

**Agenda for a meeting of the Corporate Parenting Panel
to be held on Thursday, 12 May 2022 at 4.30 pm in the
Ernest Saville Room, City Hall**

Members of the Committee – Councillors

LABOUR	CONSERVATIVE	LIBERAL DEMOCRAT
Duffy Thirkill Dunbar	Smith	Knox

Alternates:

LABOUR	CONSERVATIVE	LIBERAL DEMOCRAT
Tait Shafiq Alipoor	Pollard	Stubbs

NON VOTING CO-OPTED MEMBERS

Chair of Children in Care Council

Jude MacDonald

Sue Lowndes

David Ware

Bradford District Clinical Commissioning Group

Bradford Education

West Yorkshire Police

Notes:

- This agenda can be made available in Braille, large print or tape format on request by contacting the Agenda contact shown below.
- The taking of photographs, filming and sound recording of the meeting is allowed except if Councillors vote to exclude the public to discuss confidential matters covered by Schedule 12A of the Local Government Act 1972. Recording activity should be respectful to the conduct of the meeting and behaviour that disrupts the meeting (such as oral commentary) will not be permitted. Anyone attending the meeting who wishes to record or film the meeting's proceedings is advised to liaise with the Agenda Contact who will provide guidance and ensure that any necessary arrangements are in place. Those present who are invited to make spoken contributions to the meeting should be aware that they may be filmed or sound recorded.
- If any further information is required about any item on this agenda, please contact the officer named at the foot of that agenda item.

From:

Parveen Akhtar

City Solicitor

Agenda Contact: Jill Bell

Phone: 01274 434580

E-Mail: jill.bell@bradford.gov.uk

To:

A. PROCEDURAL ITEMS

1. ALTERNATE MEMBERS (Standing Order 34)

The City Solicitor will report the names of alternate Members who are attending the meeting in place of appointed Members.

(Jill Bell – 01274 434580)

2. DISCLOSURES OF INTEREST

(Members Code of Conduct - Part 4A of the Constitution)

To receive disclosures of interests from members and co-opted members on matters to be considered at the meeting. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

Notes:

- (1) *Members may remain in the meeting and take part fully in discussion and voting unless the interest is a disclosable pecuniary interest or an interest which the Member feels would call into question their compliance with the wider principles set out in the Code of Conduct. Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.*
- (2) *Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations, and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.*
- (3) *Members are also welcome to disclose interests which are not disclosable pecuniary interests but which they consider should be made in the interest of clarity.*
- (4) *Officers must disclose interests in accordance with Council Standing Order 44.*

(Jill Bell – 01274 435680)

3. MINUTES

1 - 6

Recommended –

That the minutes of the meeting held on 16 March 2022 be signed as a correct record (attached).

(Jill Bell – 01274 434580)

4. INSPECTION OF REPORTS AND BACKGROUND PAPERS

(Access to Information Procedure Rules – Part 3B of the Constitution)

Reports and background papers for agenda items may be inspected by contacting the person shown after each agenda item. Certain reports and background papers may be restricted.

Any request to remove the restriction on a report or background paper should be made to the relevant Strategic Director or Assistant Director whose name is shown on the front page of the report.

If that request is refused, there is a right of appeal to this meeting.

Please contact the officer shown below in advance of the meeting if you wish to appeal.

(Jill Bell - 01274 434580)

B. BUSINESS ITEMS

5. LOCAL OFFER- LEAVING CARE SERVICE

7 - 38

The Strategic Director Children's Services will present a report (**Document "J"**) setting out a revision of the Local Offer for Bradford Care Leavers (April 2022).

Recommended –

That the views of the Corporate Parenting Panel are sought on the revised change of the Local Offer.

(Louisa Kay – 07855177078)

6. REGULATION 44 VISITS

39 - 50

The Strategic Director of Children's Services will present a report (**Document "K"**) which provides the Corporate Parenting with an update on Bradford's children's homes, their Ofsted grades and the process of Regulation 44 Visits.

RECOMMENDATIONS

The report is for information only

(Suzanne Lythgow/Belinda Greene – 07582 100 936/07582 109 919)

7. ANNUAL REPORT OF THE VIRTUAL SCHOOL ON PROMOTING THE EDUCATION OF CHILDREN IN CARE 51 - 78

The report of the Strategic Director of Children's Services (**Document "L"**) presents an overview of the education outcomes for children in care during the academic year 2020/21 as required by statutory guidance.

Recommended -

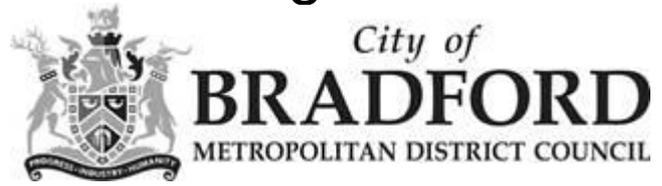
That Corporate Parenting Panel give consideration to the report and approve the Virtual School Priorities for 2021/22 outlined in the report.

(Jonathan Cooper – 01274 436401)

8. FUTURE AGENDA SETTING

A discussion will take place on future agenda setting.

THIS AGENDA AND ACCOMPANYING DOCUMENTS HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER



Minutes of a meeting of the Corporate Parenting Panel held on Wednesday, 16 March 2022 in Shipley Library, Meeting room 1

Commenced 4.30 pm
 Concluded 6.35 pm

Present – Councillors

LABOUR	LIBERAL DEMOCRAT
Duffy Thirkill Alipoor	Knox

Officers

Kerwin Rogers (Bradford Children's Services)
 Philip Segurola (Bradford Children's Services)
 Louisa Kay (Bradford Children's Services)
 Catherine Murray (CCG)
 Amanda Johal (Bradford Children's Services)
 Oliver Chrimes (Bradford Children's Services)
 Jonathan Cope (Virtual School Head)
 Chloe Byrne (Bradford Children's Services).
 Megan Curtis (Bradford Children's Services)

Also present were a number of young people

Apologies: Councillors Smith and Pollard

Councillor Duffy in the Chair

- 1 **Introductions were made by all present.
 Feedback from the January 2022 Session**

Philip gave feedback from the end of January session held at City Hall.

1.1 Care Leaver Entitlement – The offer is available on the website but it was acknowledged that it was not well advertised and was not sufficiently clear. The

content was currently under review and would be completed by the end of this month. Further consultation had taken place with other young people to gain more feedback. It was made clear that it did not matter what type of care children were in as they would have the same offer.

1.2 Young People aged 16plus received free swim and gym passes to council facilities, both when in care or care leavers. Philip had asked the fostering service to explore if this could be negotiated for under 16's, but no progress had been made as yet. Cllr Sue Duffy agreed to take this to the Portfolio Holder for leisure services.

Action Sue Duffy

1.3 WIFI in Children's Homes was being tested this month to make it available to children and staff. Philip believed this would be resolved within

2 Ice Breaker (Quiz)

Caitlin asked all present what made them proud to be a corporate parent. Discussion took place at each of the tables.

Key points were summarised back to the group:

- Jonathan – is a teacher and believed that learning was important and he wanted to make sure schools were doing all they can.
- Mick stated that his motivation stemmed from his having worked in youth services, homes and hostels. He felt that corporate parents should always try improve services and make sure there was fairness.
- All young people in care should have the same opportunities as our children and grandchildren.
- One attendee had been involved in the Aim Higher project at college and universities and wanted to ensure that every young person reached their potential. Corporate parents could improve and help support this.
- To make things fair and to be a voice for young people.
- Support young people both practically and emotionally.
- To ensure consistency and a regular social worker for young people.
- Many enjoyed being a corporate parent and wanted to do the best they could.
- If corporate parents say they are going to do something, then they should do it.
- One attendee trained social workers and found it helpful to share the experience of being a corporate parent with them.
- To ensure that the Local Authority and its partners gave the best service, support and opportunities.
- To also look after the people looking after young people.
- To ensure access to health and to work with social care to safeguard young people.

3 Group Discussions

3.1 What qualities are required to be an efficient social worker and why do we need social workers.

- More time spent training
- Take you to nice places
- Move around different depts.
- Make sure everything is good where you live
- Voice your opinions for you
- Tenacity, compassion, tolerance, empathy, values, confidence, patience, understanding and knowledge

Caitlin summarised what the young people had identified as key challenges and asked groups to discuss these and come up with solutions. She highlighted that 19.4 was the average number of caseloads for a social worker so felt that there was not enough time to develop a bond or establish trust.

3.2 Relationships with the Social Worker

- The most important thing was a positive relationship, could be with a support worker.
- Continuity was key.
- Need long term committed social workers – employ the right people.
- Making the post attractive to work in Bradford.
- Were there too high caseloads? Overworked social workers.
- How to select social workers – maybe young people interview them.
- Acknowledged it was a struggle to recruit and more importantly to retain social workers – needed to get to the bottom of what was causing this.
- Want to get the right people who understood the service and could talk to young people.
- Caitlin felt that young people would help applicants appreciate what the job entailed.
- Some attendees thought that young people involvement had happened in the past and stopped due to covid.
- Hard to build relationships – appreciated by all that this was hard on young people.
- Noted that there was a shortage of social workers nationally.

Caitlin asked if there was an option for social workers to feedback anonymously to Bradford Council and it was confirmed that feedback was sought in exit interviews. The consistent message being that the job was not doable and caseloads were too high.

There then followed a group discussion as to how Bradford advertised posts and whether there was positive publicity of Bradford in terms of social work. It was also felt that the council website would benefit from improvement and including some inspiring stories about young people.

3.3 Permanent Social workers

Caitlin stated that there was an issue in Bradford using too many agency staff

who only had to give one weeks' notice, thus compounding the issues discussed. It was also noted that currently there were 124 vacancies. It was agreed that there was a need for more permanent social workers in Bradford and young people suggested to perhaps increase their contracts from 6mths length to 12 months.

Tyler gave some ideas. He felt that agency contracts should have a longer notice period, a month or 2 months. Caitlin said that she had had 7 social workers so far and it made her not want to recount her coming into care story again and again to different people.

It was suggested to explore overseas recruitment and to investigate if this was possible, although acknowledged that preparation and support would be required to get them to commit to a one or two-year contract. Amandip agreed to explore this possibility. It was noted that covid had stalled overseas recruitment.

3.4 Trusting Relationships

Cain informed the group that he wanted to do positive things with his social worker and not simply meet just at his house or school. He suggested meetings in a less formal setting like Macdonald's and KFC and days out sharing experiences such as: Theme Parks; Swimming; Going for a drive or a walk and going to the park.

The young people felt social work contact with families on birthdays was important as the worker became more part of their life and family. The key point was that contact and its setting should be led by the young person / child.

Caitlin wanted more of an informal relaxed chat rather than going through set questions as to what she had been up to in the last 6 weeks, and not just a box ticking exercise. Tyler raised his concern and upset that at his last visit his social worker had turned up with a trainee without him having been asked if he was comfortable.

It was suggested that the next August meeting should be held during the day and include more young people. Perhaps a sports day would be a fun setting.

Action Amandip Johal

4 Summary - Key 3 things to take away

1 Overseas recruitment of social workers to be explored

2 Steps will be taken to re involve CIC and care experienced young people in recruitment activity for social workers and managers

3 Children's Services would confirm their position as to what age Bradford Council would allow young people a mobile phone while in care.

5 Quiz

Attendees were asked to log on to cahoot for a quick quiz relating to topics

discussed today.

- 6 Emily thanked the young people for all of their hard work on the session.
Caitlin thanked everyone for attending

The meeting then closed.

Chair

Note: These minutes are subject to approval as a correct record at the next meeting of the Corporate Parenting Panel.

THESE MINUTES HAVE BEEN PRODUCED, WHEREVER POSSIBLE, ON RECYCLED PAPER

This page is intentionally left blank



Report of the Strategic Director of Children's Services to the meeting of Corporate Parenting Panel to be held on 12 May 2022

Subject:

J

Local Offer- Leaving Care Service

Summary statement:

The supporting document is a revision of the Local Offer for Bradford Care Leavers (April 2022)

Marium Haque
Strategic Director of Children's Service

Portfolio:

Children and Families

Report Contact: Louisa Kay
Phone: 07855177078

Overview & Scrutiny Area:

Children's Services

E-mail: louisa.kay@bradford.gov.uk

1. SUMMARY

The Local Authority is required to publish the Local Offer and review annually. The Local Offer was previously reviewed in April 2018 (see link via background documents).

2. BACKGROUND

- The review of the Local Offer was overdue
- The Local Offer and Finance Policy reflect strategic leader's commitment and corporate parenting principles in improving outcomes for care leavers
- It reflects progress/improvements including 'Your Voice' (Participation) and 'Always Here' support for Young people over 25 years and key changes to the Finance Policy/ Entitlements to ensure equitability based on age

3. OTHER CONSIDERATIONS

- Accessibility will be improved in locating the Local Offer via: [Bradford Council - Children, young people and families - Looked after children - The Leaving Care Service](#) (currently accessed via Youth-Info pages)

4. FINANCIAL & RESOURCE APPRAISAL

- The Local Offer and Finance Policy have been ratified at Directorate Management Team on 31March.2022 including an Impact Analysis with no impact on current budget

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

N/A.

6. LEGAL APPRAISAL

N/A

7. OTHER IMPLICATIONS

7.1 SUSTAINABILITY IMPLICATIONS

- N/A

7.2 GREENHOUSE GAS EMISSIONS IMPACTS

N/A

7.3 COMMUNITY SAFETY IMPLICATIONS

N/A

7.4 HUMAN RIGHTS ACT

N/A

7.5 TRADE UNION

N/A

7.6 WARD IMPLICATIONS

➤ N/A

**7.7 AREA COMMITTEE ACTION PLAN IMPLICATIONS
(for reports to Area Committees only)**

➤ N/A

7.8 IMPLICATIONS FOR CHILDREN AND YOUNG PEOPLE

➤ Revision of the Local Offer strengthening the outcome for children and young people in care/ leaving care

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

N/A

8. NOT FOR PUBLICATION DOCUMENTS

➤ None

9. OPTIONS

N/A

10. RECOMMENDATIONS

The views of the Corporate Parenting Panel are sought on the revised changes of the Local Offer

11. APPENDICES

- Local Offer for Bradford Care Leavers

12. BACKGROUND DOCUMENTS

April 2018: <https://www.bradford.gov.uk/youth-info/bradford-care-leavers-local-offer/supporting-our-care-leavers/>

Local Offer for Bradford Care Leavers

Contents		Page
1	Introduction and Testimonies	3-4
2	Your Leaving Care Service; Who we are and what we do	4-5
3	Your right to be heard and taken seriously	5-6
4	Your Pathway Plan	6-15
5	Youth Justice Services, Probation and Prison	
6	Next Steps and Turning 21	
7	Turning 25 'Always Here'	
8	Participation- Your Voice	
9	Comments, Complaints and Compliments	
	Who can help?	

1 Introduction and Testimonies

Our Local Offer will help you understand what services and support you can expect not only from your Leaving Care Service but from the wider services within Bradford District Council in supporting your journey to independence and adulthood.

Your Leaving Care Service is your first point of contact. We recognise that just because you are preparing to leave care or have left care already; we haven't stopped caring about you. The Local Offer for Bradford Care Leavers sets out what you can expect beyond care.

Bradford Care Leavers have helped to develop this offer and we will continue to listen to your views to make sure the services we offer are what you need.

You have told us your top priorities*;

- **Finding a good place to live**
- **Having time to get to know your social worker and/or personal advisor and build relationships**
- **Knowing your rights and entitlements before leaving care to help you plan**
- **Help with budgeting and finding work**
- **Help with getting important qualifications**
- **Being creative in how you learn new skills including virtual and e-learning opportunities**

** December 2021 Leaving Care Survey Monkey*

Bradford Children's Social Care and all its council departments have a responsibility to act as your 'Corporate Parent' which means it is a shared responsibility to be good parents to you, working together to enable you to achieve.

The Corporate Parenting Panel is founded on 7 key principle as set out within the [Children and Social Work Act 2017](#).

The 7 principles are;

- **To act in the best interests, and promote the physical and mental health and well-being of those children and young people**
- **To encourage those children and young people to express their views, wishes and feelings**
- **To take into account the views, wishes and feelings of those children and young people**
- **To help those children and young people gain access to and make the best use of, services provided by the local authority and its relevant partners**
- **To promote high aspirations and to seek to secure the best outcomes for those children and young people**
- **For those children and young people to be safe, and for stability in their home lives, relationships and education or work**
- **To prepare those children and young people for adulthood and independent living**

Our [Corporate Parenting Panel](#) is chaired by Councillor Duffy and is aligned to the [National Corporate Parenting Principles and the Care Leavers Charter](#)

Dear Care Leavers,

The next few years will undoubtedly be a scary and confusing time, full of new challenges to face and problems to solve. However, the lessons you will learn, people you will meet and opportunities that will come your way will make it a worthy and useful time, shaping and preparing you to navigate the world as an independent and capable adult.

During your leaving care experience, you will have your own team of people guiding and supporting you in every way they can, from social workers to IRO's to personal advisers.

Whatever path you take, support can always be put in place for you, so explore your options and make sure to find the best one for you.

My advice, as someone who has been through the system, is to be firm in what you want but be prepared and willing to cooperate - the people around you only want the best for you, even though it may not always seem like it.

On behalf of the Care Leavers Council, we wish you luck in your journey and wherever it may take you.

2 Your Leaving Care Service; Who we are and what we do

There are four statutory care leaver definitions; if you are not sure what this means for you, you can ask your Personal Advisor and/or Social Worker for help with explaining your eligibility to Leaving Care support.

Eligible:

- you are aged 16 or 17 years
- you have been looked after for at least 13 weeks since your 14th birthday and inclusive of your 16th birthday* and still in care now
- or for 13 weeks* after your 16th birthday and still in care now

** It does not matter if the times you were in care was in a single period or over several different periods.*

Relevant:

- you are aged 16 or 17 years and have previously been Eligible but no longer in care

Former relevant:

- you are aged 18 and up to 25 years who used to be an Eligible or Relevant young person

Qualifying:

- you are aged between 16 and up to your 21st birthday (up to 25 if in education) and was in care for less than 13 weeks on or after your 16th birthday but no longer looked after
- you were looked after immediately prior to the making of a special guardianship order and are now 16- 21 years old
- you are aged 16 or 17, and been living at home with your parents for a period of 6 months, previously having Relevant Leaving Care status (and still under the age of 18 years).

Advice and Support from a Personal Adviser

You are able to ask for support from your Personal Adviser beyond your 21st birthday and up to the age of 25, whether you are in education or training or not.

You will have a named Personal Adviser if you have **Eligible, Relevant** or **Former Relevant** Leaving Care eligibility. We will try to enable you to keep the same Personal Adviser, though this will not always be possible. The amount of support that you receive from your Personal Adviser will depend on what you want and your circumstances.

Between 16 and before you are 18 your Personal Adviser will focus on getting to know you and build a relationship where you will start the conversation about what you want for your future. They will help you (alongside your Social Worker) bring together your Pathway Plan goals and when you turn 18 will continue to keep your Pathway Plan under review.

Your Personal Adviser will be at your side to help you work through decision making, even if these are tough, and celebrate your achievements. Your Personal Adviser will be open and honest with you and help you figure out new responsibilities as life changes.

Support from your Social Worker

If you are 16 and 17 years old and also have **Eligible** or **Relevant** Leaving Care eligibility, you will have a social worker in your Leaving Care Service. Your Social Worker will be responsible for making sure your Pathway Plan is focused on what is going to happen both in the present and in the future as far as possible. They will include other important people such as family and friends that are involved in your life, as well as those who may be in your professional support network such as health and education to make sure everyone is working together and towards your goals.

If it is the right thing; your Social Worker may stay in your life a little longer than your 18th birthday to make sure things are in place and allow you time to get to know your Personal Adviser.

You can make contact with your Leaving Care Service Monday- Thursday 09:00-17:00 and Friday 09:00-16:30. If your named worker is not available you can speak to the duty social worker or duty personal adviser within these hours.

3 Your right to be heard and taken seriously

You have a right to be involved in all decisions about your plans for leaving care. You have a right to support from an independent advocate if you want to challenge decisions about the support we give you.

Independent advocates can inform you about your rights and help you to be heard in meetings. They are separate from Children's Services.

We can support you to access independent support via the National Youth Advocacy Service [NYAS](#).

NYAS Mission Statement

We **listen** to what children and young people want, **care** about what they say, and **empower** them to get their voice heard.

We ensure their wishes and feelings are expressed and acted upon to improve their situation and help them build a better future.

We will **never** stop in our efforts to influence, lobby and campaign to bring about positive changes and ensure children's and young people's rights are upheld

For more information, you can either click on the above link or contact: - 0808 808 1001 or email help@nyas.net

You have a right to see the information we keep about you, including the files and records write about you when you were in care. If you would like to see your file, please speak to your Personal Adviser. More information can be found at [Access to Records / Subject Access Requests](#).

You can; visit [Coram Voice](#) for further information on your rights as a care leaver.

We want you to continue to shape the future of your Leaving Care Service. In Autumn 2021 we asked you what you would like to see changed or strengthened in the service; these are our promises for the year ahead: -

- **Continue to build good relationships with you and the people involved in your life. Arranging to see you and keep in touch both face to face and by phone**
- **Listen to your worries, anxieties or concerns and support you in whatever way we can to alleviate these**
- **Support and guide you in your education, employment and training choices**
- **Ensure you are safe and happy with where you are living**
- **Help you, guide you and sign post you in the right direction in developing the skills you need to live independently**
- **Provide you with all the information you need as a young person accessing our Leaving Care Service**

We want to hear from; you can do this in speaking with your Social Worker or Personal Adviser. You can also reach out directly to our Strategic Director, Marium Haque by e-mailing talktomarium@bradford.gov.uk.

4 Your Pathway Plan

Your Pathway Plan is an important document as it tells you how your Leaving Care Service will support you plan and prepare for life as an independent adult and that you have the right support to achieve your goals in life. Your plan starts before you leave care (no later than 16 years and 3 months) and will continue to be reviewed and updated as your life changes right up until you are 21 years. If you chose to stay with the service after your 21st birthday (up to 25 years) you may still need a plan which you will agree with your Personal Advisor.

Your plan covers important areas;

- **Health and Development**
- **Education, training and employment**
- **Emotional and Behavioural Development**
- **Identity**
- **Family and social network**
- **Money Matters**
- **Practical and other skills**
- **Accommodation**

We will work with you to review your plan at least every 6 months. We can also review your plan if there are significant changes in your life so it continues to be purposeful.

Sometimes you might not agree with what your Social Worker or Personal Advisor identifies as important and we will make sure your views are reflected.

We will tell you who we share your plan with (such as your IRO, carers or advocate) and when you are an adult you can tell us who you agree for your plan to be shared with.

4.1 Health and Development

When you leave care, we will provide you with the support and guidance you need to take care of your physical and mental health;

- Support you to register with a GP, Dentist and Optician
- Be there for you if you are making the move from CAMHS to adult services and help you ask the questions important about this transition.
- Your Leaving Care Nurses will prepare your **Health Passport**. This gives you information about your health history and shows you how to register with a GP and a dentist. It also contains information about other services that can provide you with health support. Your Child in Care or Leaving Care Nurse will give you the passport which contains your personal information so it is important to keep it somewhere safe.
- Throughout your Leaving Care journey (up to your 25th birthday) you can access support and advice from our dedicated **Leaving Care Nurses**. Our nurses offer a drop in 'come and chat' every Wednesday 13:30- 16:30 at Sir Henry Mitchell House.

- We will; invite you to **Smooth It Out Group**; now in its 20th Year the group is facilitated by both Social Workers and Personal Advisers in Children in Care and Leaving Care and open to young people age 15 ½ to 21 years and are either looked after or with care leaver eligibility. The group promotes independent living skills, social skills in working together in a group setting including a focus on budgeting, what it means to manage a tenancy and the practical and social skills that support successful transitions to adult life and responsibility. We focus on what it means to be empowered, making informed and good decisions around leaving care and living independently.
- You can; download [healthy living apps](#) to help you access advice and plans which promote healthy living including; healthy eating, exercise, stop smoking, and harm reduction if you are worried about the impact of drugs and alcohol.
- We will; support you to access 'My Wellbeing College'; a service which helps young people manage everyday problems such as low mood, anxiety, sleep problems and stress. You can contact them directly on; 0300 555 5551 or visit their website [My Wellbeing College](#)
- We will; support you to access a council gym membership or help you find out alternative free ways to keep fit.
- We will; support you to access confidential advice and guidance so you can make informed decisions about your sexual health; heterosexual and same sex relationships, contraception, family planning and support around gender transitioning. We work closely with both our Leaving Care Nurses and agencies including Locala Community Partnerships Health & Wellbeing*.

If you are a parent or parent to be;

- We can; support you in accessing [Locala Community Partnership](#) for free confidential support and advice.
- We can; help you access Early Help Services that make sure you get more intense support as a new parent. This will start while you are pregnant and continue up to your child turning 2. This is to help you learn what it means to be a parent, support you in developing routines and learning how to be a good parent. They can also support you accessing children's centres and parenting classes.
- Early help services such as children's centres and parenting classes are available for you to attend and participate in if you would want extra support in being a good parent. Your PA can help you access these settings; we can attend with you or wait outside if this will help you feel more confident.

If you have a child and they have a social worker;

- We will; do what we can to support you in understanding what is happening and managing any decision made about your child. If you invite us we will be present at any meeting or court hearing, any meeting with your child's social worker or with your solicitor.

Top Tips;

- ***‘Talk about any worries early with someone you know will listen and work out a plan that will work for you’ (YP, CiC Council)***

4.2 Preparation for Working Life; Education, Employment and Training

In Bradford; we want all of our young people to have the opportunities to achieve their goals. We know that education, skills and employment can increase and improve your experiences whether your goal is to be financially independent, career orientated or to make friends in a new environment, we know it's not a one size fits all journey.

We will offer you;

- Information, Advice and Guidance (IAG) from our dedicated Personal Advisers and colleagues within the Virtual School including routes into employment which might include traineeships and apprenticeships
- Preparation for interviews; from mock questions with your Personal Adviser, support to access online resources and if you need it, a clothing grant to make sure you feel at your best
- Help with writing your CV and in accessing specialist careers support via Skills House Bradford (formally known as Connexions) - [Skillshouse](#)
- LCEP; Leaving Care Employment Programme; the programme offers 12 months paid work experience for 25 hours a week over a 12 month period within the family firm (Bradford Council). is extended to our young people to allow 12 month paid work opportunities in the district and within Bradford Council- just ask your Personal Advisor for more information.
- If you are eligible; support to access the 16-19 Learning Bursary* from your education or training provider so you can purchase the equipment you might need or pay for travel costs to your course.
- Support you to access [Bradford Vibe at Forsters College](#). Bradford Vibe is a community initiative led by the Department for Work and Pensions, hosted by Bradford College and supported by a wide variety of services all under one roof. It supports 18-25 year-olds who have multiple barriers to gaining employment and are receiving benefits.
- Traineeships; are an exciting way to achieve your qualifications whilst learning on the job and can be a stepping stone into an apprenticeship. Your Personal Adviser can link you with local learning providers including [Qube Learning](#) to find the pathway in the industry you are interested.
- Apprenticeships; start at Level 2 up to degree level, where you can undertake work based learning alongside study. You will be paid as part of your apprenticeship and can find out more via [Apply Apprenticeship](#). You will also be eligible for a one off grant of £1000 [Apprenticeships Bursary-for Care Leavers](#).

- come along with you to open days and job fayres so you can find out what opportunities might be in your reach and build on your confidence in speaking with potential employers

**Care leavers are a priority group for the 16 to 19 Bursary Fund administered by FE colleges, which pays a bursary of up to £1,200 a year to support vulnerable young people to participate in education or if over 19 the discretionary bursary for costs associated with your course*

If your path takes you to University;

- support you if you choose to study higher education alongside your employment or whilst remaining in your own accommodation.
- help you navigate Student Finance and whether your chosen Higher Education establishment offers anything further for students who are also care leavers.
- help you decide on the right affordable university/ student accommodation, and if needed where you will stay in the holidays.
- assist you with a bursary of £2000* to help with the costs of books and materials spread over the length of your course.

**The HE Bursary can be paid termly, annually or as a lump sum at the end of the course depending on your individual circumstances and needs. We offer financial support for one course of higher education. This will be paid in the same way as National Funding, e.g. the length of the course (plus one extra year if required]*

- If you are a Qualifying young person; you are entitled to an assessment of your needs, to establish whether you require advice and assistance to maximise your right to national grants, bursaries and student loans. Where, following assessment, support is identified as required over a period of time, a plan will be completed to outline the support to be provided. As a Qualifying young person, you will not, as a right, be entitled to higher education financial support such as the student bursary or accommodation fees.

Top Tips

- ***‘Speak to your PA, I didn’t even realise what opportunities or what was available until we started talking about it. I got help to prep for my interview. Take every opportunity you can, I’m now planning on going down to Number 10!’*** (YP; Leaving Care Apprentice Personal Adviser)

4.3 Emotional and Behavioural Development- Relationships and Important People

Having positive and healthy friendships and relationships are important to everyone. Positive relationships help you to build secure attachments, develop self-confidence, self-esteem and self-reliance and contributes to a strong sense of identity and belonging and the feeling of being valued for who you are.

Positive relationships include traits such as: -

- Kindness
- Mutual respect
- Trust
- Honesty
- Feeling safe from harm
- Feeling valued
- Support
- Empathy (listening and understanding each other)

The sense of being part of a community helps us to feel like we belong, to feel safe and secure. To support this, we will;

- listen to who is important to you in your life.
- Support you to find opportunities to build on your friendships and networks so you are not alone- this might be through opportunities of work experience or education or helping you explore your hobbies and interests.
- be open and honest if we are worried about people in your life and talk to you about what support you might need to feel safe and in control.
- Help you connect with family and link with the Red Cross if you have had to leave your home country and separated from your family
- If you move home, we will work with you to figure out the area and how you can get involved in the community whether it is making new connections and friendships or seeking out new experiences
- You might even be interested in '[start something yourself](#)'. There are many opportunities for [volunteering](#) at home or abroad. As well as helping other people, you can gain skills and experience which can promote confidence, build friendships and may prepare you for work. If you are interested in volunteering or getting involved in mentoring, please speak with your Social Worker or Personal Advisor.

Top Tips;

- ***'Step outside of your comfort zone, it can be terrifying at first but it has made such a difference. I have made so many really good friends for trying something new'*** (YP; Leaving Care Apprentice Personal Adviser)

4.4 Identity- celebrating who you are and making sure you have your important documents

Being care experienced is just one part of who you are. We want to support and celebrate your identity and understand what makes you, you. This will include;

- Listening and respecting your experiences and journey. We won't make assumptions about your identity and will ask you what you want us to know and what support you need from us.

- Get to know your faith and practices; and have regard when we are planning time to spend with you; for example, if you are observing Ramadan
- Celebrate religious festivals and support you to link with faith networks in your area
- If you are a part of the LGBTQ+ community; you can come and join our Leaving Care Group for informal chat and a coffee- just speak to your Personal Adviser who will link you with the group

We know how important it is to have key documents to make sure life runs as smoothly as possible. This is why we will make sure;

- when you are 16 we will apply for your **National Insurance Number (NI/ NINO)**; this is needed when you start work to make sure you are paying the right national insurance and tax; everyone who works in the UK needs one. Your National Insurance pays for things like the NHS, your state pension but also goes to support people who may need to apply for Universal Credit (UC). If you need to apply for UC in the future, you will also need to have your NI number.
- purchase for you your **first adult passport**; a passport verifies your country of citizenship, it serves as legal photo ID and might be needed if you are applying for jobs, it's also needed if you want to travel abroad. If you are unable or do not want a passport we will support you to obtain an alternative form of photographic ID.
- support you to **open a Bank Account**. The benefits of having a bank account include having a debit card so you don't have to find a cash machine, receiving money such as wages, bursaries or benefits, paying your bills and keeping track of your money.
- access to the **Participation Forum (Your Voice)** whether this is as an active member or simply being informed about matters which might impact you or young people after you. You may wish to influence change and be involved in discussion and debate which takes place via a range of forums such as activities, trips, focused groups.

4.5 Money Matters

In Bradford; we want our young people to aspire to be financially independent; we also know that this can take time and it can be tough starting out.

If you are 16 and 17 years old and living in semi-independent or independent living, we will help you begin to learn about your increasing financial responsibilities by paying you a weekly Income Maintenance Allowance which is above the Universal Credit payment (£65/week). We will try to help you financially including;

- Making sure you know what you are entitled to (See Finance Guide Table)
- support you to budget your priority payments such as bills, meal planning and household essentials so you can maximise this payment.

- Whilst aged 16 and 17 years we will pay for your rent costs if you are living in a place which we have agreed.
- help you understand how you might maximise your income by undertaking further education, apprenticeships or employment and what the potential could look like.
- support you to access your children's Independent Savings Account (ISA) set up in your name by the department of education (DfE).
- help you arrange to open a bank account and learn about the different payment methods that might suit your circumstances.
- When you are ready to move in to your first independent tenancy we will support you to make sure you have all of the essential items using you Setting Up Home grant and a moving in kit.
- Between your 18th and 25th birthday we will pay your Council Tax wherever you choose to live in the UK
- celebrate your birthday with a gift or voucher for as long as you are in touch with the service
- celebrate important religious festivals for example Christmas or Eid with a gift or voucher for as long as you are in touch with the service
- If you are ready and prepared and have worked out your budget plan; we will assist you with starting your driving journey by funding your starter driving lessons (up to £250) and will pay for your first driving theory test and first driving practical test.
- If you are involved in participation work and helping us to make positive changes to your Leaving Care service (for example; helping with recruiting our staff) we will pay you for your time and contribution.

Top Tips:

- ***'If you need help reach out. There is a way out of debt but you need a plan and everything that felt was building up for so long was not so bad once I had my plan that my PA helped me with.'*** (YP; Leaving Care Apprentice Personal Adviser)

4.6 Where you live

In Bradford; we will encourage you to stay in care until you are 18. Many young people still live at home with their families at this age. Your Social Worker and Personal Advisor will make sure you have the right information and advice at the right time to help you plan and prepare for where you are going to live. This might involve;

- If you are living with your foster family, you might both want to consider staying put. This arrangement allows you to stay with your carer beyond your 18th birthday and up to your 21st birthday if this is the right thing for you both.

- If you are living in a residential home, you might want to consider Staying Close. This arrangement allows you to be in reach of your residential home and the people that have supported you, in your own place for as long as you need support, and up until 25 years if this is right for you.
- If you live in semi-independent accommodation; we will advise you on the range of accommodation and support in your reach and the steps you need to take when you are assessed and ready to apply for Priority Status with Bradford Homes and In-Communities.
- help you furnish your first home using your Setting Up Home Grant and how to get the best value out of this.
- give you practical assistance to decorate your home
- provide New Home Kits when you move for the first time into your own place in addition to your Setting Up Home Grant
- Support, advice and guidance in knowing your priority payments
- If you are still in education or not yet working when you move to your first place, we will support you to make an early application for Universal Credit (up to 28 days before your 18th birthday) and as long as you do what you need to do we will bridge any delay in your first payment so you do not start adult life in debt.
- Support if things don't work out and you find yourself in a crisis or emergency situation; we will work alongside colleagues in Bradford Homes to make sure you have somewhere safe whilst we help you work out a plan.

Top Tips

- ***Start the conversation early; it doesn't mean you will be moving on but knowing what the future holds means we can talk through any worries and make sure you have the right support at the right time.***
- ***Be involved in tailoring your support plan; if you are worried about how to check the meter or how to top up, let's walk this through until you are confident***
- ***If you are unsure who you would go to if you lose your keys; let's make sure that this is included in your plan***

4.7 Practical and Other Skills

Before you are ready to leave care; it's important that you feel equipped with the know how (and who to contact if that doesn't work out). This happens in lots of different ways at home and in school from learning to manage time, routines at home such as keeping your place tidy, to skills you need for later in life such as navigating social situations, or knowing which is the best electric tariff for your household needs. Wherever you live, we all have corporate parenting responsibilities to help get you ready. This might

be through independent living skills programmes, or just day to day help and support which we can capture in your Pathway Plan. There are some other ways to help guide you;

- Groups and activities led by Leaving Care or our partners (such as Supper Club and Smooth it Out)
- Accredited Independent Living Skill modules with Jumpstart
- The [Stepladder of Achievement Programme](#); which *'provides both life skills and financial resources in order to enhance the capability and prospects of children and young people in care, who are likely to have experienced an unpredictable education.'*

5 Youth Justice Services, Probation and Prison

If you find yourself in trouble you may need to work with the Youth Justice Service or Probation Service. There are ways we can support you including;

- working with these organisations to make sure you are supported and helped. There are dedicated workers who understand what it is to be looked after or a care leaver and can offer support accordingly (we will ask your consent)

If you have been remanded or are under sentence in Prison;

- Wherever possible we will work with you to make sure your custody officers know you are a care leaver. While they can't make concessions to your stay they will keep an extra eye on you to make sure you are ok. They will make sure your Personal Adviser gets to visit on a family visit as opposed to a legal visit and we will make sure we work with you and your offender manager to make sure you get what you need inside to support your development and that you have a well-planned discharge where all your needs are met when you leave custody.
- We will write to you between visits
- If you haven't already we will assist you to make a Bradford Homes application and request your Priority 1 Status is applied and if appropriate make referrals for Intensive Housing Management (IHM) support
- If you leave custody after your 25th birthday and still have remaining Setting Up Home Allowance; we will save this for you to access on your release.

6 Next Steps and Turning 21

As you approach your 21st birthday your Personal Adviser will talk to you about whether you feel you would need and benefit from support from your Leaving Care service beyond your birthday. Your Pathway Plan may continue and might look at certain things that are important for you or might cover all areas. You are entitled to a named Personal Adviser up to your 25th birthday if you still need support from the service.

If you decide that you do not want support after your 21st birthday; but later change your mind or find that you are struggling, you can simply contact the service where we can support in assessing your needs and if appropriate restarting your Pathway Plan.

You will continue to be exempt from Council Tax up to your 25th birthday regardless of whether you still need a Leaving Care Service.

7 Turning 25 'Always Here'

There is no age limit to when you might need support or a familiar face to call upon. You won't have a Pathway Plan but we will have an open door for you to get in touch and let us know how life is going. This might be a special event like a wedding or starting a family. It might be for something trickier like coming out of custody or struggling with money. As your corporate parent we are still here to help you and will offer advice and guidance to help you find your way.

8 Participation (Your Voice)

We have three forums where children and young people can participate to be heard and influence change.

Your Voice (16-25) forum will be run every two weeks (alternately); these will be interactive sessions. One aspect of the session will be the development of Corporate Parenting workshops to be held 4 times a year. There will also be information sharing sessions to support children and young people's knowledge on why social workers and partner agencies do what they do. Children and young people will also be involved in wider consultation to contribute to the development of services for children and young people.

The forums will lead 4 Corporate Parenting events a year ensuring that matters that affect children and young people in care and leaving care are raised and discussed with those who can influence how Bradford Childrens Services are run.

The forums will undertake commissioned work that enables the voice of the child to be integrated into service delivery. This involves the forums developing ideas and projects that will improve the lives of children and young people in care and care leavers. The forums will also listen to ideas about how we can improve how adults work with children in care and care leavers.

The forums will get involved in training (this includes student social workers at University, newly qualified social workers and foster carers), interviews of staff entering social care (at all levels) and other processes where the voice of the child or young person is needed to improve service delivery.

The forums will send out a Newsletter quarterly to children and young people in care. The Newsletter is called – Your Participation News.

You can be an active member attending forums or you can simply be a member, receiving news and participating in different activities.

For Further information, contact:

Emily Rhodes – Participation Coordinator: 07582 102 355

Mick Nolan – Participation Officer: 07977 235 992

There is an email for all communications: CiCCQueries@bradford.gov.uk

9 Comments, Complaints and Compliments

We always try to give a high standard of service. But there will be times we do not agree with each other or where you are unhappy with the service you have received. When this happens you might want to talk to someone you trust who might be able to sort out the problem.

You are allowed to tell us if you are not happy and if necessary make a complaint if you are not satisfied with the support you are getting or feel that you have not been listened to.

In the first instance, you might talk to your Personal Advisor, Social Worker or the Team Manager. They will try to sort out your complaint as most complaints can be resolved quickly at this stage.

If you are still unsatisfied, or if the problem reoccurs you can contact the complaints team via; [comments, complaints and compliments](#).

Who can Help?

Key Contacts for the Leaving Care Service:

4 th Floor Sir Henry Mitchell House 4 Manchester Road Bradford BD5 0QL 01274 435833	Odsal Resource Centre 6 Odsal Road Bradford BD6 1AT 01274 436760	Shipley Office 2 Well Croft Shipley BD18 3QH 01274 437123
---	--	---

Strategic Director, Marium Haque; talktomarium@bradford.gov.uk.

Health and Development:

- Give us a Shout
- Youth in Mind
- Health and relationships pages
- LGBTQ+ Youth in Care
- Sexual Health for under 25's
- SH24 (free and discreet STI testing for young people over the age of 16 years)
- Health and Relationships
- Need to talk to someone?
- Are you drinking enough water
- Eat better, looked better and feel better
- Eating Disorders
- Vegetarians and Vegans
- Worried about your weight
- Personal Hygiene
- Female Genital Mutilation
- STI clinics fears and myths
- Most Common Sexually Transmitted Infections
- Sexual Health Clinics
- Contraception / Condoms
- Gay or straight?
- Illegal Drugs
- Drugs used in sports and fitness
- Headspace
- Child and Adult Mental Health Service (CAMHS)
- NHS 111
- Find a Dentist
- Emergency Dentist
- Samaritans can also provide emotional support and can be contacted on 01274 547 547 or emailed jo@samaritans.org
- For urgent mental health support, you can contact First Response Crisis Service 24hours a day on 0800 952 1181.

Drug and alcohol services for young people:

- Bridge 01274 723863
- Project 6 01535 610180
- Bradford's Stop Smoking Service 01274 437700
- Change Grow Live
- Frank offers honest and confidential information about drugs - Phone: - 0300 123 6600
E-mail:- frank@talktofrank.com (there is also an anonymous enquiry form online)

Education, Employment and Training

- SEND
- EHCP
- Employment, Education and Training
- Getting Advice on Employment, Education and Training
- Education, Employment and Training Equal opportunities
- Employment Education and Training - Your Options
- Need a CV
- Apprenticeships and Training
- Your Rights on Training Programmes
- Part-time or Holiday Employment
- Looking for a job
- The Duke of Edinburgh's Award
- Outward Bound
- Raleigh International
- How to make a good first impression
- Care to Learn - GOV.UK is for young parents aged 19 years or under and they provide funding to support with child care costs whilst you study
- Drive Forward Foundation offers support to young people with education, employment and training - Phone: - 0207 620 3000 E-mail:- info@driveforwardfoundation.org

Healthy Relationships

- Say No, Mean No
- Safety Net Kids website
- ChildLine website
- NSPCC website
- Bullying UK website
- Child Exploitation and Online Protection website
- Keeping Safe
- Bullying UK 0808 800 2222 askus@familylives.org.uk

Community and Interest

- Youth Centres
- Libraries
- Visitor Information Centres
- Leisure and Community
- Travel and Transport
- Discount Travel Cards

- You and Your Rights
- How organisations use your personal information
- Privacy Policy
- How to negotiate
- Youth Hostels
- Silent 999 calls what you need to do
- Youth Info | Bradford Council

Finances

- Money and Benefits
- Rees Foundation offers information, advice, financial support and help finding a community of people who are care experienced. Rees provides a range of useful extra services that anyone with care experience can take advantage of including a peer network, opportunities, sign posting, a crisis fund, and various other things - Phone: - 0330 094 5645 - E-mail:- contactus@reesfoundation.org

Housing

- Housing-help / Homelessness
- Housing
- How much is the rent
- Life and independence skills

Other forms of support for Care Leavers

- Become is a national charity which works to improve the care system and support young people. Their mission is to provide help, support and advice to children in care and young care leavers so that they can take control of their lives and unleash their potential. They want you to reach your dreams through recognising your abilities - Phone: - 0800 023 2033 Freephone number (lines open Monday-Friday 10.30am-3pm) - E-mail:- advice@becomecharity.org.uk
- Capstone Care Leavers Trust awards grants to people aged 17-25 years who have been in Local Authority care in England or Wales and are in need. The CCLT also offers advice and guidance to young people to help reduce their experience of social exclusion and enhance their life chances. Capstone Care Leavers Trust will consider awarding grants for:
 - Further and Higher Education courses
 - Training courses
 - Laptop
 - Travel costs to place of study/training
 - Driving lessons - subject to meeting criteria
 - Practical Driving Test
 - Household goods – Sofa, cooker, fridge, freezer, washing machine, bed, wardrobe etc.
 Phone: - 0121 374 2601 - E-mail:- info@capstonetrust.org
- Catch22 supports care leavers in the transition from care to independence. They can support with:
 - Alternative education provision
 - Support for children who go missing and/or experience sexual exploitation
 - Skills development programmes such as the National Citizen Service

- Housing support and a peer landlord scheme
- Apprenticeships and employability services, including Care2Work
- Engagement within prison or youth offender's institutes
- **Childline** is there to help anyone under 19 in the UK with any issue they're going through. You can talk about anything. Whether it's something big or small, their trained counsellors are there to support you - Phone: - 0800 1111
- **Family Lives - Parenting and Family Support** - Phone: - 0808 800 2222 – Parentline (lines open Monday-Friday 9-9, Weekends 10-3) - E-mail:- askus@familylives.org.uk
- **Bradford Maze** is a Domestic Abuse Prevention Programme (DAPP) and is aimed at heterosexual adult men, aged 22 +, who are using any form of domestic abuse in their intimate relationships. There is also a Young Man's Group Work Programme for 16 to 21 year old men - Phone: - Rosie Taylor 01422 386 544/ 07821 315 126
- **Migrant Children's Project** could offer asylum seeking care leavers with indefinite leave to remain help with home fees and advice and guidance in respect of their immigration matters - Phone: - 0207 636 8505 - E-mail:- mcp@coramclc.org.uk
- **Relate** offers counselling relating to relationships, sex life, parenthood, and family life - Phone: - 0300 100 1234
- **Shelter** can support with any issues around housing or homelessness. They can offer legal advice and help with challenging housing authorities. They can help if you have nowhere to sleep, might be homeless soon, if you have somewhere to sleep, but nowhere to call home or, if you are/could be at risk of harm - Phone: - 0808 800 4444 (weekdays 8-8 and weekends 9-5)
- **Bradford Counselling Services** supports people throughout the Bradford District to access the counselling support they need by offering therapeutic services to help individuals explore and cope with a range of emotional issues. They work with adults, young people and children from the age of 16 upwards, providing up to 12 sessions of counselling. Our funded services provide free counselling to people who live in Bradford District - Phone: - 01274 733 080 - E-mail:-info@bradfordcounsellingservices.org.uk
- **The Care Leavers Association** bring together the voices and experiences of care leavers to support care leavers of all ages, improve the current care system and change for the better society's perception of people in care - Phone: - 0161 826 0214 - E-mail:-info@careleavers.com
- **The Children's Society** offer services across the country and have professionals ready to listen to how young people are feeling. After talking things through and getting some advice, young people will be in a better place to make changes. They cover a range of issues such as situations like living with an alcohol-dependent parent, feeling too anxious to leave the house, stressed at school, worried about getting mixed up in drugs, they will work with young people to get them through it -
Phone: - 0300 303 7000
- **The Clothing Bank** provide free clothing to those who need them and they are discreet, quick and efficient - Phone: - 07949 591852 (Emergency support line) - E-mail:-info@theclothingbank.org.uk (there is also an enquiry form on the website)
- **The Mix** provides free, non-judgemental and confidential legal advice and support for young people under 25 via online, social and mobile - Phone: - 0808 808 4994
- **The Prince's Trust** offers support to prepare young people for work, and help in gaining employment. They can help with developing skills and confidence, getting a taste of new industries or in gaining some solid work experience. They can offer development awards to fund training - Phone: - 0800 842 842
- **Turn 2 Me** hosts online support groups on anxiety, suicidal thoughts & feelings, depression, stress management and general mental health issues. Sessions need to be booked on line,

are run by qualified professionals who ensure every member is respected and heard and are completely free.

- **Unite Foundation** offers a scholarship to ensure you have a place to live whilst at university leaving you free to study, meet new people and plan your career. They will help you settle in, keep in touch with you and offer you extra opportunities for enjoyment or employment throughout your studies. The eligibility criteria are: -
 - Aged 25 or under
 - A care leaver or estranged from your family
 - Starting or studying your first undergraduate degree
 - Holding UK home fee status
 - Applying to/studying at a partner university

Phone: - 0117 302 7073 - E-mail:- info@unitefoundation.org.uk

- **Young Minds** support young people with their mental health and offer support to both the young people themselves and their families – Text YM to 85258

Financial Offer

	Eligible	Relevant	Former Relevant	Former Relevant 21+	Qualifying (discretionary payments based on assessment of need only)
Setting Up Home Allowance (supervised) £2000	No <i>*discretionary with consultation with PA</i>	Yes <i>*if living in independent home</i>	Yes	Yes <i>*including post 25 for care experienced YP leaving custody</i>	No
First Home Food Stock £40 (one-off)	Not Applicable	Yes <i>*if living in independent home</i>	Yes	Not Applicable	No
First Home Decorating Allowance £100 (one-off)	Not Applicable	Yes	Yes	No	No
Income Maintenance £65/week (see 10.9)	Yes <i>*living semi-independently/ independently</i>	Yes <i>*living semi-independently/ independently</i>	* 4 weeks from 18 th birthday only subject to UC claim	No	No
Birth Certificate £14	Yes	Yes	Yes	No	No
First Adult Passport and photographs £85 + £10	Yes	Yes	Yes	No	No
Application Fee for British Citizenship (where not met by legal aid)	Yes	Yes	Yes	Yes	No
Council Tax Exemption (including out of district)	Not Applicable	Not Applicable	Yes	Yes	No

	Eligible	Relevant	Former Relevant	Former Relevant 21+	Qualifying (discretionary payments based on assessment of need only)
TV License (1st Year) <u>£159</u>	Yes <i>*living semi-independently / independently</i>	Yes <i>*living semi-independently / independently</i>	Yes	No	No
1st Years Home Contents Insurance	Not Applicable	Yes	Yes	No	No
Gym Membership (Bradford Council only)	Yes	Yes	Yes	No	No
Sturdy Luggage Item <u>£60</u> (one-off purchase)	Yes	Yes	Yes	Yes	No
EET - Attendance Incentive <u>£10/week</u> subject to full attendance (term time only)	Yes	Yes	Yes	No	No
EET - 16-19 Bursary <u>£1200</u> (see 15.2)	Yes	Yes	Yes	No	*Discretion of the education provider
EET - FE Bursary <u>£350/ year</u> (see 15.3)	N/A	N/A	Yes	No	No
EET - Computer Bursary <u>£250.00</u> (see 15.4)	Yes	Yes	Yes	*discretion of DWP/service	*discretion of DWP/ service
EET - Prom <u>£100</u> contribution to associated costs	Yes	Yes	Yes	No	No

	Eligible	Relevant	Former Relevant	Former Relevant 21+	Qualifying (discretionary payments based on assessment of need only)
EET - Higher Education Bursary £2000 <i>*paid in instalments/ lump sum on completion of programme of study</i>	No	No	Yes	Yes	No
EET - Higher Education Vacation costs <i>*assessment required to support proposed costs</i>	Not Applicable	Not Applicable	Yes	Yes	Yes
EET- Keeping in Touch with Family 3 x visits home per year via public transport <i>*assessment required to support proposed costs</i>	Not Applicable	Not Applicable	Yes	Yes	No
EET - Graduation Celebration Cost of Cap and Gown/ celebration of achievement <i>*assessment required to support proposed costs</i>	Not Applicable	Not Applicable	Yes	Yes	Yes
EET - Interview Clothing Up-to <u>£50</u>	Yes	Yes	Yes	*discretion of service	No
EET- Travel Support to New Job (4 weeks public transport costs)	Yes	Yes	Yes	No	No

	Eligible	Relevant	Former Relevant	Former Relevant 21+	Qualifying (discretionary payments based on assessment of need only)
Winter Clothing <u>£100</u> Summer Clothing <u>£100</u>	Yes *living semi-independently/ independently	Yes *living semi-independently/ independently	Yes	No	No
New into care (SMC) <u>£200</u> (one-off clothing grant)	Yes	Yes	N/A	N/A	N/A
Pregnancy Clothing <u>£150</u> (one-off)	Yes	Yes	Yes	No	No
Birthdays	Yes £207 (gifts) *2022/23 *In line with Fostering Rate **living semi-independently/ independently	Yes £207 (gifts) *2022/23 *In line with Fostering Rate **living semi-independently/ independently	<ul style="list-style-type: none"> • £100 (18th, and 21st) • £50 (19th and 20th) (gifts) *subject to remaining in-touch with the service	£25 gift	No
Festival Gift	Yes £207 (gifts) *2022/23 *In line with Fostering Rate **living semi-independently/ independently	Yes £207 (gifts) *2022/23 *In line with Fostering Rate **living semi-independently/ independently	£50 Gift *subject to remaining in-touch with the service	£10 Gift (if still in touch)	£10 Gift (if still in touch)

Driving Lessons Up to <u>£250</u> contribution <i>*subject to assessment</i>	Yes	Yes	Yes	No	No
	Eligible	Relevant	Former Relevant	Former Relevant 21+	Qualifying <i>(discretionary payments based on assessment of need only)</i>
Driving Theory Test (1st attempt) <u>£23.40</u>	Yes	Yes	Yes	No	No
Driving Practical Test (1st attempt) <u>£62.90</u>	Yes	Yes	Yes	No	No
Provisional Driving License and photographs <u>£34</u> (license) <u>£5</u> (towards photos) <i>*subject to assessment</i>	Yes	Yes	Yes	No	No
Custody Payments £20/month- remanded only	Yes	Yes	No	No	No
Health Costs (dentist/ optician/ prescriptions)	Yes <i>*assessment of need</i>	Yes <i>*assessment of need</i>	HC1 Form to be completed https://www.nhs.uk/nhs-services/help-with-health-costs/nhs-low-income-scheme-lis/		
Activity/ Trips £414/annum <i>*in line with Fostering Holiday Allowance Rate see point 17 for detail</i>	Yes	Yes	No	No	No

Consultation Payments	£30/day	£30/day	£30/day	£30/day	£30/day
------------------------------	---------	---------	---------	---------	---------



Report of the Strategic Director of Children's Service to the meeting of Corporate Parent to be held on 12 May 2022

Subject:

K

Regulation 44

Summary statement:

To provide Corporate Parenting with an update on Bradford's children's homes, their Ofsted grades and the process of Regulation 44 Visits.

Marium Haque
Strategic Director – Children's Services

Portfolio:
Children and Families

Report Contact: Suzanne Lythgow &
Belinda Greene
Quality Assurance Manager (Reg 44)
Phone: 07582 100 936 & 07582 109 919
E-mail: Suzanne.lythgow@bradford.gov.uk
Belinda.greene@bradford.gov.uk

Overview & Scrutiny Area:
Children's Services

1. SUMMARY

This report provides an update of Regulation 44 visits during the 2021 – 2022 monitoring period.

It also provides current information of all Ofsted Inspection Outcomes for the districts Children’s Residential and respite Provisions for the 2021-2022 inspection period.

2. BACKGROUND

2.1 The Quality Standards Manager (Regulation 44) undertakes independent visits to Children’s Homes in Bradford (known as Regulation 44 visits). They provide independent scrutiny of the home to quality assure the arrangements that are in place including the quality of care provided, the practice of staff and management, compliance with regulations, systems and processes and the quality of the environment. Importantly the visits need to report on how the homes are meeting the individual needs of children and young people to achieve good outcomes.

2.2 There are 2 Regulation 44 Quality Assurance Managers in Bradford. Their role sits within the Safeguarding and Reviewing Unit to ensure that their role maintains independence and autonomy from the rest of the service.

2.3 Their direct line of management is with the Service Manager for the Safeguarding and Reviewing Unit, overseen by the Head of Service and ultimately the Assistant Director – Safeguarding, Commissioning and Provider Services.

2.4 Monitoring through the Regulation 44 process highlights areas of development for each home on a month by month basis. Senior management are sighted on the outcomes of Regulation 44 visits and action plans are completed by the home manager to address areas of concern, inform change and improve outcomes for Children YP and / or the home. The information is collated and enables themes to be identified within the residential service which require response at a home level and where necessary at a strategic level.

2.5 There have been numerous changes to the Responsible Individual since spring 2021, however this now sits with the current Assistant Director who is responsible for Residential Services.

Role of the Quality Assurance Manager

2.6 Regulation 44 visits are undertaken monthly within each home. In Bradford the visit involves (amongst other things):

- a review of the paperwork
- oversight of the home (conditions and homeliness)
- discussions with staff and children/young people
- review of policies and procedures and how they are being implemented
- review of notifications that have been made to Ofsted and how they have been managed
- how the home is implementing the care plan for each child/young person

- a review of complaints and compliments.

2.7 Alongside this there is consultation with parents and other practitioners involved with the child/young person's care plan. This information is collated, written up as a Quality Assurance visit to illustrate that standards are being met as defined by the Children's Homes Regulations 2015, Quality Standards for Children's Homes and Children Act 1989.

Update on Bradford's children's homes

2.8 There are currently 12 Homes -

- 8 Residential Children's Homes (4 Mainstream, 3 Specialist BPP Provisions & 1 Children with Disabilities (CWD))
- 2 Short Break Provisions for CWD
- 1 Emergency/Short Term BPP Hub
- 1 Unregistered Residential Children's Home operating within Bradford Council.

Meadowlea – Inspection rating Good

Meadowlea is a home for up to 7 children of mixed genders with admission ages between the ages of 4 to 10 years old and is a Specialist BPP home.

The children who live at Meadowlea have a range of emotional, social and behavioural needs that can present as challenging behaviour due to their early life experiences. A significant number of children who come to live at Meadowlea have had difficult and unsustainable placements in foster care and so have come from placement breakdowns.

The care planning for children placed at Meadowlea is to prepare the children for family life.

In the last twelve months there has been an impact on staffing due to positive Covid tests, but Meadowlea has remained a stable environment for the children. There is clear leadership from the Residential Manager and there is a drive to escalate any factors with external agencies that affect care planning for the children that are placed.

Sky View – Inspection rating Requires Improvement – Declined effectiveness at interim inspection

Sky View is a home for up to 6 children and young people aged 13 -18yrs and is a mainstream home.

Sky View House has experienced a lot of staffing changes particularly in the management structure of the home, namely

- The Registered Manager transferred to Owlthorpe
- The Assistant Manager took up the position of Acting Manager supported by an Acting Assistant Manager and Acting Senior Residential Practitioner
- Recent changes saw the Acting Manager return to his substantive role and the Acting Assistant Manager commenced the role of Acting Manager supported by an Agency Assistant Manager

Whilst the current Acting Manager is very new to the role of management, they have a wealth of experience of working within Residential Services, and they are driving improvements in the area identified through Reg 44 visits and action plans.

Hollies - Inspection Rating Good

The Hollies is a home for up to 6 children and young people aged 8 - 18yrs and is a mainstream home.

The Hollies have experienced significant staffing changes within the management structure with the Registered Manager leaving the Local Authority after 10 months. A Temporary Agency Manager (currently unregistered) is in place. Any change in leadership causes a change in dynamics however communication with the staff team is positive.

The Hollies is impacted by social workers completing necessary tasks i.e. PEPs, updating Care plans but there is evidence of escalation and communication with the IRO.

Rowan House – Inspection rating Requires Improvement - declined effectiveness at interim inspection

Rowan House is a home for up to 6 children and young people aged 12 -18yrs and is a mainstream home. They are aged between 12 and 16 on admission. Rowan House are a mixed gender home, and a home that provides long term care for young people.

There has been long term sickness for the Registered Manager; the Assistant Manager effectively managed the home for an extended period until a Temporary Agency Manager (currently unregistered) was appointed.

Rowan House has been affected by the impact of matching children to the home. This ultimately led to a recent downgrade following the Ofsted inspection. The home has been informed that the occupancy numbers are to reduce to four beds.

The staff team evidences commitment and have established strong relationships with the young people that live there. There is a commitment from the leadership team in tackling any deficiencies in partnership support.

Hollybank Road – Inspection rating Good

Hollybank Road looks after up to 4 children aged 11 - 18yrs and is a specialist BPP home.

Hollybank has experienced staffing issues at Residential Practitioner level, but despite this has remained a very positive environment for the children and young people living there. Hollybank embraces the PACE model of caring which focuses on relationships.

Recently the Registered Manager has handed in their notice. A Temporary Agency Manager has been identified and started in April. This period of change will require careful management to ensure the current instability is effectively managed to move forward.

Willows Ofsted - Inspection Rating Requires Improvement

The current statement of purpose for the Willow cites:

'It is the current position that we will not be accepting any referrals to our homes until we have completed a review of our admissions process – impact risk assessments, proper consideration about matching, recognition of the home as a place of safety for young people living there and discussion with young people living in the home about any new young people moving in, a review of all homes Statement of Purpose and Function to make clear what the homes' admission criteria and process is. We anticipate that this work will be completed by the middle / end of January 2022. We will notify Ofsted when this work has been completed.

The Willows/BPP Hub is a home which currently provides care for one young person until a longer term placement which can meet his physical, emotional and developmental needs can be found.'

The Willows was a 4 bedded Specialist BPP Residential & Outreach home; however currently has a young person living there who has highly complex needs. It has taken some time for partner agencies to develop a plan that is able to support the young person effectively. There have been further complexities due to identifying an appropriate placement to enable a transition to support their long term needs.

Over the last year the Willows have had placements made that have not been within their statement of purpose. This has made it increasingly difficult for the Willows staff and ultimately led to a downgrading in their Ofsted inspection.

Alongside this there have been staffing changes at management level. There is now a Manager who operates with oversight of the Willows and Owlthorpe.

The Home evidences a clear commitment to effective multi-agency working.

Wedgewood – Ofsted Rating Requires Improvement - Improved Effectiveness at interim inspection

Wedgewood was a 6 bedded, short break service for children with severe and moderate physical disabilities aged 5 - 18yrs.

In the last twelve months Wedgewood Hall which is a part of the Wedgewood umbrella provided a permanent home for three young people with ASD and learning disabilities, following Ofsted findings at Valley View. The three young people have behavioural needs that have impacted up on their day to day living, resulting in the need for full time care support.

This has led to a lot of readjustment for Wedgewood.

Wedgewood has a stable management group and there is dedication to delivering good quality care. The leadership team do put challenge into the system when a child's care planning needs are not being met.

However, as with other homes Wedgewood has been impact by staff sickness. This is particularly difficult for Wedgewood as staff require specific training to care for the children who spend time at the home. The added complication is that Health have not been

forthcoming with the specific training required.

Clockhouse - Ofsted Rating Good

Clockhouse is a 6 bedded, short break service for children 5 to 17 years, with learning disability and physical and sensory needs. The range of disabilities extends to those with a combination of autism, complex health and learning disability.

Clockhouse has a stable management group however as with other homes has been impacted by staff sickness. They have recently had the addition of a second Assistant Manager transferred from Valley View House.

Newholme – Ofsted Rating Good - Declined Effectiveness at Interim

Newholme looks after up to 4 children aged 12 - 18yrs and is a specialist BPP provision.

Newholme has recently experienced the departure of their Registered Manager and there is the same theme around staffing issues. A Temporary Agency Manager has been appointed to commence this role.

Newholme has been affected by the impact of matching children to the home as well as having a number of children on part time education plans (one or two hours a day). This contributed to a recent downgrade following Ofsted inspection.

Owlthorpe - Ofsted Rating Good

Owlthorpe looks after up to 6 children aged 11-18yrs and is a mainstream home.

Following a difficult year in 2021 the home has relaunched with a new Manager (transferred from Sky View House). Careful matching of CYP has ensured Owlthorpe have gone from strength to strength.

Valley View – Ofsted Rating Requires improvement

Following an Ofsted inspection in 2021 Ofsted 'closed' Valley View.

In August 2021 plans were established for Valley View to care for one specific young person, via a commissioned care arrangement with Great Minds Together, who employ Mental Health Nursing Staff via CAMHS Professionals Agency.

The contract with GMT has recently ended and the notice period was served. The Local Authority liaised with CAMHS Professionals Agency to maintain continuity of care for the CYP.

The home functions with an Acting Manager, Acting Assistant Manager and an Acting Senior Family Support Behaviour Worker (SFSBW).

The arrangements in place at Valley View have resulted in a number of recommendations over the duration of visits undertaken by the Quality Assurance Manager. It is a long term and highly complex situation, due to the nature of the multifaceted needs of the young person in placement and care planning arrangements required; involving commissioning

arrangements to identify a suitable placement for the young person. This is hopefully coming to a conclusion.

The Bungalow – Ofsted unregistered

The Bungalow has been operating for over a year, with regular Quality Assurance visits since June 2021; prior to that there had been reference to The Bungalow within The Willows report as they were providing guidance.

The Bungalow is not yet registered with Ofsted. However, the Bungalow is now overseen by the Registered Manager for Valley View.

The current Statement of Purpose cites '*The Bungalow is a specific service that provides support and care for one single young person that is currently living under a Dols Order. The Bungalow is a small bespoke setting where local authority has a child focused approach alongside supporting agencies including a settled and adapted team of agency practitioners from Spire Assist Ltd.*'

There have been significant improvements for the young person placed at The Bungalow.

Key Issues arising from Regulation 44 Visits

2.9 The visits are identifying evidence of Good Practice -

- Wedgewood completed a lovely piece of work with a young person; the individual had complex needs and the evidence suggested that whilst the care at family home was emotionally warm, it did not meet her needs and as a result affected her development. Wedgewood maintained a full time placement, improving the quality of care and supporting the family to re learn how to provide effective care and ultimately this led to the young person being returned home. It was a great example of supporting and working in partnership with a family and mirroring good quality care.
- The Willows received some really positive feedback, following consultation with a partner agency. This was shared with the senior leadership team at the time as it was a thorough response, which was balanced and identified the strengths of the home.
- The Quality Assurance Managers speak regularly to children and young people placed and a number of them have developed positives relationships with staff. Engagement with children and young people by the Quality Assurance Managers is positive and supported by the homes.
- The Residential Managers, Assistant Managers and Residential staff have good communication with the Quality Assurance Managers.

2.10 There are themes that result in recommendations with the Monthly reporting

- The ease of ascertaining information which relates to the policies, procedures and care plans for the children continues to be raised within Reg 44 reports. These

issues affect the homes ability to fully meet/evidence some of the regulations as required by the Childrens Homes Regulations. These include but are not exhaustive to:

- Case note recordings need to be clearer in their record of action. Information is difficult to decipher and does not always clearly indicate the purpose of the action.
- Support Behaviour Staff not using LCS fully to record information – plan to have service specific case note headings.
- Children Social Care completing / updating / finalising the necessary paperwork. Ultimately this reflects on the home(s) as they do not have up to date and accurate information (includes care plans/placement plans/PEPs/Philomena protocols).
- Key working sessions not being planned, purposeful or undertaken within the policies and procedures of Bradford Council and aligning to the aims of the care plan.
- Consistency in use of residential documentation across the homes; homes have individualised documentation or have not updated documentation to align with a consistent approach. This fragments practice, especially as staffing is interchangeable across the homes.
- Ensuring consistency and accuracy in recording for specific issues i.e. injuries/medication.
- There have been occasions where interventions have been employed where a different approach could have been used. Also there has been some confusion in the use of the Physical Intervention form, which has led to inconsistency of recording across the Homes.
- Some homes have been identified as requiring work to be undertaken to improve the standard of the home; this has been a prevailing point for Valley View.
- Staffing has been a significant issue over the last 12 months; across all levels, from Responsible Individual through to Residential Practitioners. There has been a lot of movement due to staff retention as well as difficulties in recruitment. There is a reliance on agency staff. It is a complex issue, that has many factors impacting the stability of the workforce
- Inductions and supervisions for staff being consistent across the service; however, it is acknowledged that some homes have a high number of staff oversight. This is particularly prevalent for Wedgewood.

Key Issues arising about Regulation 44 Visits

2.11 There are themes that are relevant to the role of the Quality Assurance Manager

- Consultation with partner agencies continues to be difficult. Obtaining quality responses from IROs and social workers remains an ongoing issue. However, there has been improved consultation with other partners which has provided some interesting observations.
- Ensuring that the Reg 44 reports capture the action plans and Ofsted actions and benchmark against these as well as recommendations from the previous month's report.
- Quality Assurance Managers can have difficulties obtaining all the relevant documentation, including the most recent Statement of Purposes, accessing manager's folders and this can dilute the information recorded within the reports.
- It remains a theme for Ofsted to report that Reg 44 reports are submitted late to Ofsted, however this is not accurate information. There has only been one occasion that reports were late and this dates back to spring 2021. Reports are sent to Ofsted on time.

Actions undertaken

- The Residential service has made changes to the case note recordings to enable clarity of recording. This needs to be embedded and the Quality Assurance Managers have offered further suggestions.
- Work is being undertaken by Residential Services to review the consistency and quality of paperwork across the service.
- Residential Services have created of a Peripatetic Manager (as a 12-month post), to support Homes develop and implement Ofsted Improvement Plans, develop consistent and standardised paperwork and recording systems, support the implementation of the Homes Strategic Plan to open smaller homes; and the Service Development and Improvement Plan
- Residential Services has funding agreed to change the approach used in Physical Interventions from TEACH to a programme called TCI which is a therapeutic approach more suited to children's homes and foster carers. Training on this will start to roll out in July.
- The Registered and Assistant Managers are now using IROs as support to escalate matters when compliance in paperwork by Children Social Care and/or there are difficulties in progressing care plans. There is improved evidence of challenge from the Registered Manager when plans are not effective.
- Safeguarding & Reviewing unit ensure Social Workers and IROs are routinely reminded to respond with quality responses when consultation is requested by the Quality Assurance Managers
- The Quality Assurance Managers have reviewed the Reg 44 report and will be starting with the new form from April 2022.

- The Quality Assurance Managers and Service Manager are attending Residential Manager team meetings on a routine basis to feedback themes and discuss ways forward. Within this the Quality Assurance Managers are more than happy to be consulted on new forms and processes before they are disseminated across the service, this aspect could be better utilised.
- The Quality Assurance Managers and the Service Manager attend monthly meetings with the Responsible Individual and Service Managers for Residential Services to discuss the themes.
- There is a rolling recruitment process for residential practitioners, recruitment, retention of staff is all a priority within the residential service improvement and development plan.
- The Director of estates has visited all of the homes and there is a planned programme of works to develop the existing homes in to smaller homes and create ensuite facilities
- In response to Ofsted reporting that Reg 44 reports are late, we complete a spreadsheet to monitor the writing of reports, timeframes for sending to Registered Managers and the RI and when they are sent to Ofsted. To enable evidence based reporting, as requested by Ofsted, on how timeframes were met. We are seeking to build in delivery receipts to support evidencing that reports have been sent in.

3. OTHER CONSIDERATIONS

None

4. FINANCIAL & RESOURCE APPRAISAL

None

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

None

6. LEGAL APPRAISAL

None

7. OTHER IMPLICATIONS

None

7.1 SUSTAINABILITY IMPLICATIONS

None

7.2 GREENHOUSE GAS EMISSIONS IMPACTS

None

7.3 COMMUNITY SAFETY IMPLICATIONS

None

7.4 HUMAN RIGHTS ACT

None

7.5 TRADE UNION

None

7.6 WARD IMPLICATIONS

None

**7.7 AREA COMMITTEE ACTION PLAN IMPLICATIONS
(for reports to Area Committees only)**

None

7.8 IMPLICATIONS FOR CHILDREN AND YOUNG PEOPLE

The report supports the members of the panel to discharge their Corporate Parenting Responsibility in respect of children living in our children's homes.

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

None

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

The report is for information only

10. RECOMMENDATIONS

The report is for information only

11. APPENDICES

None

12. BACKGROUND DOCUMENTS

N/A



Report of the Strategic Director of Children's Services to the meeting of the Corporate Parenting Panel to be held on 12th May 2022.

Subject:

L

Annual Report of the Virtual School on promoting the education of children in care

Summary statement:

This report presents an overview of the education outcomes for children in care during the academic year 2020/21 as required by statutory guidance.

EQUALITY & DIVERSITY:

No issues identified

Marium Haque
Strategic Director
Children's Services

Portfolio:

Children and Families

Report Contact: Jonathan Cooper
Phone: (01274) 436401
E-mail: Jonathan.Cooper@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

1.1. This report is the 2020/21 annual report of the Virtual School which is a statutory function of the local authority in promoting the education of children in care.

2. BACKGROUND

2.1. See attached report

3. OTHER CONSIDERATIONS

3.1. None

4. FINANCIAL & RESOURCE APPRAISAL

4.1. For the financial year 2020/21 the pupil premium plus amount allocated for a child in care was £2345 per child. Arrangements for allocation have been agreed to ensure maximum impact and value to support children in care with their education in line with the conditions of grant from the Department for Education.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1. Promoting the educational achievement of children in care is reliant upon them attending a provision which can meet their needs and maximise progress as noted in this report. This is supported by the Virtual School as a statutory function of the local authority.

6. LEGAL APPRAISAL

6.1 Under section 22 (3A) and 23ZZA of the Children Act 1989 (as amended by section 4 of the Children and Social Work Act 2017), local authorities have a specific duty to promote the educational achievement of Looked After, Eligible and Previously Looked After Children. Section 99 of the Children and Families Act 2014 imposes a requirement for an officer to be appointed to discharge this duty – sometimes referred to as a 'Virtual School Head' ('VSH').

7. OTHER IMPLICATIONS

7.1 SUSTAINABILITY IMPLICATIONS

None

7.2 GREENHOUSE GAS EMISSIONS IMPACTS

None

7.3 COMMUNITY SAFETY IMPLICATIONS

None

7.4 HUMAN RIGHTS ACT

NA

7.5 TRADE UNION

NA

7.6 WARD IMPLICATIONS

NA

**7.7 AREA COMMITTEE ACTION PLAN IMPLICATIONS
(for reports to Area Committees only)**

NA

7.8 IMPLICATIONS FOR CHILDREN AND YOUNG PEOPLE

Children in care sometimes start with the educational disadvantage of their pre-care experiences and often may have special educational needs. These children are disproportionately represented among those who have disrupted learning experiences and underachieve in relation to the academic potential. It is a key priority for Corporate Parents that these children are supported to make rapid progress in education and achieve education outcomes in line with all children and young people.

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

None

8. NOT FOR PUBLICATION DOCUMENTS

None

9. OPTIONS

NA

10. RECOMMENDATIONS

Corporate Parenting Panel are requested to give consideration to the report and approve the Virtual School Priorities for 2021/22 outlined in the report.

11. APPENDICES

Virtual School Annual report for 2020/21

12. BACKGROUND DOCUMENTS

None.

This page is intentionally left blank

Virtual School Headteacher Report 2020-21



**Virtual School Bradford
Unique School, Unique Pupils**

April 2022 version

(Changes to the assessment and reporting procedures for schools and the Virtual School, as a result of the COVID 19 pandemic means that summative outcomes data for 2020/21 is not available for several of the key attainment and attendance indicators usually included in this report)

VIRTUAL SCHOOL HEAD TEACHER'S REPORT

EXECUTIVE SUMMARY

- Promoting the education of our children in care is always a key priority as part of our responsibility as corporate parents. The past year's unprecedented circumstances for our children in care, as a result of the continuing COVID 19 pandemic, has necessitated services respond rapidly to changing needs and circumstances to continue to deliver this priority. The outcomes for our children in care highlighted in this report demonstrate the success of our schools, social care colleagues, parents and carers and other professionals endeavouring to respond effectively to this challenge to promote the education of our children in care.
- Predictive teacher assessment data collected termly by the Virtual School indicates that approximately 80% of children in care were on track at KS1 and KS2 based on their prior attainment. This is a 10% increase on data from the previous year and although below the target of 100%, represents positive progress in catching up on learning lost due to the COVID 19 pandemic.
- At KS4, whilst not comparable to previous years' attainment, outcomes are broadly in line with the national average for children in care for the 'attainment 8' and 'Basics' progress measures of children achieving above a grade 4 in both English and Maths GCSE. This is positive when looking at the results for the full Year 11 cohort and their individual achievements, however the focus remains to continually narrow the attainment gap.
- A continued focus on driving high quality education to ensure all children receive their entitlement of full time 'good' or 'outstanding' provision, alongside robust monitoring of children's provision have demonstrated a continued reduction in the number of children not accessing education provision for a period of more than 10 days.
- Close partnerships with teams in Children's Services have resulted in the establishment of an inclusion protocol resulting in an improvement to children's inclusion in education through reduced suspensions and a continued trend of no permanent exclusions of children in care. Alongside this the percentage of children attending good or outstanding schools continues to improve year on year.
- The DfE Local Authority information tool places Bradford in quartile B of the top 50% performing local authorities for reduced rates of both Persistent and Unauthorised absence from school.
- Progression into further education for Bradford's children in care has continued to improve year on year over the last 4 years with a further reduction of those who are NEET in the November Yr12 activity survey to 4.8%.
- Improving the percentage of children in care with a completed Personal Education Plan remains a key priority for Virtual School support to schools and social workers. Whilst there has been a significant improvement in the quality of plans, completion rates remain below target.

Summary of Virtual School Priorities for improvement based on the 2020/21 Annual Report.

- 1. Ensure that children in care attending schools out of area are afforded the same high level of support and access to education as those attending Bradford schools.**
- 2. Work closely with schools to ensure those children with unidentified SEND needs requiring support, are rapidly identified and assessed through the graduated approach to supporting needs.**
- 3. Work closely with schools and foster carers to ensure all children in KS1 and KS2 make accelerated progress in reading through targeted interventions and ensuring children in care are priority readers.**
- 4. Improve outcomes for KS4, particularly for children in care attending out of area schools by increasing data monitoring points and targeting interventions for those children who may be at risk of underachieving.**
- 5. Increase capacity to provide targeted support for children in care in Yr 12 and Yr 13 to increase retention rates and support those who wish to progress to alternative pathways.**
- 6. Regularly scrutinise attendance of pupils and work collaboratively with schools, social workers, the inclusion team, EP team and attendance team to plan and implement strategies to raise attendance and lower incidents of persistent absence.**
- 7. To work closely, as a collaborative approach, with schools, social workers the LA inclusion team, educational psychology team and attendance team to reduce exclusions and promote inclusion for children in care**
- 8. Work closely with schools and social workers to increase the percentage of children with a completed PEP which meet good or better quality assurance standards.**

Vision and Ambition

The Bradford Virtual School is highly ambitious for our Children in Care. We are passionate about their educational needs and champion their entitlements. We believe they should have the best education available to them and this belief drives our developments and actions on a continual improvement basis.

We strive to respond swiftly and effectively to emerging situations where our children in care are at risk of underachievement or access to education provision by challenging and supporting our partners to achieve the best outcomes for children as quickly as possible. We strive to promote inclusive practice in education which is trauma informed and attachment aware.

We work closely with our children in care, designated teachers, school staff, social care colleagues, carers and other partners to improve attendance, attainment and progress and reduce suspensions. We are focussed on increasing the progress and attainment of all our children in care as part of the vision for the Bradford District **‘For every one of our children to have the best possible start in life’**.

The purpose and role of the Virtual School

The purpose of the Bradford Virtual School for Children in Care is to raise educational achievement, promote emotional wellbeing, and improve the life chances of children and young people in care. Alongside this the Virtual School provides advice and guidance to promote the educational outcomes for previously looked after children and, from September 2021, strategic advice and support for all children with a social worker.

Our children in care are being educated across a large number of schools, colleges and other education providers. The Virtual School therefore has a strategic role in monitoring and supporting these children as if they were in a single school: combining expertise in school leadership and education with being the best of parents.

Our key question is **“Would this education provision be good enough for my child?”**

The statutory function of the Virtual School is outlined in guidance from the Department for Education ‘Promoting the education of looked-after children and previously looked-after children’ (Feb 2018). The core functions being to ‘to ensure that arrangements are in place to improve the educational experiences and outcomes of the authority’s looked after children, including those placed out of authority’ as if those children attended a single school. This includes effective systems to:

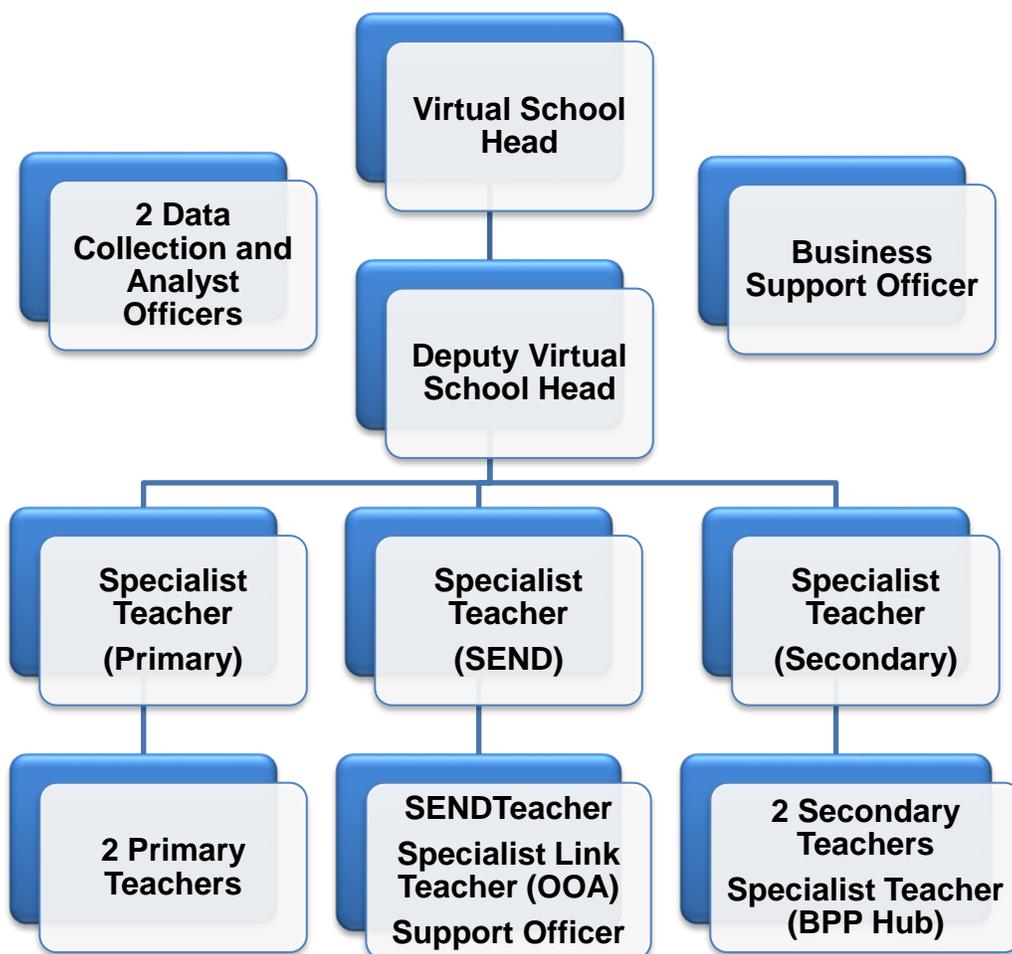
- Maintain an up to date roll with information about provision, attendance and progress
- Ensure children’s SEND needs are identified and supported at an early stage
- Support designated teachers, social workers and other professionals to understand their role in initiating, developing and reviewing the child’s personal education plan
- Avoid drift or delay in arrangements to provide suitable education provision

Ofsted monitoring visits in December 2020 and September 2021 noted that;

‘Children’s social care and the virtual school are supporting improving educational outcomes for children in care. They have better attendance than their peers and reduced rates of exclusion. The clear majority of these children are progressing to employment, education and training.’ Ofsted, Dec 2020.

‘Children are supported in their education and the virtual school is a persistent advocate for children’s education and this includes for children who are living out of area’ Ofsted, Sept 2021.

Virtual School Structure



The Virtual School currently has 16 members of staff which has expanded since 2019 with the appointment of 5 teachers and since 2020 with a further teacher specialist link teacher to support children in schools out of area. The Virtual School also has a Specialist Teacher as part of the Bradford Positive Pathways Team.

CONTEXT OF THE VIRTUAL SCHOOL:

Our Children

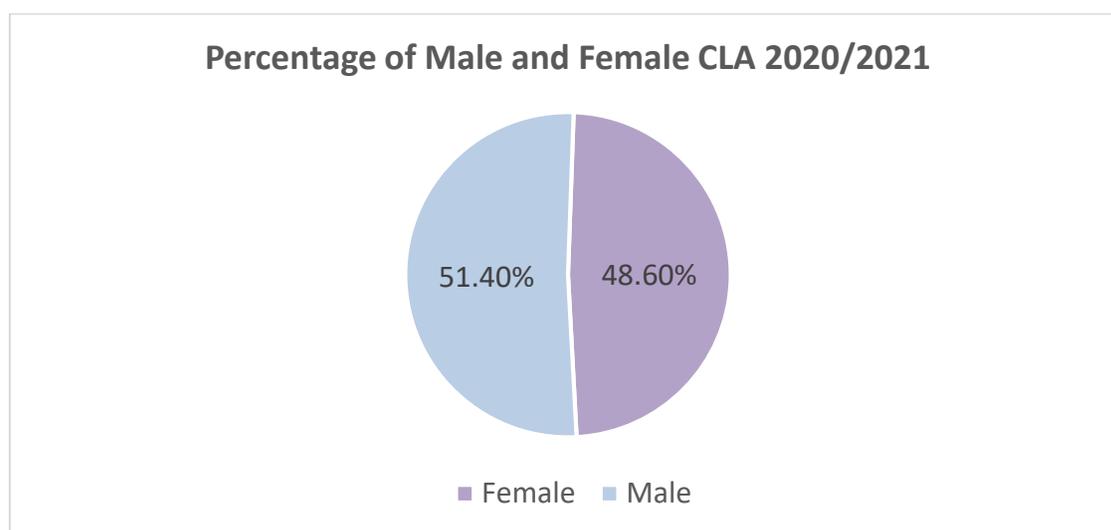
During 2020 – 2021 the number of children looked after by Bradford Council has risen at a higher rate than the national picture. On 31st March 2021 Bradford had 1353 children who were looked after.

	2017/18	2018/19	2019/20	2020/21
Bradford	70	82	87	95
Yorkshire and Humber	71	74	77	78
National	64	65	67	67

Children looked after rates per 10,000 aged under 18 at 31st March, DfE, Nov 2021.

Out of the total 1353 children in care, 1045 were school age (Reception to Y13) and 874 were in school years Reception to Year 11. Over the past 3 years there has been a 7.5 % increase in the percentage of children in care who attend schools out of area.

By Gender and Local Authority (YR to YR 11) as of 31st March 2021



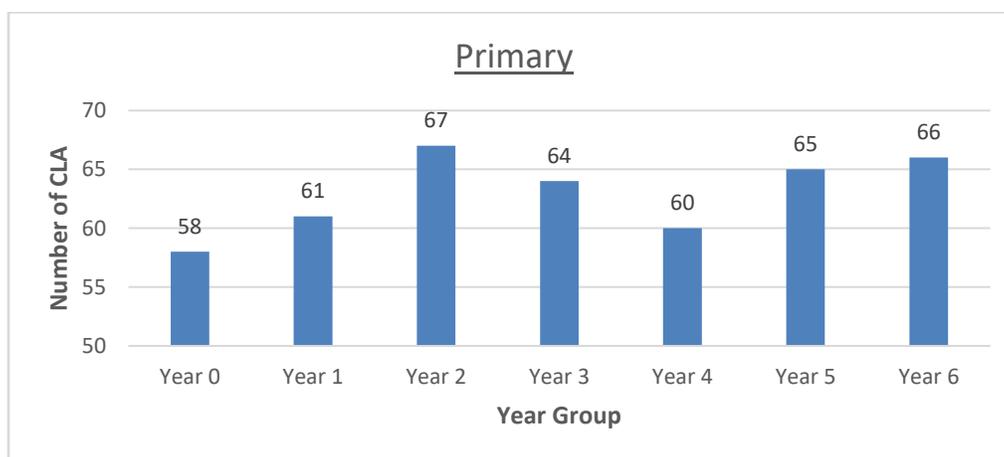
	2018/2019		2019/2020		2020/2021	
	Number	Percentage	Number	Percentage	Number	Percentage
Total OOA	138	18.83%	164	21.11%	230	26.32%
Total in Bradford	595	81.17%	613	78.89%	644	73.68%

By Placement Type (Reception to YR 11) as of 31st March 2021

	All	
	Number	Percentage
Family & Friends - long term	100	11.4%
Family & Friends - short term	159	18.2%
Fostering – long term	152	17.4%
Fostering – short term	222	25.4%
NHS/Other Hospital	0	0%
Placed for Adoption (placement order)	7	0.8%
Placed with Parents	108	12.4%
Residential School	1	0.1%
Residential Unit (Children's Home)	101	11.6%
Respite Unit	3	0.3%
Secure Unit	1	0.1%
Semi-independent supported accommodation	15	1.7%
Temporary Placement	5	0.6%
Total	874	100%

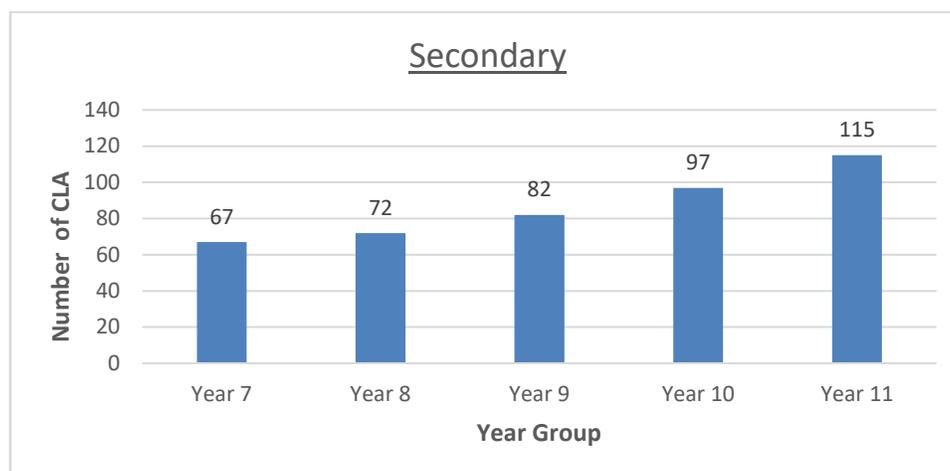
Primary by National Curriculum Year (NCY)

As of 31st March 2021 there were 441 CiC who were primary school age.



Secondary by National Curriculum Year (NCY)

As of 31st March 2021 there were 433 CiC who were secondary school age.



Post 16 Children in Care

As of 31st March 2021 there were 169 CiC who were in Years 12 and 13. 132 are placed in Bradford and 37 are OOA. The Year 13 figure is expected to be lower as CiC turn 18 in Year 13 and become Care Leavers. The Virtual School works closely with the Leaving Care Service to ensure these young people continue to be supported in their education.

NCY	Bradford		Out of Area (OOA)	
	Number	Percentage	Number	Percentage
Year 12	83	77.6%	24	22.4%
Year 13	49	79%	13	21%
All	132	78.1%	37	21.9%

The increase in the percentage of children in care in out of area schools has increased at all age groups over the past 3 years to 26.3%. Although this is below that of most other local authorities and the national average of 31%, it does place increased capacity demands on the Virtual School and remains a priority of focus for the Virtual School for 2021/22.

Virtual School Priority 1: Ensure that children in care attending schools out of area are afforded the same high level of support and access to education as those attending Bradford schools.

Children in Care with Special Educational Needs and Disabilities

Just over half of our school age children in care have a special educational need or disability (SEND). We want those pupils to do the very best they can at school and work with teachers and professionals to ensure that support is well co-ordinated and meets their needs.

The Virtual School has 2 qualified SENCOs and has recently expanded this capacity to support the identification and assessment of children in care SEND needs. Schools and Social workers have access to specialist support and expertise to ensure provision meets the needs of children in care from a dedicated team in the Virtual School. Although 2020/21 has seen an increase in the number of children in care with Special Educational Needs, close working with SEND teams have helped to ensure that appropriate support, or an Education, Health and Care Plan (where appropriate), are in place for an increasing number of children needing additional support at the earliest opportunity.

SEN comparative data reported by DfE based on CiC in care for a year on more as of 31st March 2021.

		2018/19	2019/20	2020/21
Bradford	Percentage of pupils with SEN	53.2%	52.1%	53.5%
	Percentage of pupils with EHCP	23.7%	21.5%	24.8%
England	Percentage of pupils with SEN	55.2%	55.4%	56.2%
	Percentage of pupils with EHCP	26.8%	27.4%	28.9%
Yorkshire and the Humber	Percentage of pupils with SEN	55.4%	56.5%	57%
	Percentage of pupils with EHCP	25%	26.3%	28.5%

(DfE, April 2022)

Comparison with national and regional data indicates that the number of children in care identified with SEND needs is below that which might be expected. For all children Bradford has a higher number of children with SEN than the national average, whereas for children in care it is lower. Therefore, it is likely that there may be some children in care with unidentified SEND needs and this is a priority for the Virtual School to focus on in 2021/22.

Virtual School Priority 2: Work closely with schools to ensure those children with unidentified SEND needs requiring support, are rapidly identified and assessed through the graduated approach to supporting needs.

Educational Outcomes

Changes to reporting requirements for schools, the cancellation of standardised assessment tests and changes to the ways in which GCSE examinations were conducted means there is no validated attainment data for EYFS, KS1 and KS2.

The Virtual School has continued to encourage schools to provide the termly teacher assessment data, which is usually collected by the Virtual School through the 'Bradford Schools Online (BSO) reporting systems. This is also used by any out of area schools to report termly attainment. This allows the virtual school to dynamically monitor children's progress and intervene quickly where there are concerns around children's progress and attainment.

Primary Teacher Assessment Data

Key Stage 1

There was 2021 predictive teacher assessment data reported for 77 KS1 CiC out of a total of 132 to show if they were on track to meet their personal target at the end of the academic year.

Key Stage 1 2019/2020 (pupils on track)	Reading 2019/20	Reading 2020/21	Writing 2019/20	Writing 2020/21	Maths 2019/20	Maths 2020/21
CiC on track	65.9%	76.6%	69%	75.3%	70.7%	81.8%
CiC not on track	34.1%	23.4%	31%	24.7%	29.3%	18.2%

Key Stage 2

There was 2021 predictive teacher assessment data reported for 140 KS2 CiC out of a total 268 to show if they were on track to meet their personal target at the end of the academic year.

Key Stage 2 2019/2020 (pupils on track)	Reading 2019/20	Reading 2020/21	Writing 2019/20	Writing 2020/21	Maths 2019/20	Maths 2020/21
CiC on track	71.43%	79.3%	72.45%	82.9%	73.47%	84.3%
CiC not on track	28.57%	20.7%	27.55%	17.1%	26.53%	15.7%

The teacher assessments for this year are positive with a higher percentage of children on track to meet their Reading, Writing and Maths targets across KS1 and KS2 than the previous year. Indicative teacher assessment results for Year 2 and Year 6 have a lower percentage of children expected to reach age related expectations which reflects the

Virtual School Priority 3 : Work closely with schools and foster carers to ensure all children in KS1 and KS2 make accelerated progress in reading through targeted interventions and ensuring Children in care are priority readers.

national picture for all children as a result of learning lost during the pandemic.

Key Stage 4 GCSE Results 2020

Attainment & Progress

The total number of children in the Yr 11 cohort who were in care for over 12 months on the 31st March 2021 was 85. Of these children 56 attended schools in Bradford district and 29 attended out of area schools. There were 45 children with SEND, 28 of which have an Education, Health and Care plan.

Although GCSE examinations were awarded under a revised methods of assessment for 2021, it is positive to note an increase in the percentage of children attaining grade 4 or above in English and Maths. This is despite a significantly higher proportion of children with SEND in the cohort than in previous years. The outcomes at KS4 for Bradford's children in care are slightly below those of the national and regional averages, this is likely due to the higher proportion of children in the cohort who were working below the level of GCSE examinations. Outcomes for children in care attending schools in the Bradford district were also significantly higher than for those in out of area schools.

		2018/19	2019/20	2020/21
Bradford	Average Attainment 8 score of all pupils	18.8	24.2	22.7
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	14.90%	23.80%	27.1%
	Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	8.10%	14.30%	10.6%
England	Average Attainment 8 score of all pupils	19	21.3	23.2%
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	17.80%	24.30%	28.8%
	Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	7.20%	10.80%	12.6%
Yorkshire and the Humber	Average Attainment 8 score of all pupils	19.9%	21.2%	23.8%
	Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	18.30%	21.50%	28.6%

Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	8.30%	10.70%	13.8%
---	-------	--------	-------

(DFE, April 2022)

The cancellation of summer 2021 GCSE exams and the new method of awarding grades has led to a set of pupil attainment statistics that are unlike previous years. As a result, the 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.

GCSE analysis based on School Local Authority;

	Percentage at Bradford Schools	Percentage at Out of Area Schools
5 GCSE's 9 to 4	25%	13.33%
5 GCSE's 9 to 4 including E&M	21.66%	13.33%
9 to 4 in Maths and English (Basics)	25%	13.33%
9 to 5 in Maths and English	10%	3.5%
9 to 4 Maths	28.33%	18.33%
9 to 5 Maths	10%	3%
9 to 4 English	33.33%	13.33%
9 to 5 English	16.67%	10%

(Virtual School Monitoring data based on all Yr 11 children in care entered for GCSE examinations)

Virtual School Priority 4: Improve outcomes for KS4, particularly for children in care attending out of area schools by increasing data monitoring points and targeting interventions for those children who may be at risk of underachieving.

PATHWAYS AT 16

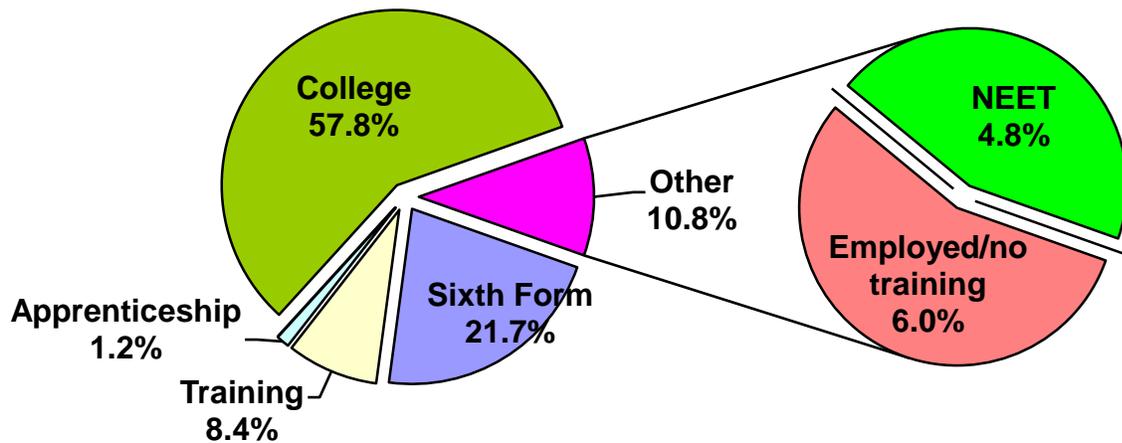
Success for pupils in Year 11 and the Virtual School is measured by the consistently high numbers accessing further education at 16 and the slowly reducing NEET figure. This is achieved by knowing the aspirations of our pupils from their starting point in care and providing expert advice and guidance to plan realistic, but ambitious pathways into education, employment and training (EET).

Over the past 3 years the number of children in care who successfully transition into post 16 education has increased year on year resulting in a significant decrease in the number of children aged 16 and 17 who are not in education, employment or training (NEET).

Bradford District Activity Yr 12 Survey	Nov 2019	Nov 2020	Nov 2021
---	----------	----------	----------

Percentage of 16 and 17 year old CIC who are NEET.	10.8%	5.3%	4.8%
--	-------	------	------

Destinations of School Leavers



The Virtual School works closely with the Leaving Care service to ensure that all young people post 16 have an individual PEP completed to provide them with on-going individual support and progression planning. Those who are NEET also have an action plan to support them to engage with employment or training. All post 16 learners have their attendance and progress monitored by the Virtual School in a similar way as those children in care who are statutory school age.

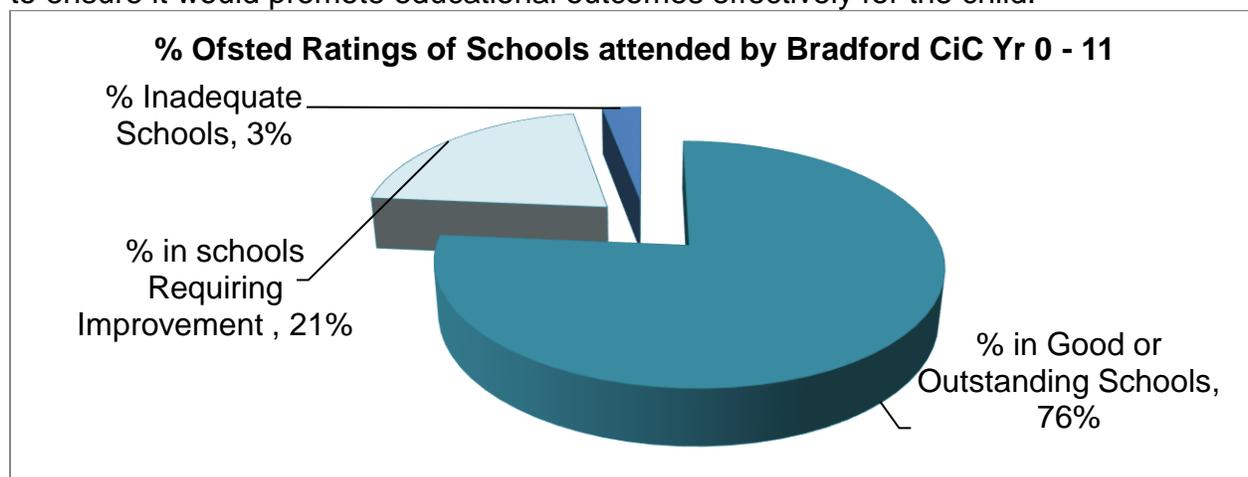
Monitoring data identifies a need to focus further support on retaining young people in further education as the number of children in care who become NEET increases between the ages of 16 and 18.

Virtual School Priority 5: Increase capacity to provide targeted support for children in care in Yr 12 and Yr 13 to increase retention rates and support those who wish to progress to alternative pathways.

Quality of Provision

We have an increasing number of children in good or outstanding schools. Overall 76% of Bradford’s CLA attended a school judged by Ofsted inspection as ‘Good’ or better. Although we would always preference a good or outstanding school, there are some

circumstances where a requires improvement school may be considered if it is the most appropriate provision to meet the needs of the child and enable them to progress. In these circumstances the Virtual School would always undertake an assessment of the provision to ensure it would promote educational outcomes effectively for the child.



	2018/2019	2019/2020	2020/21
% CiC attending Good or Outstanding schools	70%	74.3%	76%

Attendance

The Virtual School closely monitors school attendance for all children in care on a daily basis, both in district and out of area. This it to ensure that attendance concerns can be identified and action taken at an early stage, as well as to support the safeguarding arrangements for our children if they are absent from school. Arrangements to continue to rigorously monitor attendance were rapidly implemented to respond to school attendance and remote learning arrangements during the COVID 19 pandemic.

Overall School Attendance	2017/18	2018/19	2020/21
Bradford CLA	94.9 %	94.3 %	90.7 %
Yorkshire and the Humber CLA	95.1 %	94.9 %	91.9 %
England CLA	95 %	94.9 %	90.9 %

(DfE, April 2022)

Persistent Absence

Persistent Absence	2017/18	2018/19	2020/21
Bradford CLA	12.9%	15 %	29.6 %
Yorkshire and the Humber CLA	11.5 %	11.9 %	26.4 %
England CLA	11.8 %	12.1 %	30.4 %

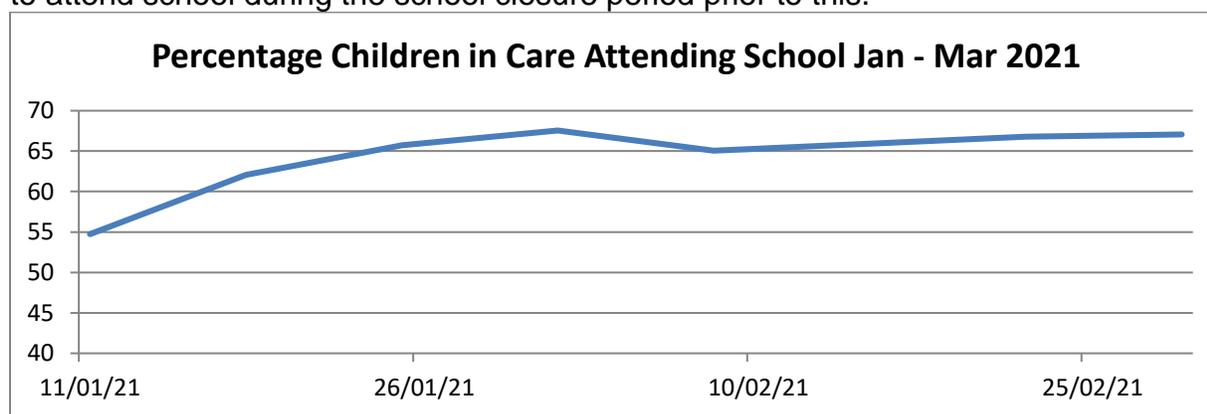
The attendance rate for Bradford’s children in care has remained in line with the national average over the 3 years for which comparative data is available, though this has declined significantly following the disruptions to schools during the COVID pandemic, this mirrors the national picture for all children and children in care. It is positive to note that rates of persistent absence (attendance below 90%) and unauthorised absences are below the national average for the first time in the past 3 data points, and place Bradford in quartile B (upper 50%) of the Local Authority Information Tool comparisons.

Regular School attendance is of paramount importance in helping to safeguard children and improve educational progress and is therefore a key area for continual improvement activities for the Virtual School. These include bi-weekly attendance clinics for children where attendance is a concern, the development of an inclusion protocol and improvements to monitoring arrangements.

Virtual School Priority 6 : Regularly scrutinise attendance of pupils and work collaboratively with schools, social worker, the inclusion team, EP team and attendance team to plan and implement strategies to raise attendance and lower incidents of persistent absence.

Summary on education for children in care during the COVID crisis

Following the closure of schools on the 4th January 2021, except to children of key workers and vulnerable children, the provision of education moved to home learning arrangements. In the main most children in care continued to attend school except where an assessment of their placement situation, care plan, or the health and well-being of the child indicated they should access remote provision at home. Although all children returned to school during week commencing 8th March, an average of 64% had continued to attend school during the school closure period prior to this.



Additional support was provided to those children, carers or schools where required to support their learning. This included 1:1 remote learning support, advice on learning activities or materials and arranging suitable school provision where necessary. Children requiring access to a digital device were quickly identified and included in those requiring

a device through the DfE scheme which was extended through Bradford Council’s Digital Inclusion Programme. The Virtual School have continues to ensure that all Children in care are offered a device for home learning where ever required. Currently 893 children in care have a digital device provided by Bradford Council.

Education Inclusion

The Virtual School works closely with schools to avoid any suspension (fixed term exclusion) of a child in care and minimise any subsequent disruption to their learning. The percentage of children in care to Bradford receiving a suspension has fallen over the past 3 years. Data for 2020/21 is not directly comparable to previous years due to the changes in school attendance as a result of the coronavirus pandemic, however it does indicate a continuation of a trend in the reduction of rate of exclusion.

During 2020/21 there were 66 children in care out of a cohort of 669 (9.86%) in years Reception to Year 11 who had been in care a year or more, with one or more period of suspension from school. Of these children 42 attended Bradford School and 14 attended schools out of area.

There were no permanent exclusions for Bradford’s children in care.

Percentage of CLA with one or more suspension	2017/18	2018/19	2019/20	2020/2021
Bradford CLA	13.27%	11.75%	10.54%	9.86%*
Yorkshire and Humber CLA	11.58%	11.26%	9.27%	Not reported
National CLA	11.27%	11.35%	9.38%	Not reported

* Validated exclusion figures were not reported by DfE for 2020/21 and are therefore not comparable to previous years. Data is included from Virtual School exclusion monitoring.

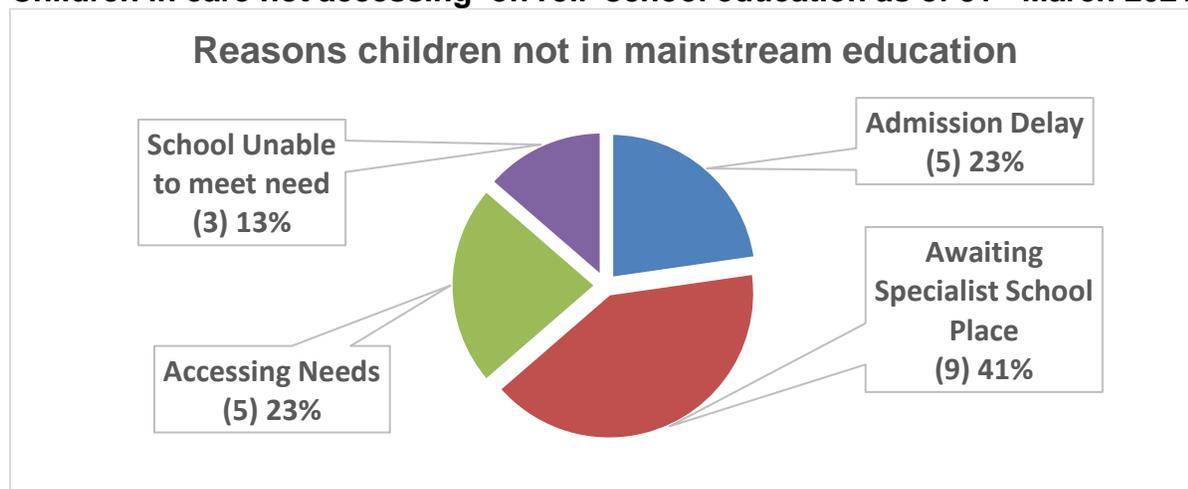
Changes in Education Provision

The Virtual School works closely with social workers to minimise any disruption to children’s education and, where this is unavoidable, to ensure timely provision of a suitable education provision is in place at the earliest opportunity. The Virtual School has robust monitoring processes in place for any child unable to access the education provision from their ‘on roll’ school and ensures that they have access to alternative education arrangements whilst a new school place is identified. These processes have led to a reduction in the number of children not able to access school provision for longer than 20 days over the past 3 years.

Number of school age children in care not accessing 'on roll' school provision for more than 20 school days

	Sept 2020	Nov 2020	Jan 2021	March 2021	May 2021	July 2021
In District	2	2	3	4	10	4
Out of Area	36	18	19	18	14	17
Total	38	20	22	22	24	21

Children in care not accessing 'on roll' school education as of 31st March 2021



Number of children in care moving schools during the academic year

	September 2020 to July 2021	September 2021 to March 2022
1 school move	119	81
2 school moves	2	4
Total children moving schools	121	85

Promoting the inclusion of children in care is a key aspect of supporting their progress and attainment for the Virtual School. The development of an 'Inclusion Protocol' for

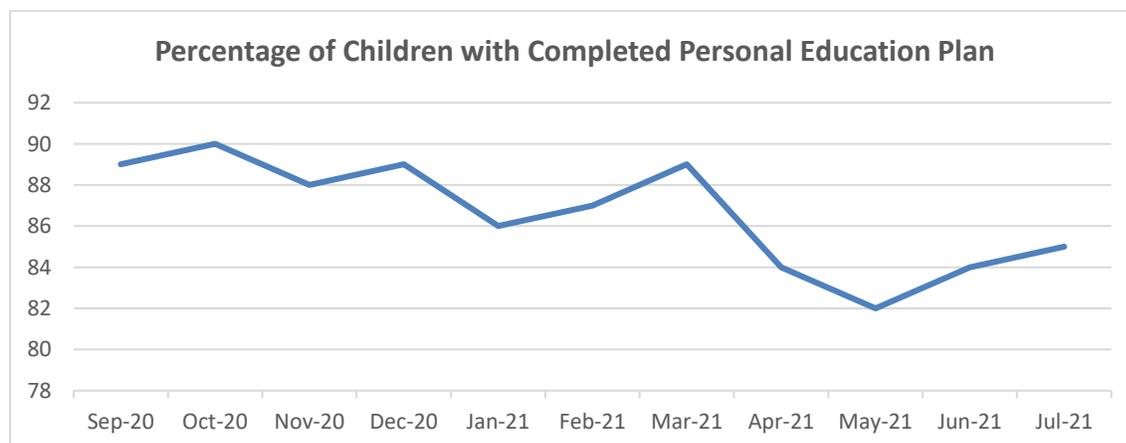
children in care, to improve attendance, reduce exclusion rates and ensure all children have access to appropriate education provision has been a key driver for improvements in these areas. The Inclusion Protocol sets out the key roles and responsibilities of children’s social care, schools, Virtual School, SEND, admissions and exclusions teams in the areas of suspensions, exclusions and admissions. As part of the protocol we support, advise and monitor children who are on a phased reintegration arrangements or temporarily attending an alternative provision. For these children there is a robust procedure in place to ensure provision best meets their needs and increases education to full time as quickly as possible.

Alongside this work, we are supporting schools to be trauma informed and attachment aware through providing extensive training, support and guidance, to promote inclusive education provision across the district. Through the offer of the Attachment Lead intensive training we have supported 48 staff to complete the course and gain Attachment Lead status. This has had a huge impact across primary, secondary and special schools and we have seen strategic changes to education provision, behaviour policies and SEND provision across these schools. This has demonstrated significant impact for our children in care by settling them to learn, reduce suspensions and in many cases allowed children to continue in mainstream school whereas, without this good practice these schools may not have been able to continue to meet children’s needs.

Virtual School Priority 7: To work closely, as a collaborative approach, with schools, social workers the LA inclusion team, educational psychology team and attendance team to reduce exclusions and promote inclusion for children in care

Personal Education Plans

The percentage of children in care with a completed PEP is below the target of 95% and between Sept 2020 and July ‘21 had fallen from an average of 88.5% to 85%. Although this has increased since May ‘21 it remains below target.



The Virtual School has a robust Quality Assurance process in place which has been a focus on improving the quality of Personal Education Plans to ensure each one is purposeful and tailored to individual children's needs and progress. Although this has affected completion rates there has been an improvement in quality. Since September 2020 the percentage of PEPs graded as 'good' or better has increased from 24% to 46.8%. To support Social Workers and Schools in improving the percentage of PEPs completed, a series of training sessions were held with Social Workers and Schools between January and March 2021. The Virtual School also provides completion data and scheduling prompts to Social Workers and Schools.

Improvements to the electronic recording system for Personal Education Plans utilising a web based portal are under development and expected to be in the testing phase during the Autumn term of 2021 for implementation from January 2022. This is expected to have a positive impact on completion rates whilst retaining the improvements to the quality of plans. Outcomes from Quality Assurance monitoring is used to continue to improve practice through exemplification of standards, participation of practice.

Virtual School Priority 8: Work closely with schools and social workers to increase the percentage of children with a completed PEP which meet good or better quality assurance standards.

Pupil Premium Plus

For the financial year 2020/21 the amount of the pupil premium plus (PP+) grant for a child in care was £2345. The allocation arrangements for this grant are set out in the pupil premium plus (PP+) policy for Bradford. Bradford's PP+ policy stipulates that 50% of this funding is directly allocated to schools on a termly basis with the remaining amount retained centrally to provide additional support for children in care. Arrangements for the distribution of Pupil Premium Plus have been implemented effectively to get the best possible outcomes to support children in care with their education. As Children looked after have educational needs that can change rapidly during their time in care some children will need differentiated Pupil Premium Plus. Funding arrangements allow for this to be distributed without delay for the benefit of the child's needs as described in their personal education plan.

Allocation of PP+

2020/2021 PP+ allocation for CLA to Bradford - £2,155,055

50% Termly allocation to schools – £1,077,528

Additional allocation to schools - £183, 633

Centrally retained – £893, 894

During the financial year 2020/21 additional resources for children in care have been allocated from centrally retained Pupil Premium plus as follows;

- 1:1 Tuition and education provision for children – £357,228
- Virtual School training and support - £463,800
- Centrally funded school support (EPS, SCIL, Post 16) - £72,866

Centrally Retained Pupil Premium Impact

Associate Staff

The role of the Virtual School Associate is to develop and deliver short term interventions in education placements with children in care of all ages who are experiencing difficulties engaging in learning and/or who are at risk of suspension / exclusion. We deploy our associates to actively promote inclusive practices and ensure the academic, social, emotional and mental health of pupils is fully supported.

We use our associates in a variety of roles which are specific to the needs of each child and school. These include:

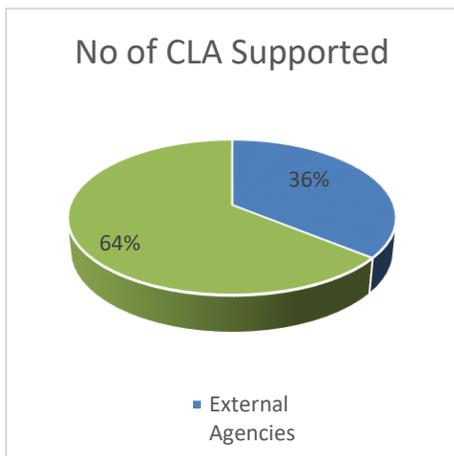
- Providing specialist 1:1 support to ensure the child can feel safe and secure so they can settle to learn
- Advising on strategies, resources and provision which support SEMH needs and academic progress
- Supporting key adults within school to develop their knowledge, understanding and skills to best support a child/young person
- To add additional capacity to schools over and above its own school resources to support the needs of its children looked after.
- To provide appropriate educational provision when children/young people cannot access the school they are on 'the roll' of
- To provide tuition to pupils who need extra support to accelerate progress
- Providing extra tuition and support to the children in LA residential homes which includes bridging home and school in some cases of emotionally based school avoidance

1:1 Tuition

We utilise a commissioned tuition provider to provide 1:1 support and subject tuition when we have not been able to allocate an associate due to capacity or where a child/young person is placed out of area and requires a local provider.

We also commissioned TLC live to provide extra tuition to support children and young people after the impact of missed learning due to Covid in Spring and Summer terms and continued this during the summer holiday where required.

A significant proportion of the centrally retained element of PP+ is allocated to additional support for children in care through centrally employed Virtual School associates or 1:1 tuition.



Our VS Associates have provided 5,371 hours of support as 1:1 tuition, specific support for the CLA in 6 LA residential homes and support for schools unable to meet children's needs through existing resource provision. This has included providing more intensive levels of support to 128 children.

VS Associates / 1:1 tuition support the educational and pastoral needs of CLA and have:

- Enabled the Virtual School to provide a swift and rapid response to urgent matters and issues as they arise in relation to its Children Looked After cohort
- Been pro-active in planning for the needs of its pupils
- Allocated associate staff to intervene to support the educational attainment of young people who may not be attending school or need a further individualised teaching and learning approach
- Closed gaps in learning and impact on progress and attainment
- Minimised exclusions and add stability to the educational placement of the looked after child by offering consistency and familiarity in maintenance of adult relationships
- Added additional capacity to schools over and above its own school resources to support the needs of its looked after pupils.
- Ensured that all children have access appropriate educational provision whilst unable to access their 'on roll' school place.

Link Teachers

Our Virtual School link teachers oversee their own caseload of schools. They meet regularly with the designated teachers and discuss their children in care focussing on attendance, progress and SEND. They provide specialist advice and guidance around the needs of our children in care and work collaboratively with schools, foster carers, social workers and LA services to ensure schools best meet all children's needs.

The link teachers have provided increased capacity to support CLA who live out of district as many meetings are now taking place over virtual platforms due to the Covid restrictions.

Within the Virtual School we have trained colleagues to develop expertise in Trauma Informed Practises, Attachment, Fetal Alcohol Spectrum Disorder, Dyadic Developmental Practice, PACE and Theraplay. They provide specialist support and

training in these areas for the team around the child/young person.

Feedback from schools and social workers state that they find the support from Virtual School link teachers as invaluable and are secure in the knowledge that we will advocate for the child/young person with a good balance of challenge and support. During the Autumn term of 2020 Bradford's School Standards and Performance Education Advisors undertook focused visits with all Head Teachers to discuss provision and support for children in care. Evidence from these visits was overwhelmingly positive as to the impact of the Virtual School in supporting schools to improve outcomes for children in care.

INTERVENTIONS AND LIAISON WITH OTHER SERVICES AND SCHOOLS

Impact continues with our support to Children's Services colleagues. All round feedback informs us of the effectiveness of the service being delivered by the Virtual School. We continue to develop our communication methods with other agencies and professionals in response to their feedback. There is an inevitable challenge in meeting the professional needs of all our colleagues within a climate of increasing numbers of children in care but we have implemented additional training and virtual support approaches to meet this need.

Strong links have been established across services to ensure Children in Care are prioritised and their needs highlighted and understood. Virtual School structure enable accessibility for multi-agency professionals that we work with.

Educational Psychology Team

We work closely with the Educational Psychology team to provide schools with extra support for children in care. The focus of this work has been multiagency hubs every half term for each school phase and specialist settings, direct work with pupils and schools to support SEND needs and in some case provide evidence for the EHCA, training for school staff in specific areas related to the experiences of children in care and cognitive assessments.

Social, Communication, Interaction and Learning Team

We commission the Social, Communication, Interaction and Learning Team to support schools with meeting the complex needs of children in care. We work collaboratively with the team to identify individual needs and the SCIL team will work with school staff to do further assessments and advise on provision to meet these needs, often supporting the EHCA process. Some of this work will involve a mentor from their team modelling and up-skilling school colleagues over a period of time such as a key adult for a child.

Training and Professional Development

The professional development of colleagues promoting the educational outcomes for children in care remains a core element in the strategic focus for the Virtual School. Staff participation in Virtual School events is high with around 200 colleagues attending training sessions open to all schools over the year. The Virtual School offers a termly central programme and bespoke CPD training to all Schools, Designated Teachers, Education

staff, Governors, Social Workers and Foster Carers.

We remain focussed on facilitating all Bradford's schools and provisions to become ACE Aware and Trauma Informed in their understanding, whole school policies and approaches to our children in care. We offer whole school training on Trauma Informed Approaches, PACE, Foetal Alcohol Spectrum Disorder and Theraplay. We have delivered these in many Primary, Secondary, Specialist settings and Post 16 providers over the year and offer this in a bespoke way to suit the school's availability for maximum staff attendance. We have also facilitated 24 colleagues to become nationally recognised Attachment Leads.

During the course of 2020/21 an overview of key training that was delivered to schools and educational settings includes:

- Termly Designated Teacher Networks
- Attachment Lead Training
- Whole School Attachment Training
- Theraplay Approaches in School
- Emotionally Based School Avoidance
- Teen Brain
- Emotion Coaching
- PACE
- Improving Education Outcomes for Children in Care
- New Designated Teacher Training
- Precision Teaching

Training is well attended by both primary and secondary school staff including senior leadership teams and evaluations indicate consistently good feedback.

We have carefully chosen our training programme to build capacity in schools and ensure all staff working with our young people have the relevant expertise to support them to thrive. Approaches such as PACE and emotion coaching as well as interventions such as using Theraplay approaches and precision teaching will ensure all children succeed to the best of their ability.