

HARINGEY VIRTUAL HEAD ANNUAL REPORT

October 2013

Aim and Objectives of Haringey Virtual School

Increase educational attainment of children looked after by Haringey Council, narrowing the gap.

Ensure that professionals are appropriately advised and supported to help children to engage and make educational progress.

To monitor and track attendance and advise on processes and systems to ensure children remain in school and engage in education for positive future outcomes, achieving their potential.

Provide a service and support schools and education provisions to improve attainment of Haringey LAC. Increase number of young people who achieve level 2 qualification at end of KS4. 5 GCSE's A*-C including Maths and English and number of children who achieve level 4 at end of KS2.

Work with Social Workers, Independent Reviewing Officers and Foster carers providing advice and support in order that they can promote and support children and young people to be in school, attending and making progress.

Promote engagement of young people in culture and leisure activities

Develop information sharing and gathering systems. Purpose: To provide intelligence alongside research to inform the direction of the work

Consult, listen and respond to young people and those who work with them.

Contribute to planning for cohorts and individual young people in multi-agency contexts

Introduction and Overview from Acting Virtual Head.

It is with great pleasure that we present this interim report which documents the progress of Haringey Children in Care over the last year. This report is set in the context of a Virtual School which encourages high student aspiration, alongside raised levels of adult expectation and the provision of opportunities alongside encouragement to engage with mainstream and bespoke activities, all of which are held within robust systems which facilitate successful outcomes.

This year the Virtual School Head of eight years, Attracta Craig left her post, although we are fortunate to still be benefitting from her legacy. It is in this context that this year we have continued to remain focused on strengthening areas of work already established, while continuing to develop our practice and processes to ensure the best outcomes for our children and young people.

With funding changes and adjustments in legislation we continue to develop and evaluate our work in line with research and well-evidenced best practice

The key research documents that support our work include the following:

- Research-based Government policy documents
- Impact of 'Out of Hours Learning' on attainment of Children in Care (2004)
- Prof Sonia Jackson's research on the impact of a significant adult in school showing interest in a child's progress (2005)
- Prof Sonia Jackson 'Looking Ahead Aiming Higher' (2012)
- DFE findings – The significant impact of 1:1 tuition on the attainment of CiC
- Neurological research into the effects of Trauma
- Research into the positive impact of the 'Creativity' supporting brain development
- Ofsted report on impact of Virtual Schools (2013)

In response to the above research and policy documents, we have continued to support and provide out of hours school learning and further developed the trauma recovery work, as well as supported staff training and development. We have also worked to ensure our children and young people remain in mainstream systems and have challenged interventions to ensure that they are well-focused and often utilised time-limited use of support, specifically in regards to the LAC/PPG.

One particular highlight this year was our attendance at the first National Virtual Heads conference held at Bath University. Ceri May –ourSenior Teacher, delivered one of the workshops on Trauma Recovery which was attended by over 20 people and was very well recieved.

Meeting the young people at events and supporting them to contribute to planning has enabled them to build additional support and skills and often they bring new ideas and provide opinions which can positively impact on our service provision. Particularly special this year was the primary aged children's party where secondary aged children from study club helped out and created snacks and drinks, acting as important role models for the younger children at the party.

The upcoming Children and Families bill in February 2014 includes the proposed statutory role of the Virtual Head, which emphasises the importance of supporting and having high aspirations for our children in care - specifically in relation to their education.

Building on our online award nomination form last year, we have also created an electronic form to collect data from schools which we will now be developing systems to collate mid-year attainment figures for each year group.

Overall, with both existing and new developments, we continue to build on and adapt our work with a view to continuing our upwards trend into next year and beyond. For those young people who are working below their potential or where there are concerns, we will continue to communicate to both schools and social workers, to support, advise and challenge to ensure the best educational outcomes for our children and young people.

Summary of the education attainment Haringey Children in Care.

Year 11s in care for a year prior to 1st September 2013

There were 46 young people in care in Year 11 (i.e. in care as of Sept 1st 2012 and continued to be in care at the point of taking examinations). All references to 'GCSEs' includes qualifications equivalent to GCSEs

The results for 2013 are:

5+ GCSEs at grades A*-C incl. English and Maths	: 28.3% (13/46)
5+ GCSEs at grades A*-C	: 39.1% (18/46)
5+ GCSEs at grades A*-G	: 58.7% (27/46)
1+ GCSEs at grades A*-G	: 65.2% (30/46)
Other qualifications	: 19.6% (9/46)
No qualifications	: 15.2% (7/46)
SEN	: 21.7% (10/46)

Comparing with similar previous Year 11 cohorts (provisional)

	2009	2010	2011	2012	2013
Number of young people	48	48	49	44	46
5A*-C with Eng & Maths	N/A	16.7% (8/48)	12.3% (6/49)	20.5% (9/44)	28.3% (13/46)
5A*-C	31.3% (15/48)	31.3% (15/48)	18.4% (9/49)	36.4% (16/44)	39.1% (18/46)
5A*-G	52.1% (25/48)	37.5% (18/48)	36.7% (18/49)	52.3% (23/44)	60.9% (28/46)
1A*-G	66.7% (32/48)	66.7% (32/48)	65.3% (32/49)	79.1% (35/44)	65.2% (30/46)
Young people with Statements	25% (12/48)	27% (13/48)	22.4% (11/44)	22.7% (10/44)	21.7% (10/46)

This is a strong set of GCSE results, building on the legacy of previous years. Many of the young people have been entitled to support through the LACPPG over the last 3 years which has been used by the schools for a variety of support including, tuition, technical equipment and additional activities.

The young people have also benefited from additional input during their time in secondary school and have engaged with one or more of the following:

- 10 hours After school hours home tuition in English or Maths per year
- 'Big Green Envelope' to help them build their own 'libraries' and support the learning environment with foster carers (2008-2011)
- SAM-Learning, an online revision programme (2010-2011)
- University taster days
- Weekly Study Club – local academic support
- Cooking Club through Tottenham Hotspur Foundation (THF)

Early Years Foundation Stage Scores 2012

The 'Early Years Foundation Stage Profile' (EYFSP) is the statutory end of year assessment tool for children reaching the end of the 'EYFSP; before they transfer to Year 1.

Children are therefore assessed during the summer term of their Reception year to establish their rate of progress. This year marks a change in the EYFSP. Comparison of data with previous years is therefore not possible. Children are now measured as 'Emerging', 'Expected' or 'Exceeded'. They are measured across 17 Early Learning Goals, and need to achieve 'Expected' in at least the first 12 areas to be considered to be making a 'good level of development', ie average progress. The expectation is that these children will make national average progress during Key Stage 1.

The areas of 'Communications and language' and 'Personal, social, and emotional development' are known to be significant for children in care with those not achieving 'Expected' in these areas as being at high risk of long-term low outcomes.

There were 25 children in care and of 'Reception' age during the academic year 2012-2013. The data is based on complete data sets received from education providers. If the data is incomplete, or if the children achieve 'Emerging' in just one of the first 12 Early Learning Goals, then the children are measured as functioning at 'Emerging' level.

Number of children achieving a 'good level of development'	: 20%	(5/25)
Number of children achieving 'Exceeded'	:12%	(3/25)
Number of children with statements	:12%	(3/25)
Number of children whose data was not submitted upon request:	16%	(4/25)
Number of children whose data was incomplete	:52%	(13/25)

Three of the children achieved 'Exceeded' in some Early Learning Goals, but were counted as 'Emerging' because they have also achieved 'Emerging' on some of the Early Learning Goals.

Haringey Virtual School is continuing to work with Haringey's Early Years Advisory Service to extend their understanding on how to effectively intervene so that the gap between these children and their peer group can be narrowed during foundation stage and key stage 1.

This year LAC in Early Years provisions in Haringey benefited from the roll out of a training programme on Trauma Recovery. This was planned by Early Years, in partnership with Haringey Virtual School and Kate Cairns Associates, with some Early Years practitioners also regularly attending the Trauma Recovery Forum.

Key Stage 1 results 2013

There were 24 children in care in Year 2 (i.e. in care as of Sept 1st 2012)

The results for 2013 are:

Level 2 in English	: 60% (12/20)
Level 2 in Maths	: 60% (12/20)
Level 2 in English and Maths	: 60% (12/20)
Number of children assessed	: 95% (19/20)
Number of children with Statements	: 15% (3/20)

Comparing with similar previous Year 2 cohorts

	2009	2010	2011	2012	2013
Number of children	11	11	14	17	20
Level 2 in English	90.1% (10/11)	54.5% (6/11)	71.4% (10/14)	82.4% (14/17)	60% (12/20)
Level 2 in Maths	90.1% (10/11)	45.5% (5/11)	57.1% (8/14)	82.4% (14/17)	60% (12/20)
Level 2 in English and Maths	90.1% (10/11)	45.5% (5/11)	57.1% (8/14)	76.5% (13/17)	60% (12/20)
Children with Statements	0% (0/11)	0% (0/11)	21.4% (3/14)	0% (0/17)	15% (3/20)
Children in special provision	0% (0/11)	0% (0/11)	7.1% (1/14)	0% (0/17)	0% (0/20)

The English SATs results were lower this year, with under two thirds achieving the national average or above, though we would look to improve these again for next year through current and specific interventions informed by case information and attainment data. Reading Club intervention and training of foster carers have additionally supported the improvement of the literacy levels of primary children in care. We also plan to reinstate the mailing out of the Big Green Envelope to children in years 2 and 3, as this has had a positive impact on attainment in previous years. We will continue to promote English through all of our work e.g. promotion of books at the cinema event and linking our Reading Club into the Black History Month half term library programme.

The Maths results are encouraging, as two thirds of the children achieved the national average or above. However, we are looking to improve on these again for next year using current interventions. We plan to link with mainstream primary maths specialists from local schools to re-instate the Maths Club, previously run in partnership with the Haringey Maths Advisor. We will focus on 'Understanding pattern in number, as research (National Strategies Primary Research Project, 2010) indicates that these elements can present barriers to basic understanding of Maths.

Key Stage 2 results 2012

There were 21 children in care in Year 6 (i.e. in care as of Sept 1st 2011)

The results for 2012 are:

Level 4 in English : 77.3% (17/22)

Level 4 in Maths : 72.7% (16/22)

Level 4 in English and Maths : 68.2% (15/22)

Number who sat SATs : 100% (24/24)

Number of children with Statements : 18.2% (4/22)

Comparing with similar previous Year 6 cohorts

	2009	2010*	2011	2012	2013
Number of children	22	17	28	21	22
Level 2 in Reading	X	X	X	X	86.3% 19/22
Level 2 in Writing	X	X	X	X	63.6% 14/22
Level 4 in Maths	45.4% (10/22)	52.9% (9/17)	53.6% (15/28)	47.6% (10/21)	72.7% (16/22)
Level 4 in Reading, Writing and Maths	X	X	X	X	59% (13/22)
Level 4 in English	50% (11/22)	52.9% (9/17)	42.8% (12/28)	66.7% (14/21)	77.3% (17/22)
Level 4 in English and Maths	45.4% (10/22)	47% (8/17)	39.2% (11/28)	47.6% (10/21)	68.2% (15/22)
Children with Statements	45.4% (10/22)	23.5% (4/17)	17.9% (5/28)	23.8% (5/21)	18.2% (4/22)
Children in special provision	22.7% (5/22)	17.6% (3/17)	10.7% (3/28)	15% (3/21)	13.6% (3/22)

This is a good set of results, with an increase in the number of children achieving a level 4 in both English and Maths. The split of English into Reading and Writing has highlighted that there is some work to be identified in regards to supporting children with their writing. It is good to see that so many of the children at the end of key stage 2 are reading at the national standard. Overall, the results are particularly pleasing as they show an overall upward trajectory. We have supported young people in Key Stage 2 through the provision of the Book Club, working in partnership with the Library Service and also the Cinema Event which promotes books and reading. We plan to reinstate delivery of the Big Green Envelope Club this year to continue to promote a love of reading and to further narrow the learning gap. Haringey LAC have also been prioritised for Into University homework club after school.

Attendance

Using the information from the company Welfare Call we are able to identify young people whose attendance is poor and below national average. Since January 2013 we have been running the attendance forum which is attended by representatives from the Education Welfare Service, Behaviour Team, Youth Offending Team, Fostering Service, Children in Care Team and Independent Reviewing Officers. The Attendance Forum specifically track children who have missed 10 or more days of school, have a B on the register identifying that they have been educated off the school site, or have had an exclusion. The forum meets to share information and to set interventions and actions

For children who were in care for the whole of the academic year 2012-2013 78% of pupils attended school 95% and above for the whole year (202/256), this is an increase from 62% last year (204/327). During the past academic year 18% of pupils had attendance of less than 85%, this included children who missed school due to change of placement and school (47/256). This is a slight increase of 1% from last year. We will continue to support the improvement in the attendance for all children in care through the work of the forum, training and challenging others where required.

Alternative Provisions

At the end of the year 10% of children in care of statutory age were in an alternative provision (36/357). This included a hospital, PRU, secure unit or YOI, college placement or a provision commissioned by a school.

Exclusions

Last year 47 children had an exclusion from school of half a day or more. 24 children had an exclusion between 0.5 and 4 days. 13 children had an exclusion between 5 and 9 days. 3 children were excluded for 10 days or more and 3 children were permanently excluded.

	Total	In borough	Out of borough	Primary	Secondary
4 days or less	26	4	22	2	20
5-9 days	14	8	6	4	10
Over 10 days	3	2	1	1	2
Permanent	3	0	3	0	3
TOTAL	46				

Post 16 update 2012

Update for Haringey young people in care in current year 12.

Many of our young people will follow the national pathway and enter college or 6th form.

As of September 2013 there are 53 children in year 12.

	53 young people
Number in College or 6 th form	47/53
No in Employment	0/53
No in Training/Apprenticeship	2/53
NEET – refusing to engage absconding	1/53
To be confirmed due to change of placement	1/53
Specialist School	2/53

Studying at College or 6th form: 47 young people

	47 young people.
A levels	11/47
ESOL	8/47
Other qualifications	8/47
BTEC	19/47
GCSE's	2/47

Subjects being studied include:

- **A levels:** Biology, Psychology, Law, Sociology, Maths, Art, French, Economics, History Social Sciences.
- **BTEC:** Sport, Engineering, Car mechanics, Media, Art and Design, Child Care, Travel and Tourism, Hair and Beauty.
- **Apprenticeships include:** Hairdressing and Retail

As of September 2013 young people leaving Year 11 will be required to remain in Education, Employment or Training (ETE) until the end of the academic year in which they are 17, in 2015 this will increase to 18.

We aim to support young people to remain in their current education and college courses. Each young person in care has a Personal Education Plan that accompanies them during their journey through care. As an additional monitoring system, there are plans to review the ongoing PEP's at the transition panel where a representative of the Virtual School is present and can provide additional advice and guidance regarding the current and future plans in place and ensure all efforts are being made to sustain current educational/training provision.

We expect that young people will have had careers guidance at school and completed PEP's outlining aspirations and education progress throughout their time in care. We work within a context of young people knowing that we have high aspirations and expectations for their future.

We have provided detailed up to date information post A levels and GCSE's this year to social workers and personal advisors in regards to how they can access appropriate support for their young people depending on need. This includes information on University, raising participation age, careers advice, as well as bursary and funding information.

An overview of young people's level 3 and above educational achievements

University

- 8 young people have graduated from University
- 33 are progressing onto their next year at University
- 20 are proposing to start University September 2013

Level 3 qualifications

- 7 young people in years 13 and 14 achieved a level 3 A level qualification.
- 1 young person completed a BTEC level 3 course in accounting.

Due to confidentiality constraints regarding the disclosure of a young person's care status, all post 16 education information has to be gathered via Social Worker, Personal Advisor or the young person.

Strategies to support the educational progress of Haringey Children in Care

Work with professionals

- Joint Trauma Recovery Conference for Designated Teachers for LAC and SENCo's in July; delivered by Kate Cairns
- Trauma Recovery Forum x 3 over the year.
- Introductory and Phase II sessions, each held at least once each half term; multi-agency training
- Training including PEP's and LACPPG
- Consultation with Designated Teachers and Social Workers to think about best practice in terms of the LAC PPG spend.
- Training for Foster Carers to support children in reading, reading comprehension, writing and using books to support children who have experienced trauma; via the Book Club

- Training to Governors on the education of Looked After Children
- Training to Fostering and Placements Departments on Trauma Recovery
- Work with Foster Carers, Fostering Training and Development and Placements Department to develop a tool, using the trauma recovery model, to support placement stability and link in with one already developed and being used in schools; creating a common language for Foster Carers, school staff and Social Workers
- Training to Foster Carers on sensory self regulation; how to use food and physical activity to facilitate self regulation and help calm
- Provides social workers with logins to monitor and track attendance at school for our children in care
- We have set dates for two Transition Forums specifically for carers of children in care going into reception and secondary school later in the Autumn Term.

Work directly with young people.

- Weekly Study Club. At the start of the year moving we relocated to Tottenham Hotspur Football Club. In practice, however, the new space did not support collaborative and interactive learning so it was decided to moved to Bruce Grove the new space of Tuition Service. We have a regular group of young people who attend.
- Three of our young people in years 10 and 11 took part in an overnight residential with Hertford University involving pottery, inspirational activities and a theatre trip. One of those who attended, had been excluded from school 6 months earlier and another was in an alternative provision due to difficulties in mainstream.
- Cookery Club – using the facilities at the Octagon we ran a 5 week cookery course with Tottenham Hotspur Foundation. This is always really enjoyed by the young people and they keep asking when we will be running it again!
- Summer Party for primary aged children which included training for Foster Carers and Cookery Club for secondary aged students.
- Book Club in partnership with the Children’s Library.
- Specific reading books were sent out to primary aged children over the summer.
- ‘Good luck’ with your exams cards were signed by Cllr Waters and Libby Blake.
- Cinema event for Primary aged children and carers, ‘Sammy’s Great Escape’.
- Awards event 2012 involved many care leavers in the planning and the presentation of the event. This year will be the 10th Educational Achievement Awards event for Haringey children in care held at Tottenham Hotspur Football Club.

Nursery to University:

We continue to update this booklet for the use of Foster Carers, Social Workers and IRO's to support them in regards to PEP meetings, understanding education processes and systems. We are planning to create a version for use by Designated Teachers and School Improvement Officers.

Haringey Virtual School Website:

www.haringey.gov.uk/hvs - we are currently in the process of updating the website.

Carers, schools and social worker used the website in the Summer term to nominate young people for the education achievement awards.

An eform was created and used to gather attainment data in partnership with our IT department. We are very pleased with the amount of information received in response to a follow up letter, we are looking develop this further in the coming year.

Partnerships with other organisations:

We continue to build and develop our partnerships which provide our young people with greater opportunities and develop a sense of community and aspirations.

Tottenham Hotspur Foundation

Following on from previously funded projects the work with THF continues, this includes;

the Annual Education Awards Ceremony, this will be the 10th Awards ceremony; Study Club support; 'Let's get Cooking' and Summer Party.

Highgate Independent School

At the end of the summer term, we took the young people who had attending study club, cooking club and the book club to Highgate School to experience the inspirational chemistry presentation by Dr Szydlo.

Building on work developed over the years with Haringey, Highgate are now running the Chrysalis project with seven Virtual Schools in North London. The aim is to inspire and enhance the opportunities and aspirations for young people with potential to go to University to attend Russell group Universities. This project links the young people into University opportunities including Cambridge and working with an organisation called Future Foundations.

Wood Green Library

The Book Club has been running for a number of years and is highly valued by young people and carers, who ask when the next one is running when we meet up for other events in the HVS calendar. As well as providing an opportunity for the children to develop reading, writing and comprehension skills, it also increases their vocabulary and provides an opportunity for carers to observe how to enjoy a book with their child and to maximise the educational impact. Book Club offers a safe space to enjoy

literature, with familiar adults and environments. This encourages our children to be comfortable and confident in the library and to perceive themselves as library users.

Big Green Bookshop

Working with the staff at the Big Green Bookshop in Wood Green we identify and choose appropriate books to send out to young people in our 'Big Green Envelopes'. The bookshop facilitates competitions, letters from authors and book signing to support the engagement of young people in reading.

Youth, Community and Participation Service

The Virtual School also has strong links with the Youth, Community and Participation service, who are able to support care leavers in a variety of ways including:

- The Junction supports young people aged 16 to 19 or up to 25 for with learning difficulties or disabilities.
- Youth Contract for young people in Haringey works with those aged 16 or 17 who are in care, have 1 GCSE or less or are at risk of offending

We are referring young people who need additional advice and support to the Junction and the identified worker for LAC.

Wilkommen

Three young people aged 18-25 from Haringey had the opportunity to be part of the Wilkommen project. This is funded by the European Commission and is coordinated by Care2Work. Another three young people will have the opportunity to take part in work experience at the Marriott Hotel in Grosvenor Square London followed by 2 weeks at the Renaissance Hotel Karlsruhe in Germany in March 2014.

The Eighteen Project

The project currently has 40 young people aged 15-20 being mentored by coaches from the Tottenham Hotspur Foundation.

The two year project started in June 2011 with funding from the GLA Sports Participation fund and the four local authorities of Haringey, Barnet, Enfield and Waltham Forest. The project is currently under review and sourcing new funding opportunities.

The Eighteen project with Tottenham Hotspur Foundation has given us excellent opportunities and outcomes, engaging some of our most hard to reach older children in care and care leavers in enriching and confidence building activities to engender their interest in further education and employment.

Tottenham Hotspur Foundation have now secured money from the Postcode Heroes Trust of £40,000 each year for 3 years to support young people in care in Haringey, Barnet, Enfield and Waltham Forest.

Goals2Work

Young Adults Service for care leavers 18+ are working with Tottenham Hotspur Foundation in regards to working with identified young people including some of those who were part of E18HTEEN.

This project is a partnership with NCAS and Catch 22 on a project called Goals2Work funded by Comic Relief. This presents a great opportunity for 60 care leavers in Haringey, Essex and Islington to participate in football whilst developing their employability and life skills.

Mentoring programme in 6th Forms

The School Improvement Team in partnership with HVS have secured funding for a mentoring programme for Haringey 6th forms and Haringey LAC will be prioritised for this support.

Summary of developments during Academic Year 2012/13

Attendance Forum

- The re-introduction of attendance forum – this is a fortnightly meeting which uses the data from Welfare call in regards to attendance concerns for young people, those who have missed 10 days or more, have a B on the register (alternative education provision, or E (exclusion). The forum is made up of staff including, social workers, Independent Reviewing Officers, Behaviour Support Team, Education Welfare Service, Fostering and Youth Service.

PEP and PEP audit

- We have updated the Haringey PEP to reflect the changes in the Early Years Foundation Profile and created a Young Person Form for those 16+. The joint training for which is co-delivered by a Haringey DT and SW and is scheduled to be repeated termly during 2012/13.
- We have also started to audit the quality of sample PEP's on a monthly basis with social worker managers in order to improve the quality of the PEP's and support social workers and managers to use the information in an informative and proactive manner.

Trauma Recovery

- This year we have developed the '*Emotionally Friendly Classroom*' tool and are in the process of consulting with schools, with very positive feedback received so far. The purpose of this tool is to help schools to create a school and classroom culture which is helpful to children who have experienced trauma and loss and who often find it difficult to regulate their emotions and behaviour.
- We are also now working with foster carers, Foster Carer Learning and Development and Placements to develop '*How to BE.....*'; the '*Emotionally Friendly Home*'. This document has a home focus and is written with carers / parents in mind. The aim is to develop a tool which makes accessible to carers the language and idea of trauma.

The intention is to provide foster carers with information and strategies which could improve outcomes for LAC, stabilise placements and provide carers with the language and information to be able to speak confidently with school staff to identify needs and strategies, which will provide safety and stability for LAC in their care.

- Also developed this year is the '*How to BE is Key*' document. The aim of this document is to provide information about how our personal interactions can help others to feel safe and regulate their emotions and behaviour. It offers some suggestions of how we can BE which will help children to feel safe and learn to self regulate.

Education pathways specifically post 16

- A specific form C for 16+ young people has been created as part of the PEP.
- Links have been developed with **Into University**, who offer support and advice relating to personal statements.
- Distribution of the Higher Education Guidance and information emails to social workers and PA's to support planning.
- A teacher from the Virtual School attends the fortnightly transition panel for young people approaching 18.

Future plans for Academic year 2013/2014

- Establish a Designated Teacher Intelligence Sharing Forum termly.
- Develop links with School Improvement Partners, to ensure challenge and scrutiny of educational attainment of children within the virtual school
- Consolidate use of the Trauma Recovery work within schools and social care, for the common language and understanding to be shared.
- To build on the work of collating attainment information from schools and using it to identify areas of concern.
- To apply the learning from PEP audits to develop training
- Stabilise the Virtual School Team through the identification of a permanent Virtual Head.
- Consolidate our use of data and reporting systems in partnership with the performance team and the frameworki team.
- Work to gather regular updates from team managers in both YAS and CiC 1 in regards to ensuring an education, employment or training provision is in place for young people post 16. Including where required level and subject information.
- Continue to be involved in a reduced but effective E18HTEEN project.
- Continue to make links and share information, support and advice with other professionals, including the contribution of the Virtual School at the Resources and Transition panel.