

# NORTH YORKSHIRE COUNTY COUNCIL

## CYPS EXECUTIVE MEMBERS

13<sup>TH</sup> SEPTEMBER 2022

### LOCAL AUTHORITY VIRTUAL HEAD FUNDING

#### **1.0 PURPOSE OF REPORT**

- 1.1 From September 2021 Virtual School Heads were asked to become strategic leaders for the cohort of children who have been assessed as being in need under Section 17 of the Children Act 1989 and currently have a social worker and those who have previously had a social worker.
- 1.2 This report presents options for consideration to enable the LA to continue to have strategic oversight, track and monitor this group effectively and implement measures needed to improve their educational outcomes.

#### **2.0 BACKGROUND**

- 2.1 Using their knowledge and expertise from promoting the educational outcomes of looked-after and previously looked-after children, Virtual School Heads will become the strategic leader who champion the educational attendance, attainment and progress of children with a social worker.
- 2.2 With regards to the duties for CIN and CP, the Virtual School Head will help to:
  - make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.
  - promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.
  - level up children's outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of COVID-19.
- 2.3 The Virtual School Head role for children with a social worker is a strategic leadership responsibility. For clarity, this means that Virtual School Heads are **not** being asked to:
  - work with individual children and their families - including tracking and monitoring educational progress of individual children or providing academic or other interventions.
  - respond to requests from parents or carers to offer advice, intervention and support in relation to individual children with a social worker.

- take responsibility for children with Special Education Needs and Disability (SEND) who do not require or need a social worker, as defined above.

2.4 Critical activities for all Virtual School Heads have been identified by the DfE as follows:

- enhancing partnerships between education settings and the local authority so agencies can work together.
- identifying the needs of the cohort and addressing barriers to poor educational outcomes and ensure pupils make educational progress.
- offering advice and support to key professionals to help children make progress, including through increasing their confidence in using evidence-based interventions.
- responding to the pandemic, awareness of key initiatives, summer school programmes, recovery premium, national tutoring programme.

**3.0 Key findings and initial signs of success:**

**3.1 Increased visibility of the CIN cohort through:**

- The new attendance monitoring dashboard is providing an increase in data analysis and is matching social care and education data, the needs of the CIN cohort are now better understood.
- Nationally the CIN census is imported into NCER Nexus to allow analysis of the cohort by different characteristics.
- Quality CPD for all services around the nature of disadvantage associated with being 'in need of help and protection' has been delivered to include the impacts of adversity and trauma on child and adolescent development, cognition and emotional development.

**3.2 Increased liaison with and support for schools to meet the needs of children in need, partnership working with Early Help, Inclusion Team and Education and Skills.**

- The attendance strategic group is providing a clear and consistent system for sharing with schools data around children who are open to a social worker. The NYCC Attachment and Aware Schools Project is extended to CIN and CP.
- The newly formed LCEP has children with a social worker as a key strand to understanding the contribution of sport, creativity, performance and volunteering in terms of 'cultural capital' relationships, developing a supportive personal network and aspiration to a child in need of help and protection.
- The refreshed training offer to Designated Safeguarding Leads (DSLs) is high quality partnership delivery between the LSCB partnership, Education and Skills and Children and Families 'Virtual School'. Planning is underway for a DSL conference.
- Increased uptake of training has been seen across wider partners on emotional based school avoidance in partnership with Inclusion Team

**3.3 High Prioritisation for children with a social worker in NYCC through:**

- Work is underway to increase education planning evident in care planning, ensuring education given sufficiently high priority in CIN and CP plans as it is in Care plans. Monthly Not in 25 meetings with Team Managers, Virtual school and Inclusion to identify children with attendance issues.
- Increased partnerships across schools, education and social care.
- Increased visibility and awareness around this group of children - delivery to

headteacher forums.

#### 4.0 Grant Funding

4.1 The Education Minister Will Quince has given ministerial assurance that the CiN and CP funding will continue at the same level as the financial year 2021-22 nationally. A complicating factor is that the DfE have not yet circulated the financial timetable and exact amounts to be received. This has been requested by NAVSH and we expect an answer imminently, but as of yet the finer funding details have not been received by LAs. We are confident in the assumption that the previous funding, which was delivered over a 2-term period, is the annual amount going forwards, so we must plan financially to utilise that funding over 3 school terms. There was an uplift in the original year of the CIN CP project.

4.2 It is expected that North Yorkshire will receive circa. £142,000. It is expected this will follow a similar payment timetable with 3 instalments paid in September, December and March upon receipt of a signed Memorandum of Understanding.

#### 5.0 Options

- It is expected that the funding for the Virtual School extension to duties will continue as of 1st April 2022 at circa. £142,000. This funding equates to 3 terms of delivery. There is, therefore, a complicating factor of time and a further interim position is being proposed with a review to take place in November 2022 when we should have indications of future grant awards.
- As the financial arrangements were not announced by the DfE until late March, it was agreed by AD Martin Kelly to extend the temporary contracts of the ELAs until the end of July 2022 to give continuity to the project, schools and social care.

#### 5.1 Option 1: Project delivery from 1<sup>st</sup> Sept - 31<sup>st</sup> March for 22/23 (Internal Advert)

- a) Three temporary two term fixed contract FTE Education Liaison Adviser posts would continue the effectiveness the Virtual School delivery model and continue to add capacity. Each Virtual School ELA worker has extended their duties to deliver strategic improvement to children with a social worker for 0.3 FTE and be responsible for the new duty within their locality. The proposed option would continue use the extensive relational knowledge and skills of the team and their existing relationships with schools, social care and wider services and systems.
- b) The Virtual School attached Education Psychologist Marianne Doonan would continue to be allocated 1 day per week to deliver training with a strong focus on Secondary schools with a high level of CIN and CP need.

#### 5.2 Option 2: Interim arrangements for 2 term funding (External Advert)

- a) Virtual school advertise for 3 Education Liaison Advisers for two terms, whose remit would be improving outcomes for CIN and CP children.
- b) The Virtual School attached Education Psychologist Marianne Doonan would continue to be allocated 1 day per week to deliver training with a strong focus on Secondary schools with a high level of CIN and CP need.

#### 6.0 STAFFING

6.1 Funding amount circa. £142 k

| Cost  | Hours for 2 terms | Description  |
|-------|-------------------|--|
| £10 k | 1 day per week    | Secondment of Educational Psychologist for 2 terms to cover the new duties |

|                              |     |   |
|------------------------------|-----|---|
| 3 x £42 k<br>= <b>£126 k</b> | FTE | 3 new Education Liaison Advisers to cover the new duties    |
| <b>£6 K</b>                  | N/A | Commissioned services, resources, training and mileage etc. |

## 7.0 RECOMMENDATIONS

CYPS Executive Members, in conjunction with the Corporate Director – CYPS are asked provide approval

STUART CARLTON

Corporate Director – Children and Young People’s Service

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