

CLA Missing Education

A report for the Education Select Committee March 2017

There are occasions when a CLA is not attending school and this could be for a range of reasons, but is usually connected to a change of social care placement.

There are currently 4 CLA missing from education (as at 21/03/2017) :

Child identifier	Current situation	Activity
1 (YR7)	Placed in residential children's home without education. High level of special needs not addressed by out of authority primary school, so no EHC plan in place. Mainstream school not appropriate. Currently accessing 15 hours of tuition per week	Independent special school has been identified and introductions started w/b 20/03/2017
2 (YR10)	Recently released from secure and placed in residential children's home in the North West without education provision. Currently accessing 10 hours of tuition per week. Previously permanently excluded from school	Virtual School exploring PRU/assessment provision near placement.
2 (YR9)	Newly placed in foster placement in Essex without education. Formerly in BTA after permanent exclusion for carrying a weapon. Current placement unlikely to hold.	VS in discussion with carer about provision of 1:1 tuition as an interim measure.
3 (YR7)	Placed in out of authority residential children's home without education, this student has an EHC plan. Complex needs and difficult to place.	VS working with Bromley SEN and Children's commissioning to identify Residential school or therapeutic children's home with education on site.

When a child changes placement, and it is not possible for them to travel to the school where they are on roll (because of distance or for safeguarding reasons), the Virtual School (VS) will remind the school that they should keep the pupil on roll until they transfer to a new school roll. The VS will liaise with admissions and/or SEN in the borough in which the LAC is living and will seek advice from colleagues in the corresponding Virtual School.

In cases where there may be a delay in securing a suitable school, the VS will commission a tutor to provide tuition until the child can start attending school. In some cases, the VS may consider an alternative provision; particularly when it is an older child (in year 11) where it would be difficult for the YP to pick up the curriculum for a different exam board. In other cases, the Virtual School might seek to place a child below his or her chronological year group, particularly if a significant amount of school has been missed.

Sometimes the pupil is missing education because they are refusing to engage or are missing from care. The Virtual School will be in regular contact with the foster carer and provider to ensure that there is a multi-agency overview of the needs of the student and will refer them to the Children Out of Mainstream Education (COOME) panel for discussion and signposting.

Quality assurance and attendance monitoring

When a child is in an alternative provision or is having tuition at home, attendance is monitored through Welfare Call in the same way that the attendance of other students is monitored and each student will also have a termly personal education plan (PEP) meeting. Providers, including tutors, are expected to undertake assessments if necessary and to provide regular reports, sometimes on a weekly basis. All alternative provisions used by the Virtual School are always DfE registered schools that are Ofsted rated Good or better and all tutors hold qualified teacher status.

Engagement and progress of these students is kept under review through PEPs, the supervision of Virtual School officers, and through the weekly team meeting Pupil Monitoring exercise, in which the children who are of most concern are discussed. Regular discussions are held with education and care providers as well as social workers and IROs and, occasionally, will result in an emergency annual review of a statement/EHCP. If it becomes evident that the child is in an inappropriate provision or that it is not going to be possible to increase the number of hours of education accessed by the child, the case is presented to the Children Out of Mainstream Education (COOME) panel for multi-agency discussion and signposting. This might be followed by presentation at CORE panel for agreement to place the child in a new provision or for agreement for additional resourcing, regardless of whether the child is in borough or outside.