National Association of Virtual School Heads
Looking after learning

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Lynsey Burridge
Chair
National Association of Virtual School Heads

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A history of NAVSH

2007-2009
Virtual School pilots

2014
PP+ increased to £1900 per pupil and managed by VSHs

2016
NAVSH gains charity status

2018
Promoting the Education of Looked After and Previously Looked After Children
Extension of the role

2018
Introduction of Post Graduate Course

2014
Promoting the Education of Looked After Children
VSH role becomes statutory

2015
The Educational Progress of Looked after Children in England: Linking Care and Education Data

2017
Nexus Data Tool

2018
Designated Teacher Guidance
Extension of the role

2018
NAVSH commission national PP+ Research

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Meeting Our Charitable Objectives

to Improve the Educational Outcomes of Looked After and Previously Looked After Children and Care Leavers

Object 1: Research and Dissemination

"Advance education for the public benefit in the care and education of looked after and previously looked after children and care leavers by the undertaking of research for the public benefit and the dissemination of the useful results thereof."

Object 2: Training

"To promote the care and education of looked after children and care leavers in particular, but not exclusively by, the provision of education and training for those employed in provision of care for looked after children."

Statutory Guidance

As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked-after children, Directors of Children's Services and Lead Members for Children's Services should ensure that:

- top priority is given to creating a culture of high educational aspirations and that the authority strives for accelerated progress and age-related attainment or better for looked-after children;
- looked-after children have access to a suitable range of high quality education placement options and that, when commissioning services for them, the authority takes account of the duty to promote their educational achievement;
- VSHs are in place and that they have the resources, time, training and support they need to discharge the duty effectively;
- VSHs have robust procedures in place to monitor the attendance and educational progress of the children their authority looks after; and
- the authority's Children in Care Council (CiCC) regularly considers the educational experiences as reported by looked-after children and is able to respond effectively to any issues.

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Only 6% of care leavers go to university. They deserve better chances

A radical shake-up in education is needed to help some of our most vulnerable young people continue studies after school

- Ruth Kelly is a former education secretary and pro vice-chancellor of St Mary's University

Young care leavers need more than just a home to avoid homelessness

The system is stacked against young people leaving care. Helping them become independent is vital to ensure they keep a roof over their heads

Family & Education | Young Reporter | Global Education

School exclusion 'the ultimate rejection' for adopted kids

By Katherine Sellgren
BBC News family and education reporter

11 November 2017

Share

Adoption UK says exclusion reinforces rejection

www.navsh.org.uk

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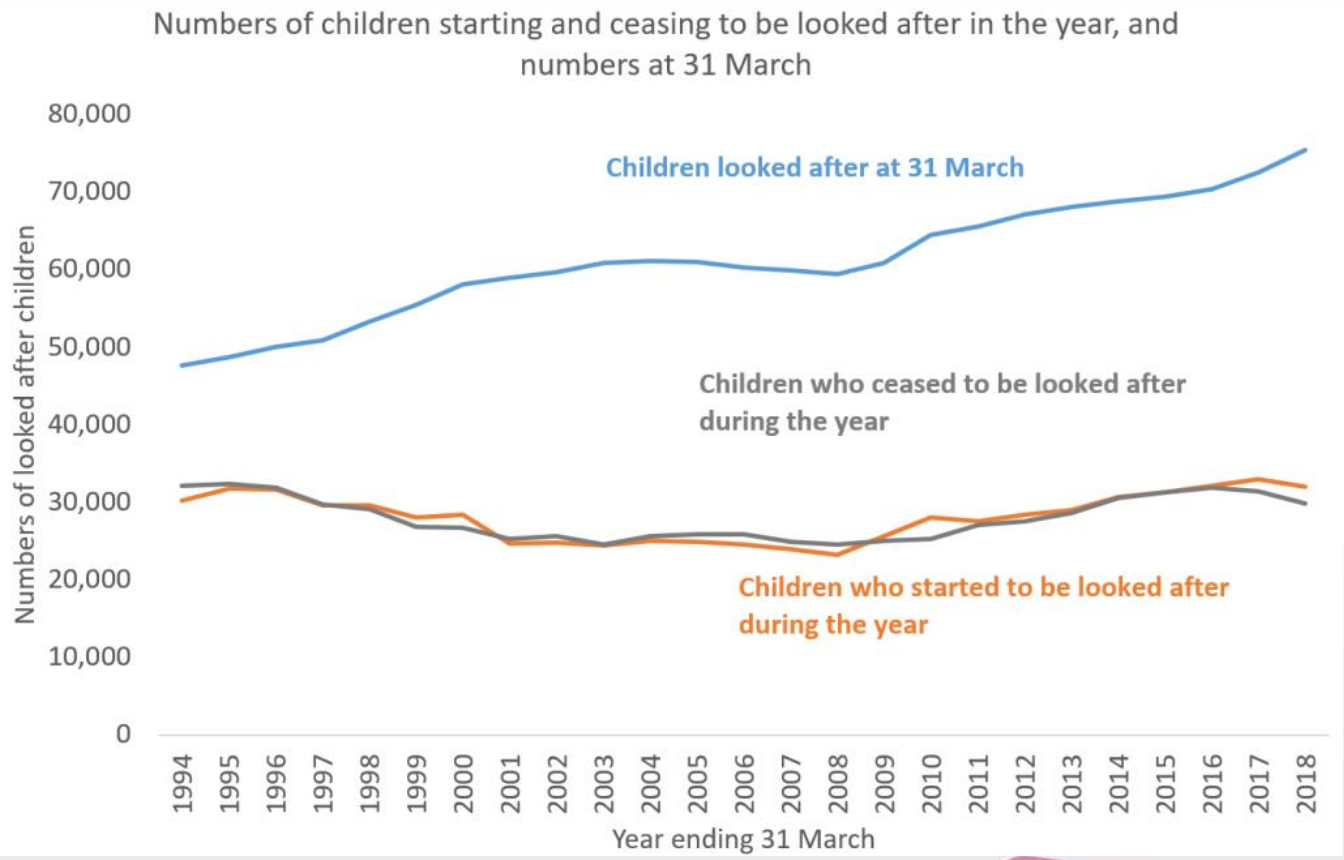
Challenging times



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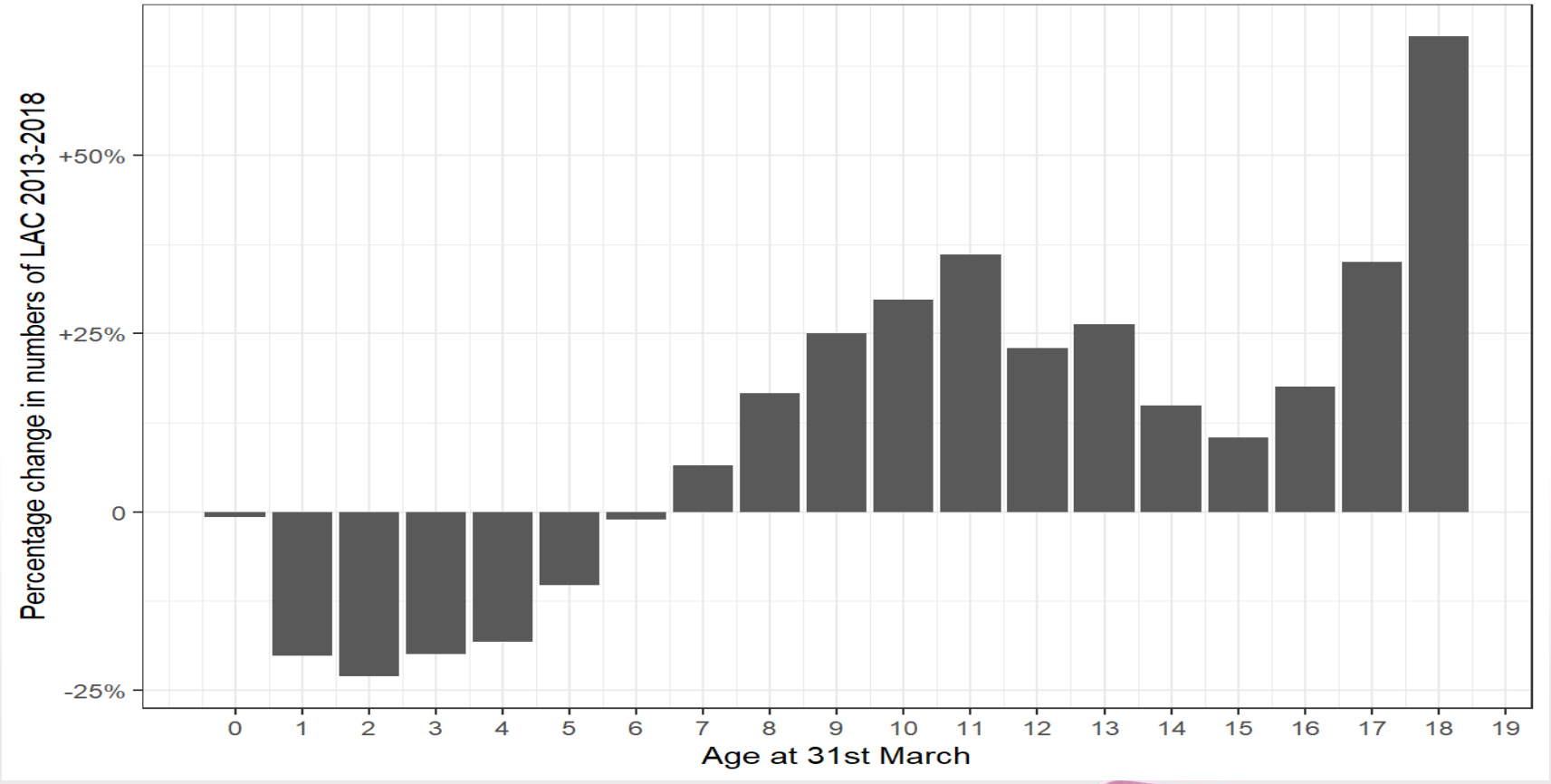
Challenging times



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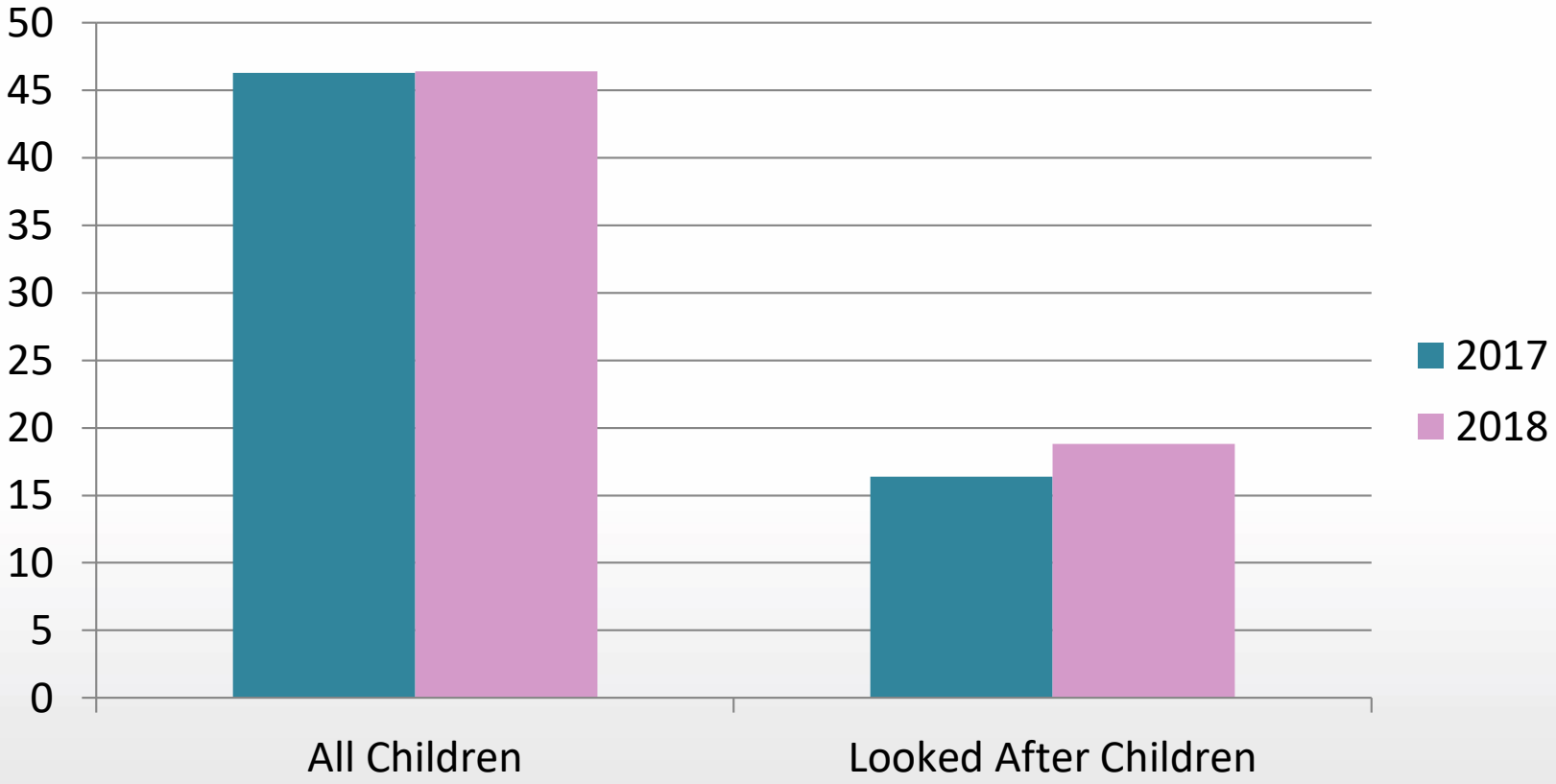
Attainment 8



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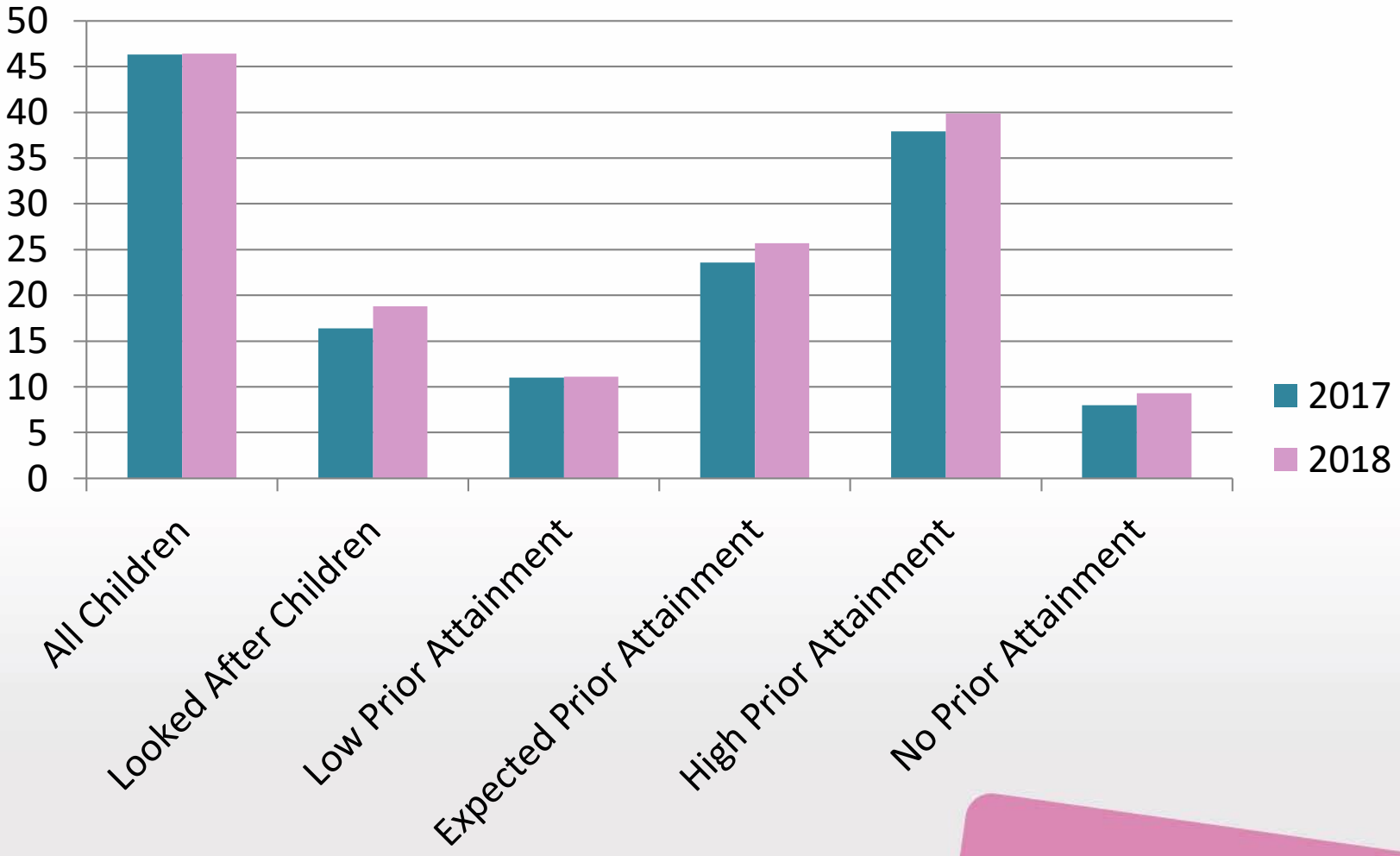
Prior Attainment



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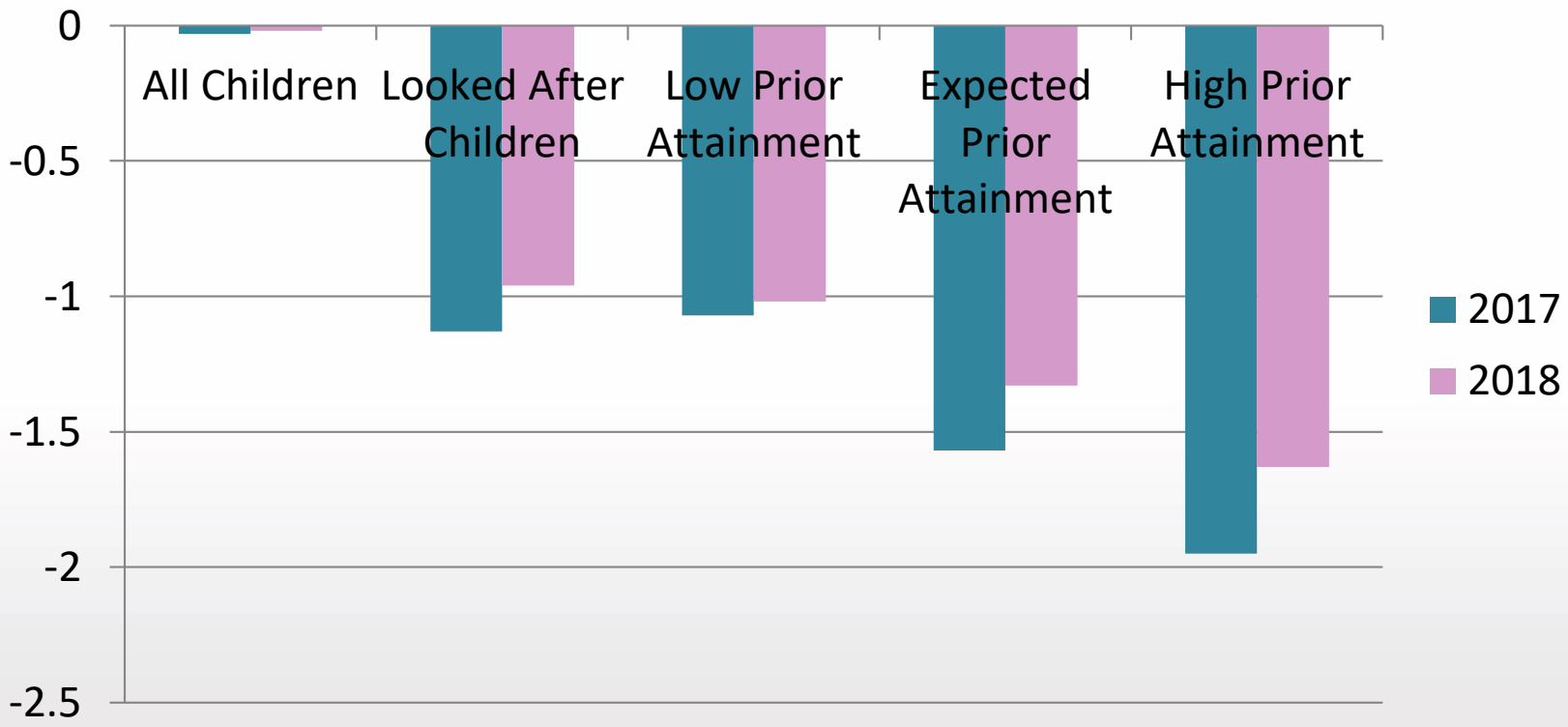
But what might have been?



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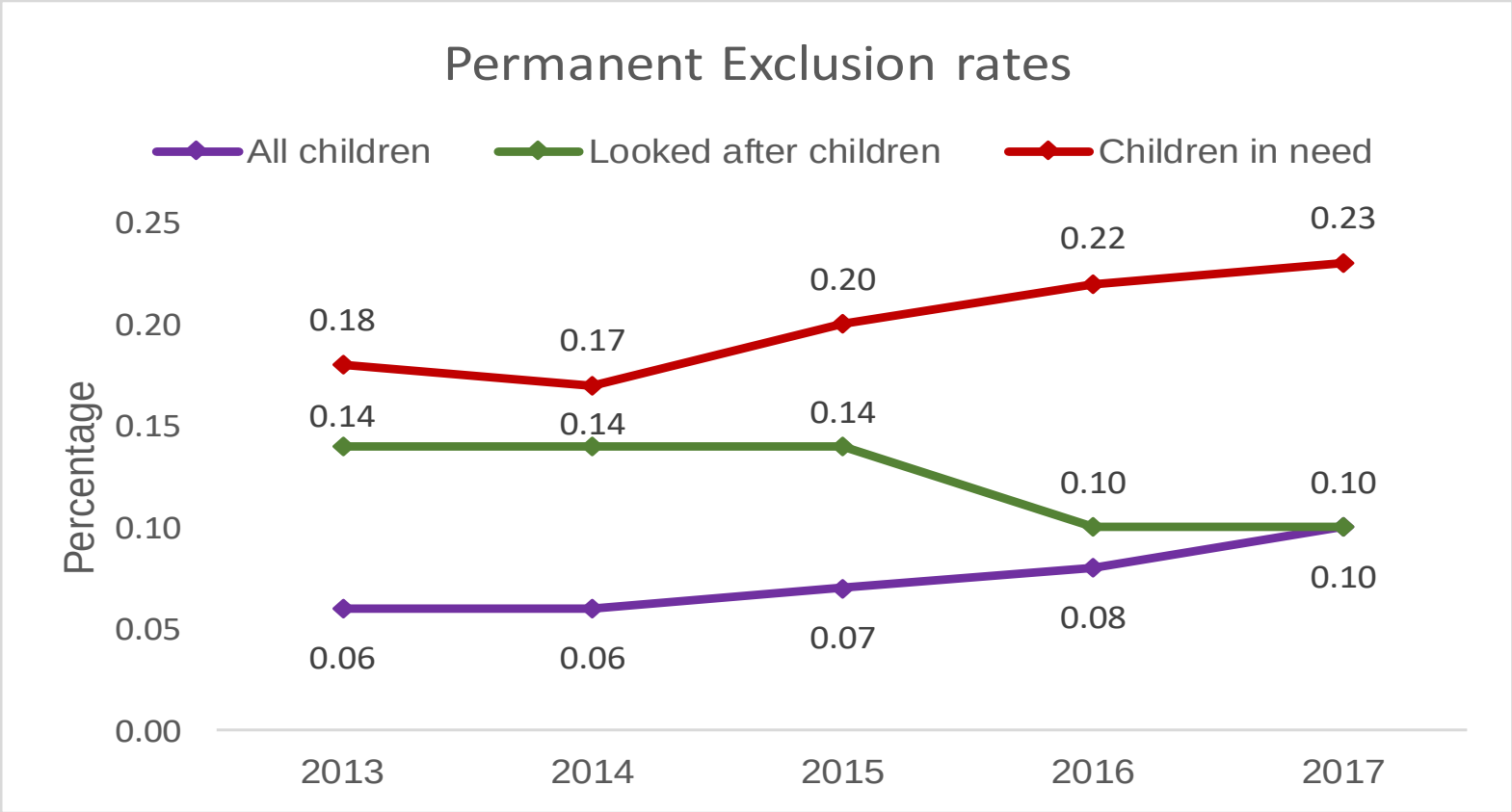
Making a difference together?



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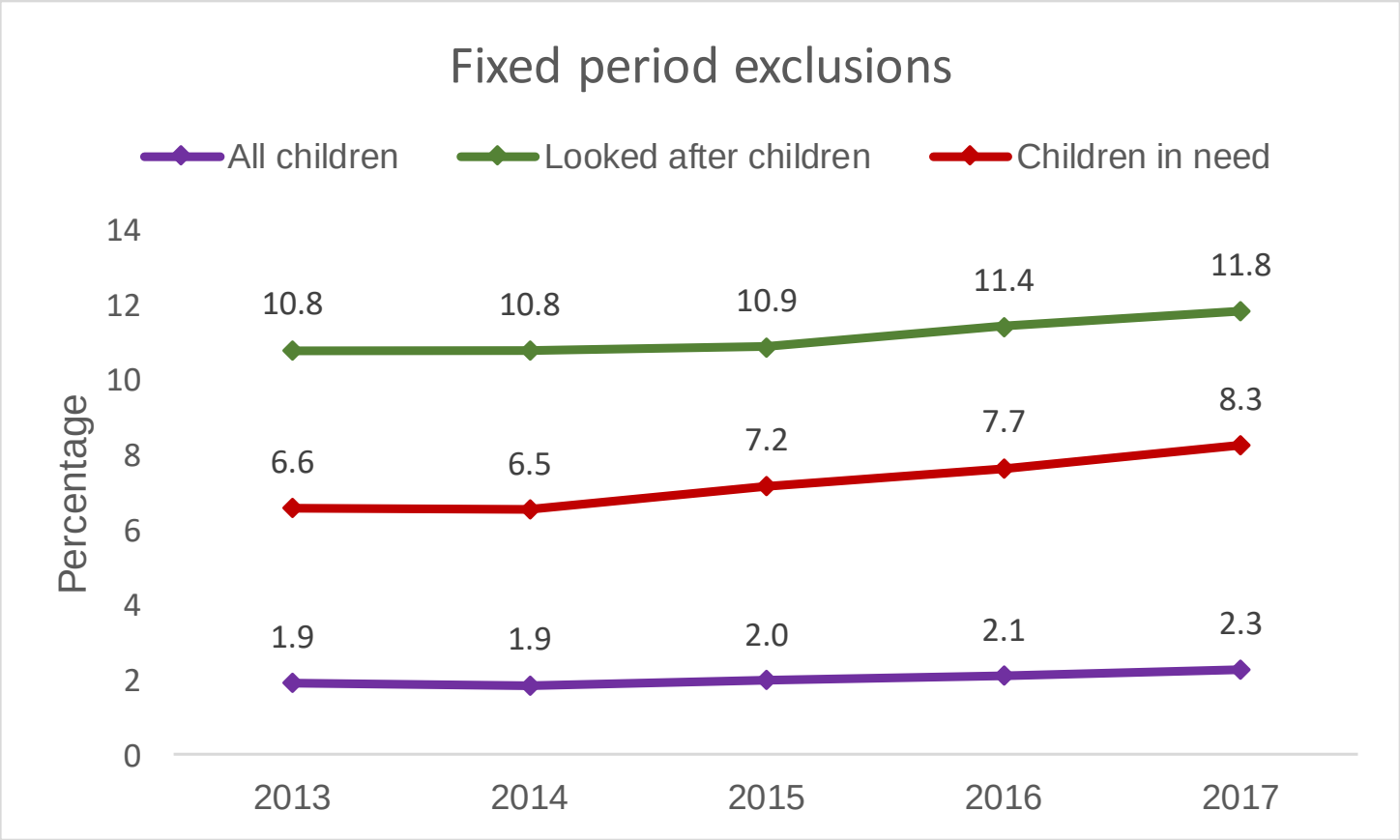

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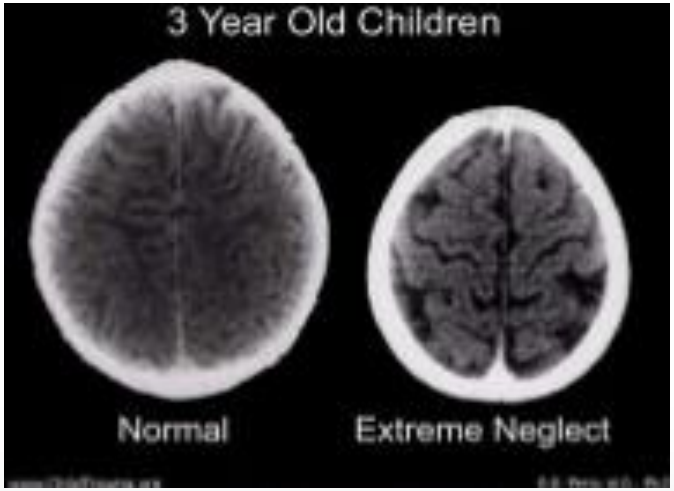
The impact of Adverse Childhood Experiences

No ACEs
97% had no learning problems

3 ACEs or more
3 x times as likely to experience academic failure
5 x times as likely to have attendance problems
6 x times as likely to have behavioral problems

4 ACEs or more
Over 50 percent had learning problems
32 x more likely to have behavior problems
With each additional ACE is an increased risk of learning difficulties, behavior
problems, and becoming serious violent offender by age 35



Research shows that One emotionally available adult before the age of 18 interrupts the progression from childhood adversity to learning difficulties, mental and physical ill-health… **for many children this person will be a teacher.**

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Linking Care and Education Data

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

- **Time in care.** Young people who have been in longer-term care do better than those 'in need' but not in care, and better than those who have only been in short term care – so it appears that care may protect them educationally.
- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School changes.** Young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School exclusions.** For every additional day of school missed due to fixed-term exclusions, young people in care scored one-sixth of a grade less at GCSE.
- **Placement type.** Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.
- **School type.** Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in pupil referral units with the same characteristics scored almost 14 grades lower.
- **Educational support.** Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively.

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

Judy Sebba[1], David Berridge[2], Nikki Luke[1], John Fletcher[1], Karen Bell[2], Steve Strand[1], Sally Thomas[2], Ian Sinclair[1], Aoife O'Higgins[1].

REES CENTRE
UNIVERSITY OF OXFORD
University of BRISTOL

Promoting the Achievement of looked after children (PALAC)

The key messages from the findings are:

- Prioritise vulnerable groups whilst treating them like everyone else. **There is a subtle art to ensuring that children who require support get the help they need** without being stigmatised.
- The education of **children and young people in care with SEND needs more focus** in the classroom. Approaches that take into account children who experience cognitive, learning and or social and emotional barriers are not commonly embedded into practice.
- Ensure that **professional development activities lead to impact in the classroom**. Training about children in care and 'attachment' is commonplace but is not always implemented as part of a coherent strategy that supports change.
- Remember to **maintain a focus on literacy in secondary schools**. As children get older secondary schools may be missing the signs of literacy and language needs.
- **Peer learning may be particularly valuable for children in care**. Children in care in particular reported the significance of collaborative learning.

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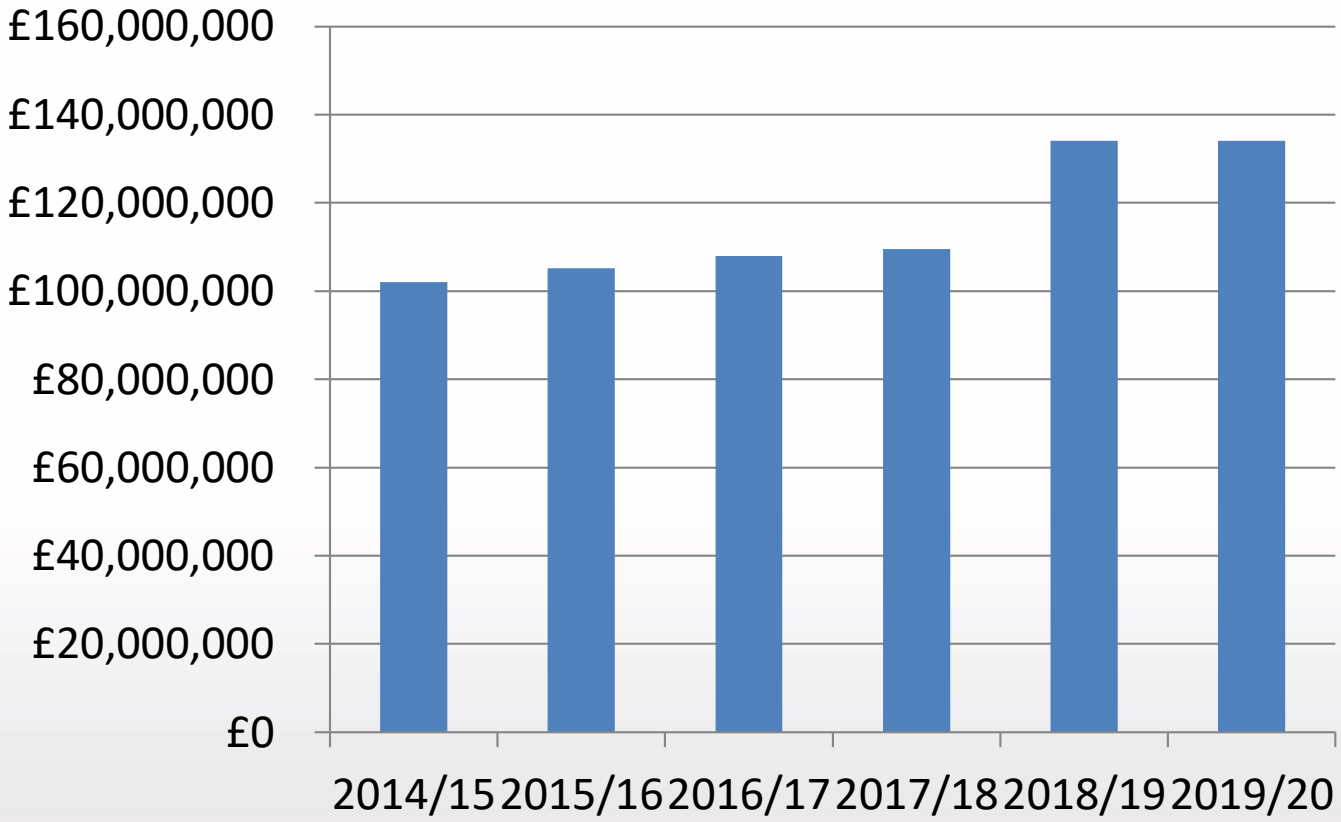
Pupil Premium Plus



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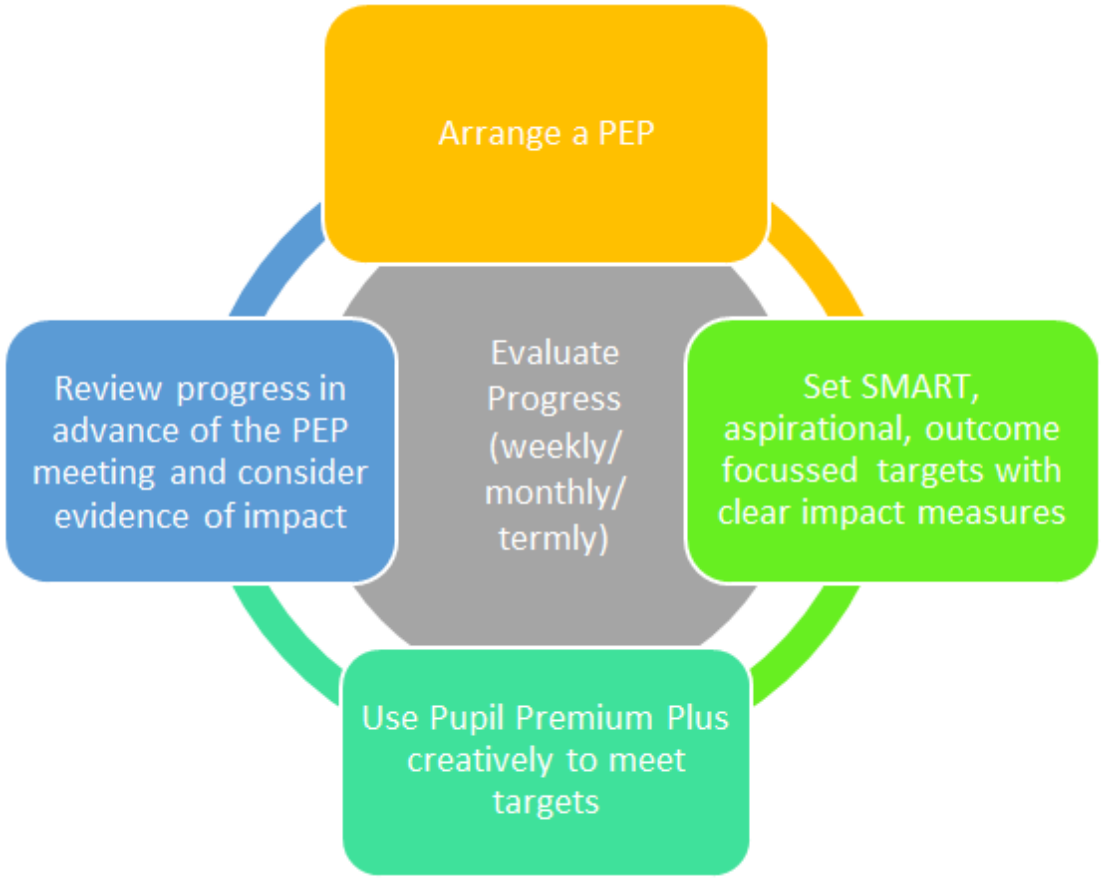
Working together – the Personal Education Plan



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Ask the experts

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Children in Need Review recommendations

Conclusion of Alex Timpson Attachment and Trauma Programme

Timpson Exclusion Review – Moving from recommendations to policy

Post-16 Pupil Premium

Changes to the School Admission Code

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Key messages

If we want to support looked after children to overcome the educational barriers that stand in their way we must all **work together**

Relationships are key and should always be the starting point

The Local Authority is the **Corporate Parent** for looked after children and we should all have high expectations for them just as we would for our own children

Experience suggests that where looked after children are well supported all children will be well supported so they may prove to be a valuable **'litmus test'** to inclusive practice

Both in schools and in Local Authorities there are senior leaders in **statutory posts** who should be driving things forward for this group (Designated Teacher and Virtual School Head)

60% of looked after children come into care due to abuse or neglect. It is important that everyone has an **understanding** of what this means and the impact this might have in the classroom