



HAMPSHIRE & ISLE OF WIGHT VIRTUAL SCHOOL & COLLEGE

Hampshire & Isle of Wight Virtual School &
College for Children and Young People in Care

UPDATED 2018



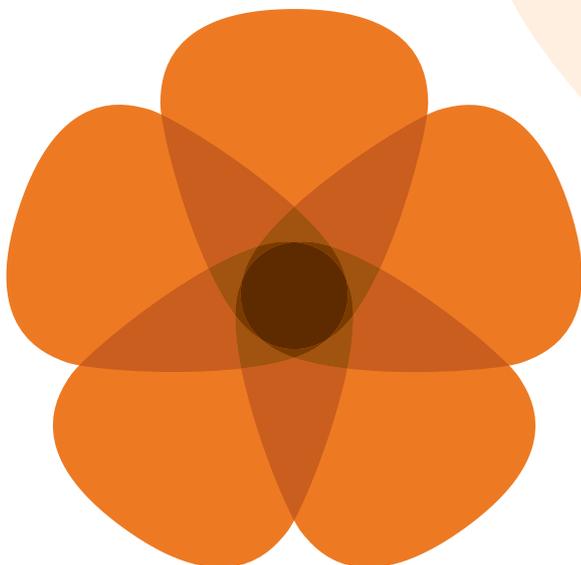
Our Mission Statement

Vulnerable young people will enter adulthood not as vulnerable adults but as confident citizens with the tools, self confidence and resilience to lead worthwhile, and fulfilling lives.



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Introduction

Welcome to our Hampshire and Isle of Wight Virtual School and College brochure 2018. We very much hope you will find it helpful and informative. We are a small Virtual School team, however we are passionate about the work we do, and have big ideas and ambitions for improving the educational experience and outcomes of our Children in Care. The work of the Virtual School is underpinned by the DfE Statutory Guidance for local authorities around the education of Children in Care and those previously looked after.

Integral to success is the partnership we have with schools, particularly Head Teachers, governors and the excellent team of Designated Teachers for Children in Care and previously looked after. We also recognise that working holistically with the wider children's workforce is absolutely crucial in terms of improving educational outcomes. As such, we are constantly improving our contact and collaboration with social workers, foster carers, Independent Reviewing Officers (IROs) and all the other key people and teams who contribute to ensuring that children enjoy and achieve within their education and beyond.

This brochure is intended to clarify the ways in which the Virtual School works, the range of support we provide and the challenge we bring in order to raise expectations, aspiration and improve educational outcomes. A huge variety of different services and teams together make up the support networks surrounding Children in Care and previously looked after. This can make it complex to navigate through the systems and processes which exist. A further purpose of the Virtual School brochure is therefore to signpost readers to key resources and sources of support. We very much hope you will enjoy reading this brochure and making use of the information it offers.

Anwen Foy

Executive Head Teacher for Hampshire & Isle of Wight Virtual School for Children in Care



Virtual Schools

Virtual Schools exist across the country to help improve the educational outcomes of children who are looked after. The attainment and progress of this group of children continues to be considerably lower than that of their peers. Since September 2014 it has been statutory that Local Authorities appoint a Virtual School Head teacher. The Head Teacher is often supported by a Virtual School team but this aspect is not statutory. The Virtual School approach is to work with looked after children as if they were in a single school, providing support and challenge to the schools they attend, tracking their progress and supporting them to achieve as well as possible. The role of Designated Teacher for Looked after Children in all schools and education centres has been statutory since 2009 and is described in detail in the latest Statutory Guidance (2018). The Department for Education strongly recommends that the Designated Teachers for Looked after Children is a member of the senior management team.

As the Virtual School, we work in partnership with schools, carers, social workers, Independent Reviewing Officers and a wide range of other professionals to:-

- Remove barriers and inequalities in educational achievement for children and young people in the care of Hampshire Local Authority and the Isle of Wight Council
- Ensure that there is suitable education in place for all children looked after by the local authorities
- Make sure each child receives the help and support they need to be a successful learner
- Prioritise schools judged by Ofsted to be 'good' or 'outstanding' for looked after children in need of a new school in line with Statutory Guidance and our Best Provision Protocol 2018
- Ensure that there is effective and timely communication between all professionals, particularly in relation to possible education placement changes, admissions and exclusions
- Challenge low expectations, stereotypes and misconceptions around this group of children and young people



The Virtual School also has responsibility for:-

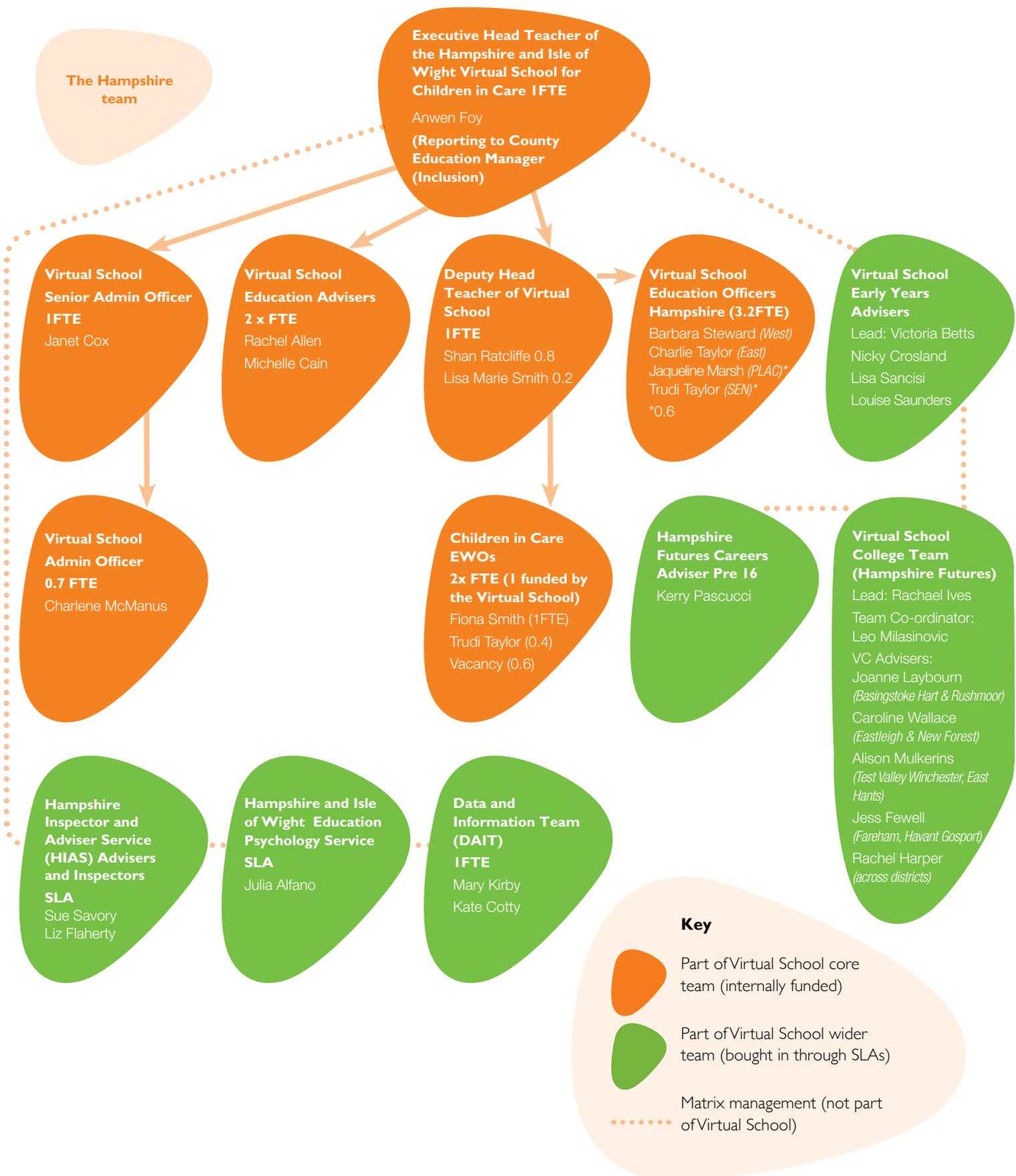
- Implementing pupil premium arrangements for looked after children in accordance with the latest conditions of grant published by the Department for Education

Children Previously Looked After

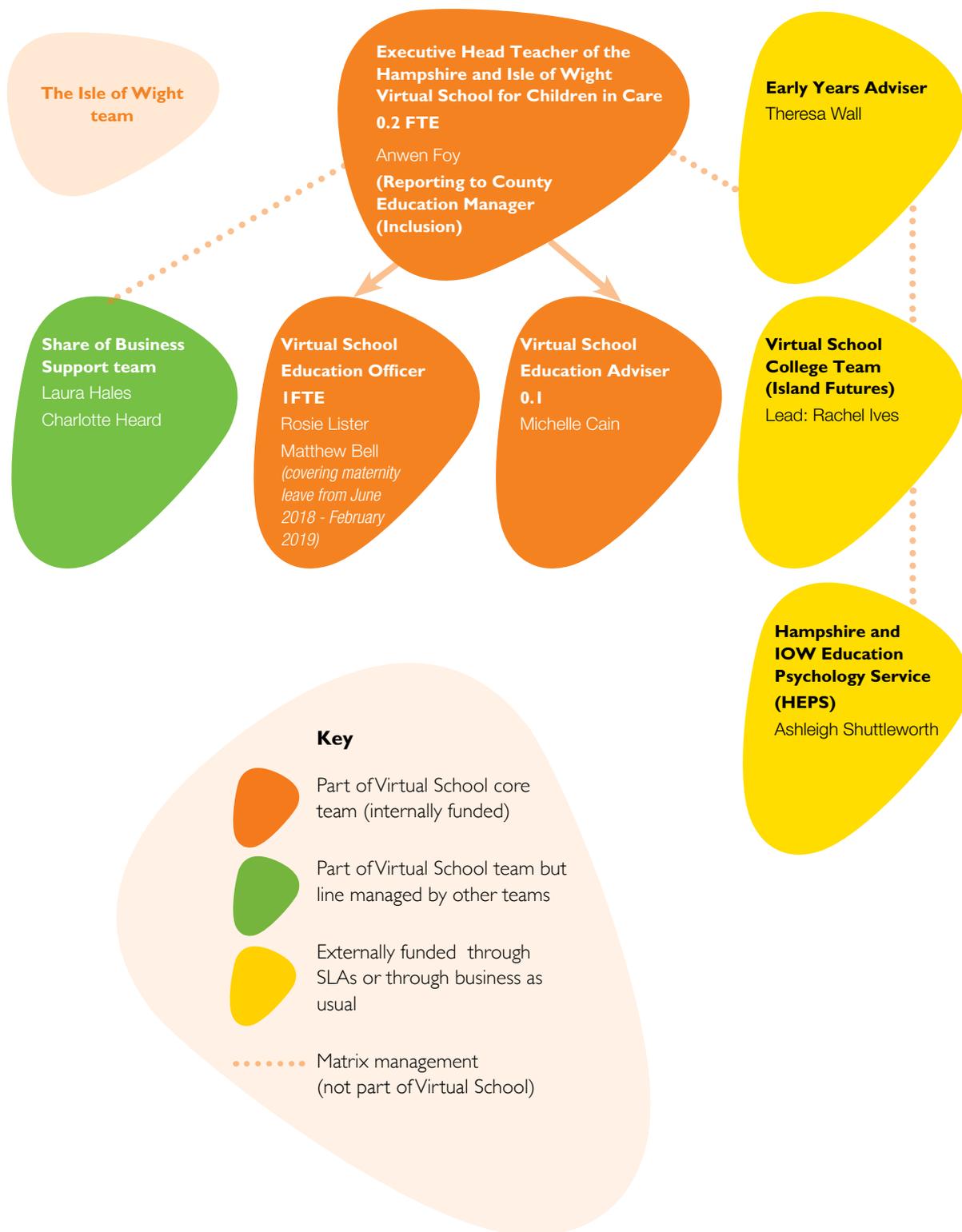
From September 2018 Virtual Schools have a new statutory duty towards children 'previously looked after'. The Virtual School is not the corporate parent for this cohort and does not track their education progress or take up specific casework. The duty requires Virtual Schools to "promote their educational achievement through the provision of information and advice" (Statutory Guidance 2018)



Hampshire and Isle of Wight Virtual School and College for Children in Care updated 2018



Isle of Wight Virtual School and College for Children in Care updated 2018



Meet the Hampshire and Isle of Wight Virtual School teams



Anwen Foy

Executive Head Teacher for Hampshire & Isle of Wight Virtual School for Children in Care

Anwen leads and manages the Virtual School team. Together with her management team she sets the strategic direction for the Virtual School on behalf of the LA and Isle of Wight Council so that the educational outcomes and experiences of children in the care of Hampshire and Isle of Wight continuously improve. Her role is statutory, and includes a responsibility to manage arrangements for ensuring Pupil Premium for looked after children impacts on outcomes.



Shan Ratcliffe

Deputy Headteacher (0.8)

Shan has operational management of pupil premium plus for looked after children, co-ordinating large scale interventions such as our attachment and trauma aware schools programme.



Lisa-Marie Smith

Deputy Headteacher (0.2)

Lisa-Marie leads the development work around Personal Education Plans and their continuous improvement.



Janet Cox

Senior Admin Officer

Janet will often be your first point of contact. Her friendly, approachable manner and meticulous eye for detail ensure that you receive help and support as quickly as possible. She is responsible for the smooth, efficient running of the Virtual School in all aspects.



Charlene McManus

Admin Officer

Charlene has a key role in supporting the work of the Virtual School's Education Advisers. This includes ensuring that communication with Designated Teachers is a priority and developing systems and processes around logging Virtual School activity at school level.



Laura Hales

Business Services Officer



Charlotte Heard

Business Services Officer

Laura and **Charlotte** are the first point of contact on the Isle of Wight and belong to the Business Support Team. They provide a friendly and efficient service to schools, social workers, foster carers and others who contact the Virtual School on the Isle of Wight.



Michelle Gain

Education Adviser (West)



Rachel Allen

Education Adviser (East)

Michelle and **Rachel** provide professional advice, guidance, support and challenge to schools in order to improve the progress and attainment of looked after children. Using their specialist knowledge of personalised learning, attachment and trauma, they lead the Virtual School's programme of core and bespoke professional development in relation to the education of looked after children. They work closely with Designated Teachers to ensure high quality Personal Education Plans. They develop inclusive classroom and curriculum approaches, and innovative interventions to bring about improved educational outcomes for looked after children.

Michelle provides these services for the Isle of Wight, whilst Rachel co-ordinates advice and guidance for schools in other LAs, where Hampshire children are placed.

Meet the Hampshire and Isle of Wight Virtual School teams - Continued



Barbara Steward

Education Officer (West)



Charlie Taylor

Education Officer (East)

Barbara and **Charlie** take a lead role in securing suitable education provision for looked after children, particularly those experiencing the greatest difficulty in accessing and engaging with education. They work collaboratively across teams, departments and LA borders to ensure high quality education placements and improved attendance for all looked after children. They frequently develop creative and innovative approaches which are personalised to the needs of individual children. They contribute to the development of professional policy, procedures and guidance to bring about continuous improvement in outcomes for this vulnerable group.



Jacqueline Marsh

Education Officer (0.6) Previously Looked After Children



Trudi Taylor

Education Officer (0.6) Special Educational Needs

Jacqueline and **Trudi** provide additional Education Officer support in two specialist areas. Please note that in line with Statutory Guidance for LA 2018, the role of Education officer in relation to children previously looked after is one of advice and guidance rather than individual casework.



Fiona Smith

Children in Care Education Welfare Officer (EWO) (West)



Trudi Taylor

Children in Care Education Welfare Officer (EWO) (East) (0.4)

Fiona and **Trudi** monitor the attendance rates for all Children in Care who are of compulsory school age. They offer one to one support to young people, their carers and schools where attendance is a concern, or has fallen below 96% and is impacting on attainment.

EWO's co-ordinate a multi-agency approach, providing support and challenge around issues which affect engagement and inclusion. They provide a vital link between home and school, and between education and social care, reporting regularly on issues causing barriers to educational achievement, and contributing contextual information in relation to individual children and young people. The Virtual School funds one FTE Children in Care EWO with the remainder funded by Social Care.



Matthew Bell

Isle of Wight (until February 2019)



Rosie Lister

Isle of Wight (from February 2019)

Matthew (until February 2019) and **Rosie** (from February 2019) are the Education Officers for the Isle of Wight, with roles as opposite.

The wider Virtual School Team

You will see from the structure chart that as well as the internally funded team, the Virtual School regularly commissions other services to undertake specific activities to improve the educational achievement of Children in Care.

The Wider Virtual School Team and Partnerships

The Virtual College for Children in Care and care leavers

In order to increase capacity to support young people in care and care leavers as they transition into post 16 destinations, the Virtual School, together with Hampshire Futures and the Care Leavers Team have launched the Hampshire Virtual College. This model will also be introduced on the Isle of Wight.

In so doing, we aim to extend our Virtual School model so that young people in care and care leavers (post 16) also benefit from the same approach of tracking and intervention, to ensure access to high quality and sustainable education, employment or training.

Rachael Ives is the strategic lead for the Virtual College whilst Leo is the operational manager. Kerri is the key contact for the Virtual School team around early post 16 intervention.



Rachael Ives



Leo Milasinovic



Kerry Pascucci

Services for Young Children (SfYC)

The Virtual School works in close partnership with SfYC with both the Area Inclusion and Teacher Advisory teams. Our shared aim is to ensure looked after children in the early years get the best possible start to their education. We have created a joint approach of targeted intervention around those children most vulnerable at point of transition into year R and from Year R into Year 1. For both Hampshire and the Isle of Wight, SfYC will work alongside settings and

social workers to monitor and improve the quality of Personal Education Plans (PEPs) and the educational targets set for individual children. They also work with the Virtual School to ensure that settings and Reception Year teachers have the right support in place to meet children's needs. Vicki and Scott are the key links with the Virtual School for Hampshire whilst Theresa Wall is the key link for the Isle of Wight.



Victoria Betts



Scott Hickman



Theresa Wall

Hampshire Inspection and Advisory Service (HIAS)

HIAS now has a small team of Inspector/Advisers trained by the Virtual School and with extensive experience of Children in Care. This helps to build capacity across both Hampshire and the Isle of Wight

school systems since they are able to bring their knowledge of Children in Care to their other school improvement work.



Sue Savory

HIAS



Liz Flaherty

HIAS

Sue and Liz work closely with the Virtual School, particularly in undertaking Corporate Parent visits to schools. Liz has extensive knowledge of SEN, whilst Sue is also an IT specialist.

Corporate Parent Visits

Corporate Parent Visits include a holistic and 'deep dive' review of the ways in which each school is meeting the needs and improving outcomes of its looked after children. Each visit includes a variety of activities but always with quality assurance of children's Personal Education Plans (PEPs). A report will be written, with recommendations and actions for the school, as appropriate. The report will also recognise and capture good practice. It can therefore be used to evidence ways in which a school is meeting the needs of vulnerable learners with specific reference to looked after children. Designated Teachers can use this to inform their annual report to Governors. Corporate

Parent Visits are carried out by either a member of HIAS or the Virtual School Team.

At district and more strategic levels, the Virtual School works with School Improvement Managers (SIMs) from Education and Inclusion (E&I) branch, and District Managers (DMs) from Children and Families (C&F) to review progress and outcomes for looked after children as a cohort, developing local and more bespoke interventions and approaches together with groups or clusters of schools. The Virtual School meets regularly with Area Directors from both branches and inclusion teams to ensure that the most vulnerable children have access to a high quality education.

Hampshire and Isle of Wight Educational Psychology Service (HIEPS)

The Virtual School has a flexible Service Level Agreement with HIEPS so that evidence based interventions can be delivered as part of our planned activities but there is also additional capacity to respond to the needs of individual children as they

arise. We work closely with our Virtual School link EPs, Julia Alfano and Ashleigh Shuttleworth to offer a range of interventions drawing on both national and international evidence based action research.



Julia Alfano

HIEPS

Julia has been an Educational Psychologist for 18 years. For the last 12 years she has taken the county lead for LAC (on behalf of educational psychology) and has worked extensively with the Virtual School. Julia's responsibilities for the Virtual School are predominantly around development work. She co-wrote the Personal Education Plan Toolkit with Michelle Cain and together they provide training on this for designated teachers. Julia developed the paired reading project for LAC which has had national and international acclaim and developed the transition programme for Year 6 LAC transitioning into Year 7.



Ashleigh Shuttleworth

ISLE OF WIGHT

Ashleigh is the Virtual School's link EP on the Isle of Wight. Through the Virtual School's SLA, she co-delivers training for our Designated Teachers alongside Michelle Cain, Education Adviser; develops bespoke interventions and undertakes some specific case work on our behalf.

Data and Information Team (DAIT)

Mary Kirby and Kate Cotty, our DAIT analysts, together with other colleagues, support the Virtual School with data analysis around key areas including attainment, progress and attendance. Using the expertise of the team, these can be combined with a number of different contextual factors and filtered so that

information can be viewed at county, district, school and individual pupil levels. The DAIT team provide termly reports which enable the Virtual School to track and monitor the progress and attendance of individual children, intervening to offer challenge and support where necessary.



Mary Kirby

DAIT



Kate Cotty

DAIT

Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS)

The Virtual School and EMTAS work closely together to support the needs of looked after children for whom English is an Additional Language (EAL). Unaccompanied Asylum Seekers are a key group within this cohort. The Virtual School also commissions EMTAS to deliver the 'New Arrival Ambassador Scheme' – a peer mentoring scheme designed to provide additional support to those children who experience a change of school placement. Michelle Nye leads this service.



Michelle Nye

EMTAS

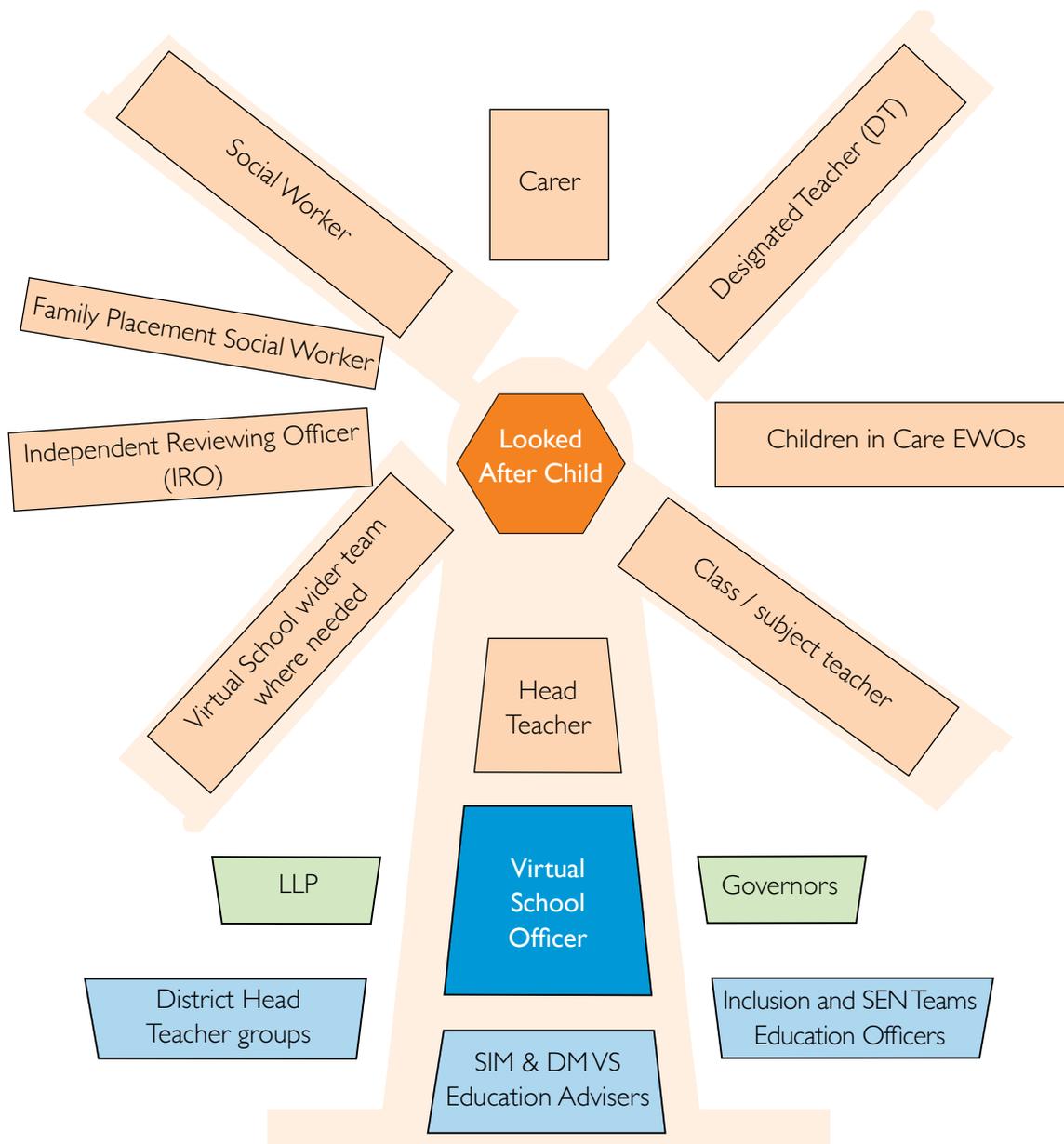
Collaborative working across teams and departments

A key to success in terms of raising educational outcomes is ensuring that the educational achievement of Looked After Children is a priority for everyone who has responsibilities for promoting their welfare.

This is crucial in our local context since the Virtual School team is very small in relation to the large cohort of looked after children. Influencing widely and building capacity across schools and the wider children's workforce is therefore a key component in the Virtual School's strategy to further improve

educational outcomes. This needs to happen at individual child, school, district and strategic levels in order to achieve the maximum impact on outcomes. This is summarised and represented broadly as a windmill, as shown below.

Responsibilities and accountabilities for securing good educational outcomes at **child**, **school** and **district & strategic** levels



Personal Education Plans (PEPs)

The PEP is an integral part of the Care Plan which is made before the child becomes looked after or in the case of an emergency placement within 10 working days. When a child becomes looked after, his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan.

The Personal Education Plan or PEP is a record of what needs to happen for looked after children to enable them to achieve with their learning. It reflects any existing education plans, such as Education Health Care Plans (EHCP), Individual Education Plan (IEP) or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the Local Authority (via the Virtual School and social worker) and the school. Full guidance and templates may be found on the virtual school website:

www.hants.gov.uk/cic-virtual-school
www.iwight.com/virtualschool

PEP Toolkit

The Personal Education Toolkit, a joint piece of work by HIEPS and the Virtual School is designed to equip practitioners with an analysis tool to more accurately identify the educational needs of a looked after child and match these to the most appropriate interventions or approaches.



Effective and high quality PEPs should

- Create a comprehensive and enduring record of the child's experience progress and achievement (academic and otherwise)
- Be linked to information in other education plans including a statement of special educational needs/ EHCP and IEPs
- Identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences
- Set short term targets, including progress monitoring against each of the areas identified against development and educational needs
- Set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations)
- Document identified actions for specific individuals intended to support the achievement of agreed targets
- Identify how the Pupil Premium Plus and other funding will be used to support the targets set in the PEP (PEP Appendix)
- Identify how other interventions will make a difference to a child's learning and achievements

Pupil Premium Plus

PP+ (also called LAC Pupil Premium) is additional grant funding from the DfE for Children in Care. The purpose of the grant is to close the attainment gap for this cohort of children and improve their educational outcomes. The funding is provided as part of the government's policy to raise the attainment of disadvantaged pupils of all abilities to reach their potential. Please visit the DfE website to view the most recent 'Conditions of Grant' document. <https://www.gov.uk/government/organisations/department-for-education>

The Virtual School's latest policy and guidance document can be viewed on the Virtual School website. This is underpinned by statutory guidance around the education of looked after children.

www.hants.gov.uk/cic-virtual-school
www.iwight.com/virtualschool

Virtual School Website

www.hants.gov.uk/cic-virtual-school
www.iwight.com/virtualschool

We have redesigned our website, making it easier to navigate and access key information. Please take the time to visit where you will find a wider range advice, guidance and resources for schools, parents and carers, young people and other professionals.

This includes:

- **Personal Education Plan templates and guidance**
- **Research publications and best practice guidance**
- **Resources for Headteachers, Designated Teachers and Governing bodies**
- **Data and statistics on the educational outcomes for looked after children**
- **Advice and guidance on the use of funding - pupil premium, the Dedicated Schools Grant (DSG), Post 16 Funding and Bursaries to improve educational outcomes of looked after children**
- **Schedule of training for Designated Teachers including:**
 - Core training
 - PEP Toolkit Training
 - Enrichment Training
 - DT Network meetings
- **Schedule of training for Social Workers, Foster Carers and Residential Staff including:**
 - 'How you make a difference'
 - PEP Toolkit briefings

“Warm friendly delivery, increasing the confidence of and reassuring delegates of their ability in doing the job of designated teacher. Lots of opportunity to ask questions, raise concerns, doubts etc and all questions responded to in a positive way making the level of expertise of the presenter clear and therefore reassuring us that the information we were provided with was accurate”.

(Designated Teacher)



What does 'in care' mean?

The Different Types of Court Orders

There are two main categories by which Children are defined as “Looked After Children”:

- Being accommodated under **Section 20 of the Children Act 1989** or
- Being made the subject of a Care Order under **Section 31 of the Children Act 1989**

Section 20 of the Children Act 1989 (Accommodation)

Under **Section 20 of the Children Act 1989**, children and young people can be accommodated with the consent of those with parental responsibility.

If the young person is 16 or 17 years old, they do not need the consent of those with parental responsibility in order to be accommodated by the Local Authority.

A Local Authority may also provide accommodation to anyone between 16 and 21 years old in a community home if they consider it necessary to safeguard or promote that young person's welfare.

Any person who has parental responsibility for a child may at any time remove the child from accommodation provided by or on behalf of the Local Authority. If the young person is 16 or 17 years old, they can leave the accommodation without parental consent.

Section 20 is based on co-operative working between the Local Authority, the young person and his or her parents. The parents retain their parental responsibility and should be allowed to exercise it.

If a child or young person is being accommodated by the Local Authority, then the Local Authority **MUST** have regard to his or her views.

Before making any decision with respect to a child whom they are looking after, or proposing to look

after, a Local Authority shall, so far as is reasonably practicable, ascertain the wishes and feelings of the child.

The Local Authority **MUST** also ascertain the wishes and feelings of any other important people in the young person's life, including:

- The parents
- Any person who is not a parent but has parental responsibility
- Any other person whose wishes and feelings the authority consider to be relevant

In making such a decision the Local Authority shall give due consideration to:

- The child or young person's wishes and feeling, having regard to his or her age and understanding.
- The wishes and feelings of any person mentioned above and
- To the child's religious persuasion, racial origin and cultural and linguistic background.

Section 31 of the Children Act 1989 (Care Order)

Under **Section 31 of the Children Act 1989**, the Local Authority or any authorised person can apply to the court for a child or young person to become the subject of a Care Order.

Authorised person means:

- (a) the National Society for the Prevention of Cruelty to Children and any of its officers and**
- (b) any person authorised by order of the Secretary of State to bring proceedings under this section and any officer of a body which is so authorised**

Care Orders can only be made by the court.

When an application for a Care Order is made the Local Authority must prepare a care plan for the future of the child, unless the Local Authority is applying for an interim Care Order. (See **Section 38 of the Children Act 1989** for interim Care Orders)

What does 'in care' mean? – Continued



The court will only make a Care Order if it believes that it is better for the child or young person than not making an order.

A Care Order can only be made on young people below the age of 17 .

To make a Care Order, the court must be satisfied:

- That the child concerned is suffering or is likely to suffer significant harm.
- And that the harm, or likelihood of harm is attributable to:
 - The care given to the child, or
 - Likely to be given to him if the order were not made, or
 - The care not being reasonable or if
 - The child is beyond parental control

Once a Care Order is made, the Local Authority obtains parental responsibility in addition to the other parental responsibility holders.

A Care Order can only be discharged by the court on the application of any person who has parental responsibility for the child or young person, the child or young person themselves or the Local Authority designated by the order.

Other routes that could lead a child into the looked after system include:

- When a child is removed from the parents or carers under an emergency protection order (**Section 44 of the Children Act 1989**) and then potentially subject to an interim Care Order and care proceedings.
- Children that have been taken away from home under a child assessment order (**Section 43 of the Children Act 1989**) and then potentially subject to an interim Care Order and care proceedings.
- Where a child has been removed to suitable accommodation under police protection (**Section 46 of the Children Act 1989**) and then potentially subject to an interim Care Order and care proceedings.
- Juveniles remanded in care and refused bail.

Why are children taken into care?

Children can come into the care of the Local Authority for a variety of reasons.

It can be for a short period of time (a respite period of a few days or weeks) to allow a parent a chance to recover perhaps from a trauma or illness, and with a parent's permission.

It can be as described above (Section 20 of the Children Act 1989 and Short breaks regulations 2014.)

Children can also be accommodated under Section 20 of the Children Act for a period of a few months if a parent or extended family need a chance to demonstrate they can meet the long term needs of the child safely, and if the Local Authority believe they can work in partnership with the parents and that no legal order is required to safeguard the child.

In some cases the child will need to be afforded the protection of a Court Order that allows the Local Authority to exert parental responsibility. This is in cases where it is either unsafe or not possible for the parent to retain their parental responsibility. (Please see note in italics below.) For example if a parent has died, if their mental health state is such as they are unable to make safe decisions or if the Local Authority have evidence that the child has suffered or is at risk of suffering significant harm from the parent.

Note: the parents always retain parental responsibility, an Interim Care Order or Care Order allows the LA to share parental responsibility and although will be the main decision makers they must work in partnership with others with PR. Parents can take the matter back to Court if they feel the LA is not making appropriate decisions. Very rarely the LA may need to apply to the court for a parent not to have any contact with the child as it is considered too dangerous, otherwise the LA must promote contact between and CLA and parents, siblings and other significant others.

Some children may be placed at home with their family but with the Local Authority in receipt of a Care Order, these children are Looked After Children.

A child's fundamental right to private family life is a priority when the Local Authority is faced with making decisions about a child's Care Plan. Wherever possible this will be sought to be the best permanent outcome for the child, and every attempt will be made to reunify children with their families.

However, for a small proportion of children this may not be possible and so alternative permanent arrangements are made.

We know children are best served by living securely in a stable safe environment with consistency and warm nurturing care givers. Some of the ways we achieve private family life for these children are via perhaps:

- Children being placed with family, friends or carers but on an order that gives them parental responsibility (a special Guardianship Order for example SGO, or via a child and family arrangement order)
- By placing a child for adoption via a placement order. (This tends to be for very young children or at a parent's or in some cases a child's request.)

Or,

- If a child has been made subject to a Care Order by the courts and returns to the care of their family the Care Order can then be discharged by either the Local Authority or the parents making an application to court, so that the parents resume Full Parental responsibility and the child is then no longer classified a Looked After Child.
- Children who are placed on remand as a result of criminal activity are now also classified as Looked After Children and are subject to all the regulations that apply to Looked After Children. This status can end if the child is subsequently sentenced or returns to the care of the family once the remand period ends.

Around 60% of Children in Care are made subject to Care Orders.

Most Children in Care (around 73%) are looked after by foster carers. Around 10% live in residential children's homes. A small number live in residential schools, and some continue to live with their parents with a Care Order in place, as described above, under carefully supervised conditions. (Placement at home regulations are applied)



Useful links and websites

Key Statutory Guidance Documents

Statutory guidance for all local authorities can be downloaded from:

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

DfE Designated Teacher statutory guidance for looked after and previously looked after children:

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>



Links to national organisations

A good practice guide for parents: meeting the needs of adopted and permanently placed children (Adoption UK)

<https://www.adoptionuk.org/>

A good practice guide for schools: understanding and meeting the needs of children who are looked-after, fostered, adopted or otherwise permanently placed (PAC, 2013)

<https://www.pac-uk.org/wp-content/uploads/2013/05/A-Good-Practice-Guide-for-Schools.pdf>

Become (formerly The Who Cares Trust)

<http://www.becomecharity.org.uk/>

Children's attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care (NICE guideline, 2015)

<https://www.nice.org.uk/guidance/ng26/resources/childrens-attachment-attachment-in-children-and-young-people-who-are-adopted-from-care-in-care-or-at-high-risk-of-going-into-care-1837335256261>

Coram Voice

<https://coramvoice.org.uk/>

Framework and evaluation schedule: children in need of help and protection and care leavers and Local Safeguarding Children Boards (Ofsted 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/662784/Framework_and_evaluation_schedule_for_inspections_of_services_for_children_in_need_of_help_and_protection.pdf

National Association of Virtual School Heads

<http://www.navsh.org.uk/>

National Network for the Education of Care Leavers - Higher education activities and resources for care leavers, Children in Care and those who support them

<http://www.nnecl.org/>

The National Children's Bureau

<https://www.ncb.org.uk/>

Links to local services and teams

Admissions

Hampshire:

<http://www3.hants.gov.uk/education/admissions/ad-applyonline.htm>

Isle of Wight:

<https://www.iow.gov.uk/Residents/Schools-and-Learning/School-Admissions>

Children's social care services

Hampshire:

<http://www3.hants.gov.uk/childrens-services/contact-cs.htm>

Isle of Wight:

<https://www.iow.gov.uk/Residents/Care-Support-and-Housing/Childrens-Services>

Education Inclusion teams

Hampshire:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice>

Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS)

<http://www3.hants.gov.uk/emtas>

Hampshire Futures:

<https://www.hants.gov.uk/educationandlearning/hampshirefutures>

Island Futures

<https://www.iow.gov.uk/Residents/Schools-and-Learning/Isle-of-Wight-YouthTube/Island-futures>

Hampshire Inspection and Advisory Service (HIAS) For Hampshire and the Isle of Wight

<http://www3.hants.gov.uk/hias>

Hampshire and Isle of Wight Educational Psychology Service

<http://www3.hants.gov.uk/educational-psychology.htm>

Hampshire SEN

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/sen>

Isle of Wight SEN

<https://www.iow.gov.uk/localoffer>

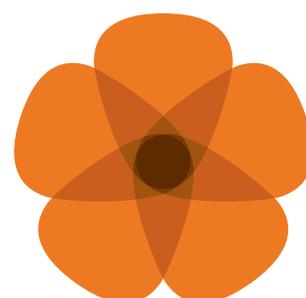
Services for young children

Hampshire:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare>

Isle of Wight

<https://www.iow.gov.uk/Residents/Schools-and-Learning/Early-Years-Service>



www.hants.gov.uk/cic-virtual-school
www.iow.gov.uk/virtualschool

Contacting the Virtual School

Children's Services Department
Hampshire County Council
4th Floor Ell Court North
Winchester, Hampshire SO23 8UG

Virtual School office telephone numbers:
01962-835227 & 01962-835229

Hampshire Virtual School shared mailbox:
virtualschool@hants.gov.uk

Virtual School website:
www.hants.gov.uk/cic-virtual-school

Directorate for Childrens Services
Isle of Wight Council
Floor 4, County Hall
Newport, Isle of Wight PO30 1UD

Virtual School office telephone numbers:
01983 814680

IOW Virtual School shared mailbox:
virtual.school@iow.gov.uk

Virtual School website:
www.iow.gov.uk/virtualschool

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