

Corporate Parenting Committee

Agenda

Date: Tuesday, 13th November, 2018
Time: 4.00 pm
Venue: Committee Suite 1,2 & 3, Westfields, Middlewich Road,
Sandbach CW11 1HZ

The agenda is divided into 2 parts. Part 1 is taken in the presence of the public and press. Part 2 items will be considered in the absence of the public and press for the reasons indicated on the agenda and in the report.

PART 1 – MATTERS TO BE CONSIDERED WITH THE PUBLIC AND PRESS PRESENT

1. **Apologies for Absence**

2. **Declarations of Interest**

To provide an opportunity for Members and Officers to declare any disclosable pecuniary and non-pecuniary interests in any item on the agenda.

3. **Minutes of Previous meeting** (Pages 3 - 6)

To approve the minutes of the meeting held on 18 September 2018.

4. **Corporate Parenting Update from Elected Members**

To receive a verbal update from members of the Committee.

5. **Input from Children and Young People**

To receive a verbal update on the Input from Children and Young People.

6. **Update on the Attachment Aware Project**

To receive a presentation.

Contact: Julie Zientek
Tel: 01270 686466
E-Mail: julie.zientek@cheshireeast.gov.uk

7. **Virtual School for Cared for Children Headteacher's Annual Report** (Pages 7 - 46)

To consider the Virtual School Headteacher's Annual Report.

8. **National Adviser Follow Up Letter to Cheshire East Council** (Pages 47 - 48)

To consider the National Adviser Follow Up Letter to Cheshire East Council

9. **Corporate Parenting Strategy 2018-20** (Pages 49 - 84)

To consider the Corporate Parenting Strategy 2018-20.

10. **Corporate Parenting Update Report** (Pages 85 - 92)

To consider the update report.

11. **Exclusion of the Press and Public**

The reports relating to the remaining items on the agenda have been withheld from public circulation and deposit pursuant to Section 100(B)(2) of the Local Government Act 1972 on the grounds that the matters may be determined with the press and public excluded.

The Committee may decide that the press and public be excluded from the meeting during consideration of the following items pursuant to Section 100(A)4 of the Local Government Act 1972 on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 1 and 2 of Part 1 of Schedule 12A to the Local Government Act 1972 and public interest would not be served in publishing the information.

PART 2 - MATTERS TO BE CONSIDERED WITHOUT THE PRESS AND PUBLIC PRESENT

12. **Fostering Panel Annual Report 2017-18** (Pages 93 - 110)

To consider the Fostering Panel Annual Report for 2017-18.

13. **Feedback from Ofsted's Focussed Visit in October 2018**

To receive a presentation.

CHESHIRE EAST COUNCIL

Minutes of a meeting of the **Corporate Parenting Committee**
held on Tuesday, 18th September, 2018 at Committee Suite 2/3 - Westfields,
Middlewich Road, Sandbach, CW11 1HZ

PRESENT

Councillor J Saunders (Chairman)
Councillor D Flude (Vice-Chairman)

Councillors P Butterill, B Dooley, G Hayes, O Hunter and G Merry

Officers in attendance:

Mark Palethorpe, Acting Executive Director of People
Nigel Moorhouse, Director of Children's Social Care
Kerry Birtles, Head of Service: Cared For Children and Care Leavers
Gill Betton, Head of Service: Children's Development and Partnerships
Kate Rose, Head of Service: Safeguarding
Karen Chan, Interim Safeguarding Manager
Sam Anker, Team Manager Care Leavers
Kaleigh Wilshaw, Service Manager Cared for Children and Care Leavers
Ruth Tucker, Wirral 0-19 CE Named Nurse
Nicola Wycherley, Wirral CT 0-19 Bus. Manager
Rachel Graves, Democratic Services Officer

10 APOLOGIES FOR ABSENCE

Apologies were received from Councillors L Durham, M Grant and A Kolker.

11 DECLARATIONS OF INTEREST

No declarations of interest were made.

12 MINUTES OF PREVIOUS MEETING**RESOLVED:**

That the minutes of the meeting held on 3 July 2018 be confirmed as a correct record.

13 INPUT FROM CHILDREN AND YOUNG PEOPLE

The Head of Cared for Children and Care Leavers reported on the successful launch event for My Voice and on the young people's views on the visual identity for corporate parenting. They made a clear distinction that Option 2 was their preferred option.

RESOLVED:

That the report be noted.

14 INDEPENDENT REVIEWING OFFICER ANNUAL REPORT, 2016-17

Consideration was given to the Independent Reviewing Officer's 2017/18 Annual Report and the IRO's contribution to quality assuring and improving services for cared for children and care leavers.

The Report detailed what had gone well during the year, areas identified for future development, progress against priorities from last year and set out the priorities for 2018/19.

The Committee welcomed the positive report. Members asked questions on the use of technology to support note taking and it was confirmed that Dragon software, which converted speech to text, would be further tested via other devices to see if this would enable direct recording to a child's file. Questions were also asked in relation to asylum seeking children who go missing from the care system. In response it was stated that this was a rarity and that a support package was put in place for each young person.

RESOLVED:

That the report be noted.

15 CORPORATE PARENTING PERFORMANCE SCORECARD

Consideration was given to the Corporate Parenting scorecard for the fourth quarter of 2017/18, which included 43 separate measures covering all areas of the service.

The Committee noted the two areas of performance which were red rag rated – the number of children adopted, and the number of permanent exclusions of cared for children and sought clarification on the support offered in relation to behaviour and exclusion. In response it was stated the virtual school would be involved and relationships built with both the child and schools. Schools would be told what they were expected to do to help support the child.

In response to a question on education attainment, it was reported that this had been removed from the Scorecard and would be included in the Virtual Head's Annual Report, which would be considered by the Committee.

RESOLVED:

That the report be noted.

16 BEING A GOOD CORPORATE PARENT - WORKSTREAM UPDATE

Councillor Gillian Merry gave an update on the work undertaken by the Being a Good Corporate Parent working group.

The first meeting had been held in August 2018 and had looked at ways of involving councillors in the corporate parenting role and how to raise awareness and expectations of what corporate parenting was. Suggestions included:

- Inclusion in Members Induction Packs
- Use of eLearning
- Members reporting back to Committees
- Members visits
- Involvement in events for November Children's Rights Month
- Skills audit of Members to provide a resource for cared for children
- Use of contacts at external agencies e.g. Fire Authority
- Attendance at key events e.g. Star Awards

The Corporate Parenting Committee Annual Report would be going to Cabinet in October and it was suggested that the Report should go on to full Council as being a corporate parent was the responsibility of all councillors.

RESOLVED:

That the report be received.

17 CORPORATE PARENTING UPDATE

Members received an update on relevant national and local developments.

A resume of the following national developments was given:

- Fostering Better Outcomes
- Unaccompanied Asylum Seeking Children
- The Admission into School of Children previously in state care outside of England (DfE guidance)

Local Developments reported on included:

- Local Offer for Care Leavers
- Being a Good Corporate Parent
- Changing the Language for Young People in Care
- Corporate Parenting Identity

The Committee's attention was drawn to the meeting of the Children and Families Overview and Scrutiny Committee on 24 September 2018 which

was considering the Adoption Annual Report and Formal Review of the Regional Adoption Agency.

Sam Akers, Team Leader Care Leavers shared with the Committee the successes of a number of care leavers, which included playing in the annual care-leavers football tournament; the take up of an apprenticeship, and moving into their own accommodation.

The Committee was reminded that the member training session would be taking place on 12 October in Macclesfield and Westfields.

RESOLVED:

That the report be noted.

The meeting commenced at 4.00 pm and concluded at 5.15 pm

Councillor J Saunders (Chairman)



Virtual School for Cared for Children

Head teacher's Annual Report 2018



Laura Rogerson
Head teacher
Virtual School for Cared for Children

Cheshire East Council
October 2018

Executive Summary

During 2017/18 the Virtual School has continued to support all cared for children and to continually review its operation to ensure it is meeting its statutory duties while providing effective support.

The overall number of children has continued to rise; this increase has been significantly above that experienced elsewhere. There are also a higher number of children with high level of Special Educational Needs (SEN), which means that the overall population is more complex as well as larger in number.

The make-up, operation and funding of the Virtual School has been reviewed. There has been no increase in core staffing but temporary tutors are currently employed to work directly with young people; these positions were created to increase flexibility and reduce reliance on agencies, some core staffing is now funded through the Pupil Premium. The impact of these changes is currently being monitored to measure the impact.

All children have access to additional Pupil Premium funding to put in place actions and interventions which are additional to the normal school support and which will help them achieve targets. In April 2017 a new system was introduced whereby schools request funding to carry out specific interventions. This will increase accountability and allow the impact to be monitored through individual PEP meetings each term.

The completion rate of Personal Education Plans (PEPs) has risen to over 90% as has the percentage completed to a good or better standard this is due to the quality assurance process that is in place within the Virtual School team and training offered to schools through the Designated Lead teachers network events which allowed staff in all schools to access practical working sessions to look at outstanding PEPs to allow self-evaluation and development of their own systems. The Virtual School developed and trailed an ePEP during last academic year with 7 schools across Cheshire East which will reduce the paperwork and time needed for the PEP process without any loss of quality. Following a trial period this has deemed to be successful by schools and we will be rolling this out to all Secondary Schools by June 2019. We have continued to develop the ePEP following feedback from trial schools to further enhance the quality and content of the PEP.

Attendance at both primary and secondary has improved this year with the average primary attendance rising from 95% to 97% and the average secondary attendance rising from 93% to 94%. The number of children with attendance less than 90% in secondary schools has fallen from thirty four in 2017 to twenty two in 2018.

There has been a very slight increase in the number of children with one or more exclusion and therefore the total number of days lost increased from 264 (2016/17) to 270 (2017/18), but as there has been an increase in the number of Children from July 2017 (462) – July 2018 (493) therefore the percentage has actually decreased from 57% to 54%. The Virtual School has a duty to work with Head teachers to try and avoid excluding a cared for child and to make sure that they have the support in place to thrive and make progress. In the case of repeat exclusions, additional PEPs will be held to check that all necessary support is being given. There has been one case of a permanent exclusion in 2017/18, a primary child at a school outside Cheshire East. This was a single serious incident for a case which had received lots of support from the Virtual School. This included staff

training and funding for additional support. The Virtual School responded immediately to the event and tried to persuade the school to rescind the exclusion but despite appeals and letters from the Director of Children's Services and the legal Department this was refused.

During last academic year the Virtual School has led on an Attachment Awareness Project with primary schools and funded twelve schools to take part in action research. The feedback at the end of this project has shown a tangible and positive impact on the behaviour and achievements of cared for children. During reviews schools commented on the some of the main areas of impact being: accelerated progress and increased attainment, improved integration and settling into new schools, more effective communication between staff and pupils, reducing in frequency and severity of emotional outburst and increased emotional regulation in previously volatile children.

The Virtual School has commissioned places at the Fermain Academy Alternative Provision in Macclesfield and this has contributed to the reduction in repeat exclusions and total number of session lost the use of good quality alternative provision (AP) has increased and has had good outcomes for children who have previously been unable to sustain or access full time mainstream school. The Virtual School contributed to the recent inspection of the Fermain Academy which was found to be outstanding.

The Virtual School works closely with other teams in Social Care, SEN, School Admissions and Youth Support. In some cases this is through panels and meeting groups such as the 16+ Multi-Agency Group or Children Causing Concern meeting but is often through joint working and collaboration of individual staff. As a result of these collaborations policies and procedures have been revised to become more efficient.

There has been a decrease in the number of reception children achieving a Good Level of Development. The number in this group has risen from 5 five in 2016 to 8 in 2017 to 12 in 2018. Only 2 of these children have been in care for over 12 months with eight entering care since the start of the last school year.

The number of children ending KS1 after being in care for 12 months or more has increased to 14, the highest level for the past 4 years. Of these 6 have SEN, including 3 who attend special schools and were not entered as they are operating below the level of the tests. The number gaining the expected level in reading, writing and maths has increased from 25% in last academic year to 36% this academic year. Despite the high level of SEN in this group the level of success in writing and maths has increased to above last year's national result.

At Key Stage 2 the achievement in reading has remained unchanged there has been an increase in the level of achievement in maths and writing. The percentage of children achieving the expected standard in all three areas has increased from 13% in 2017 to 24% in 2018. Two children were expected to reach the expected level in all subjects but failed to reach the maths score needed. Of these one scored 99 while 100 were needed; Due to the small cohort size such cases have a marked impact – had these 2 pupils achieved in all subject the overall level would have increased to 33%.

At Key Stage 4 there was again an increase in the number of students within this cohort. The percentage of pupils who gained Level 4 and above in Maths and English was 19%, which is the same as last year and above the National figure for 2017. 54% of the cohort achieved 5+ grades 9-1. The

overall level of SEN within the cohort was 48.6%. A significant number of students within this group had changes of school (43%) and or home placement in KS4, which increases the vulnerability and would therefore make it harder for students to achieve their potential and target grades. All pupils have been supported to find positive destinations for post 16 and almost all started these programmes in Sept 2018. Progress was greatest in pupils with good levels of attendance and so this will be continually monitored and challenged. Progress and outcomes were highest for children with only one or two placements compared to those with more placements.

Post-16 engagement is supported and monitored monthly and the percentage Not in Education Employment or Training (NEET) in July 2018 was 21%. The number of young people currently in Higher Education (HE) is 12.

Cared for children involved with youth offending have significantly higher levels of SEN. An advisor also works part time for the Youth Justice Service and oversees these cases. She is currently reviewing the support mechanisms to increase attendance at the end of the orders.

Priorities for 2018- 2019

1. Continue to provide support and interventions for schools and children to improve outcomes, evaluating the impact of the intervention and use of Pupil Premium.
2. Adapt ePEP to ensure schools are measuring the impact of Pupil Premium for individual children.
3. ePEP to be used by all secondary Schools by June 2019.
4. Identify and implement changes resulting from the Social Care Bill which includes Virtual School Head teacher to have responsibilities for previously looked after children as well as looked after children and to promote mental health and attachment awareness in schools.
5. Monitor the impact of commissioned and front line services through engagement, progress and outcomes.
6. Implement a self- assessment tool for use with and by schools to improve their practice and support for cared for children.
7. Introduce an SEN lead within Virtual School team who will track and monitor the progress of assessments and sit on SEN panel to ensure swift communication of information between teams.

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1. Self Evaluation

Area	Self Evaluation		Priority actions for 18-19
Foundation Stage			Early intense intervention for children below targets
Key Stage 1			Enhance progress monitoring and early intervention
Key Stage 2			Identify and have support for underperforming pupils
Key Stage 4			Challenge schools where pupils under-perform
Post-16			Reduce NEET Cygnet and tutor and targeted support
Higher Education			Improve access to tasters and promote HE to Y10+
Outcomes for cfc engaged with YOT			Align PEPs with YOT documents. Confirm long term plan for YOT education support
SEN			Introduce an SEN lead with VS team to develop a tracking document to monitor assessments and support and attend panel meetings
Admissions			Agreed policy to support admissions, especially SEN
Attendance			Rapid response to falling attendance, including SEN, students below 90% and those on Part time timetables
Exclusions			Sustain the reduced number of repeat exclusions, especially SEN
Leadership and Management			Monitor staff capacity/wellbeing as numbers increase. Review working in line with new DfE stat. guidance
Staff Training			Increase attachment awareness in high schools. Increase number of good+ PEPs
Finance			Monitor new funding plan and impact of support
PEPs			Continue to see increase in quality of returned PEPs 95% of CE secondary schools on ePEP by June 2019
Changes in school placement and AP			Increase challenge and monitoring of pupils in AP – attendance, attainment, progress and exclusions
Partnership Working			Establish agreed protocols for SEN and admissions. Work with S Care to increase engagement of F Carers
Monitoring and Evaluation			Increase detail and quality of data of monitoring data and use to priorities actions, to review termly

			assessment data from schools
Participation by children and young people			Revise My Voice to allow children to comment on VS support and review practice accordingly. Work with YSS to increase feedback from children Develop ePEP to include My Voice in line with Signs of Safety
Safeguarding and promotion of wellbeing			Work with Vyson to develop understanding in schools of mental health and wellbeing (Tools 4 Schools programme)

Green = Area doing well

Amber = further work needed

Red = High priority for action

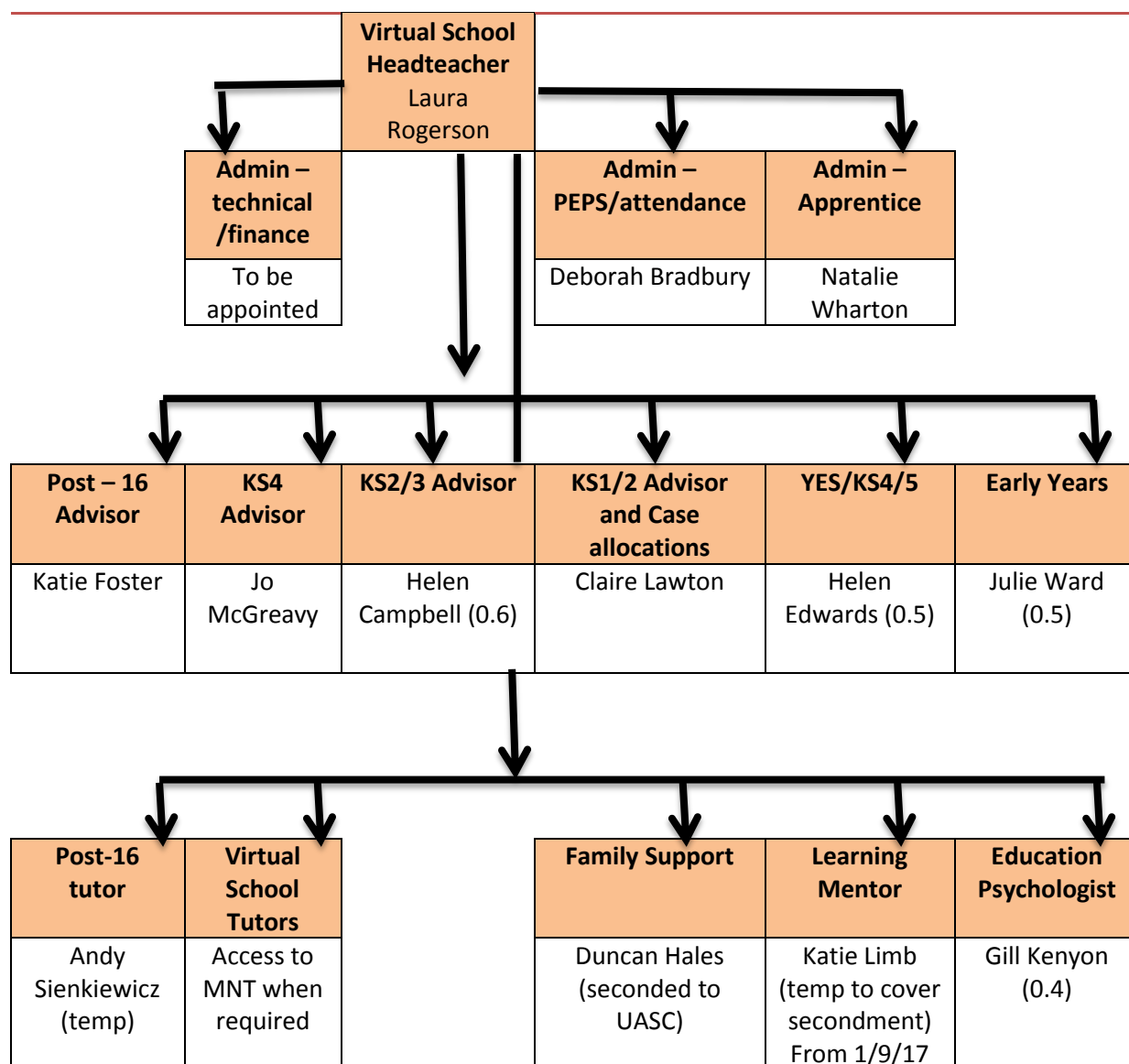
2. Introduction

This report presents an overview of the operation and impact of the Virtual School during 2017-2018. The Virtual School (VS) supports all children in care and relevant care leavers regardless of their length of time in care but the educational attainment data in the report relates to those who have been in continuous care from March 31st 2017 to March 31st 2018. This is the cohort reported in national data which is supplied to external agencies such as Ofsted. National comparative data, where quoted, is that published in the Statistical First Release of the Outcomes of looked after children which was last published in March 2017.

3. Remit and operation of the Virtual School in Cheshire East

Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after by them. This includes a particular duty to promote the child's education achievement, wherever they live or are educated. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children. The local authority is required to appoint a Virtual School Headteacher (VSH) for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children, wherever they live or are educated.

The maxim of the Cheshire East Virtual School is to "Engage, Achieve and Progress". The Virtual School operates in such a way as to follow the Statutory Guidance to Local Authorities in the document "Promoting the education of looked after children" (DfE, Feb 2018). This requires the local authority to ensure that there are systems in place which promote good education provision for cared for children and to monitor that these are in place. In Cheshire East this duty is taken further by ensuring that every young person in care has a named Virtual School Advisor linked to their case can provide challenge support to schools, carers and social workers. This in turn helps to ensure that there is suitable education in place, champion the needs of the child and challenge and support education providers to ensure that they make suitable arrangements to allow the child to reach their full potential. This is carried out through termly PEP (Personal Education Plan) meetings with additional meetings and activities put into place for those with the highest level of need. The service is provided to all children in care up to the end of the school year in which they become 18 and is available to older young people on request.



(Staffing structure 2017/18)

3.1 Staffing and Organisation

The make-up and nature of the Virtual School Team is kept under review to ensure that the skills available match the needs of the cohort.

The team has evolved to provide more direct contact with children and young people so that the support can be more closely tailored to needs and monitored. Tuition is made available to young people to provide additional after session to help prepare for exams or when pupils are between schools by use of agency staff if schools cannot provide the tutor. Tutors are employed through the Medical Needs Team as and when the need arises to support all young people. The Family Support Worker was already working to support the unaccompanied asylum seeking children (UASC) into education and has now been seconded into Social Care to provide intensive support for these young people until 20/21. The Learning Mentor has been employed on a temporary basis to work with children in school who are not progressing or are at risk of exclusion and who require support in addition to that which the school can provide.

The amount of support available from the Education Psychology Service has increased from 2016 and will be reviewed further to see if this is sufficient to give advice and support to schools around children with challenging or complex behaviour.

Monthly staff supervisions are arranged for all staff to discuss their own wellbeing and workload and also to raise any cases that need input from the Virtual School Head teacher (VSH). In addition there are regular team meetings, often conducted via web-links to avoid unnecessary travel where the team can receive updates from Senior Managers and the performance of the team can be discussed. All staff is invited to identify training needs which will allow them to be more effective in their role or any specific are of interest. In addition to this the Virtual School Head teacher meets with advisors every 2 weeks to review Attendance, Attainment, Exclusions and Children causing concern to allow for swift intervention at all stages.

During 17/18 all staff have been offered courses on attachment and all attended development days which included corporate parenting training, new SEN code and Signs of Safety

The VSH is a member of the NW VSH group and also of the National Association of VSH, (NAVSH) and through this network the Virtual School is able to keep abreast of current developments such as new guides for previously looked after, adopted and special guardianship children.

The VSH has regular supervision with the Head of Service for Pupil Participation and completes a monthly scorecard for the Director of Education and Skills as a means to monitor progress. This gives a detailed breakdown of the performance of the VS and key indicators are extracted to be included on the Corporate Parent Scorecard.

The team are a very highly motivated and committed group of professionals who always act in the best interests of the child. During 2017/18 there has been a very low level of absence amongst the team with no long term sickness or stress.

Actions 2018-2019

- **Monitor impact of additional staffing and caseload/wellbeing of staff**
- **Staffing restructure to support professional development and increase leadership skills within the team to allow for progression.**

3.2 Funding

The Virtual School's main budget is the Pupil Premium Plus which is devolved to the Local Authority and is to be used as seen appropriate by the VSH as to best promote achievement and progress. The amount which is made available to the LA is £1900 per child in care as reported on the March return but the guidance makes clear that while it is expected that the majority of this is used for direct support of children, it does not need to be allocated equally as some children will need less than £1900 and some will need considerably more. The funding criteria also states that the Pupil Premium can be used to fund staff or central services such as training as long as they have a direct impact on improving the experience and outcomes for children.

The main use of Pupil Premium was to fund 1:1 or small group teaching, support to enhance social and emotional skills and purchase of specific resources. The remaining funds have been used to provide high cost support for children with particular needs. These include; attending high cost alternative provision for children without SEN who cannot manage mainstream school, providing a series of off-site support such as animal therapy or forest schools, having a weekly work placement to add variety and help prepare for the world or work or funding specialist support such as bereavement counselling. Significant funds were also allocated to schools and children to prepare for exams or to prepare for transition. In almost all cases this helped children to increase their skills and knowledge before the exams but always improved their preparation and confidence. In 2017/18 the total amount received was £691, 000 there were 340 school age children, 116 Early Years and 94 Years 12 and 13.

All school age children in care were allocated Pupil Premium (PP) once the PEP was returned to describe how this would be spent and in some cases funding was allocated to children outside this age range if the need was evident. For example a nursery child with the need for additional speech and language support or a post-16 young person not in education who wished to take up a work placement to gain skills and confidence. Some school age children did not have a basic allocation if the school felt it had all the resources needed, such as an independent special school which already receives a high level of funding or if the Virtual school was arranging and funding provision such as tuition or off-site learning.

The Virtual School also has an additional budget to fund the Cygnet programme for post 16 to support to reduce NEET figures.

In April 2017, a system was introduced which moved away from a standard allocation but asks schools to give a spending plan for each child. All requests are then considered by the advisor and the Virtual School Head teacher and funding allocated accordingly. This has allowed closer

monitoring of the use of the money and allows the impact to be more easily seen. Pupil Premium is now used to fund some staffing. Three existing posts are funded in this way, PEPs administration, Post-16 support and Educational Psychologist support. The way that this affects the overall spending pattern and the impact on pupils will be analysed next year. Analysis of the previous spending suggest that these changes can be made while retaining the efficiency of the service the additional staffing has provided a quick response to children in difficulty and therefore has enhanced the service.

Actions 2018/19

- **Monitor the requests received and compare with pupil outcomes and progress, develop ePEP to ensure impact of funding is measured and recorded.**
- **Introduce a Pupil Premium Panel each term to include a range of staff from CE schools (established DLT, Head teachers)**

3.3 Personal Education Plans (PEPs)

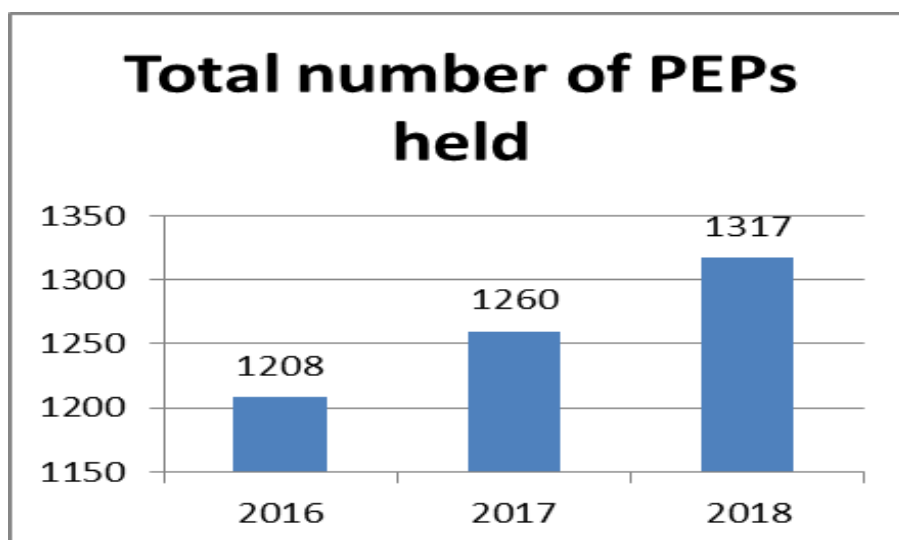
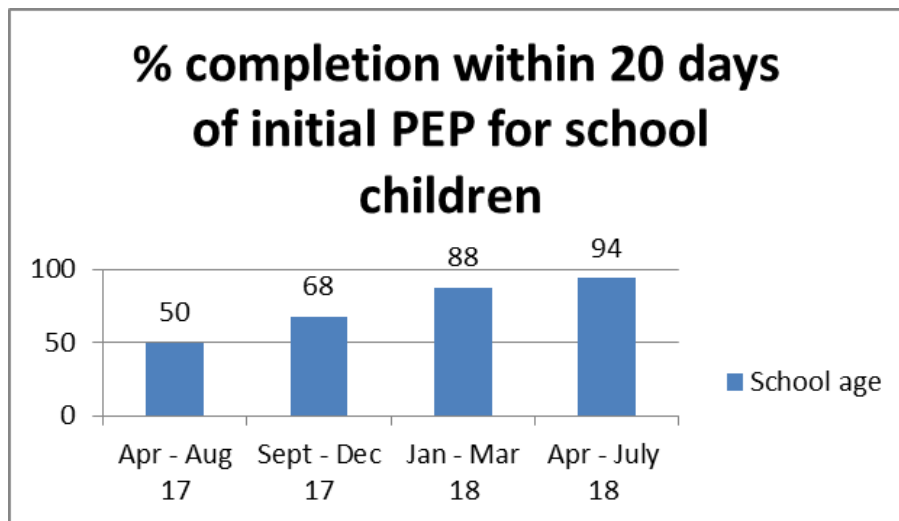
The PEP is the document which records the children's education provision, achievements and how the school or other provider will help to improve their outcomes. It the joint responsibility of the local authority and school to ensure that there are PEPs in place and the Virtual School has the duty to monitor these and provide advice and support as necessary. The PEP should be reviewed each term at a meeting between school, carers and social workers. The Virtual School attends all initial PEPs for children and young people between the ages of two and eighteen years old.

While the PEP document is mainly to support children of school age, Cheshire East also provides a similar service to children of pre-school age and those between 16-18 who are included in the Raising of the Participation Age cohort, (school years 12 and 13) although advice and support is available in request to children under 2 and young people in care or care leavers over 18

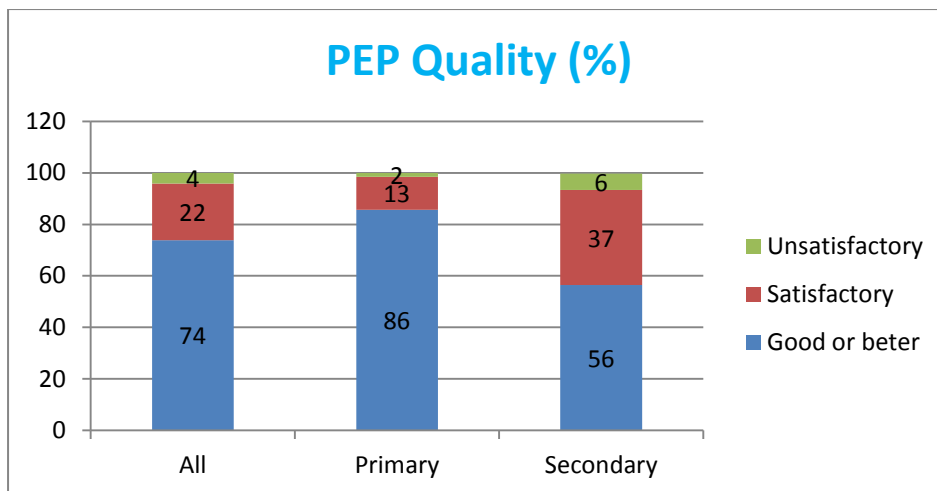
Within Cheshire East the Virtual School takes an active role in the PEP process and the cases of all the children which means that prompt action can be taken when issues arise that require specialist education input. Since 2017 the system for checking and loading of PEPs have been simplified using Liquid Logic, as a result of this there has been a significant improvement in the number of cases where the initial PEP is fully completed and loaded within 20 days.

Virtual schools attend all initial PEP meetings and complete the first PEP which will provide a template and standard for future PEPs. This includes ensuring actions and targets are specific and measurable. These PEPs should be held within 20 working days and be available for the first cared for review meeting. The Virtual School also takes responsibility for ensuring that PEP is provided to the Social Worker in readiness for the initial review. PEPs are reviewed each term with the education provider taking a lead in these by reviewing the impact of the previous actions, update the PEP and return to the Virtual School. Support and training is available to assist schools, settings or colleges with the PEP process. There is a robust Quality Assurance process in place within the Virtual School team where each case is reviewed to establish its support needs. Those with the highest support needs are rated as RED, in which case the advisor will attend all PEPs and probably have more

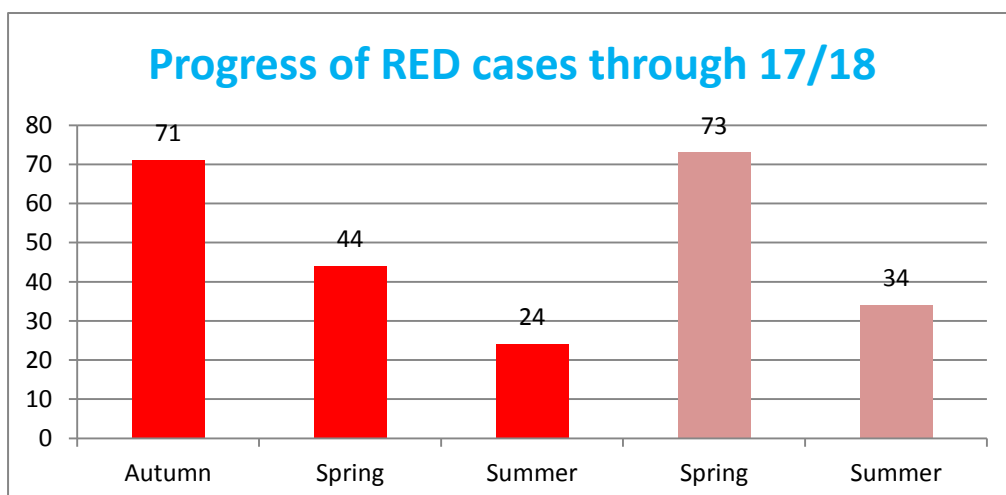
frequent contact with the child, carer, school and Social Worker. Cases rated as AMBER have slightly less contact with the advisor whilst those rated as GREEN are monitored with attendance at one PEP per year. The chart below shows the ratings over the year. The number of PEPs has risen to follow the growing number of children in care and the chart below shows the number of PEPs completed each term and the number attended by the VS staff.



This year there has been a drive to ensure that all PEPs are completed and loaded onto the child's case with a particular focus on those of school age where it is important to monitor progress. The chart below shows the % of Good, Satisfactory and Unsatisfactory within each school. PEPs are deemed unsatisfactory if key information is not provided or if a previous PEP has been amended and it is unclear if information refers to the current or previous PEP. Most PEPs rated as satisfactory are giving this grade because interventions are not specific or because the intended outcomes are not expressed in ways which can be evaluated.



Although the number of RED cases remains fairly constant, the support given means that individual cases are able to become more settled and reduce their support needs. 71 cases were RED in Sept but by July only 24 of these were still rated as such while only 34 of the 73 RED cases in spring remained so by the end of July.



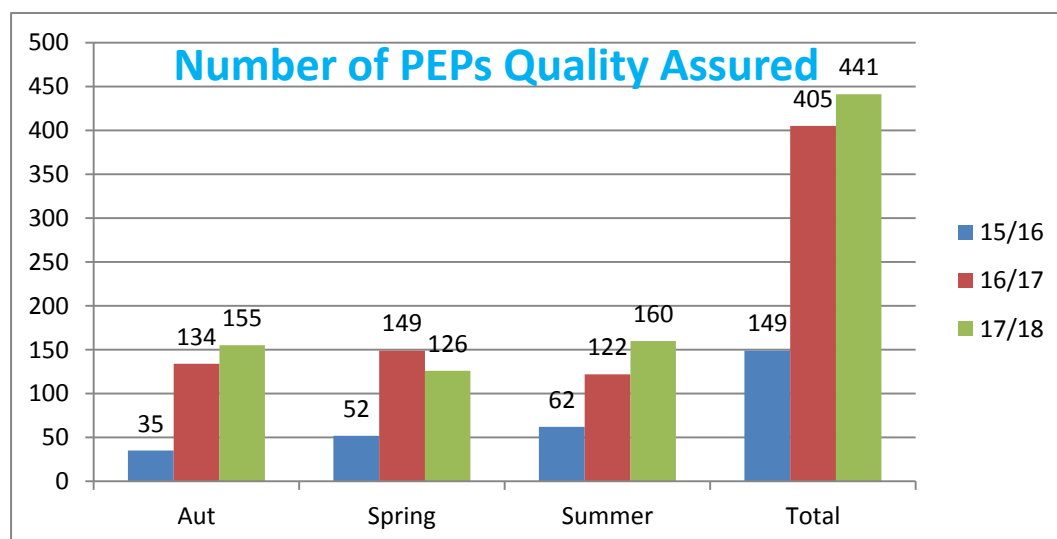
Although the Virtual School Advisor does not attend all PEP meetings, they often do so for the more complex cases and in these situations can be a crucial and consistent link for the child. For example when a child is awaiting a new school or cannot attend school due to mental health issues the advisor will visit the child at home and make sure they have access to some tuition and learning and that this, where possible, includes a chance to include some social interaction.

The quality of the PEP is the joint responsibility of the local authority that looked after the child and the school. Social workers, carers, VSHs, Designated Teachers and, as appropriate, other relevant professionals will need to work closely together. Social Workers have been asked to prioritise attendance at PEP meetings so that they gain essential information about their child. As well as updates on their attainment and progress this should include discussion of their attitude, emotional state, friendships etc. If a child has a statement or Education Health and Care Plan (EHCP) then one

of PEP meetings is run alongside the annual SEN review. This will ensure targets in the EHCP can be addressed through the PEP and that Social Workers and carers have the chance to review the impact of the SEN support for the child. In September 2018 an SEN lead within the Virtual School team has been identified, an SEN tracking document developed and meetings take place every two weeks with SEN team to review all Cared for Children who either have a current SEN status or are under assessment, this information can then be shared through all advisors and be included in all PEPs.

There is a rigorous Quality Assurance (QA) process which has been developed jointly by the Virtual School and the Designated Teachers, this has ensured that the quality of PEPs have increased and continues to support schools to develop their own practise, this is reviewed each year to ensure process is robust.

The overall number of PEPs which have need quality assured has increased from 405 in 2017 to 411 in 2018, which mainly comprise those sent in by schools which the VS advisor did not attend.



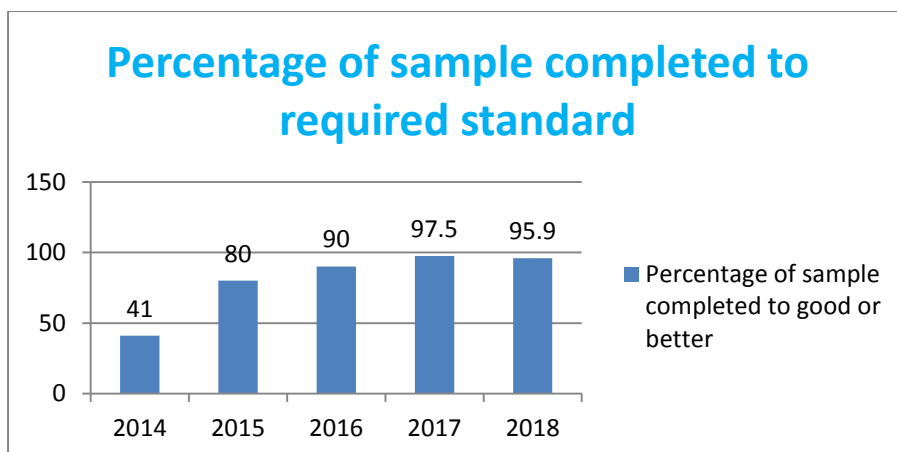
PEPs for all ages are subject to QA and the table below shows the number of each stage that were analysed through the year.

Number of PEPs Quality Assured

	Primary	Secondary	Post-16	
Autumn	48	101	6	155
Spring	35	73	18	126
Summer	53	95	12	160

Changes over time

Even with the increased level of demand this shows that the number of PEPs completed on or above standard is above 95% which shows there is consistent high standards across all schools which shows a deeper understanding of quality of PEP targets this is due to ongoing training and support in schools and through regular feedback.



Development of an ePEP

The Virtual School has worked with the Cheshire East Project Development group to develop an ePEP on Liquid Logic. The initial trials started in September 2017 with a pilot group of 7 schools. There were some technical problems identified, such as access issues with particular browsers but these were resolved. Due to the sensitive nature of the information being transferred there is a need for several data sharing agreements to be in place before access to the ePEP is granted. This delayed the roll-out process and so was reviewed and a new system developed which does not compromise security but make the process easier to navigate. Schools using the ePEP are now finding it easier and all initial PEPs are done as ePEPs. 21% of summer PEPs were ePEP and it is the intention that all secondary schools **will** be using ePEP system by June 2019.

Actions 2018/19

- **Hold additional PEP workshops in autumn term specifically for secondary schools and new Designated Teachers**
- **Provide additional support for schools where PEPs are below 'good'**
- **Share cases register with Social Workers so they can check PEP dates and improve attendance at PEP meetings – work with Social Care Managers to monitor this**
- **Oversee roll-out of ePEP to all Cheshire East secondary schools**
- **Align PEP and SEN reviews**
- **Adapt ePEP to include My Voice in line with SOS – Set up a working party of Cared for students and care leavers to help create a new format.**
- **Adapt ePEP following feedback from schools**
- **Adapt ePEP to ensure PP funding is being measured at each stage**

3.4 School Admissions

The Virtual School are responsible for ensuring that every child has access to suitable education. Where possible and appropriate school moves will be avoided as it has been recognised that school can be a consistent and stabilising feature of a child's life. If a move is essential then the following principles apply:

- Educational provision should mean a full-time place.
- Schools judged by Ofsted to be 'good' or 'outstanding' should be prioritised for looked after children in need of a new school.
- The choice of education setting should be based on what any good parent would want for their child. It should be based on evidence that the setting can meet the educational needs of the child and help them make the maximum progress.
- The child's wishes and feelings should be taken into account and the suitability of the education setting tested by arranging an informal visit with the child.

Children move schools for a number of reasons which include

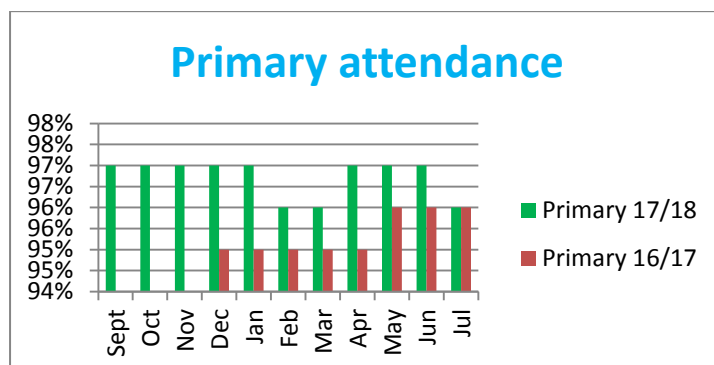
- Change of foster placement which means that continuing at current school is unrealistic
- Carers move house which means that continuing at current school is unrealistic
- Change to live with adopters
- Change of school if proximity to social contacts/family are having a strong negative impact on the child's progress and learning
- Change when school can longer meet needs (SEN or non-SEN)

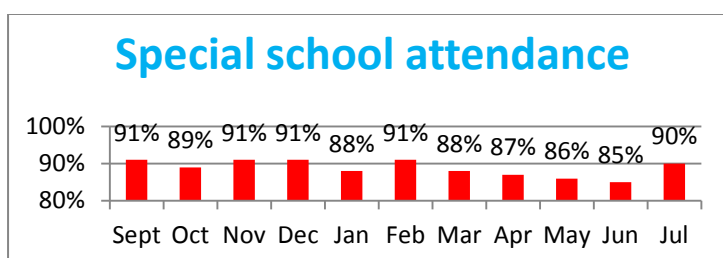
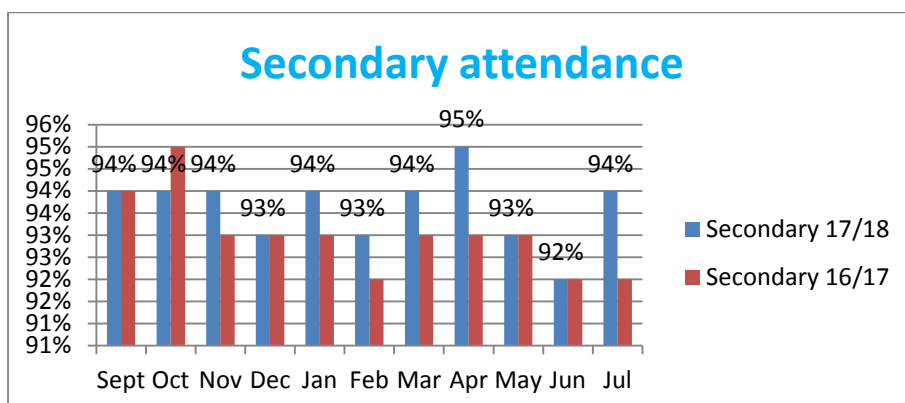
Cared for children are given the highest priority under school admission arrangements and the usual fair access protocols do not apply. The Virtual School works with Head teachers to make sure that any admission is made as swiftly as possible. Where schools are reluctant to offer places the Virtual School will consider making appeals or directing schools to admit. In 2017-18 there were no appeals made and no directions needed. All children for whom a place in primary school was requested were allocated a place swiftly. Secondary applications to mainstream are usually slower to process with schools requesting additional information and meetings. The Virtual School works with all schools who are admitting a child to offer support, with funding if needed to ensure a smooth integration.

3.5 Attendance

The Virtual School monitors attendance of all cared for children by commissioning an independent company, Welfare Call, to contact schools to collect a record of attendance.

Despite variations during the year, attendance at both primary and secondary has improved this year with the average primary attendance rising from 95% to 97% and the average secondary attendance rising from 93% to 94%.





Attendance in secondary school shows an inevitable decrease in May/June while Y11 pupils are taking exams and then an increase in July when Y11 are no longer included on roll, this occurs in all schools.

The number of children with attendance less than 90% in secondary schools has fallen from thirty four in 2017 to twenty two in 2018, while the number of primary children in this group was seven, which included children new into care who had previously not attended and so needed a gradual introduction and others with serious illnesses.

The attendance at Special Schools is below that desired. Twenty one children have a cumulative attendance below 90%, not including those whose attendance dropped due to exams. All cases were reviewed and monitored through the year. While these cases are complex, the main reason for the poor attendance of each child is shown in the table below.

Reasons for impact on Attendance of children in Special Schools

Reason	Number of children
Time out of school while awaiting school move	11
Repeated exclusions/reduced timetable	4
Illness/bereavement	3
School refuser	2
Frequent absence	1

Actions taken to improve attendance at Special Schools

- Set up regular tracking meetings with SEN to monitor progress and avoid delays with EHCP and schools changes

- Work proactively with SEN team when attendance falls to review place and make changes
- Hold emergency PEPs in cases of repeat exclusions, involving Education Psychologist if appropriate
- Inform Supervising Social Workers so that carers can be encouraged and supported to help improve attendance

Actions 2018/19

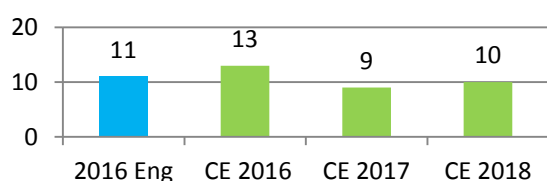
- **Monitor attendance by school type to allow greater targeting of support**
- **Monitor and track attendance of students below 90% through regular attendance meetings within the VS team to track attendance of all children to ensure swift interventions are in place**
- **Produce a guide in conjunction with Social Workers to support carers to increase attendance and understand the impact of attendance on attainment**
- **Continue to monitor attendance at Special Schools**

3.6 Reducing exclusions

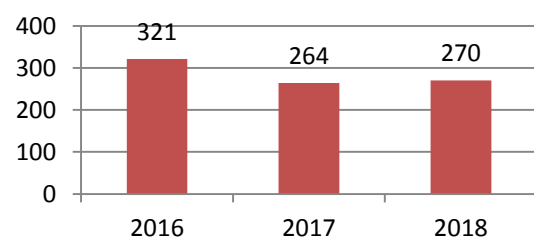
The Virtual School has a duty to work with Head teachers to try and avoid excluding a cared for child and to make sure that he have the support in place to thrive and make progress. During 2017/8 the Virtual School has been quick in its response to exclusion or threat of exclusions so that a joint plan for the child can be implemented which identifies any key triggers and also instances when the inappropriate behaviour does not occur and these strengths can be built on. If an exclusion was unavoidable then there were similar meeting held afterwards to try and avoid any further instances. Schools or carers are asked to inform the Virtual School whenever an exclusion takes place and usually the advisor will call the school to find out more. In the case of repeat exclusions, additional PEPs will be held to check that all necessary support is being given. Despite this there has been a very slight increase in the number of children with one or more exclusion and therefore the total number of days lost.

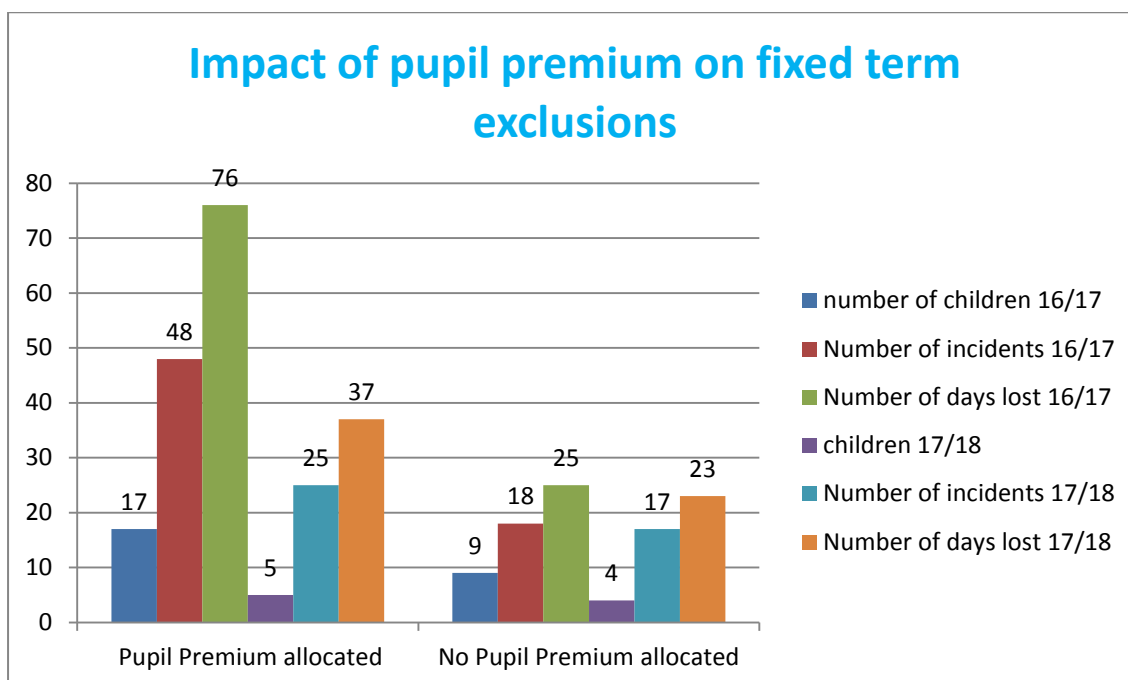
The Virtual School has commissioned places at the Fermain Alternativie Provision in Macclesfield and this has contributed to the reduction in repeat exclusions and total number of session lost. The Fermain staff have been trained in how to support children with insecure attachment and Pupil premium funding has been used to help provide a mentor/key worker to support our children.

% of children with one or more fixed term exclusion



Total days lost due to fixed term exclusions





As a result of the work of the Virtual School, most children with a record of fixed term exclusions were supported not to have further instances. Of the 25 children who had fixed term exclusions in 2016/17 who continued in school and in care through 2017/18 only 7 had further instances. The majority were cases where children were new into care, had single events which warranted exclusion or where there had been a change of circumstances in home or care arrangements.

Actions 2018/19

- **Work with schools to identify pupils at risk of exclusion and put in support as preventative measure**
- **Involve SEN in cases of repeat exclusions for SEN children**
- **Track exclusions weekly to identify any repeat exclusions to allow swift interventions**

3.7 Participation of young people

The Virtual School recognises that young people are at the heart of all its work and that to be effective in helping young people to succeed in education, their wishes and feelings must be listened to.

All young people are invited to contribute to their PEPs, either by attending the meeting or by sharing their thoughts on the 'My Voice' form which can be presented at the meeting on their behalf. Action plans are influenced by this input in a variety of ways such as:

- Deciding what subjects to have tutoring in and when/where this takes place,
- Determining the order in which topics are addressed in revision,
- Agreeing targets for improvement in attendance or behaviour,

- Identifying any particular issues in school which show a staff training need
- Deciding whether additional adult support, eg mentor is required.

The Children's Society set up a network of participation champions and the Virtual School has been consistently included in this although the focus this year has been on transferring this work into the Youth Support Service. This network has looked at how participation should be practical and add value to the young people. In July Cheshire East ran a local offer event that was run by a selection of our care leavers the main aim of this was to enable us to put together pledges from the range of services/companies that can be offered to our care leavers. This event was deemed very successful in ensuring the voice of the Care leaver was heard and allowing them to question services/companies on what support they can expect, this event will run each year which will allow pledges to be reviewed and developments to be ongoing.

The voice of young people is included in staff appointments and two students have participated on interview panels this year once of which was for the appointment of the New VSH. In both cases they were involved in planning the questions and identifying the desirable qualities and had an equal say with other panel members when the decisions were made.

Actions 2018/19

- **Encourage young people to chair their own PEP meetings**
- **Develop ePEP for Secondary schools to include My Voice directly on the PEP and change the format to be in line with Signs of Safety – set up a childrens working party to design and create these documents**

3.8 Partnership working

Partnership working is crucial to the effectiveness of the Virtual School and we recognise our role in part of a team with a child at the heart. The Virtual School is one part of the corporate parent body that works to look after children in care and we recognise that in order to be effective we need to have close working relationships with our partners. Teams with the council with whom the Virtual School works are:

Social Care – social workers, care leavers, fostering and cared for support therapeutic teams
 Special Education Needs and Disabilities Team
 Youth Justice Service
 Youth Support Service
 Early Years Team
 Educational Psychology Service

A SPEED (Sixteen plus education and employment destinations) working group was set up in 2015 and is now well established as a forum for issue raising and action planning for post-16 cared for and care leavers. This group uses the latest data to identify young people who are not in education, employment or training (NEET) or likely to be so and what can be done to address this. Through

good collaboration of managerial and operational staff much work has been done and the level of NEET amongst care leavers has reduced from 32% in May 2017 to 15% in May 2018.

A parallel group for school age children has now been established called RAIC, (Raising achievement in care). The aim of this group is to ensure that all parties share the responsibility for promoting aspirations and achievements and are active in their efforts. Areas to be addressed by this group have been identified as; improving attendance in persistent absentees or school refusers, minimising the time between school moves, particularly for children with SEN and ensuring that foster carers and residential home staff are involved with exam preparation.

The Virtual School also attends or arranges other regular meetings which result in improved support for children. These include

- SEN tracking meetings to maintain momentum on cases
- Children causing concern to plan with social care about joint care planning
- Preparing for adulthood to ensure smooth transition to adult care

The Virtual School also works with the Independent Reviewing Officers and foster carers, providing training and support as needed. Through membership of Education, Headteacher and Virtual School Head groups the Virtual School is able to remain in touch with all current events relating to cared for children and also to make sure that other teams are aware of matters which influence their area.

The other team who are closely linked to Virtual School are Special Education and Disabilities Team (SEND). Both teams are located in Macclesfield Town Hall and this means that regular conversations can take place on cases which helps to avoid delay and build good relationships. The VSH is a member of the SEN Assessment and Moderation Panel and the Head of Service/Service Manager have agreements in place which ensure that the Virtual School is involved in any cared for children cases who also have special educational needs and also offer advice for any SEN issues which arise for children placed outside of Cheshire East.

The Virtual School also works with the Independent Reviewing Officers and foster carers, providing training and support as needed. Through membership of Education, Complex Needs, Headteacher and Virtual School Head groups the Virtual School is able to remain in touch with all current events relating to cared for children and also to make sure that other teams are aware of matters which influence their area.

Actions 2018/19

- **Monitor SEN tracking and impact on school moves**
- **Monitor actions from RAIC – foster carer attendance at training and attendance of persistent absentees**

3.9 Training Provision

The statutory duties of the Virtual School include providing training on education issues relating to children in care and Head teachers and Governing Bodies are required to appoint a Designated

Teacher to champion the cause of cared for children and also to ensure that this teacher has access to training. In CE this is provided in a variety of ways

- a) Update/network meetings open to all schools and led by the Virtual school
- b) Bespoke training in one school which can be around a particular child or for all staff
- c) Arranging outside speakers to provide 'expert' input.

The universal training programme offered by the Virtual School

Date	Title	Objectives	Attendees
Nov 17	Emotion Explosion	Understanding how attachment issues are displayed and supported through adolescence	80
Mar 18	Regional Conference	Update on changes to roles and responsibilities of school	20
May/June 18	Designated Teacher Network	Post adoption support, mental health, Pupil Premium and PEPs	60

The network event was held in June 18 and was attended by almost 80 staff. This provided information and updates on development of the ePEP, allocation of Pupil Premium and developing a self assessment tool for schools to assess their provision for cared for children and the progress they make. Feedback was positive with delegates stating that the sessions were useful and would help them to better support children in school.

Bespoke training has been arranged for more than fifteen schools where additional help was requested. In some cases this was for new Designated Teachers who wanted to become familiar with the PEP process while for others it was when pupils were exhibiting behaviours which put them at risk of exclusions or was impacting on them settling to work and make progress. All Virtual School staff are able to lead this training which also includes working with colleges and training providers.

Attachment Awareness Project

The Conference in 2016 was focussed on Attachment Awareness and was led by Kate Cairns Associates who are recognised leading experts in this area. As well as a focus for the Virtual School the Cheshire East Primary Heads recognised that increased knowledge in this area would be beneficial and so the programme was planned in partnership. Two 'ignition' meetings were held in Autumn 2016 to which all schools were invited and then schools were invited to take this further in their schools by attending further training and by designing and implementing a piece of action research based around attachment. The training was on emotion coaching and resilience building. Twelve schools took up this challenge and have made changes in their schools based on their new understanding. In autumn 2017 schools are feeding back on their projects and will present at the 2017 Conference but early indications are that this is having a positive impact.

The Virtual School also contributes to the Foster Carer training programme. Sessions have been planned on curriculum changes, preparing for tests, SEN and post-16 progression but uptake, like many foster carer training sessions attendance has been poor. This includes events planned for carers and children such as careers fairs and revision session. Training is not mandatory for carers

and there is a concern that the lack of engagement could indicate that carers do not demonstrate high educational aspirations and commitment for their children.

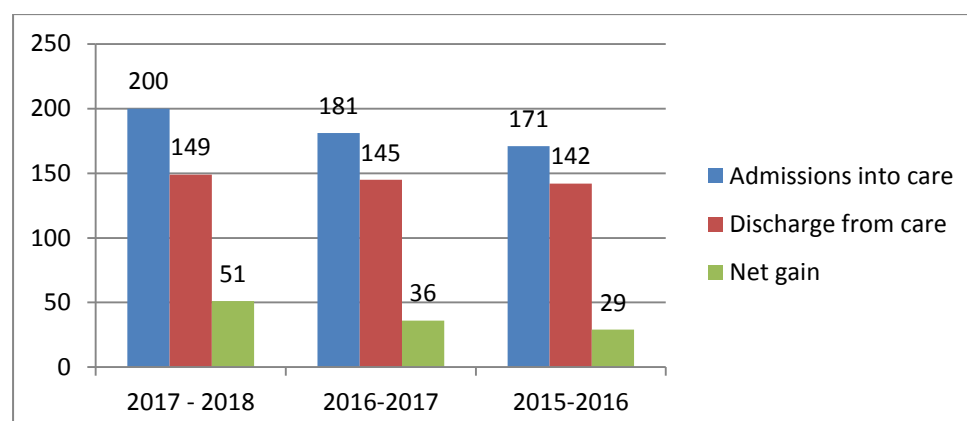
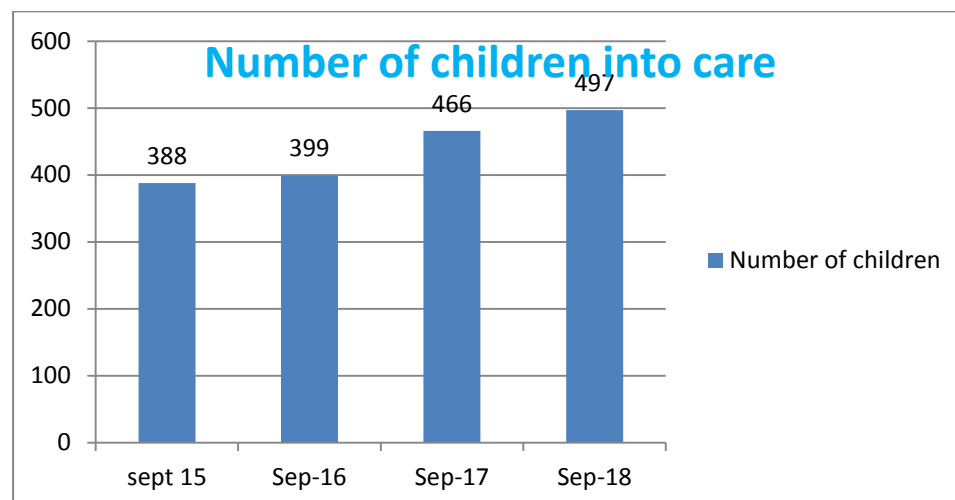
Actions 2018/19

- Arrange regional as well as local training
- Improve attachment awareness in high schools and support action research projects
- Continue to offer training to all schools – develop network days to offer workshops from all services including SEN, Social Care, Educational Psychology.

4. Contextual breakdown of Virtual School cohort

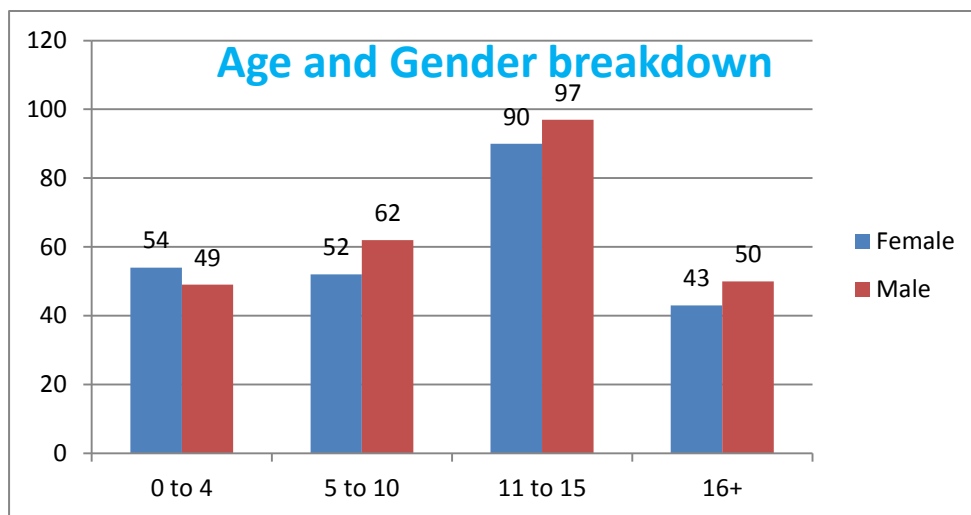
4.1 Population breakdown

The Virtual School supports all children in care, including those who become cared for as a result of nights away from home due to disabilities. Over the last two years the number of children in care has risen across England but the rate of increase has been greater in Cheshire East than that nationally or in statistical neighbour areas. This is shown in the chart below along with the average change per month which has shown a significant increase.

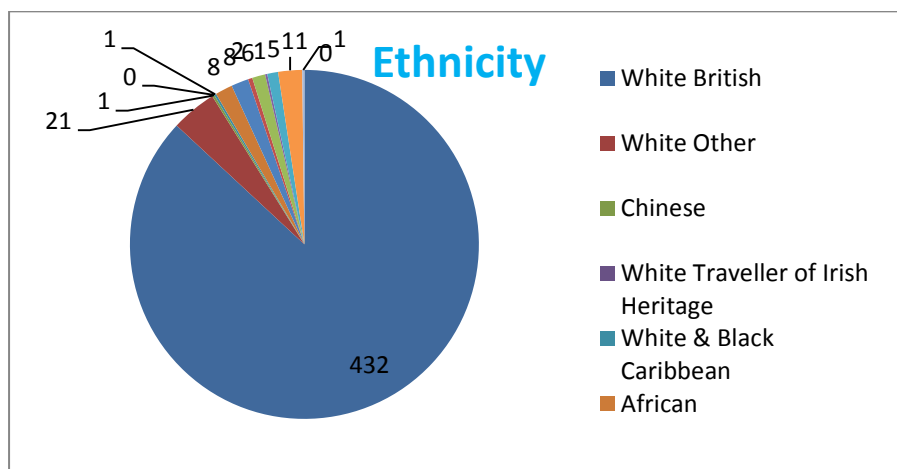


Although young people of any age can access support from the Virtual School the main focus is for those who are expected to be in education or training and so covers the time to the end of the school year when they become eighteen years old. This group also includes unaccompanied asylum seeking children who have been accommodated by Cheshire East. Although only a small group, these young people require intensive support to help them to become familiar with their new life and to allow them to access education, in some cases for the first time and they are supported in this by the Virtual School support worker currently seconded to the Social Care Leaving Care team.

Overall the number of children and young people supported by the school rose from 466 in Sept 2017 to 497 in July 2018, an increase of 6%. All new cases have been supported by the Advisors with no additional staffing but the capacity to support all children effectively is being monitored. The number of boys in care is slightly higher than girls overall, but the chart below shows how this varies with through the various age ranges.

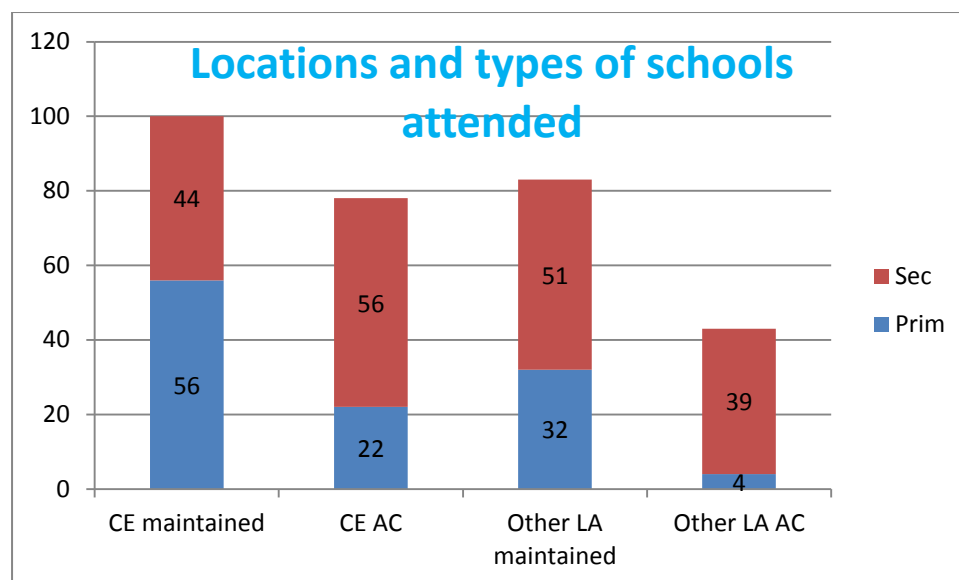


Although there are cared for children from a range of ethnic backgrounds, the vast majority of children in care are White British, as shown in the chart below.



4.2 Schools Location

Whenever possible children will continue to attend the same school when they enter care to provide stability and continuity. This means that the majority of children attend schools in Cheshire East. Where children are placed with long term carers who live outside Cheshire East and when the continuation of a daily journey to their previous school is unreasonable then another school will be found and the admissions process previously outlined instigated. Children with special educational needs are placed by the SEN department of the local authority who administer their plan. This is usually the borough in which the child lives and the child's needs will be assessed and suitable education found. For some SEN children living in Cheshire East there is no suitable or available provision within the borough and so these children travel to neighbouring boroughs to attend school. The charts below show the number of children educated in each type of school (either Maintained or Academy).



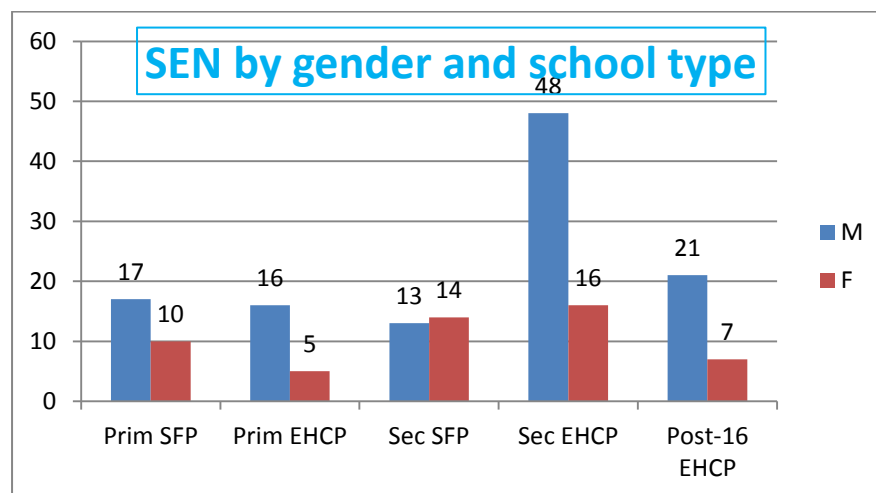
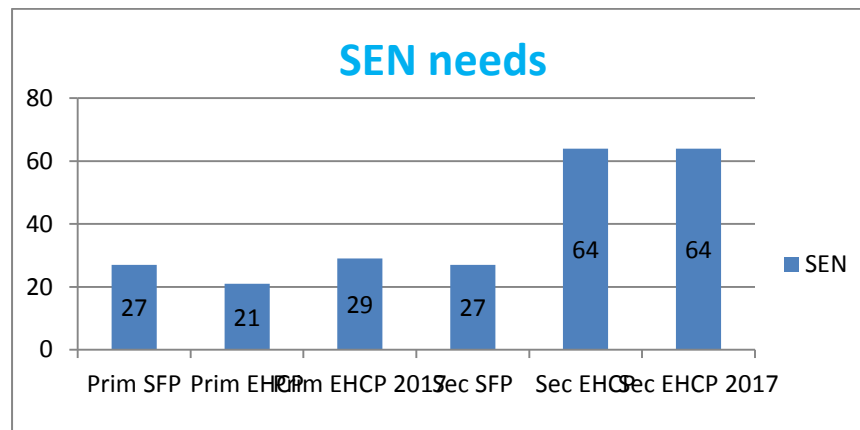
Wherever possible, the principles for placing children in schools rated by Ofsted as 'good' or 'outstanding' are adhered to. Instances when this is not the case may be when a child is already at a school when its rating falls, and a subsequent risk assessment suggests that moving schools would have a greater negative impact than remaining or when a school rated as 'requires improvement' or 'inadequate' offers the best local and personal provision. Where a school has been graded lower than 'good' extra measures are put in place through Virtual School to visit the school in advance of the child being admitted and a full risk assessment put in place to identify positives and areas of need, this supports the VS to establish if the school can meet the student's needs. Regular review meetings are put in place to ensure that the progress of each child is constantly tracked and are rated as RED on PEP.

4.3 Special Educational Needs

Children with Special Educational Needs (SEN) are those deemed to require support in school which is different from and/or additional to that available to all children through good quality teaching.

This can be to support cognition, learning, physical or social/emotional needs. Once a need has been identified the school will try to support 'in house' and will then gather evidence to request further support if necessary. Children will be issued with either a school focus plan (SFP) for in school support or an Education Health and Care Plan (EHCP) when the LA has agreed to assess and has provided additional support either in school or by sourcing a place at a special school.

The overall level of SEN has fallen slightly this year compared to 2017. The charts below show the breakdown of SEN needs within this cohort.



The number of children supported through SFP and EHCP is broadly similar at primary school but through the secondary phase there is an increase in the number whose needs increase to require an EHCP, there is also a huge variance between genders in particular within secondary settings. Children identified as SEN with an EHCP are often very complex and require intensive support from their advisor, which is often compounded as they might be placed outside of area necessitating considerable time and resources spent on traveling to meetings. The number of cases of SFP and EHCP for all children supported in 2017/18 is shown above together with the comparative data for ECHP's in 2017/18.

For SEN cases the following additional support mechanisms were agreed and implemented

- Virtual School to inform SEN of planned moves for cared for children

- Advisors to provide summary of history to be included in consultation documents
- Advisors to provide names of possible schools for consultation as well as those identified by SEN
- Child not to be placed in school without agreement of Virtual School
- Named SEN worker assigned to oversee cases of cared for children
- Guidelines for other councils produced to speed up process of finding schools for children living outside Cheshire East
- Liaison with SEN staff on how to record needs of children not attending or frequently changing schools
- Virtual School to put in place tuition while awaiting a new school place

Impact of these systems

Forty-two of these cases have made successful moves where children have settled well. This includes KS4 pupils who had not engaged with formal education over a long period and who have now become good attenders and completed qualifications.

Only two children did not have a school at the end of the year, one of whom has SEN and who has moved between several local authorities and no school had accepted the consultation while he lived in the vicinity and the second for a Y11 who refused to return to placement and was allowed to live with mother. Despite a range of educational activities being offered this child engaged little and so has not completed any exams but is being supported to find a positive activity in Y12.

The Virtual School established links with SEN teams in all areas to ensure that children are in the correct school and making progress as quickly as possible. Advisors are involved if an application for a needs assessment is made and will be contacted by the SEN team to request any contextual data which may impact on the decision. If a child has a plan then school are asked to review the EHCP at a PEP meeting so that the EHCP targets can be reflected in the PEP although these are not the same as the PEP actions are usually quite short/medium term and specific while the EHCP outcomes are more generalised or long term.

If a school or carer feel that needs are not being met the Virtual School will work with school to ensure that due process is followed and all necessary documents are submitted to the relevant SEN team. There can be a delay when finding a new school for an SEN child, particularly if placed out of Cheshire East while consultations take place and funding agreements are made. Protocols and procedures are now in place to address this.

Forty three children with EHCP attend Special Schools or Independent Special Schools outside of Cheshire East and twelve attend mainstream schools outside the CE borough. In most cases the SEN team in the authority where the child lives administers this EHCP so that all local knowledge can be used regarding transition and school provision. These children are often the most complex and so incidents of school moves are higher than in the general population. This can lead to a delay in finding a new school while files are moved and agreement is made between the SEN teams involved regarding the nature of the education to be sought and the funding arrangements. Plans are in place to streamline this process so that transfers are made swiftly and children can resume learning. Tuition is in place from day 1 and no child is placed without Virtual School agreement.

We have an SEN lead within the VS team, this advisor meets with the SEN lead every 2 weeks to review all Cared for Children and a tracking document is now in place to allow actions and targets to be put in place to ensure swift clear communication and swift interventions in particularly if children are undergoing new assessments or are awaiting school changes due to SEN needs.

Actions 2018/19

- **Increase detail requested from schools re. progress so that support can be better targeted**
- **Further align EHCP and PEPs to focus on actions, interventions and targets**

4.4 Alternative Provision (AP)

For some children, attendance at a mainstream or special school is not possible or appropriate and so they receive an alternative curriculum. In most cases this is arranged and monitored by the child's school and makes up part of their curriculum, perhaps 1 or 2 days per week for a fixed term. Examples of provision attended during include Forest Schools to develop self-confidence and following instructions, animal therapy to gain emotional regulation and extended work placements to increase employability skills and ability to succeed in an adult environment. Such placements are arranged at the PEP and are funded by the Virtual School but managed and overseen by school. In some cases children may be having more severe difficulties and full time alternative provision is required. These are cases when the child's anxiety and behaviour mean that permanent exclusion is likely or when there have been several cases of repeated exclusion. The Virtual School Advisor will be heavily involved in such cases, identifying suitable places and making referrals and visiting the provider to ensure they are regulated to provide a safe, supportive environment and are focussed on achievement and progress. Alternative Provision is also sometimes the best option for pupils moving into Cheshire East, particularly those in Y10 or Y11 who would have difficulty in finding and settling into a new school.

Overview of Year 11 AP

8 Year 11 students were in Alternative provision, all students were accessing full time education with full curriculum offers, and without an AP all students would have not engaged with any education. 3 students moved to AP due to moves in year 11 and two of these being pregnant. 3 had repeated exclusions and non engagement at mainstream school, but engaged within the AP once settled. 2 students who struggled in mainstream then moved to AP and had excellent attendance at The Fermain.

All providers are either independent school registered in their own right or providers listed in the Cheshire East Alternative Providers Directory and have to meet the safety and safeguarding standards required to be in the directory. Providers are asked to give regular reports on the child's progress and to contribute to or attend meetings about the children.

Since 2016 The Virtual School have worked closely with the Fermain Alternative Provision Academy in Macclesfield, places are commissioned by Cheshire East with schools paying a 'top-up' when a child is placed there. The Virtual School purchased five places and provided training to staff in attachment issues and how to support children with traumatic backgrounds in their lessons. Pupil premium funding has been used to help provide a mentor/key worker to support our children, this has had a dramatic effect on the attendance and engagement of children at the Fermain and has allowed the most vulnerable to feel safe, welcome and listened to so that they can make progress in their learning. The Virtual School contributed to the recent inspection of the Fermain Academy which was found to be outstanding.

5. Educational Outcomes

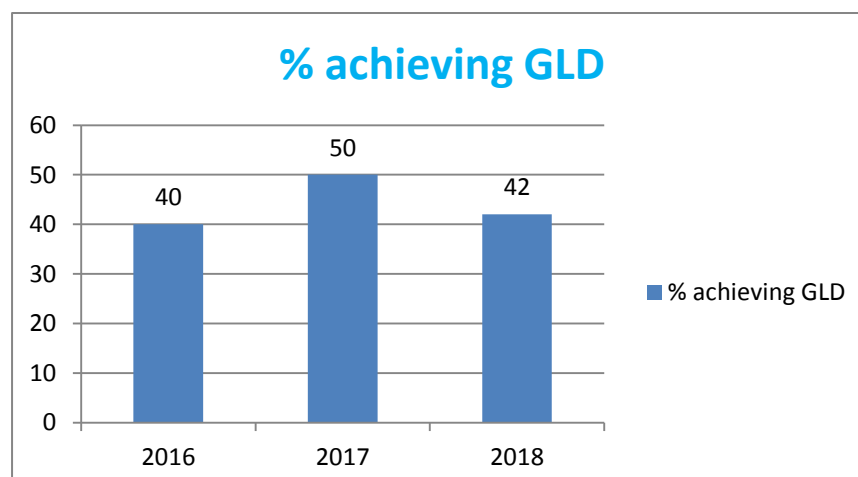
Children are supported in school from the time they enter care although for some this is only a transitory time and they may return home quite quickly. Therefore the data captured and reported at local and national level relates to those children who had been in care for at least twelve months.

5.1 End of Reception- age 5 years

Children are assessed in fifteen skill areas at the end of their Reception year. Those who are assessed as reaching the expected level in the key twelve areas are deemed to have reached a 'Good Level of Development' (GLD) These areas include speech and language, social and emotional development as well as basic literacy and numeracy. Cared for children of this age have often suffered neglect and language skills are frequently under-developed, which in turn inhibits speech and language, communication and literacy skills. All children are entitled to free nursery places in the term following their second birthday and the Virtual School Early Years Advisor will work with the carer and Social Worker from this time to encourage them to take up this offer.

The chart below shows the outcomes for this group over the past 3 years

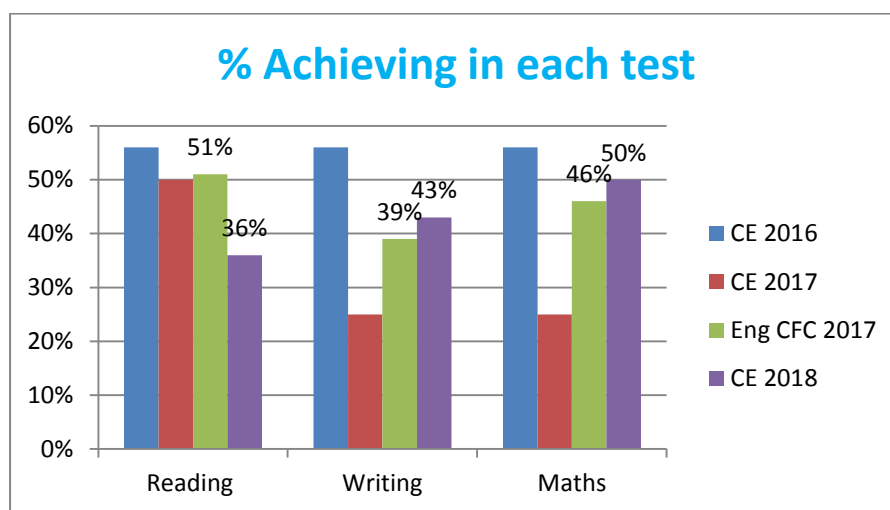
The number in this group has risen from 5 five in 2016 to 8 in 2017 to 12 in 2018. Only 2 of these children have been in care for over 12 months with eight entering care since the start of the last school year.



5.2 End of Key Stage 1 – age 7

The number of children ending KS1 after being in care for 12 months or more has increased to 14, the highest level for the past 4 years. Of these 6 have SEN, including 3 who attend special schools and were not entered as they are operating below the level of the tests.

The number gaining the expected level in reading, writing and maths has increased from 25% to 36%. The results for each test are shown below. Despite the high level of SEN in this group the level of success in writing and maths has increased top above last year's national result. The difference between the reading and writing results is due to one child for whom English is an additional language and who did not manage to achieve the expected level in reading.



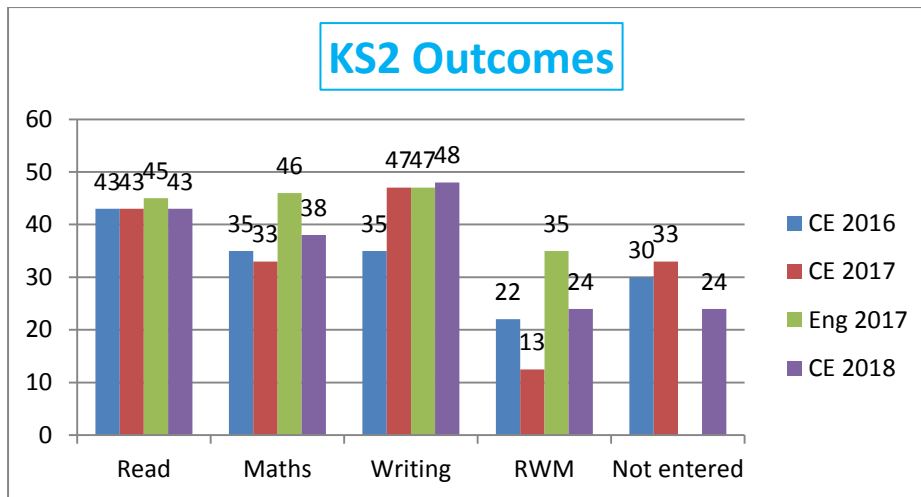
5.3 Key Stage 2 – age 11

The table below shows the outcomes of the 21 pupils who completed Y6 this year and who had been in care for at least 1 year as of 1st April 2018.

While the achievement in reading has remained unchanged there has been an increase in the level of achievement in maths, writing and the percentage of children achieving the expected standard in all three areas.

Outcomes of Year 6 in care for at least 1 year as of 1st April 2018.

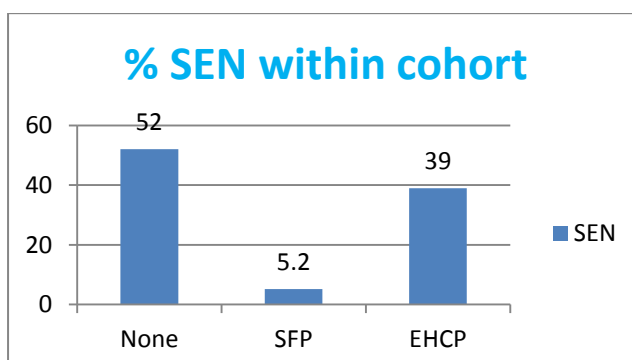
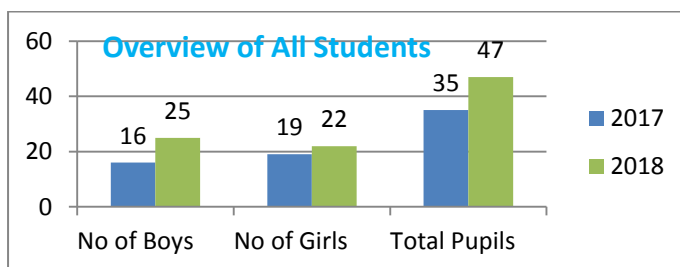
	Reading%	Writing%	Maths%	RWMa %
Met standard	43	48	38	24
Not yet met	38	33	38	52
Did not take	19	19	24	24



This is the third year of the new curriculum and assessment. There was an increase in the overall percentage gaining the expected standard in writing and maths, there is still further work to do to ensure that the level is equal to that for all cared for children. Two children were expected to reach the expected level in all subjects but failed to reach the maths score needed. Of these one child scored 99 while 100 were needed, school are checking this and asking for remarks if appropriate. The second child has shown high levels of anxiety over recent months and has required intense emotional support to manage in school. Due to the small cohort size such cases have a marked impact – had these 2 pupils achieved in all subject the overall level would have increased to 33%. Thirteen pupils were educated in Cheshire East schools and five at special schools.

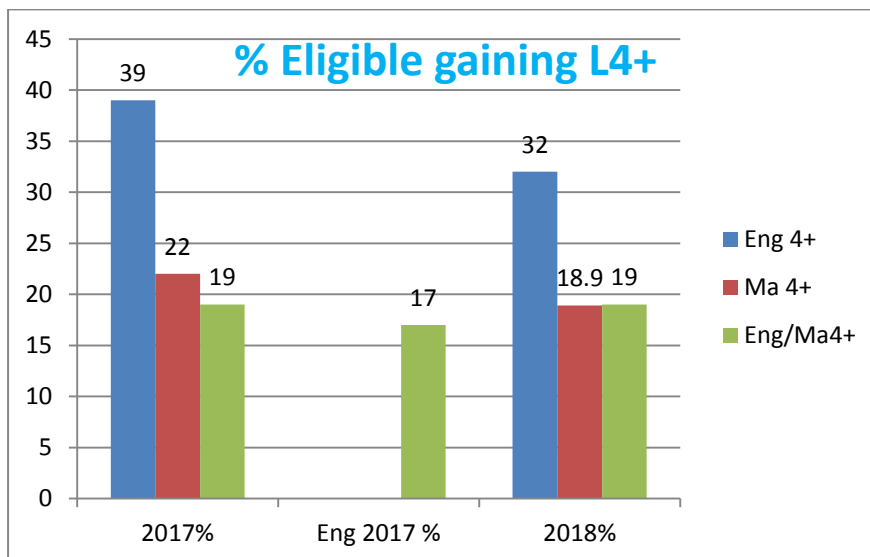
5.4 Key Stage 4

Forty seven pupils ended Year 11 in 2018, of which 37 were eligible. 2017 data is included where appropriate.

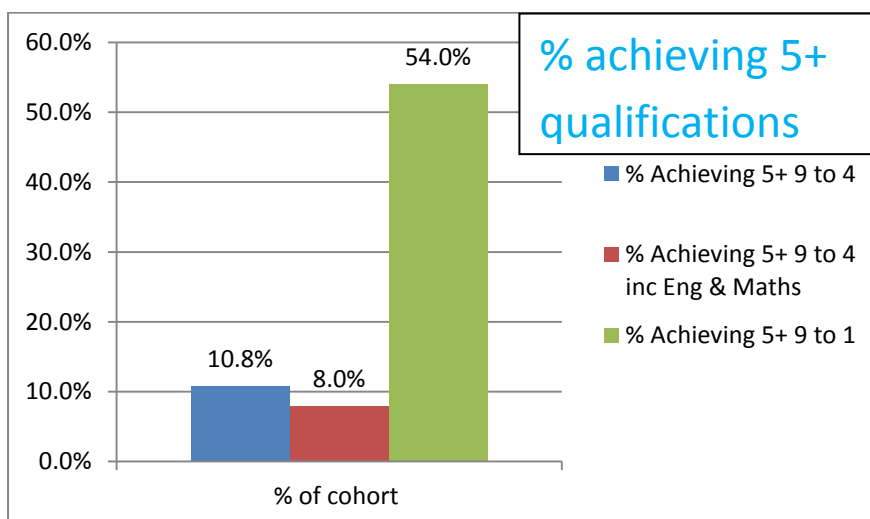


Overall performance measures for KS4 were changed in 2016, 5A*-C were no longer the main indicator and this was replaced with the number gaining 9-4 in maths and English and also the calculated attainment and progress in 8 subjects.

The chart below shows the outcomes for individual and combined core subjects and also the number gaining 4+ higher passes including Maths and English.

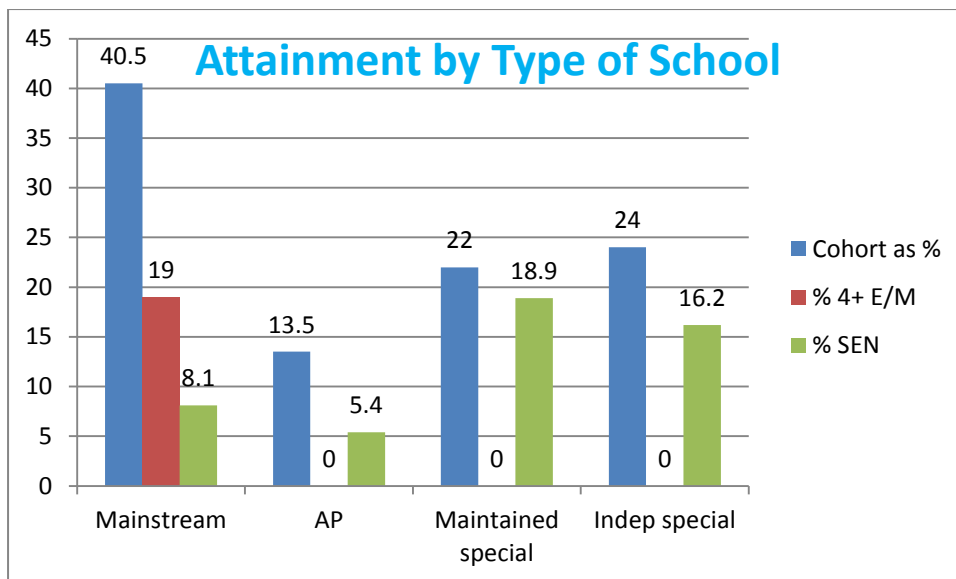


The percentage of pupils who gained Level 4 and above in Maths and English was 19%, which is the same as last year and above National for 2017.



Graph above shows the number % of the cohort that gained 5+ qualifications, over half of the cohort secured GCSE qualifications graded 9-1.

Pupils within the cohort ended Y11 in a range of educational provisions. These are shown in the chart below which also shows the number of SEN pupils in each type. The overall level of SEN within the cohort was 48.6%.

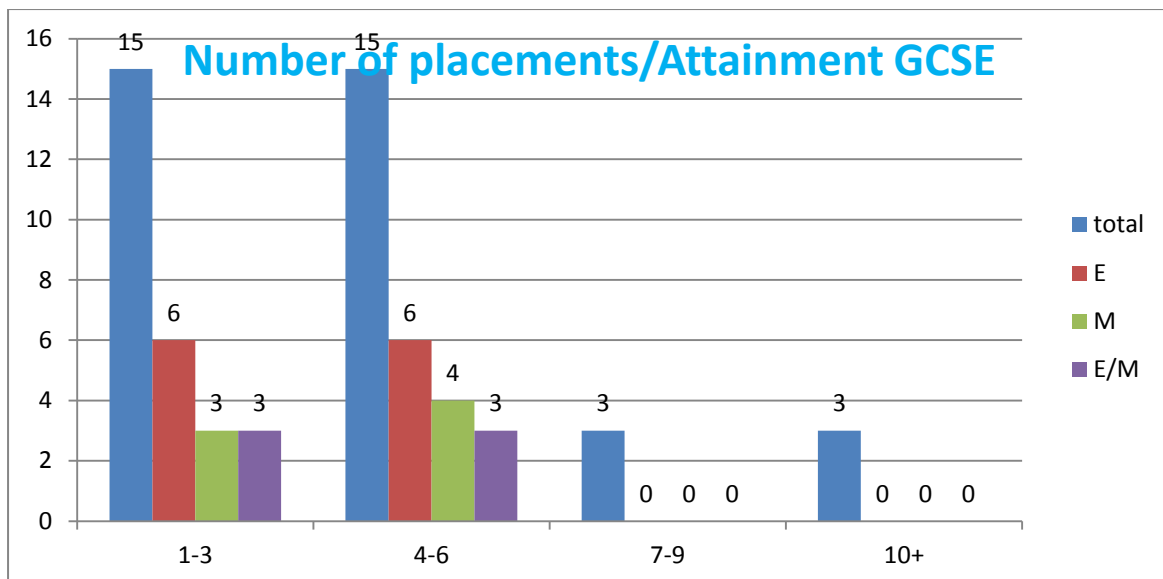


Cohort background

A significant number of children within this group had changes of school and or home placement (43), which increases their vulnerability and makes it harder for them to achieve their potential and target grades. However, there was an improvement to previous attendance and engagement within mainstream settings. Examples included: 4 children who did not attend in year 10 who settled within new provisions in year 11 and made progress, 3 of these were placed new in care at the start of year 11 and moved out of area and 2 more who were refused 2 places at mainstream schools, and 3 for whom the provision was to avoid a permanent exclusion in year 11. Five YR11 pupils were placed in alternative provision.

Care Experience and outcomes

It is recognised that a child's care experience will have a significant impact on how they perform at school. High levels of anxiety about where and with whom they will be living, contact or lack of contact with birth families or a low sense of self worth caused by years of abuse will lower resilience and tenacity needed to meet the demands of GCSE exams. Despite this, with consistent support and adults who understand them, some children manage and succeed. The charts below shows the outcomes and progress for KS4 children based on the number of placement moves which have been found significant although caution is needed before making any generalisations due to the small numbers involved.



Although not statistically significant, this data suggests that the greatest influence was the number of placements.

Actions 2018/19

- Utilise tutor to give additional sessions where needed, especially for pupils on alternative programmes
- Use forecast attainment data throughout the year to identify L3/4 border to ensure challenge within schools through PEP process
- Develop rigorous tracking for pupils not in mainstream, ensuring that this includes mock exams and entry for qualifications which will support progress post-16

Progression of Year 11 Summer 2018

All pupils were supported by their advisor to identify and plan for a suitable post-16 option, table below shows destinations of Year 11 Summer 2018:

Number of students	Post 16 pathway
8	Specialist Provision
2	Bespoke
5	Training provider
22	College
6	Apprenticeship
1	Post 16 Tutor
1	NEET (ESOL student waiting for placement move- will be supported to enrol once moved)

Bespoke programme: Designed to meet the needs of the individual students, they're working towards qualifications and gaining work experience.

Post 16 tutor and Cygnet are re-engagement (not EET). These programmes are provided to students who are unable or unwilling to access formal education (EET). We use these provisions as a 'stepping stone' into more formal pathways so that there is continuous progression for the young people.

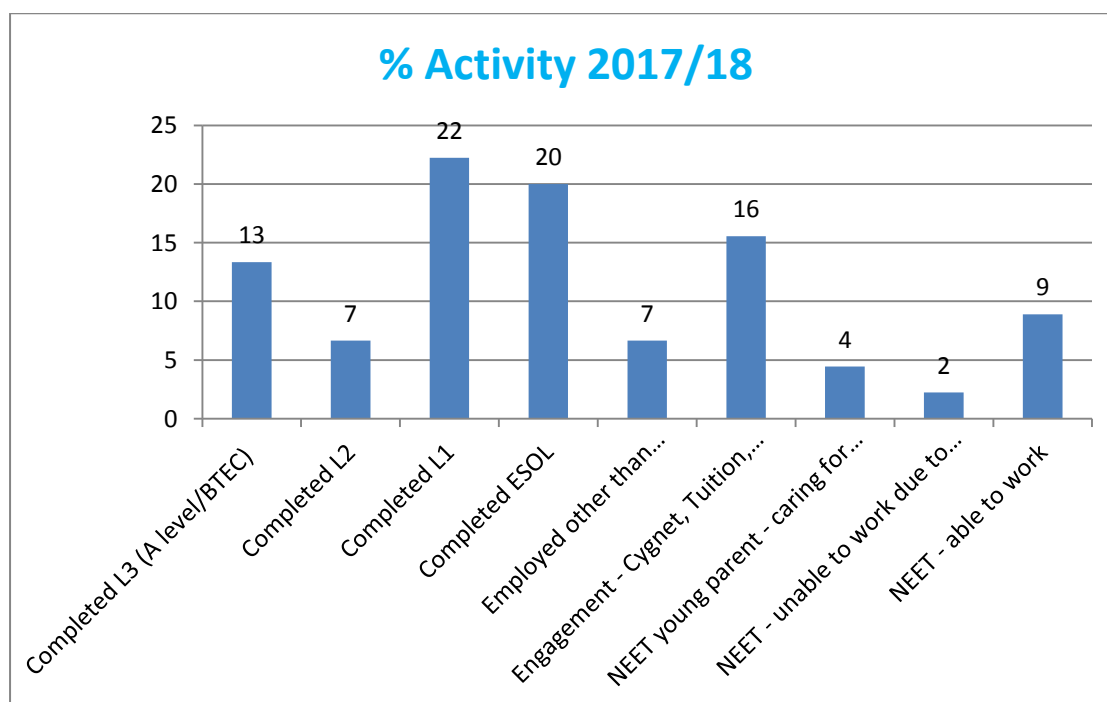
Apprenticeships

We currently have 6 students on an apprenticeship in year 12, this has increased from 2 who are currently in year 13. This is the highest number of students in the past 3 years to successfully secure full time apprenticeship from September.

- RSPCA – working towards L2 caring for animals, English and Maths
- Barlows electrical – traineeship progressing to apprenticeship Jan-March
- Motor mechanic apprenticeship through Stockport college
- Rossendale trust – care worker apprenticeship
- Pear Tree Nursery – Child care apprenticeship
- Leighton Hospital – Clerical apprenticeship

5.5 Post-16

Forty five young people ended Y13 in July 2018 having been supported by the Virtual School Post-16 for two years. All have been monitored and supported throughout this time with forty one accepting the invitation to hold regular PEPs. Whilst there is some fluctuation during the year, the tables below summarise the activity of this group at the end of the year and the likely activity in September.

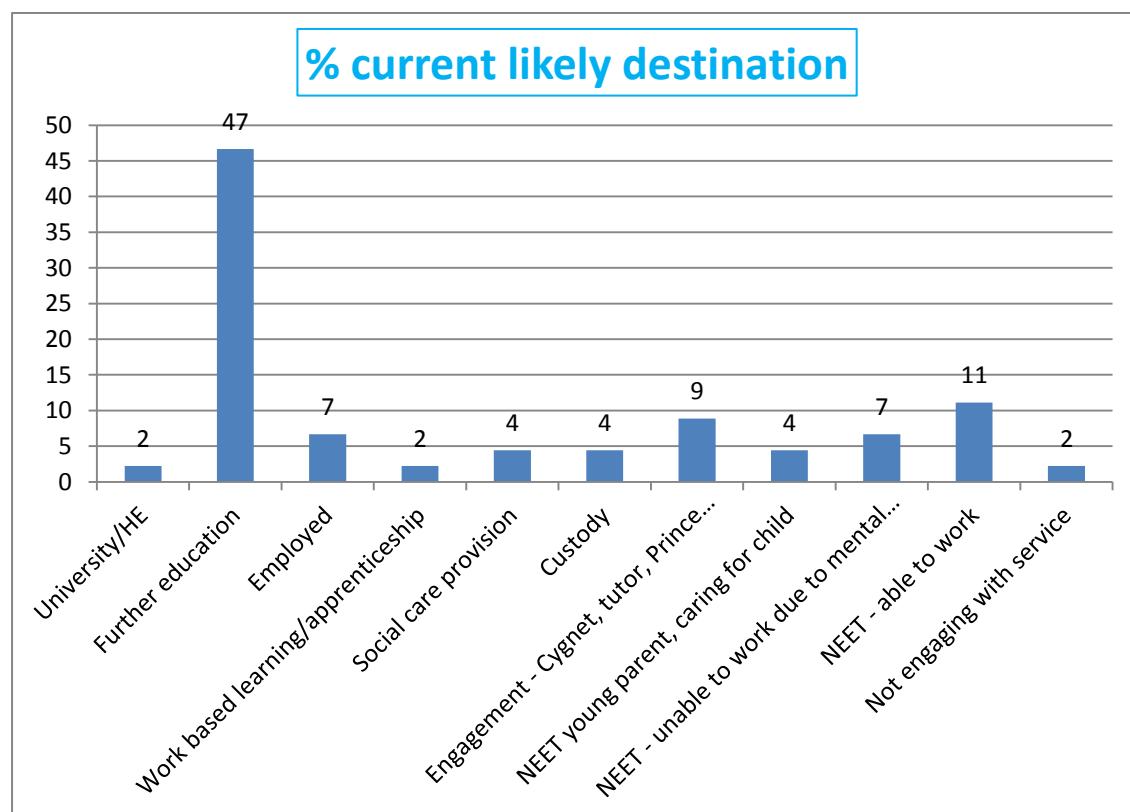


Young people are to be congratulated on their successes. The vast majority have benefited from additional support provided by the Virtual School. As well as an advocate who has been able to make sure their needs are recognised and met, many have had practical support such as additional tuition, purchase of resources or equipment or accompanying to college taster events.

The Virtual School works with Social Care to provide support for all post-16 cared for and care leavers and will help and advice on any case but the VS focus is primarily on young people in the two years after ending statutory school education. These would be in school years 12 and 13 and under the Raising of Participation Age are expected to be in education, employment, training, engagement or volunteering. A Personal Advisor from the permanence through care team leads on supporting and monitoring those above this age, i.e. young people who become 19, 20 and 21.

All young people who are NEET or at risk of becoming NEET are supported by the Virtual School, their Personal Advisor and the Youth Support Service. Cases are also reviewed at the NEET panel (this panel has been introduced this year to allow for regular monitoring and interventions) so that a joint plan can be put into place.

Within the Virtual School team we have a post-16 tutor who has been employed to provide help with coursework, exam preparation and getting into college. The chart below shows the outcomes of the young people who were in education in 2017 - 2018.



As a result of the closer working through the multi-agency SPEED group, data collection and therefore monitoring has become more focussed. Since Jan 2018 data is collected separately for cared for and care leaver young people.

ESOL Students

There are 20 students studying English for Speakers of Other Languages qualifications.

- i) 9 are on pre-entry individual learning plans
- ii) 9 are on E1 qualifications
- iii) 1 is on E2
- iv) 1 is on E3

All of these students will be supported to the next level of learning by their college provider. Some of these students have been supported to access work experience this year through external providers

Overview of Year 12 and 13

Of the 92 young people in year 12 and 13 there are 18 NEET with no destination in place for September

- 2 are in Her Majesties Prison
- 2 are parents
- 9 are not engaging with services (services include Youth Support Service, personal advisers and social workers, virtual school, Youth Engagement Service workers)
- 4 are unable to work due to mental health
- 1 is currently in the process of moving counties and will be offered support once settled into supported accommodation

Attainment overview

Of all the students entered for A2 Levels (1 student) 100% achieved

Of all students entered for AS Levels (3 students) 100% achieved

Of all students entered for L3 quals (7 students) 85.71 % achieved (could be 100%- waiting for info from school)

Of all students entered for L2 quals (7 students) 85.71% achieved

Of all students entered for L1 quals (17 students) 100% achieved

Of the 20 ESOL learners, 9 were on a pre-entry Individual Learning Plan and 11 achieved a qualification

14 students changed provision or did not complete their original options:

1 moved to an apprenticeship- ongoing

3 have moved into employment

2 moved to another course - one completed L1 course, 1 ongoing

2 moved to Cygnet

2 ESOL learners moved out of area mid term

4 became to NEET but continue to be supported by Virtual School team

Actions 2018/19

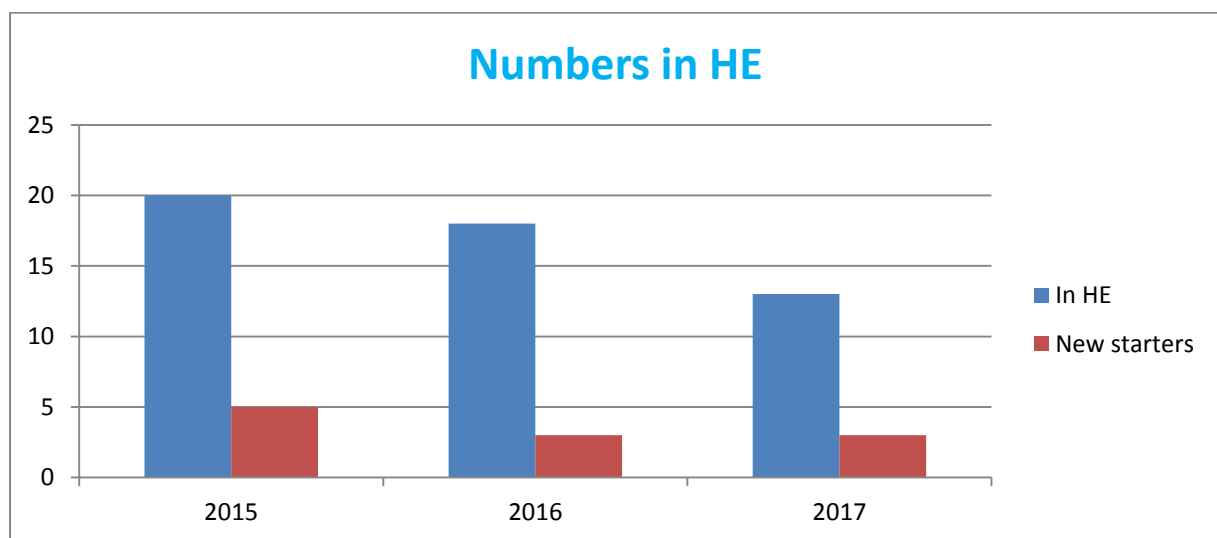
- **Monitor the impact of the post-16 tutor and revised Cygnet programme**
- **Establish targeted support programme for young people without good pass in English and Maths**
- **Continue to work with services to support apprenticeship programmes**

6. Higher Education

All young people are encouraged to consider university as an option and are invited to taster days and events. The uptake for these has been low those attended gave positive feedback regarding information received and contacts made.

The chart below shows the total number of young people in Higher Education. Although this has decreased over recent years the latest national data shows that Cheshire East has 10% of 19-21 year olds in HE compared with 6% in the North West and the whole of England.

The Virtual School will support young people with their applications and this year has provided funding where additional interview costs have been incurred.



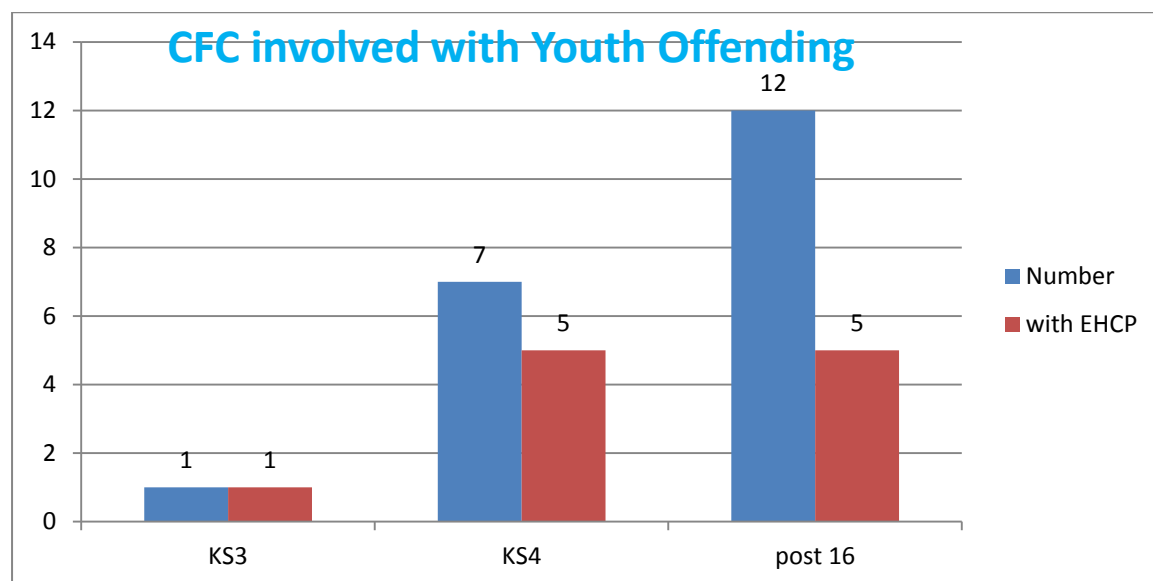
Actions 2017/18

- **Work with local universities to arrange bespoke visits in specific subject areas – initially art/media and health/social care**

7. Cared for children involved with Youth Offending Team (YOT)

The Youth Offending Education Advisor works 50% of her time within the Virtual School. As well as a focus on cases which overlap with YOT she also has a small caseload of other cases.

The chart below shows the ages of these young people and the number of the young people in each group who have or had an EHCP, the proportions of which are much higher than those for the whole cared for population. For this reason the Advisor has made it a priority to build up links with the SEN team and to ensure that processes can be followed swiftly and effectively for any transitions for these young people.



The Virtual School and Youth Support work together for young people who are NEET to try and re-engage them with positive activities. Tuition and Cygnet have been offered but these young people are looking for paid employment although they may not have the skills needed by employers. It is hoped that the revised Cygnet with a greater focus on work experience will be something that these young people will wish to take part in. A post 16 advisor is now in place to continue to work with all young people to support ongoing reduction of NEET figure.

Actions 2018/19

- Youth Justice Service to provide quarterly data on engagement of pre and post-16
- Joint supervision of shared advisor

8. Development Priorities for 2018-19

In addition to the specific actions included in the various sections of the report the Virtual School has identified the following priority areas and key actions to be addressed this year.

1. Continue to provide support and interventions for schools and children to improve outcomes, evaluating the impact of the intervention and use of Pupil Premium.
Monitor requests and impact of Pupil Premium and develop a system to ensure schools are made accountable for impact.
Increase targeted support and interventions for pupils in Y6, 11 and post-16
2. Identify and implement changes resulting from the Social Care Bill which includes Virtual School Head teacher to have responsibilities for previously looked after children as well as looked after and to promote mental health and attachment awareness in schools
Summarise changes in draft statutory guidance and produce models for implementation and impact
Evaluate models and make changes to staffing structure and use of funding
3. Monitor the impact of commissioned and front line services through engagement, progress and outcomes
Work with procurement and commissioning to develop monitoring process for commissioned services
Increase direct supervision of commissioned service and clarify expectations to be achieved
4. Implement the self- assessment tool for use with and by schools to improve their practice and support for cared for children
Identify schools where progress is below expected and use self-evaluation to plan for improvement
Share best practice where pupils achieve above expectations
5. Continue to develop the design of the ePEP and be in place in all secondary schools
Adapt ePEP following school feedback
Create new My Voice in line with Signs of Safety



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for Education

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15 October 2018

To Kath O'Dwyer
Chief Executive
Cheshire East Council

Follow up visit by National Implementation Adviser for Care Leavers.

Dear Kath

Thank you for hosting my follow up visit on 15 October. During the follow up visit I heard about the rapid progress you have made to your offer to care leavers since my two day formal visit earlier this year. I heard about the progress you have made regarding the new Corporate Parenting Duties that came into force on 1st April and how your elected members have embraced a 'Championing' approach which in essence enables elected members to get into the detail of the offer to care leavers. The housing offer and opportunities in the family business are two examples of where elected members have paid particular attention and as a result your Ignition Panel is ensuring that the Housing offer is good and data relating to EET has improved.

I also heard of your ambition to ensure care leavers have an offer from health up to 25yrs that is outside of eligibility and based on a needs led approach with clear ideas of redesigning a service to meet that need. Alongside this I heard about closer working relationships with your key partner agencies – DWP, Family Nurse Partnership, Mentors for care leavers through a commissioned approach with Pure Insight and a specialist worker in the team to support your UASC young people.

And finally how you have captured the voice of care leavers by engaging them in the co-production of the local offer which has extended to them being at the Corporate Parenting Board to ask the question 'is this good enough for your child'.

What I heard and saw is a very strong offer to care leavers and I look forward to seeing you in the new year.

M. Riddell MBE

Mark Riddell MBE

National Implementation Adviser for Care Leavers

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Corporate Parenting Strategy, 2018-20

our Pledge to Cared for Children and Care Leavers



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Foreword

In Cheshire East, we believe that corporate parenting is one of the most important responsibilities held by elected members, partner agencies, and individual staff working with children and young people in the care of the local authority. It is critical that we get this right. Their experiences in early childhood through to their teenage years will shape their future happiness and set the foundations for what they can achieve throughout their adult lives.

Being a good corporate parent means; working together to advocate and champion the needs of cared for children and care leavers in everything we do, having high aspirations for their future, keeping them safe, happy and healthy and supporting them into adulthood. It also means celebrating their successes and supporting them when things don't go so well. In summary, doing what any good parent would do for their own child.

Listening to children and young people is at the heart of our plans. This strategy has been co-produced with them. The 'Pledges' that we make to them as their corporate parents are based on the things that they have told us matter most to them.

The commitment to improving the lives of our cared for children and care leavers is more than a priority; it is the way in which we behave, think and feel about our young people in every aspect of our work. Through the implementation of this strategy, we intend to improve the experiences and outcomes for all our Cheshire East cared for children and care leavers.



Mark Palethorpe
Executive Director of People
(Interim)



Cllr Jos Saunders
Portfolio Holder for Children &
Families





1. Introduction

Corporate Parenting is the term used to describe our **collective responsibility to ensure the best outcomes** for children in the care of Cheshire East Council, and those young people who have left our care. All agencies within the local authority have a responsibility and role to play in enriching the lives of these children and young people, who are amongst the most vulnerable in our borough.

As corporate parents, it is our role to ensure that they are safe, happy, and given every opportunity to achieve their full potential. '**Being a good corporate parent**' is a key outcome of this strategy. This means we will seek the **same outcomes for children and young people in care that every good parent would want for their own children** or children within their family.

Corporate Parenting is about **all parts of the Council, partner agencies and health service working together** to ensure that services are appropriate to meet the needs of, and improve the outcomes for Cared for Children and Care leavers across a range of services, including housing, health and leisure as well as those specifically for children and young people.

In 2017 the Children and Social Work Act introduced a set of **Corporate Parenting Principles** for children in care and care leavers up to the age of 25 years. For the first time, it enshrined our collective responsibilities in a duty to:

- ✓ Act in the best interests, and **promote the physical and mental health and well-being** of children in care and care leavers;
- ✓ Encourage those children and young people to **express their views, wishes and feelings**;
- ✓ **Take into account the views, wishes and feelings** of those children and young people;
- ✓ Help those children and young people **gain access to, and make best use of, services provided by the local authority and its relevant partners**;
- ✓ **Promote high aspirations**, and seek to **secure the best outcomes** for those children and young people;
- ✓ **Be safe, have stability** in their home lives, relationships and education or work;
- ✓ **Prepare** those children and young people **for adulthood and independent living**.





2. Our vision for corporate parenting

As ambitious corporate parents, we want every cared for child and care leaver in Cheshire East to be safe, happy, healthy and to reach their full potential.



This strategy sets out a **number of pledges we are making to our cared for children and care leavers**. These are based on what these children and young people have told us will make the most difference to their lives. This document will be **youth proofed** by these young people, so that they are clear, in the simplest of terms, what our pledges are to them.

Pledge One

We will be a good corporate parent

Pledge Two

We will improve education, employment and employment outcomes

Pledge Three

We will work to achieve permanence and keep children safe

Pledge Four

We will improve health and wellbeing outcomes

Pledge Five

We will prepare young people for adulthood





3. Pledge One

We will be a good corporate parent

Staff and elected members will understand their roles and responsibilities and be **ambitious corporate parents, who advocate and champion** the needs of cared for children and care leavers in everything they do.

We will **know ourselves and the needs of our children and young people well** and design and deliver services that meet these needs.

Decisions about children and young people's lives, and the services that support them, **will be made with them and for them**. We will always value their views.





4. Pledge Two



We will improve education, employment and training outcomes

We will have **high aspirations** for every child and young person and will **help them to achieve their ambitions**, using opportunities in the 'family business' and our contacts so that they can be **happy and successful** in their education, training and employment.

Every child and young person will have an **education plan** that is **targeted** to enable them to reach their full **potential**

We will strive to that ensure that every child and young person will have **access to consistent, high quality, well matched, full time opportunities.**

GOAL ACHIEVED





5. Pledge Three

We will work to achieve permanence and keep children safe

We will strive to ensure that every child and young person will have the **opportunity to live in a good, safe home locally**, either with their family or in another permanent home. All decisions will be made and reviewed with them without delay.

We will **respect those people who are important to our children and young people** and make sure that these safe relationships are sustained.

We will **keep children and young people safe.**



6. Pledge Four

We will improve health and wellbeing outcomes

We are committed to **understanding the health needs** of our children and young people **as early as possible** and to ensure they are **given the highest priority** in every service.

We will **equip** our children and young people to have **high aspirations for their own health**.



7. Pledge Five

We will prepare young people for adulthood

We will **support young people early with the skills needed** to prepare for their future through access to a range of good quality services.

We will be a **consistent guide** for our young people. We will **celebrate their successes** and **support them when things don't go well**.

We will **respect our care leavers as young adults** and adapt our relationships to their needs.





8. Governance

All relevant partners in Cheshire East are committed to supporting and improving the outcomes of cared for children and care leavers. A number of multi-agency workstream groups have been established to deliver the pledges within this strategy.

The **Corporate Parenting Committee**, established in May 2016, is a cross-party advisory committee appointed by Cheshire East's Cabinet. It has 12 Members who are appointed on a politically proportionate basis and nominated by the political groups. The Committee's role as an advisory committee to the Cabinet is to ensure that the Council effectively discharges its role as Corporate Parent for all children and young people in care and care leavers from 0- 25 years of age and holds partners to account for the discharge of their responsibilities.

Performance reporting and impact will be scrutinised by the Corporate Parenting Committee, along with issues and risks. The Committee will prepare an **Annual Report** each year that will be reported to the **Cabinet** and the **Children and Families Overview and Scrutiny Committee**.

Five Workstream Groups, aligned to the five pledge areas, have been established to ensure that this strategy is delivered effectively.

The Chair of each workstream attends the **Corporate Parenting Strategy Group**. This group has an overview across the workstreams to ensure any risks and issues are identified and that overall progress is being made in achieving the strategy outcomes.

A corporate parenting **governance chart** is attached at Appendix 1.

9. Action Plan 2018 – 2021

The action plan at Appendix 1 sets out the key actions we will do to achieve the outcomes and pledges within this strategy.





How we will know if we have been successful

Measuring Success

Ultimately we will evaluate our success against the difference we make to the lives of our children and young people. We will use the following sources to inform us on how well we are performing, what's working well, and where we need to take action to achieve change. Our key indicators for success are included in Appendix 3.

Qualitative Measures

We will check if our practice is making a positive difference to the experiences of cared for children and care leavers through our audits. This includes talking to them about their experiences.

Performance Measures

A corporate parenting scorecard, aligned to this strategy, will be reported to the Corporate Parenting Committee on a quarterly basis.



How will we check success

There are a number of scrutiny arrangements. This will be reviewed and updated quarterly by the **Corporate Parenting Strategy Group** to ensure the delivery of this strategy.

Co-production with Cared for Children and Care Leavers

We will continue to maximise all opportunities to co-produce our services with cared for children and care leavers. Our action plan includes a range of developments to strengthen these relationships. Senior officers and elected members will





meet regularly with 'My Voice' to discuss what is working well, what they are worried about and what we need to do about it. We will also continue to talk to young people as part of our audit process. This strategy also includes extending our participation plans to reach more young people.

Feedback from Families

A feedback survey has been developed to gain feedback on the quality of our services and their experiences from children, young people, parents and carers. Feedback from families will also be sought through the audit process. This feedback will inform further service developments.

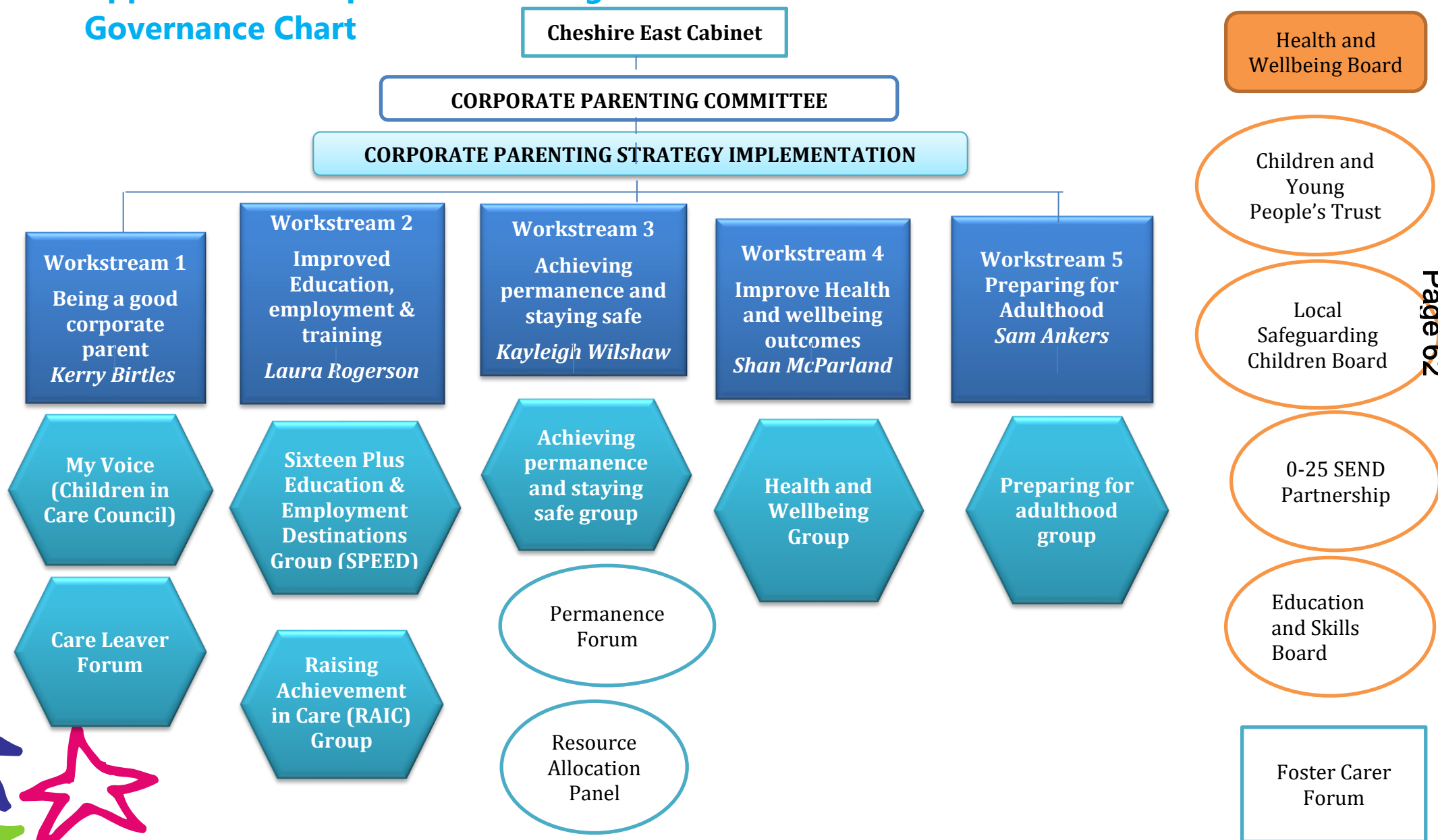
Feedback from Practitioners

Feedback from practitioners will also be sought through elected member frontline visits, training questionnaires and audit. We will also be informed by the annual staff survey.





Appendix 1 – Corporate Parenting Governance Chart





Appendix 2 - Corporate Parenting Strategy Action Plan

Pledge 1 – Being a Good Corporate Parent	
Lead for delivery:	Head of Cared for Children and Care Leavers
Workstream Group	Being a Good Corporate Parent

How we will deliver on our pledge

Ref	Action	Completion date	Lead	Success measure
Staff and elected members will understand their roles and responsibilities and be ambitious corporate parents, who advocate and champion the needs of cared for children and care leavers in everything they do.				
1a	Strengthen the governance around corporate parenting to deliver the revised strategy	September 2018	Head of Cared for Children and Care Leavers	New governance structure in place to deliver the Corporate Parenting Strategy
1b	Improve arrangements around induction in relation to the corporate parent role	December 2018	Head of Cared for Children and Care Leavers	New induction booklet and programme in place for new Members
1c	Establish a range of learning and development opportunities around corporate parenting	January 2018	Being a Good Corporate Parent workstream	There is an improved awareness about corporate parenting
1d	Develop a communication and engagement plan	November 2018	Communications lead	There is an improved the awareness and ownership around corporate parenting





Ref	Action	Completion date	Lead	Success measure
1e	Establish a visual identity for corporate parenting in Cheshire East	September 2018	Communications lead	Communications around corporate parenting are easily recognisable
1f	Establish Elected Member frontline visits to cared for services and aligned to the corporate parenting outcomes	December 2018	Head of Children's Developments & Partnerships	Annual rota of frontline visits in place and changing practice
1g	Establish feedback from elected members as a standing item slot on Corporate Parenting Committee	November 2018	Corporate Parenting Committee	Members are actively involved in the Committee and sharing their experiences
1h	Develop pen profiles for key corporate parents to share with our cared for children and care leavers	November 2018	Corporate Parenting Committee	Our cared for children and care leavers know who we are as their corporate parents
1i	Strengthen the scrutiny and challenge role around cared for children and care leavers through use of LGA documents etc and aligning Committee members to strategy pledges	November 2018	Corporate Parenting Committee	Corporate Parenting Committee minutes evidence scrutiny of key issues
1j	Work with children and young people in care and care leavers to change the language of care	December 2018	Participation Team	New language agreed and being used
1k	Establish a 'resource bank' of our corporate parent skills, including contacts in the family business'	February 2019	Being a Good Corporate Parent workstream	Resource bank in place and being used to benefit cared for children and care leavers





We will know ourselves and the needs of our children and young people well and design and deliver services that meet these needs.

1l	Work with young people to 'youth proof' our pledges	November 2018	Participation Team	Young people engaged and youth proofed plan in place
1m	Train all key staff in Signs of Safety (SoS) to equip them with the tools to help children and young to understand why they have come into care.	April 2019	Signs of Safety Project Manager	All key staff trained and using learning to change practice
1n	Align our corporate parenting scorecard with the new strategy	October 2018	Corporate Parenting Strategy Group	We are measuring what matters and can see if our actions are making a difference
1o	Include in annual report how that learning from audits, complaints etc shape service developments	May 2019	Head of Cared for Children and Care Leavers	We are learning from complaints etc and changing our services to improve
1p	Establish a calendar of opportunities for elected members and senior managers to listen to cared for children and young people	December 2018	Head of Cared for Children and Care Leavers	Cared for children and care leavers know who their corporate parents are
1q	Offer an extended range of 'takeover' opportunities for young people to take over roles of senior managers and elected members.	October 2018	Participation Team	Improved relationships between corporate parents and children and young people

Decisions about children and young people's lives, and the services that support them, will be made with them and for them. We will always value their views.

1r	Develop a forward plan of engagement with young people around service development	December 2018	Head of Cared for Children and Care Leavers	Children and young people design the services that they use – they are involved from an earlier age
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1s	Rebrand and launch a new Children in Care Council, 'My Voice'	September 2018	Participation Team	Increase in the number of young people regularly attending My Voice
1t	Co-produce the 'Star Celebrations' with young people	November 2018	Participation Team	Children report that they feel appreciated and that their qualities are celebrated
1u	Extend the use of social media to involve children and young people	March 2018	Participation Team	Increase in young people engaging with the service through social media
1v	Ensure that cared for children and young people are included on all recruitment panels for key staff	Ongoing	Participation Team	Children and young people can relate to those staff working with them
1w	Recommission our advocacy and independent visitor contract	April 2019	Head of Children's Commissioning	Advocacy and Independent Visitor service offers a high quality service for cared for children and young people that makes a difference to their lives
1x	Continue to grow care leaver representation in key decision making forums	April 2019	Care Leavers Team Manager	Representative on fostering Panel, Ignition panel and other key decision making forums
1y	Extend the number of services achieving an 'Investors in Children' award	March 2019	Service Manager, Cared for Children and Care Leavers/Head of Safeguarding	Number of services that achieve Investors in Children Award to demonstrate a 'you said, we did' approach to young people
1z	Continue to hold statutory review meetings for children in a way that engages them positively	April 2019	Head of Safeguarding	Children feedback positively on their statutory review meetings





Pledge 2 – We will improve education, employment and training outcomes

Lead for delivery:	Headteacher, Virtual School
Workstream Group	Improve Education, Employment and Training

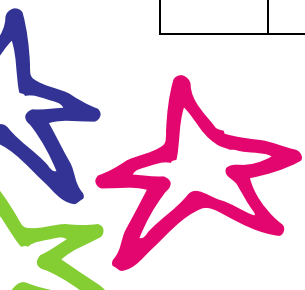
How we will deliver on our pledge

Ref	Action	Completion date	Lead	Success measure
We will have high aspirations for every child and young person and will help them to achieve their ambitions, using opportunities in the 'family business' and our contacts so that they can be happy and successful in their education, training and employment.				
2a	Implement changes resulting from the Children and Social Work Act 2017 for the Virtual School to have responsibilities for previously cared for children	March 2019	Virtual Headteacher	All eligible young people are supported by the Virtual School
2b	Introduce tutors within KS4 to support individual students to improve attainment outcomes	December 2018	Virtual Headteacher	Increase in the number of students achieving L4+ in English and Maths.
2c	Develop careers and aspirations events across Cheshire East to enable young people to access support and information	January 2018	Virtual Headteacher	Young people have more confidence and resilience and are better prepared for adulthood
2d	Establish a bank of apprenticeship programmes both within the Council and partner agencies	March 2019	Virtual Headteacher	Young people have access to a wider range of opportunities
2e	Engage with My Voice effectively to guide and steer post-16 programmes and support	January 2019	Virtual Headteacher	Post-16 programmes and support better meet young people's needs





Ref	Action	Completion date	Lead	Success measure
Every child and young person will have an education plan that is targeted to enable them to reach their full potential				
2f	Roll out the ePEP (Electronic Personal Education Plan), including training, to all schools	August 2019	ICT Lead	Improved ease of completion, security and efficiency.
2h	Further work to co-ordinate EHCP reviews within PEP process and the statutory cared for review process	April 2019	Virtual Headteacher/Head of SEND	Evidence of robust monitoring is in place
2i	Implement a PEP training programme for new Designated Lead Teacher	January 2019	Virtual Headteacher	Increased number of good/outstanding PEPs
2j	Ensure that all secondary schools are using the audit to review practice and procedures in schools and that we use the feedback to shape service developments	July 2019	Virtual Headteacher	Improved quality of practice in schools
We will strive to that ensure that every child and young person will have access to consistent, high quality, well matched, full time opportunities				
2k	New Virtual headteacher to review impact and effectiveness of current arrangements	January 2019	Virtual Headteacher	Assurances are in place that Virtual School interventions are targeted and lead to improved outcomes
2l	Work with schools (in particular, special schools) to improve attendance	March 2019	Virtual Headteacher	Reduction in persistent absence figures, in particular within special schools
2m	Work with Alternative Provisions to improve the KS4 outcomes of students	September 2019	Virtual Headteacher	Improved KS4 outcomes





Pledge 3 – We will work to achieve permanence and keep children safe

Lead for delivery:	Service Manager Cared for Children and Care Leavers
Workstream Lead	Achieving Permanence and Staying Safe

How we will deliver on our pledge

Ref	Action	Completion date	Lead	Success measure
We will strive to ensure that every child and young person will have the opportunity to live in a good, safe home locally, either with their family or in another permanent home. All decisions will be made and reviewed with them without delay.				
3a	Embed Permanency Forum arrangements	October 2018	Head of Cared for Children and Care Leavers/Head of CiN/CP	All children are monitored to ensure there is no drift and delay in achieving permanency
3b	Strengthen the CP scorecard to provide greater scrutiny around permanence	October 2018	Head of Cared for Children and Care Leavers/Head of Safeguarding	Permanence scorecard developed and being use at performance scrutiny sessions
3c	Launch revised permanency policy	October 2018	Head of Cared for Children and Care Leavers	Practitioners are clear on the policy and procedures around permanence
3d	Deliver training and support around new permanency policy	January 2019	Head of Cared for Children and Care Leavers	All staff understand the requirements of the new permanency policy
3e	Recommission Children's residential provision	December 2019	Children's Commissioning Manager	Reduction in children placed outside of Cheshire East
3f	Establish care hubs	April 2019	Children's Commissioning Manager	Better short term care leading to more timely permanency plans for young people





Ref	Action	Completion date	Lead	Success measure
3g	Launch phase 2 of the Foster4 collaboration	January 2019	Service Manager, Fostering	Increase in in-house fostering provision
3h	Increase the percentage of children matched to their foster families in a timely way	April 2019	Service Manager, Cared for Children	All matches to be coordinated from the permanency forum to the fostering panel.
3i	Increase the number of stability meetings taking place to prevent placement breakdown	April 2019	Service Manager, Cared for Children	Increase in long term placement stability
3j	Permanency forum to drive action to discharge children and young people from care that no longer need to be in care	November 2018	Head of Service, Cared for Children	Reduction in the number of children and young people living at home and in care
3k	Increase the availability of potential local adopters through a focused recruitment strategy	April 2019	Adoption Counts	Greater number of children and young people alieving adoption locally
We will respect those people who are important to our children and young people and make sure that these safe relationships are sustained				
3l	Train the trainers to deliver the Signs of Safety Family finding and connectedness model	July 2018	Project Manager, SOS	To have 2 key officers trained in the model
3m	Roll out phase 1 training of the SoS Family finding and connectedness model training to all relevant staff	December 2018	Family Finding Coordinator	To have a broad audience of frontline practitioners trained in the model





Ref	Action	Completion date	Lead	Success measure
3n	Develop genograms for all children entering care and those transitioning to adulthood	March 2019	Family Finding Coordinator	Children entering care and those transitioning to adulthood will be connected to their natural network
We will keep children and young people safe.				
3o	Review and amend the Joint Working Protocol around 16/17 year olds who present as homeless	August 2018	Head of Cared for Children and Care Leavers/Housing Lead	We intervene earlier to ensure that 16/17 year olds who present as homeless are safe
3p	Embed a rapid multi-agency response to children and young people who go missing	December 2018	Head of Cared for Children and Care Leavers	Recommission on missing provider complete. Reduction in the number of missing episodes of vulnerable young people
3q	Embed a culture of early identification of CSE and respond with services that reduce risks	November 2018	Head of Cared for Children and Care Leavers/Head of Safeguarding	Numbers of children and young people identified as being at risk of CSE – multi-agency response in place
3r	Develop robust arrangements for children at home assessments of permanency safety	November 2018	Head of Cared for Children and Care Leavers/Head of CIN/CP	Children do not remain at home unsafe and timely decision are made to provide permanent alternative arrangements
3s	Embed strategy meetings as a tool to identify risks to children from a multi-agency perspective	April 2018	Service Manager, Cared for Children	Increase in number of strategy meetings, leading to reduced risks for children and young people





Pledge 4 – We will improve health and wellbeing outcomes

Lead for delivery:	Designated Nurse Looked After Children and Care Leavers
Workstream Lead	Health and Wellbeing Outcomes Group

How we will deliver on our pledge

Ref	Action	Completion date	Lead	Success measure
We are committed to understanding the health needs of our children and young people as early as possible and to ensure they are given the highest priority in every service.				
4a	Produce Annual Health Report and present to the Corporate Parenting Committee	November 2018	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Corporate Parenting Committee have a good overview of the health needs of cared for children and care leavers
4b	Review of escalation pathway to identify areas for action in the event of delayed notification of a child entering care, or a delay in the initial health assessment being completed.	October 2018	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Delays are prevented
4c	Review of the Quality Assurance (QA) tool used to assess the quality of completed health assessments.	December 2018	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Improvements in the quality of completed health assessments.





4d	Use findings from an audit of completed QA tools to identify areas for improvement, training needs of health professionals and highlight good quality practice	January 2019	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Good practice is developed and shared
4e	Review the process for requesting review health assessments	December 2018	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Improved timeliness in requesting review health assessments
4f	Raise awareness and knowledge of health and wellbeing issues that affect our cared for children and care leavers in all community settings, including schools.	March 2019	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Better awareness of children's health needs. Training and development needs to be identified.
4g	Ensure cared for children and care leavers are identified as a priority group within the Local Transformation Programme.	March 2019	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Cared for children's health needs are prioritised
4h	Develop system to track children and young people being received by the CCG and Provider Trust	December 2019	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Assurance is in place that outcomes are monitored, reviewed and updated.
4i	Develop a robust pathway for notification and liaison with receiving CCG and Provider Trust	January 2019	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Health intervention is consistent and maintained





We will equip our children and young people to have high aspirations for their own health.				
4j	Work with all relevant young people to develop their health passports	March 2019	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	All relevant children have health passports when completing review health assessments from aged 16
4k	Involve children and young people in decision making about their own health	December 2018	Designated Nurse and Named Nurse, Looked After Children and Care Leavers	Children and young people will feel more able to begin taking responsibility for their own health





Pledge 5 – We will prepare young people for adulthood

Lead for delivery:	Cared for Children and Care Leavers Manager
Workstream Lead	Preparing for Adulthood

How we will deliver on our pledge

Ref	Action	Completion date	Lead	Success measure
We will support young people early with the skills needed to prepare for their future through access to a range of good quality services.				
5a	Co-produce local offer with care leavers	October 2018	Care Leavers Team Manager	Local offer is in place and accessible to care leavers
5b	Annual review of local offer led by care leavers	July 2019	Care Leavers Team Manager	Local offer is up to date and relevant
5c	Relaunch the independence packs including the introduction of a platinum pack to be used with care leavers in their own property. Champion the packs across foster carers, PA's and social workers and accommodation providers.	March 2018	Care Leavers Team Manager	Better uptake and use of independence packs
5d	Run readiness for independence courses across the borough for our young people.	March 2018	Care Leavers Team Manager	Young people report that they are better prepared for independence
5e	Promote the use of ASDAN courses in developing independence skills.	December 2018	Care Leavers Team Manager	Young people report that they are better prepared for independence





5f	Implement extended NEET programme, subject to outcome of ESF bid	January 2019	Care Leavers Team Manager	Reduction in NEETs
5g	Increase the number of referrals to the ignition panel and support young people to attend	March 2019	Care Leavers Team Manager	Increase in Ignition referrals and young people benefitting
5h	Review the impact of Ignition referral	May 2019	Care Leavers Team Manager	Review complete and findings implemented
We will be a consistent guide for our young people. We will celebrate their successes and support them when things don't go well.				
5i	Recommission mentoring programme	March 2019	Head of Cared for Children and Care Leavers	Children and young people have access to mentoring that meets their needs
5j	Develop a plan to increase the wider participation of care leavers	April 2019	Participation Team	Increase in the number of care leavers participating with services
5k	Provide a welcome back and support any care-leaver who contacts the service post 21 years old	October 2018	Care Leavers Team Manager	Welcome pack in place and young people reporting it is helpful
5l	Celebrate the achievements of our care leavers, during National Care Leavers Week.	October 2018	Care Leavers Team Manager	Plans in place for National Care Leavers Week and young people feel engaged
5m	Establish bi-monthly 'meet the manager' events re Q&A sessions with care leavers	December 2018	Care Leavers Team Manager	Events in place. Staff celebrate young people's achievements.
5n	Start to record our young people's achievements during the care leavers teams monthly challenge meeting	December 2018	Care Leavers Team Manager	All staff celebrate young peoples achievements





5o	Arrange sponsorship for care leavers football team	November 2018	Care Leavers Team Manager	Care leavers football team is well equipped
We will respect our care leavers as young adults and adapt our relationships to their needs.				
5p	Ensure care leavers have access to mental health services, drug and alcohol services and domestic abuse services so they can all make informed choices.	Ongoing	Care Leavers Team Manager	Improved scores in emotional wellbeing tool
5q	Use bank of opportunities to offer care leavers opportunities in the 'family business' whether this be work experience or employment.	December 2018	Care Leavers Team Manager	Care leavers have extended opportunities for work experience and employment
5r	Delivery of joint protocol between PA services and DWP	August 2018	Care Leavers Team Manager/DWP Manager	Early assessment of financial needs before 18 th birthday. Care leavers identify with SPOC in each job centre
5s	Establish a prioritisation of care leavers who are parents within statutory and early help services	December 2018	Early Intervention Family Nurse Partnership/ Care Leavers Team Manager	Family Nurse Partnership to prioritise care leavers. Care leavers parents club delivered by Care Leavers Service





Appendix 3 - Corporate Parenting Scorecard

CORPORATE PARENTING SCORECARD 2018-19											
Ref	Measure	Polarity	Stat Neigh Av	National Av	Target	Yr. end 17-18	Qu. 1 18-19	Qu. dir of travel	Comments	C&YP Plan Priority	Corporate Priority
General											
G1	Number of cared for children										
G2	Rate per 10,000 cared for children										
G3	Number of care leavers										
Priority 1 - Being a Good Corporate Parent											
P1.1	Number of eligible children and young people accessing advocacy services										
P1.2	% cared for children reviews in timescales										
P1.3	% of children and young people involved in their reviews										
Priority 2 - Improved Education, Employment and Training											
P2.1	% of cared for children accessing 2-4 yr old provision (quarterly)										
P2.2	Percentage of completed PEPs (termly)										





P2.3	% attendance at primary school of children in care (quarterly figure is all cared for children at month end rather than those in care for 12 mths which are published figs)										
P2.4	% attendance at secondary school of children in care (quarterly figure is all cared for children at month end rather than those in care for 12 mths which are published figs)										
P2.5	% primary school age persistent absence of children in care (quarterly figure is all cared for at month end rather than those in care for 12 mths which are published figs)										
P2.6	% secondary school age persistent absence of children in care (quarterly figure is all cared for at month end rather than those in care for 12mths which are published figs)										
P2.7	Number of permanent exclusions 1/2 termly - primary										
P2.8	Number of permanent exclusions 1/2 termly - secondary										
P2.9	% of cared for children in good or outstanding schools										
P2.10	Number of children living in educational/ residential provision										





P2.11	% 16-18 year olds in care that are not in education, employment & training (NEET) (monthly)										
P2.12	% 16-18 year old care leavers that are NEET										
P2.13	% of care leavers accessing higher education (university)										
P2.14	Number of Cheshire East care leavers in apprenticeships (18+)										
P2.15	% 19 - 21 year care leavers NEET										
P2.16	21-25 year olds in employment, education & training (EET)										
Priority 3 - Achieving Permanence and Staying Safe											
P3.1	Number of cared for children in internal foster care										
P3.2	Number of cared for children in external foster care										
P3.3	Number of children and young people in residential care										
P3.4	% cared for children placed over 20 miles from home address (Cheshire East & out of borough)										
P3.5	Number of children matched to current placement										
P3.6	Number of children who require a long term home										
P3.7	Number of children that moved homes in the quarter										





P3.8	Number of stability meetings held										
P3.9	Number of children placed with parents										
P3.10	Number of children in care living with Family & Friends										
P3.11	% of children ceased to be looked after due to granting of special guardianship order (SGO) - year to date figure										
P3.12	Number of children with an adoption decision										
P3.13	% of children ceased to be looked after due to adoption - year to date figure										
P3.14	% children who wait less than 14 months between entering care and moving in with adoptive family (This has changed to 14 months from 16 months)										
P3.15	Average number of days between entering care and moving in with adoptive family (A1 national indicator)										
P3.16	Average number of days between placement order and match with adoptive family (A2 national indicator)										
P3.17	Average number of days between entering care and moving in with adoptive family/ foster carer who becomes adoptive family										





P3.18	% of individuals aged 16-18 leaving care through independence										
Priority 4 - Improve Health and Wellbeing Outcomes											
P4.1	% of initial health assessments requested within 48 hours of coming into care										
P4.2	% of initial health assessments completed by paediatricians within 20 working days										
P4.3	% of review health assessments completed (ytd fig)										
P4.4	Number of care leavers with a health passport										Page 82
P4.5	Number of pregnant care leavers (eligible, relevant and former relevant) 16+										
P4.6	% of young people with a SDQ score of 20 or above										
P4.7	% of young people where we have undertaken an emotional wellbeing screening tool										
P4.8	Number of cared for children that went missing 5 times or more (quarterly figure is 5 or more times in any month in that quarter)										





Priority 5 - Preparing for Adulthood											
P5.1	Number/ % of care leavers with an up to date pathway plan										
P5.2	% of care leavers in suitable accommodation										
P5.3	The number of young people with a CSE plan - All Individuals										
P5.4	%/ number of individuals aged 16-18 that return home to parents										
P5.5	Number of cared 4 children that transition to adult services										
P5.6	Number of individuals in staying put arrangement										
P5.7	Number of individual offences committed by cared for children										
P5.8	Number of cared for children offending										





Your thoughts matter

If you have any views on this Strategy or how we can improve our services, please contact us at corporateparenting@cheshireeast.gov.uk



Version Number: 1

Corporate Parenting Committee

Date of Meeting: 13 November 2018

Report Title: Corporate Parenting Update

Portfolio Holder: Jos Saunders Portfolio Holder for Children and Families

Senior Officer: Kerry Birtles, Head of Cared for Children & Care Leavers

1. Report Summary

- 1.1. This report provides an update to the Corporate Parenting Committee on national and local developments in relation to cared for children and young people and care leavers.

2. Recommendation/s

- 2.1. Corporate Parenting Committee is asked to:

2.1.1. Note the contents of the report.

3. Reasons for Recommendation/s

- 3.1. The Corporate Parenting Committee is as advisory group to the Cabinet and, as such, needs to be aware of any national or local issues that are likely to impact on cared for children and care leavers. The Corporate Parenting Committee need to be able to scrutinise and challenge performance to improve outcomes for cared for children and young people.

4. Other Options Considered

- 4.1. None; this is an update report.

5. Background

- 5.1. This update report has been amended to align with the priorities of the new corporate Parenting Strategy.

6. Being a Good Corporate Parent

Ofsted Focussed Visit – October 2018

- 6.1. Cheshire East received an Inspection of Local Authority Children's Services (ILACS) 'focused visit' of our children's social care services on Tuesday 30th and Wednesday 31st October. The focus for this visit was on the experiences

of children cared for by Cheshire East, especially those children who are living at home on care orders and children in residential provision. Inspectors also looked at planning for permanence. Feedback on the findings of the focussed visit will be presented to the November Committee.

Corporate Parenting Strategy 2018-20 and Youth Proofed Pledges

- 6.2. The final Corporate Parenting Strategy 2018-20 is on the agenda for November Committee for Member endorsement. Alongside the strategy, young people have 'youth proofed' the pledges and these can be found at Appendix 1.
- 6.3. It is proposed that the full Council will sign up to the corporate parenting pledges on 13th December.

Member Training

- 6.4. Two corporate parenting member training events took place 12th October. A total of 35 members attended the training. Frontline visits for those members who have attended the training will now be set up.

Head of Service for Cared for Children and Care Leavers

- 6.5. Kerry Birtles, the Head of Cared for Children and Care Leavers, will be on maternity leave from the end of November 2018. Keith Martin, the current Service Manager for Children with Disabilities, will carry out the Head of Service role on a temporary basis.

7. Education, Employment and Employment Outcomes

Virtual Headteacher Annual Report 2018

- 7.1. The Virtual Headteacher for cared for children annual report 2018 is on the agenda. Although the report is final, at this stage data is unvalidated and any minor changes will be made in March 2019 when final data is available.

8. Achieving Permanence and Keeping Children Safe

Ignition Panel

- 8.1. Our Ignition Panel for care leavers has been shortlisted for an LGC Award in the category of public/private partnerships. Judging will be in January 2019, followed by an award ceremony in March 2019.

9. Health and Wellbeing Outcomes

Decision-Making and Mental Capacity: NICE Guideline

- 9.1. The National Institute for Health and Care Excellence (NICE) has published a guideline on decision-making in people 16 years and over who may lack capacity now or in the future. The guideline aims to help health and social

care practitioners support people to make their own decisions where they have the capacity to do so. It also helps practitioners to keep people who lack capacity at the centre of the decision-making process.

Mental Health Assessments for Cared for Children Pilot

- 9.2. The DfE has commissioned the Anna Freud Centre to pilot improved approaches to the mental health assessments cared for children receive when they enter care. The project is in its pilot area recruitment phase, with projects start from June 2019. Cheshire East is keen to learn from the pilot areas.

10. Preparing for Adulthood

Visit from the National Implementation Adviser for Care Leavers

- 10.1. Mark Riddell, the National Implementation Adviser for Care Leavers visited Cheshire East on 15th October. This follows a formal visit in January 2018. The letter outlining Mark Riddell's findings are included on the agenda.

Care Leaver Covenant

- 10.2. Businesses have pledged to support care leavers through a landmark government scheme launched to raise their career aspirations and improve their life skills. More than 50 businesses, charities and every government department in England have signed up to the Care Leaver Covenant, which commits to provide work-based opportunities to young people leaving the care system.
- 10.3. The work that Cheshire East is doing with Pure Insights around providing networking, mentoring, parental support, mental-health support, and a range of other support services for care leavers is cited in the covenant, which can be found on the following link: <https://mycovenant.org.uk/>

Local Offer for Care Leavers

- 10.4. The local offer for care leavers is now live and can be viewed at:
<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/care/local-offer-for-care-leavers.aspx>

11. Implications of the Recommendations

11.1. Legal Implications

Legal advice will be sought, as appropriate, upon all relevant emerging issues.

11.2. Finance Implications

There are no direct financial implications of this report.

11.3. Equality Implications

There are no equality implications as a result of this paper.

11.4. Human Resources Implications

There are no direct financial implications of this report.

11.5. Risk Management Implications

Cared for children and care leavers are a vulnerable group that are at risk of a number of factors – poor education and training, health, safeguarding and transition into adulthood.

11.6. Rural Communities Implications

None.

11.7. Implications for Children & Young People

- 11.7.1. The contents of this report have implications for cared for children and care leavers, who are some of Cheshire East's most vulnerable children.

11.8. Public Health Implications

- 11.8.1. There are no direct implications for public health.

12. Ward Members Affected

- 12.1. Although the number of Cheshire East cared for children and young people is relatively small, they are a vulnerable cohort, who live across Cheshire East and in other local authority areas.

13. Consultation & Engagement

- 13.1. None.

14. Access to Information

- 14.1. None.

15. Contact Information

- 15.1. Any questions relating to this report should be directed to the following officer:

Name: Kerry Birtles
Job Title: Head of Cared for Children & Care Leavers
Email: kerry.birtles@cheshireeast.gov.uk

Youth Proofed Pledges

Pledge 1 - Being a Good Corporate Parent

Staff and elected members will understand their roles and responsibilities and be ambitious corporate parents, who advocate and champion the needs of cared for children and care leavers in everything they do

"Determined and ready to help in any kind of way"

"Positive"

We will know ourselves and the needs of our children and young people well and design and deliver services that meet their needs

"Main goal to achieve"

"We want to give you the best experience possible"

Decisions about children and young peoples' lives, and the services that support them will be made WITH them and for them. We will always value their views

"I want to support you in the best way that I can"

"Everything we do needs to have involved me"

"We will make decisions together"

Pledge 2 - Improved Education, Employment and Training

We will have high aspirations for every child and young person and we will help them to achieve their ambitions, using opportunities in the 'family business' and our contacts so that they can be happy and successful in education, training and employment

Family Business – "You can try work experience in any one of our services"

Aspirations – "We will try our best to help you achieve, we want you to achieve"

Every child and young person will have an education plan that is targeted to enable them to reach their full potential

"You will make sure I have every chance to achieve my dreams"

We will strive to ensure that every child and young person will have access to consistent, high quality, well matched, full time opportunities

"You will make sure that you will discuss any possible changes to my education with me. My school will be the right school for me

Pledge 3 - Achieving Permanence and Staying Safe

We will strive to ensure that every child and young person will have the opportunity to live in a good, safe home locally, either with their family or in another permanent home. All decisions will be made and reviewed with them without delay

"You will get me a home that is good, safe, local. My home will be without disruptions and problems. The quicker you make the decision the happier I will be"

We will respect those people who are important to our children and young people and make sure that these safe relationships are sustained

"You will always ask me and listen when I tell you who is important. Pets and friends are really important to us. You will explain to me how I can choose to stay in touch"

We will keep children and young people safe

"You will keep us happy and well looked after"

Pledge 4 - Improve Health and Wellbeing Outcomes

We are committed to understanding the health needs of our children and young people as early as possible and to ensure they are given the highest priority in every service.

"You will be attentive to how I am feeling in my physical health and mental health"

"When I need help you help me as quickly as possible!"

We will equip our children and young people to have high aspirations for their own health

"You will give us all the information you have so we can make good choices about our health"

Pledge 5 - Preparing for Adulthood

We will support young people early with the skills needed to prepare for their future to access a range of good quality services

"You will help us to learn how to be able to care for ourselves with the skills and live the lives we want as adults"

We will be a consistent guide for our young people. We will celebrate their successes and support them when things don't go well

"When we fall you will catch us and help us get back on track"

We will respect our care leavers as young adults and adapt our relationships to their needs

"You will allow us to make our own decisions about our lives, giving us more control and be truly 'young adults'"

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By virtue of paragraph(s) 1, 2 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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