

THE HOPE: BRISTOL'S VIRTUAL SCHOOL FOR CHILDREN IN CARE (CiC)

THE HOPE'S EXPECTATIONS FOR CHILDREN AND YOUNG PEOPLE IN CARE

The duties of the Virtual Headteacher and other corporate parents are set out in the Department for Education's February 2018 statutory guidance: Promoting the Education of Looked After and Previously Looked After Children. The joint Department for Education and Department of Health January 2015 statutory guidance: Special educational needs and disability code of practice: 0 to 25 years is also relevant to this Expectations document.

Bristol City Council has made promises to help young people in care be safe, healthy and achieve their goals. Those promises are contained in the Council's 'Pledge to Children in Care and Care Leavers'.

Where the term 'school' is used in this document it should be interpreted to mean wherever a CiC is educated.

Section 1: What you can expect from The HOPE Virtual School

1. To be strong advocates for the education of children in care and care leavers to fulfil our duty as their corporate parents.
2. To uphold The HOPE's values of Aspiration, Collaboration and Respect in all our work with and for children and young people in care and care leavers.
3. Provide support and advice on educational issues for children in care and care leavers, from the Early Years Foundation Stage to post 16 students who remain in education.
4. Promote a culture that takes account of the child's views according to age and understanding in identifying and meeting their educational needs.
5. Encourage and support high expectations in helping children in care to achieve their full potential in education.
6. Advise social care staff, including those from other local authorities seeking to place a CiC in a Bristol education setting, on an appropriate choice of school that will best meet the child's needs.
7. Offer training and advice to Bristol schools, social care staff and carers.
8. Implement arrangements for the Early Years CiC Pupil Premium payments in accordance with the latest conditions of grant published by the DfE.
9. Implement arrangements for the statutory school aged CiC Pupil Premium payments in accordance with the latest conditions of grant published by the DfE and The HOPE's compliance criteria.

10. Help to secure an appropriate school place for any child in care without one.
11. Liaise with relevant professionals in the event of an exclusion of a child in care.
12. Work with other professionals to ensure that the special educational needs and disability (SEND) code of practice 0 to 25 years is followed for any child in care or care leaver who has SEND.
13. Work with other professionals to ensure all CiC and care leavers up to 18 have a high quality, up to date Personal Education Plan (PEP).
14. Attend PEP meetings for as many CiC and care leavers as possible, prioritising first PEPs and complex cases.
15. Communicate with all relevant parties to support the education of children in care to Bristol and care leavers to Bristol wherever they are placed, and those children in care placed by other local authorities in Bristol. This includes sharing appropriate information on tracking and monitoring individual children.

Section 2: What The HOPE Virtual School expects from other corporate parents

A. Education settings

1. To be strong advocates for the education of children in care and care leavers to fulfil your duty as their corporate parents.
2. Ensure that the school has a designated teacher (DT) for CiC of appropriate seniority, professional experience and status commensurate with the importance of the role e.g. a member of the leadership team.
3. Liaise with The HOPE about any care status changes for a pupil on your setting's roll.
4. Provide up to date progress, attainment, attendance and exclusion data of Bristol CiC and care leavers on your setting's roll via the agreed data systems and timescales set by The HOPE. For Y11 students, also provide information on post 16 destination intentions.
5. Ensure that the designated teacher for CiC attends DT training provided by The HOPE and refreshes his/her training at least every three years.
6. Ensure that the designated governor/board member for CiC attends training provided by The HOPE and refreshes his/her training at least every three years.
7. Hold high expectations for all CiC and care leavers to achieve their full potential in education and set realistic but challenging targets to help close any gap in attainment and/or progress between a CiC and his/her peers.
8. Liaise with The HOPE if any issues arise that affect the CiC's education e.g. a fixed term exclusion.

9. Take the lead on the development of the PEP, including writing and distributing it, and ensure that it is quality assured, regularly monitored and reviewed so that it fits the young person's educational needs and progress.
10. Use the CiC Pupil Premium to improve the attainment of individual CiC and detail its spending and impact on the PEP form.
11. Ensure that CiC are given the highest priority in your admission arrangements.
12. Follow the special educational needs and disability (SEND) code of practice for any CiC or care leaver with SEND and ensure that regular meetings are held between the SENDCO and the designated teacher for those young people.
13. Provide a copy of your setting's annual report to governors/board to The HOPE.
14. Inform The HOPE if your setting's designated teacher (DT) for CiC changes.
15. Communicate effectively with other corporate parents in a team around the child approach.

B. Social workers

1. To be strong advocates for the education of children in care and care leavers to fulfil your duty as their corporate parents.
2. Inform The HOPE of any CiC who comes into or leaves care.
3. Inform The HOPE of any CiC who has a change of placement or social worker.
4. Ensure that the processes for any requests for a CiC to take holiday in term-time are followed.
5. Consult The HOPE when an education placement or a change of education placement is being considered and take account of the advice offered. Take due account of the statutory requirement to minimise disruption to education, particularly at KS4, and to obtain an education setting that best meets the CiC's needs.
6. Follow the special educational needs and disability (SEND) code of practice for any CiC or care leaver with SEND.
7. Hold high expectations for all CiC and care leavers to achieve their full potential in education.
8. Attend induction and ongoing training offered by The HOPE and attend training to refresh knowledge about education at least every three years.
9. Provide the CiC's or care leaver's education setting with the information its staff need to know about the young person promptly, including an up to date PEP on admission and after each statutory review of the care plan and informing the setting if a young person leaves care.

10. Initiate a PEP, even where a CiC or care leaver is without a school place, in line with statutory timescales.
11. Actively monitor the PEP to ensure that actions and activities recorded are implemented without delay, liaising with The HOPE and other professionals, as necessary.
12. Review the PEP, in discussion with other relevant professionals, if any significant decisions about a CiC's or care leaver's education need to be taken.
13. Provide a medical and consent form when requested by The HOPE for CiC participating in trips/activities.
14. Communicate effectively with other corporate parents in a team around the child approach.

C. Carers

1. To be strong advocates for the education of children in care or care leavers to fulfil your duty as their corporate parents.
2. Make sure you know the education setting's term and holiday dates, the daily routine (including if there is a school uniform or any particular items needed e.g. a sports kit for PE), school rules and policies, and how the CiC will get to the setting.
3. Arrange appointments (e.g. medical, dental etc.) for outside of the school day wherever possible.
4. Ensure you do not take your CiC out of school in term-time. A young person should only be taken out of school in term-time if there are exceptional circumstances. Exceptional circumstances are rare, significant, short and unavoidable.
5. Find out how you will be informed about the child's progress and included in decisions about his/her learning.
6. Find out who the designated teacher for CiC is, and the named governor for CiC.
7. Know what support the child is receiving in school (e.g. if she/he is part of the setting's 'Widening Participation' cohort or receiving 1:1 tuition in English or maths, or receiving specific support if she/he has special educational needs and disability) and how you can support him/her at home.
8. Know about the young person's emotional, physical and mental health needs and how these impact on their education.
9. Engage with education related matters with your CiC or care leaver e.g. what they have been learning; reading with/to him/her etc. Hold high expectations for all CiC and care leavers to achieve their full potential in education.
10. Make every effort to ensure that the CiC or care leaver attends education every day and let the school know if she/he is unable to attend for any reason.

11. Attend and contribute to PEP and parents'/carers' meetings, including asking how you can provide support at home.
12. Provide a quiet space for the child to do homework and access to resources such as books and a PC.
13. Encourage your CiC to join in fully with school life and after school clubs/activities as well as activities organised by The HOPE.
14. Talk to your social worker or the child's social worker or the school if the child is facing any problems to do with school.
15. Attend training on education provided by The HOPE on becoming a carer and refresher training at least every three years.
16. Communicate effectively with other corporate parents in a team around the child approach.

D. Commissioners

1. To be strong advocates for the education of children in care and care leavers to fulfil your duty as their corporate parents.
2. Ensure that providers of fostering services and residential care can demonstrate that they prioritise the educational achievement of CiC and care leavers.
3. Ensure that decisions about independent providers being considered for commissioned education services are based on the quality of education support provided and the ability to meet the needs of each individual.
4. Communicate effectively with other corporate parents in a team around the child approach.

E. Independent Reviewing Officers (IROs)

1. To be strong advocates for the education of children in care and care leavers.
2. Hold high expectations for all CiC and care leavers to achieve their full potential in education.
3. Aim to have a working knowledge of the special educational needs and disability (SEND) code of practice for any CiC or care leavers with SEND, the School Admissions Code and statutory guidance on school exclusion.
4. Expect to have an up to date PEP for every CiC Review and alert the child's social worker if no PEP is available. Monitor the actions and activities in PEPs and raise any unresolved tasks or concerns with the social worker and/or relevant professional. The statutory guidance states that actions and activities in PEP should be implemented without delay.
5. Decide if a review of the care plan is needed if significant changes occur to a young person's PEP.

6. Communicate effectively with other corporate parents in a team around the child approach.

F. Healthcare professionals

1. To be strong advocates for the health of children in care and care leavers to fulfil your duty as their corporate parents.
2. If the child is school aged, ensure you know who the school's designated medical officer (DMO) is, as stated in the SEND code of practice 2015, to be able to work in partnership if required in line with the duties laid out in the 'Supporting pupils with medical conditions' guidance.
3. Follow the SEND code of practice for any CiC or care leavers with SEND, especially in the writing of Education, Health and Care Plans (EHCPs).
4. Provide diagnostic services and health reports for EHCP assessments.
5. Communicate effectively with other corporate parents in a team around the child approach.

G. Other local authorities (LAs)

For Bristol CiC educated out of Bristol

1. To be strong advocates for the education of children in care and care leavers to fulfil your duty as their corporate parents.
2. Pass on the Early Years CiC Pupil Premium to eligible children based on information provided by The HOPE.
3. Act as a source of information about education settings in your authority if contacted by The HOPE or a social worker from Bristol City Council.
4. Advocate and intervene for Bristol CiC or care leavers placed in your authority if requested by The HOPE.
5. Communicate effectively with other corporate parents in a team around the child approach.

For other LAs' CiC educated in Bristol

1. To be strong advocates for the education of children in care and care leavers to fulfil your duty as their corporate parents.
2. Inform The HOPE of the intention to place a child in a Bristol school or advise that a child has been placed.
3. Provide all relevant information about the child to support a placement, including previous PEPs where appropriate.
4. Provide a named link person within the home local authority for ongoing contact.

5. Work with the designated teacher as required.
6. Allocate the CiC Pupil Premium and any other resources the home authority may have, as appropriate.
7. Inform The HOPE when a child leaves a Bristol school.
8. Communicate effectively with other corporate parents in a team around the child approach.