

**DESIGNATED TEACHER FOR CHILDREN IN CARE  
ANNUAL REPORT TO THE GOVERNING BODY  
Blackburn with Darwen Virtual School**

**Introduction**

- This report fulfils the statutory requirement that governors must consider an annual report from the designated teacher for Children in Care – for further guidance see <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>.
- Schools **without** current Children in Care need only fill out the top pale grey boxes.
- Schools **with** current Children in our Care should complete the whole form.
- The work of schools to support children in care can be acknowledged and supported by governing bodies adopting the BwD Model School Policy for the Education of Children in Care
- To protect confidentiality, this report must not mention individual children by name.

*The Virtual School must ensure that statutory requirements are met, so when the report is complete, it would be helpful if a copy were emailed to [virtual.school@blackburn.gov.uk](mailto:virtual.school@blackburn.gov.uk)*

<b>Name of School or setting:</b>	St Peter's C of E Primary School			
<b>Address:</b>	Turncroft Road, Darwen			
<b>Period covered by report</b>	<b>From - date</b>	01/04/2016	<b>To - date</b>	01/04/2017
<b>Name of Designated Governor for Children in Care</b>	Ms Fleur Green			
<b>Name of Designated Teacher for Children in Care</b>	Miss Stacey-Jo Rawlings			
<b>Position of the Designated Teacher within the school's structure.</b>	SENCo			

<b>1. Has the school adopted the BwD model policy for the Education of Children in our Care?</b>			
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If adopted, please state date governor's adopted policy: <a href="#">Click here to enter a date.</a>			
<b>2. What training has been undertaken and by whom?</b>			
<b>Training</b>	<b>Date</b>	<b>Comment</b>	
Mangaing attention needing behaviours (Miss SJ Rawlings & Mrs A Holt)	24/02/2017	Interesting insight into emotions	
IEP writing course	26/09/2016	Helpful as a new SENCo to the role	
	<a href="#">Click here to enter a date.</a>		
	<a href="#">Click here to enter a date.</a>		
	<a href="#">Click here to enter a date.</a>		
<b>3. We are confident that policy and practice is in place to allow a child in our care to be admitted at 24 hours' notice.</b>			
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Comments:			
<b>4. How many children in care to BwD attend the school and in what year groups?</b>			
<b>Year group</b>	<b>Number of children</b>	<b>Year group</b>	<b>Number of children</b>
Reception	one	Year 3	Two
Year 4	one	Year 5	Two
Year 6	two		

<b>5. How many children in care to other local authorities attend the school and in which year group?</b>				
<b>Year Group</b>	<b>Number of children</b>		<b>Local Authority</b>	
Year 6	one		Bolton	
<b>6. SEN</b> How many children in care have special needs (SEN Support and EHCP)				
<b>Number of children</b>	<b>SEN Support / EHCP</b>		<b>Comment – any issues with support or planning?</b>	
3	EHCP			
1	SEN support			
<b>7. PEPs</b> Do all children in care have an up to date, PEP (Personal Education Plan)				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Please comment on good practice or development areas:				
<b>8. PEPs</b> How are carers, social care and the young person involved in the PEP?				
Comments: attend regular meetings				
<b>9. PEP Quality</b>				
Do all PEPs have ambitious SMART targets for attainment and progress linked to support to enable their achievement? Are targets being met?				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Please comment on good practice or development areas:				
<b>10. PEPs</b> Are PEPs transferred promptly if a child in care changes school?				
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If no please comment:				
<b>11. Attainment, Progress and use of Pupil Premium</b>				
<u>Do not use children's names.</u>				
Please show end of year outcomes using 'well below, below, at, above, alongside any other data' and show how Pupil Premium was used to support and its impact.				
<b>Child 1, 2, etc.</b>	<b>Current Attainment</b> [please use well below, below, at, above alongside any other data].	<b>Current Progress</b> [please use well below, below, at, above alongside any other data].	Amount or Pupil Premium received from Virtual School?	How was <b>Pupil Premium</b> used to support attainment and progress and the impact of this?
<b>Child 1</b>	at	at	£1900	Social support at lunchtimes impact on being more focused during lesson times
<b>Child 2</b>	at	at	£1900	Social support at lunchtimes impact on being more focused during lesson times
<b>Child 3</b>	at	at	£1900	Social support at lunchtimes impact on being more focused during lesson times
<b>Child 4</b>	at	at	£1900	Social support at lunchtimes impact on being more focused during lesson times
<b>Child 5</b>	at	at	£1900	one to one supported interventions which has led to more secure targets
<b>Child 6</b>	at	at	£1900	small group supported interventions which has led to more secure targets
<b>12. Total amount</b>			£11,400 (for all nine children)	
<b>13. Pupil Premium</b>				
Please describe any other uses of Pupil Premium and give evidence of impact/outcomes [e.g. to provide social and emotional support]				
family well being support officer time to work in 1:1 concilling sessions.				

<b>14. Admissions:</b> Have there been any issues with admissions or in year transfers for Children in Care and if so how are they being addressed?	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes please comment:	
<b>15. Attendance:</b> Are there any attendance issues for children in care and if so how are they being addressed?	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If Yes please comment: illness issues with one child and late startign issues with another. Parents have been spoken to by the school fmail well-being support worker and it has been addressed in LAC meetings	
<b>Overall % attendance of children in care</b>	<b>Number of CIOC missing 15% or more sessions</b>
92.8%	2
<b>16. Exclusion:</b> Have any children in care had fixed term or permanent exclusions?	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes comment on provision of education during exclusion and support for reintegration and inclusion: Child came back to school on next day.	
<b>Fixed term exclusions total number of sessions</b>	<b>Number of CIOC</b>
half day exclusion	One
<b>17. Support:</b> How effective is support from other agencies and services? (e.g. social workers, health professionals, CAMHS, Education)	
Comment: this can depend on which professionals are involved, however, overall, the support when needed is available	
<b>18. Virtual School:</b> Has appropriate support and challenge been provided, if needed, by BwD Virtual School?	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If No please comment:	
<b>19. Other Local Authorities:</b> Has appropriate support and challenge been provided, if needed, by other Local Authorities and their Virtual Schools?	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If No please comment:	
<b>20. Are there other issues that the school wishes to raise?</b>	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If No please comment:	