

# Virtual School Updates for CPP 27<sup>th</sup> March 2023



This report focuses on the following:

- Personal Education Plans
- Looked after children with Special Educational Needs (SEN)

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# Personal Education Plans (PEPs)



- By law (DfE 2018- Statutory guidance of local authorities) every CLA should have a PEP -this is regardless of whether they are attending school.
- The PEP meeting is convened as soon as a child becomes looked after or where there is a change of school or care placement. This is usually within 10 working days. The meeting is usually chaired by the designated teacher or the Virtual School.
- The PEP process allows the Virtual School to track the attainment, progress and attendance of every child.
- In Harrow, we ask schools to give an account of the child's presenting mental health needs. This is carried out by the Strengths and Difficulties Questionnaire (SDQ) which is embedded in the PEP. A child with a SDQ score of 17 or above is likely to need further intervention.
- Every term the PEP document is quality assured by the Virtual School. PEPs are 'RAG' rated and feedback is given to the school and social worker.
- PEP returns remain at 100%, with 90% of these rated at 'Good' or better.

# Special Educational Needs (SEN)



- 26% (25/97) of children of statutory school age (SSA) have an Education, Health and Care Plan (EHCP).
- 22% (16/73) of young people in Key Stage 5 have an EHCP.
- The national average for CLA with an EHCP is 28%. Not all children with SEN will meet the criteria for an EHCP.
- The PEP document records the child's SEN status: E- EHCP, N- No SEN, K- SEN Support
- In addition to EHCPs, approximately 30% of all our CLA require SEN support. This is in line with the national average for CLA.
- CLA with SEN are assessed by a range of professionals, which may include an educational psychologist. Assessments determine what support is required to meet their learning needs.

# Performance of CLA with an EHCP



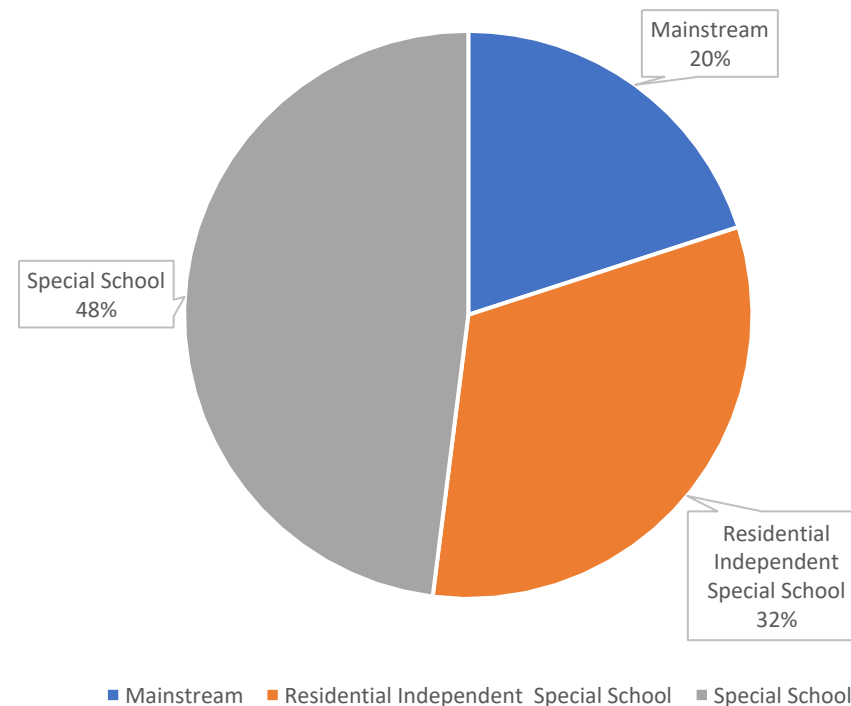
- 8% (2/25) of children are working at age related expectation (ARE).
- 90% (22/25) of children make expected progress against their personal targets.
- 70% (17/25) of children have an overall attendance of 90% or above.
- 12% (3/25) of children have had a suspension this academic year. This ranges from a half-day to one day.

# CLA with an EHCP by School Placement



- Approximately 50% of children with an EHCP attend a Special School .
- 75% of students attend Special Schools that are outside of Harrow.
- One fifth students are educated in mainstream provisions; 80% (4/5) of these students are educated in Harrow.

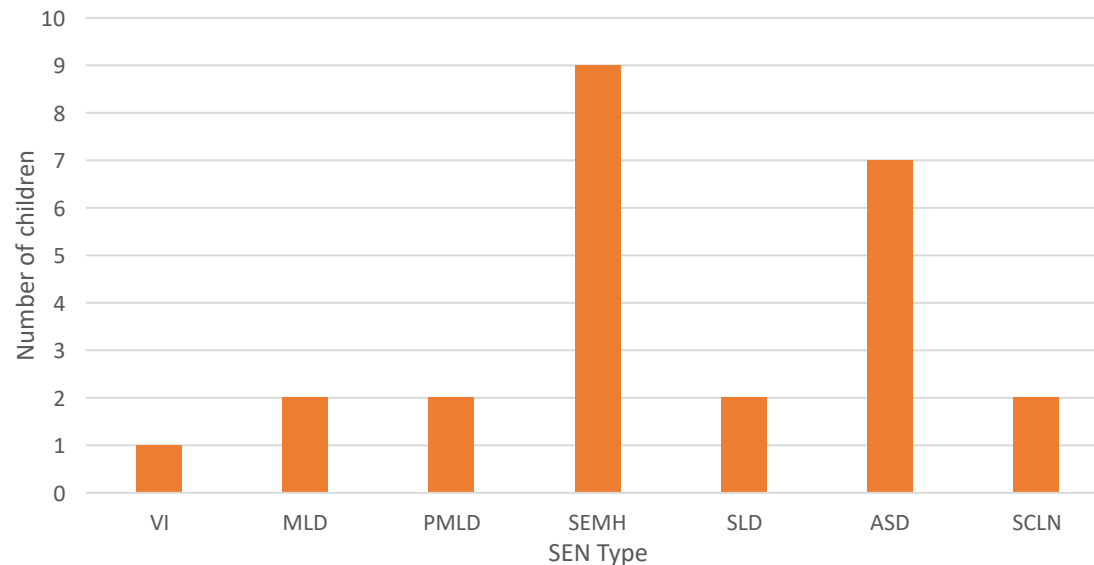
CLA with an EHCP by School Placement Type



# Categories of SEN



Statutory School Aged Children by SEN Category



The graph shows a breakdown of children by their primary SEN.

37% (9/25) of children with an EHCP have social, emotional and mental health needs as their primary need. This is closely followed by ASD at 30% (7/25) children.

Approximately 45% of CLA in England have a diagnosable mental health disorder. Harrow is slightly below the national statistics. Generally there has been a rise in mental health concerns for CLA. Nationally, this is at approximately 70%-80%.

# Successes



- CLA with presenting mental health needs are supported by our Clinical Psychologist. Over 40% of these students have had timely interventions.
- Schools, social workers and carers have accessed training on meeting the mental health needs of CLA. This intervention has supported over 30 school placements and 15 foster placements.
- Over the past 3 years the Virtual School has supported schools and social workers with EHCP referrals. The number of children with EHCPs has now doubled.