

BIG CHALLENGES FOR VIRTUAL SCHOOL HEADS

- **SUFFICIENCY OF SOCIAL CARE PLACEMENTS IN THE LOCAL AREA** - which increases instability of children and increases difficulty in securing appropriate school places - as soon as a child moves to live in another area it increases the complexities and delays to admission especially if the child has an EHCP
- **ADMISSIONS** - priority admissions push back from schools/academies - legal challenges from academies are increasing as are the need for directions
- **SEND - BELONGING REGULATIONS/RECOUPMENT** - again - if a child is placed in another LA, the situation becomes unnecessarily complex
- **EXCLUSIONS** - increasing 'threats of PEX' for Cared for, and actual increase in PEX for CP
- **A LACK OF SUITABLE PROVISION FOR UNACCOMPANIED ASYLUM SEEKING CHILDREN (UASC) ARRIVING LATE IN KEY STAGE 4.**



WHAT HAVE VIRTUAL SCHOOL HEADS BEEN SUCCESSFUL AT?

- **ALMOST ERADICATING PERMANENT EXCLUSION OF CARED FOR CHILDREN** - but this is due to the wrap around support and the close working of VS/Social worker/school - VS and SW advocating for the child whilst maintaining the balancing act of support and challenge to schools/. Our funding model allows us to employ staff centrally to do this. **We need the same for the Child Protection Cohort if we are to truly make a difference with this cohort**
- **IMPROVING INCLUSION AND SUPPORTING DEVELOPMENT OF TRAUMA INFORMED APPROACHES** – research/training/conversations/emotion coaching etc - putting the child at the centre
- **TRAINING, UPSKILLING AND SUPPORTING SOCIAL WORKERS** around the intricacies of legislation and guidance that schools work under - helping them to challenge schools around things such as part-time timetables, suspension, exclusions
- **RAISING THE PROFILE OF OUR COHORTS WITH SCHOOLS** training/workshops/conversations - asking the right questions/giving examples of good practice.
- **PULLING TOGETHER THE RIGHT TEAMS AND PROFESSIONALS**, working together to improve attendance of our cohorts

