Group Manager meetings, Ass Director meetings and individual Social Worker contact. • Virtual School to have termly meetings with Through Care & Safeguarding Group Managers & team managers as well as termly meetings with IROs. • Develop knowledge of education within social care and vice versa. Share SW practice standards in a WVS team meeting. 	<p>29/09/22</p>	<p>/</p>	<p>SJu, MSt</p>	<ul style="list-style-type: none"> • WVS to be visible to all members of social care. Autumn Term Update: LAs consistently communicate with SWs. SJ and MS in regular communication with Team Manager, Group Managers and directors within Social Care • Consistent and appropriate approaches across VS and Social care teams. High priority pupils receiving appropriate and timely support. • Social workers/ Outreach PA attend 3 PEPs a year and invite carers to these to enable holistic input. Autumn Term Update: 60.5% of PEPs were attended by a social worker during the Autumn term. • Learning Advocates can react to information prior to the PEP meetings. • WVS will be informed of placement moves within 24 hours of a move so that there is less drift and delay to organise educational provision. Autumn Term Update: It took on average 3 days for the VS to be informed of a home placement move • Importance recognised in Resource Panel of stability 	<p>MSt / QA mtgs / half termly + MSt & AJo mtgs fortnightly</p>
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					<p>of school placement when residential placement move is pending. School placement moves avoided where possible (90 in academic year 2020/21).</p> <ul style="list-style-type: none"> • Appropriate education provision made for all CLA. 	
<p>Collaboration with Partners & Stakeholders Refine WVS's CPD offer to Social Care</p>	<ul style="list-style-type: none"> • New social workers within Through Care, Safeguarding and Outreach teams to receive training from the Virtual School within 2 weeks of them coming into post. 	In place from Sept 2022	/	SJu	<ul style="list-style-type: none"> • Processes, procedures and protocols formalised, understood and applied by all, resulting in improved outcomes for CYP. • Autumn Term update. All SWs within Through Care Team provided with training from SJu within 2 weeks of starting and in Safeguarding Team within 1 week. 	<p>MSt / QA mtgs / half termly + MSt & AJo mtgs fortnightly</p>
	<ul style="list-style-type: none"> • Improve social workers' understanding of children's learning within Early Years (CLA/CIN/CP): <ul style="list-style-type: none"> ○ Training for SWs by VS staff, focusing on child development and wider learning through play. (SHa/BJa/JCo) ○ SWs to use knowledge gained on visits to share with foster carers. 	In place from Jan 2023	/	SHa, BJa, JCo	<ul style="list-style-type: none"> • CLA has quality time during visit focusing on child development. • Foster carers and parents of CIN/CP are able to replicate learning through play a what supports children's learning. • Sound understanding how children can make progress 	<p>MSt / QA mtgs / half termly + MSt & AJo mtgs fortnightly</p>
	<ul style="list-style-type: none"> • SEMH Lead to provide information to social care about programmes available to aid inter-agency knowledge. 	In place from Sept 2022	/	JBu	<ul style="list-style-type: none"> • Sharing of information so that professionals have a more substantial SEMH toolkit. 	<p>MSt / QA mtgs / half termly + MSt & AJo mtgs fortnightly</p>

Collaboration with Partners & Stakeholders Refine WVS's CPD offer to Carers & IFAs	<ul style="list-style-type: none"> • Provide termly carer training on the role of the carer in working with the school to raise standards. • Provide termly training and information to IFAs around the role and responsibilities of the Virtual School. 	In place from Nov 2022 For review 17/2/23	/	PHe, SPu	<ul style="list-style-type: none"> • Increased number of carers attending PEPs and contributing to pupil outcomes. Autumn term impact – exact figures to be gained from Autumn term PEP's and then baseline and projection figures to be identified. • Foster carers and IFA's develop their knowledge and understanding of the ways they can support their CYP. Autumn term impact - Increased attendance for Dec 22 session due to booking a targeted third party speaker. Surveys sent Dec 22 to determine future training preferences from carers. Jan '23 – 27 response, aprox 10% of FCs responded to survey, 24% have attended support sessions. Repeat survey end of Spring term and continue to monitor. 	MSt / QA mtgs / half termly
Collaboration with Partners & Stakeholders Improve partnership with ACE/SEND/Social Care	<ul style="list-style-type: none"> • PLAC advisor and ACE/SEND/Social workers to communicate prior to attending meetings with schools to share knowledge of case and advice given/support in place. 	In place from Sept 2022	/	JBU	<ul style="list-style-type: none"> • Sharing of information and support measures to provide a consistent message to schools/parents. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> • PLAC Advisor to attend Adoption Central England (ACE) team 	In place from	/	JBU	<ul style="list-style-type: none"> • Key partnership/relationship 	MSt / QA mtgs / half termly

	meetings & provide guidance on role and support offered.	Sept 2022			maintained - PLAC advisor known to ACE.	
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Collaboration with Partners & Stakeholders Update WVS website (including staff photos).	<ul style="list-style-type: none"> • Refresh WVS website with updated content. • Make website more outward-facing and more easily navigated by different users (CYP, schools, carers, etc). • Feedback on website collected during PEP meetings. • Identify number of FC/SW who use WVS website, as a baseline (BJu) 	28/02/23	/	AB-S, BJ	<ul style="list-style-type: none"> • Website more outward-facing and more easily navigated by different users (CYP, schools, carers, etc). • Feedback collected during PEP meetings by asking DTs- target of 75% of DTs say they use it. (BJu). 	MSt / QA mtgs / half termly
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<p>Collaboration with Partners & Stakeholders</p> <p>Increase engagement with Foster Carers & IFAs</p>	<p><i>See Foster Carer Newsletter A3 Plan</i></p> <ul style="list-style-type: none"> • Issue stand-alone newsletter, rather than part of WCF Fostering. • Send directly to carers. • Broader articles (National & Regional) of particular interest to FCs • Timely sharing of events, training etc. • Improved communication with FCs. <p><i>See Foster Carer & IFA Training A3 Plan</i></p> <ul style="list-style-type: none"> • Rebrand from 'Training' to 'Updates & Guidance' to increase attendance and engagement. • Increase attendance from 4 to 20 • Survey FCs & IFAs to identify preferred training agenda. • Topics covered to be a mixture of updates and carer requested info. • Develop skill sharing environment within sessions. 	<p>In place from Nov 2022</p>	<p>/</p>	<p>PHe, SPu</p>	<ul style="list-style-type: none"> • Minimum 75% FC readership. Autumn Term Impact, survey sent, awaiting response beginning Spring term 23. • High carer engagement in WVS training opportunities and activities – minimum 20 fostering households attending foster carer training. Autumn term impact, Dec training had 26 fostering households. • Encourage contact with Learning Advocates for guidance and support – increase carer attendance at PEP to 85% (Spring 21/22 76% attendance). • Increased carer understanding of role and responsibility of WVS – Increase in survey responses to 10% from 0 (21/22) Autumn impact, survey sent Dec, deadline for return 03/01/2023. • Carers empowered to support education at home – minimum of 1 target/action re home learning. • Improved engagement in PEP process – 85% carer attendance at PEPs. • Increased FC and IFA engagement with training 	<p>MSt / QA mtgs / half termly</p>
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					and support – Increase carer attendance from 9 (Cracking Stuff March'22) to 25 in any carer-focused training interventions.	
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<p>PEP Process Introduce PEP QA process</p>	<ul style="list-style-type: none"> • Introduce RAG rating of PEPs using consistent framework. • Monitor PEP quality ratings (RAG %) for trends. • Intervene with appropriate challenge & support where PEPs area rated Red/Amber. • Hold schools to account for sharing and discussing SMART targets with their CYP (with feedback leading to progress). • Graduated response to RAG rated PEP's to include additional funding requests. 	<p>16/12/22 & 17/2/23 & 31/3/23</p>	<p>/</p>	<p>SPu, MSt SJu BJa</p>	<ul style="list-style-type: none"> • RAG rating system operational. Autumn term impact – DT system is set up and ready to start on 3rd Jan 2023 with SW section to be ready by 31/3/22 for roll out at start of Summer Term. • Improve standard of PEPs. Autumn term impact – First review scheduled for half term, then end of spring term. • Enable targeted support and challenge to settings and social workers regarding producing high-quality PEPs. Autumn term impact – will be measurable going forward with increased in PEPs rated Green. • Highlight the importance of high-quality PEPs. Autumn term – communications to all stakeholders via training, newsletters and emails. • 100% of DTs understand the new RAG rating system (BJa) via evaluation of DT training session. Autumn term impact – DT trainers advised that new system has been shared with all DT's and all queries raised have been satisfied. 	<p>MSt / QA mtgs / half termly</p>
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<p>PEP Process Where the CYP is CLA, combine the EHCP with the nearest PEP review</p>	<ul style="list-style-type: none"> • It is essential that the Worcs Virtual School is informed of the EHCP review date at the PEP held the term prior to the EHCP review. This information is requested on the PEP. SENDCo and DT to liaise. • DT, WVS and Social worker to be invited to the Annual Review, in addition to all other participants. • All aspects of the PEP to be completed ahead of Annual Review. • All PEPs to have a current EHCP saved in documents section. (DTs) • LAdS to review provision identified in EHCP prior to PEP, to enable appropriate challenge. Team training to take place Summer 2022. (KLa) • Concerns raised with SEND team where quality of EHCP means that the provision is inadequate or needs are not clearly identified. (LAdS) • DTs encouraged to discuss targets with SENDCo. 	<p>In place from Nov 2022</p>	<p>/</p>	<p>KLa</p>	<ul style="list-style-type: none"> • This holistic approach increases efficiency, enhances the information sharing and allow all professionals to come together to discuss the education and support for the child/young person. • Early identification of strengths and weaknesses informs support from WVS (Dec 2022, Apr 2023, Jul 2023). • Reduction in exclusions, Improved attendance, Improved engagement – see data analysis (July 23) • Improved engagement in learning for CYP with an EHCP (July 2022) • Reduced number of exclusions for CYP with an EHCP (July 2022) • PP+ funding enhances educational provision for CYP with an EHCP. 	<p>MSt / QA mtgs / half termly</p>
<p>Special Projects & Resources Improve safeguarding of Educational Visits & Events</p>	<ul style="list-style-type: none"> • Improve safeguarding of Educational Visits & Events by adopting Evolve System and a WCF approved policy. 	<p>21/10/22</p>	<p>/</p>	<p>KLa, JBu, MSt</p>	<ul style="list-style-type: none"> • EVCs trained. • EVIDENCE and IMPACT: EVC trained. Use of Evolve established to prepare for VS events. Policy to be written Spring term 2023 • Visits/Events reviewed and approved by VSH. • EVIDENCE and IMPACT: Risk assessments held on WCC EVOLVE system 	<p>MSt – during Evolve setup and then at the point of each planned visit/event.</p>

<p>Special Projects & Resources</p> <p>Implement and embed WMVS CIC Foundation's 'Artslink' project</p>	<p><i>See Arts & Culture Offer A3 Plan</i></p> <ul style="list-style-type: none"> • Offer termly varied Art taster sessions to create initial sparks of inspiration and allow children to give it a go and develop interests and talents, which may lead to medium/ long term participation. • Ensure all Arts activities are shared with social workers and that they are informed when children/ young people participate to offer encouragement and support, also to capture their voice in the evaluation process to inform future planning. • To share activities and events with at least 4 weeks' notice, to increase the likelihood of attendance and participation. • To use digital evaluation processes to encourage immediate feedback and less paperwork, making the process easier for designated teachers and foster carers and ensuring the child/ young person's voice is captured. 	<p>Robust offer in place from Sep 2022</p>	<p>WMVS CIC Foundation's 'Artslink' project</p>	<p>JBu</p>	<ul style="list-style-type: none"> • All care experienced children & young people in Worcs are able to access high-quality arts & cultural experiences. 	<p>MSt / QA mtgs / half termly</p>
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Special Projects & Resources Implement and embed WMVS CIC Foundation's 'Active Now' project	<p><i>See Sports & Leisure A3 Plan</i></p> <ul style="list-style-type: none"> • Offer varied Sport sessions to create initial sparks of inspiration and allow children to give it a go and develop interests and talents, which may lead to medium/ long term participation. • Ensure all sports activities are shared with social workers and schools and that they are informed when children/ young people participate to offer encouragement and support, also to capture their voice in the evaluation process to inform future planning. • To share activities and events with at least 4 weeks' notice, to increase the likelihood of attendance and participation. <p>To use digital evaluation processes to encourage immediate feedback and less paperwork, making the process easier for designated teachers and foster carers and ensuring the child/ young person's voice is captured.</p>	Robust offer in place from Sept 2022	WMVS CIC Foundation's 'Active Now' project	JBU	<ul style="list-style-type: none"> • WMVS CIC Foundation's 'Active Now' project fully embedded so that WVS offer an entitlement of high quality physical and leisure activity provision and opportunities for children and young people within the care system in Worcs. 	MSt / QA mtgs / half termly
Special Projects & Resources Migrate to new EPEP system	<ul style="list-style-type: none"> • Transition from Welfare Call to hybrid system using existing functionality in Liquidlogic, Capita and the Capita Attendance Collection Tool. 	By 31/08/23	Annual total cost £30,200	MSt	<ul style="list-style-type: none"> • Implementation plan established. 	

Progress and Attainment SEMH & Wellbeing Attendance Exclusions & Suspensions Collaboration with Partners & Stakeholders Improve outcomes for PLAC <i>See PLAC A3 Plan</i>	<ul style="list-style-type: none"> Scrutiny of PLAC data (attendance, suspensions and exclusions) alongside CIN/CP worker (JCo) to identify schools with high numbers of vulnerable learners, Conversations with identified schools to explore their offer and provision to support all learners to achieve their full potential. Baseline not currently known, use of WVS audit tool when active. 	Robust offer in place from Jan 2023	PLAC Funding	JBu	<ul style="list-style-type: none"> Improved outcomes for PLAC (see PLAC A3 Plan for details). 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Child Previously Looked After Inclusion Plan (PLAC PEP) to be embedded as a school's toolkit for PLAC. Use DT training to gather data of current usage and set target accordingly. Promotion of the toolkit as a means of support will increase the proportion of requests where schools have already consulted the website prior to calling - 74 (academic year 21/22) to 67 (academic year 22/23). 	Sept 2022-23	PLAC Funding	JBu	<ul style="list-style-type: none"> Improved outcomes for PLAC. Improved partnership working. Reduced exclusions and suspensions. More informed use of PLAC PPG. 	MSt / QA mtgs / half termly
	<ul style="list-style-type: none"> Capture feedback from all agencies including schools, the Permanency, Planning and Support Team and parents/carers about PLAC provision and support available. (Using model from Adopt South Virtual Schools). 	Survey created from Dec 2022	PLAC Funding	JBu	<ul style="list-style-type: none"> Baseline currently 0. Target of 32 to respond to survey and analyse PLAC provision: <ul style="list-style-type: none"> 10 families Schools: <ul style="list-style-type: none"> 2 AP'S 5 First: 5 Primary 5 Middle 	MSt / QA mtgs / half termly

					v. 5 Secondary • Gather feedback from ACE and perm, planning and support team • Measure impact of, and refine, WVS's PLAC offer. • More informed use of PLAC PPG.	
	• To continue raising the profile of PLAC and WVS across all education settings within Worcs through attendance at network meetings, virtual school newsletter / with EY links / DTs.	2022-23	PLAC Funding	JBu	• Ensure schools recognise attachment and trauma needs for PLAC and offer informed scaffolding and support.	MSt / QA mtgs / half termly
	• Review information and resources available through website. Ascertain if schools are actively using the inclusion plan and measure impact.	Feb 2022	PLAC Funding	JBu	•	MSt / QA mtgs / half termly
	• Empower parents/ carers through parent/carers workshop 'Intro to children Previously looked after in Education in Worcs'. Parents targeted in collaboration with ACE.	07/03/22 20/03/22	PLAC Funding	JBu	•	MSt / QA mtgs / half termly

Performance Profile Define form and schedule of data collection, analysis and reporting.	<ul style="list-style-type: none"> Define form and schedule of data collection and analysis points to ensure consistency of data picture. Reporting structure and schedule to be established. 	Nov 22	/	MSt	<ul style="list-style-type: none"> Presentation of data identifies trends and areas for development. Resources allocated efficiently to support identified areas of need. SEND data presented consistently with all other data. Reporting structure and schedule established Nov 2022 and presented to governors Dec 2022 (see guidance docs). Governors paired with WVS members to QA and support strategic strands. 	SWi (Monthly 1:1s) / Governing Board through reporting.
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Virtual School Staffing Structure and Resources

- Staffing structure & line management
- Staff Wellbeing
- Staff CPD and training opportunities

Priority	Activities	Time frame	Cost / Resource	Lead	Success Criteria & Impact (with milestones)	Monitoring & Evaluation (who/how/when/ progress)
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Establish clear vision and strategy for WVS, with robust planning and related impact measures	<ul style="list-style-type: none"> Identify leads for each strategic strand, with ownership over data collection and analysis in order to have agency over their strategy. Governors to be paired with WVS members to QA and support strategic strands. New Reporting Format: Self-Evaluation Form (SEF) & Annual Report, Strategic Improvement Plan (SIP), A3 Plans for each strategic area 	Autumn 2022-23	/	MSt	<ul style="list-style-type: none"> All activities completed. WVS are now working collectively towards a shared, clear destination. 	MSt, SWi, TOn – WVSGB half termly meetings.
Staff CPD and training opportunities Introduce robust CPD log for WVS staff	<ul style="list-style-type: none"> Create ongoing log of all WVS staff CPD (which can be viewed chronologically and by type - safeguarding, SEND, etc.). 	14/10/22	/	CL-G	<ul style="list-style-type: none"> Up-to-date log of all WVS staff CPD, filtered into categories (e.g. safeguarding). 	MSt ensure log initiated and updated.
Staff CPD and training opportunities SEND	<ul style="list-style-type: none"> Increase WVS SEND knowledge to improve challenge, support and signposting. (FASD, ADHD, CNN, ELSA, SaLT) Clear programme of support available from WVS – including referral pathway. 	Dec 2022 Mar 2023 July 23	/	KLa	<ul style="list-style-type: none"> Evidence of challenge and support within Case studies and PEP meetings Prompt response to identified needs evident through impact records and SMART targets. EVIDENCE AND IMPACT: Training recorded in CPD record 	MSt / QA mtgs / half termly
Staff CPD and training opportunities Data Analysis (not just collection)	<ul style="list-style-type: none"> Leads for each strategic strand to have ownership over data collection and analysis in order to have agency over their strategy. Governors paired with WVS members to QA and support strategic strands. 	In place from Nov 2022	/	MSt, AB-S	<ul style="list-style-type: none"> Leads for each strategic strand have agency over their strategy and can thus implement this more effectively. Strategic strands QA'd by VSH & governors. 	MSt / QA mtgs / half termly

Staff CPD and training opportunities Directory of interventions	<ul style="list-style-type: none"> Produce full directory of interventions which WVS can signpost to partners & stakeholders. 	18/11/22	/	JBu	<ul style="list-style-type: none"> Proactive response and tailored support for children/ young people. 	MSt
Staff Wellbeing Improve staff wellbeing through interventions	<ul style="list-style-type: none"> Big Team Challenge - online step/activity count challenge where teams of up to 6 people track activity and distance together along a virtual map! 6 weeks (31st October – 12th December). Develop 'team time', for face to face reflection & discussion through weekly, 1h team meetings. Improve sharing of information within team (e.g. by sharing and seeking input on all strategic work in team meetings). Group supervision provided for whole team, led by EPS and steered by the team. Sufficient notice given of task deadlines. 	31/10/22 - 12/12/22 From 14/09/22 From 01/09/22 From 01/09/22 From 05/09/22	/	MSt	<ul style="list-style-type: none"> Improved staff wellbeing evidenced through survey responses: <ul style="list-style-type: none"> data 	SWi, MSt & whole team
Staff Wellbeing Apply 'Lean Principles' to avoid duplication, etc.	<ul style="list-style-type: none"> Apply Lean principles to all areas to remove waste and increase proportion of time spent on 'value adding' activities: <ul style="list-style-type: none"> Data collection & analysis Use of Welfare Call/analytics. 	From 01/09/22	/	MSt	<ul style="list-style-type: none"> Improved staff wellbeing evidenced through survey responses: <ul style="list-style-type: none"> Data Increased efficiency. 	SWi, MST

LINKS TO IMPORTANT DOCUMENTS

A3 Plans:

U:\U161 CHS\U675 Virtual School Headteacher\G3 Mgt & Admin\CURRENT STATE & PREFERRED FUTURE – WVS

- Post 16 (JPe & JFr)
- PLAC (JBU)
- EYFS (SHa & BJa)
- Extended role – CSW (CIN & CP) (JCo)
- Access to Education for CLA (attendance, exclusions & suspensions, PTTT, CME & AP) (JCo)
- SEND & Inclusion (KLa)
- SEMH (JBU)
- UASC (SJU)
- PEP Process & Welfare Call (SPu)
- CEIAG & EET (MWi, JPe & JFr)
- Sport & Leisure (JBU)
- Arts & Culture (JBU)
- Social Care (SJU)
- Safeguarding (KLa)
- Website (BJa & AB-S)
- Designated Teacher Training (BJa & SJU)
- Foster Carer & IFA Training (PHe & SPu)
- Foster Carer Newsletter (PHe)
- CLA Statutory School Age Data (JCo)
- Quality of Education (Teaching & Learning & Pupil Progress) - Track the progress of all students to target support and accelerate students' progress. (MSt)
- Business Support (AB-S & CL-G)

Impact Reports:

U:\U161 CHS\U675 Virtual School Headteacher\G3 Mgt & Admin\CURRENT STATE & PREFERRED FUTURE – WVS