



MANCHESTER
CITY COUNCIL

Virtual School Head's Report

An overview of 2022-23

**MANCHESTER
VIRTUAL
SCHOOL**

*Promoting the education,
employment and training of
children and young people.*

Ensuring that all children and young people – whatever their age, identity, ability or circumstances – experience a sense of belonging and are valued and respected for who they are.

Safe. Happy. Healthy. Successful.

Website:
manchester.gov.uk/virtualschools

Email:
virtuelschool.education@manchester.gov.uk

Phone:
0161 219 6913 or 0161 234 4160.

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UNICEF Rights of the Child

The Manchester Virtual School Team is actively working in partnership with others to support Manchester's ambition to become a UNICEF Child Friendly City, a city which implements the United Nations Convention on the Rights of the Child in everything it does. This report demonstrates that the work of the Virtual School has a sharp focus on:

Article 28 Right to education

Every child has the right to education.

Article 29 Goals of education

Education must develop every child's personality, talents and abilities to the full.



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During 2022-23 the Virtual School Team has been continuing to work hard with Social Workers, Designated Teachers, Designated Safeguarding Leads, Personal Advisers, Carers, Youth Justice colleagues, Independent Reviewing Officers, other services and partners to support Our Children and Young People, from 2- 25 years, in their Education, Employment and Training and to enable them to attend well, make good progress, achieve good outcomes and to progress into positive destinations at every stage.

The views, wishes and feelings of Our Children and Young People about their education, employment and training and their life as a whole, inform and sit at the heart of the Virtual School approach. The whole team works to promote a child centred approach and the shared ethos encapsulated within Manchester's Inclusion Strategy statement; "***We believe it is important that every child and young person whatever their age, identity, circumstances or ability, has a sense of belonging, feels respected and valued for who they are.***"

This 2022-23 report provides an overview of :

- What has been delivered.
- What has been achieved.
- What the challenges have been.
- What still needs to be done.

Unless otherwise stated, the data within this report refers to children and young people who have been in the care of Manchester for 12 months or more as of 31st March 2022. Also, unless otherwise stated, any comparative data relates to results from 2018/19 which is the last year, prior to the pandemic, when children and young people completed face-to-face assessments and exams. Some of the data, including GCSE, attendance and suspension data is currently provisional. Once published, validated data will be provided with local and national comparisons. Within the text we refer to the Children and Young People in our care as "Our Children and Young People" and also as within the data tables and graphs as Children Looked After (CLA)

Acknowledgements

2022-23 has continued to present many opportunities as well as significant challenges. The Virtual School Head and Virtual School Team would like to acknowledge the hard work of all the children and young people during 2022-23 and to thank them for their engagement and participation in developing and reviewing their Personal Education Plans (PEPs). We were delighted to hold our Annual Achievement Awards Event at The Gorton Monastery in July 2023. It was fantastic to be able to come together to celebrate Children and Young People's achievements. The event was attended by over 150 young people and their supporters and certificates, vouchers, goodie bags and trophies were distributed. It was a fantastic day.

The Virtual School Team would also like to acknowledge the hard work of all the partners who have worked to support the Education, Employment and Training of all of Manchester's Children and Young People including Designated Teachers, Designated Safeguarding Leads, Social Workers, Educational Psychologists, Youth Justice colleagues, Independent Reviewing Officers, Leaving Care Personal Advisers, Carers and family members. Key information from this report will be shared with all partners who are involved in the care, education, employment and training of Our Children and Young People.

Jane Johnson
Virtual School Head
November 2023



2022-23 Some Success Headlines

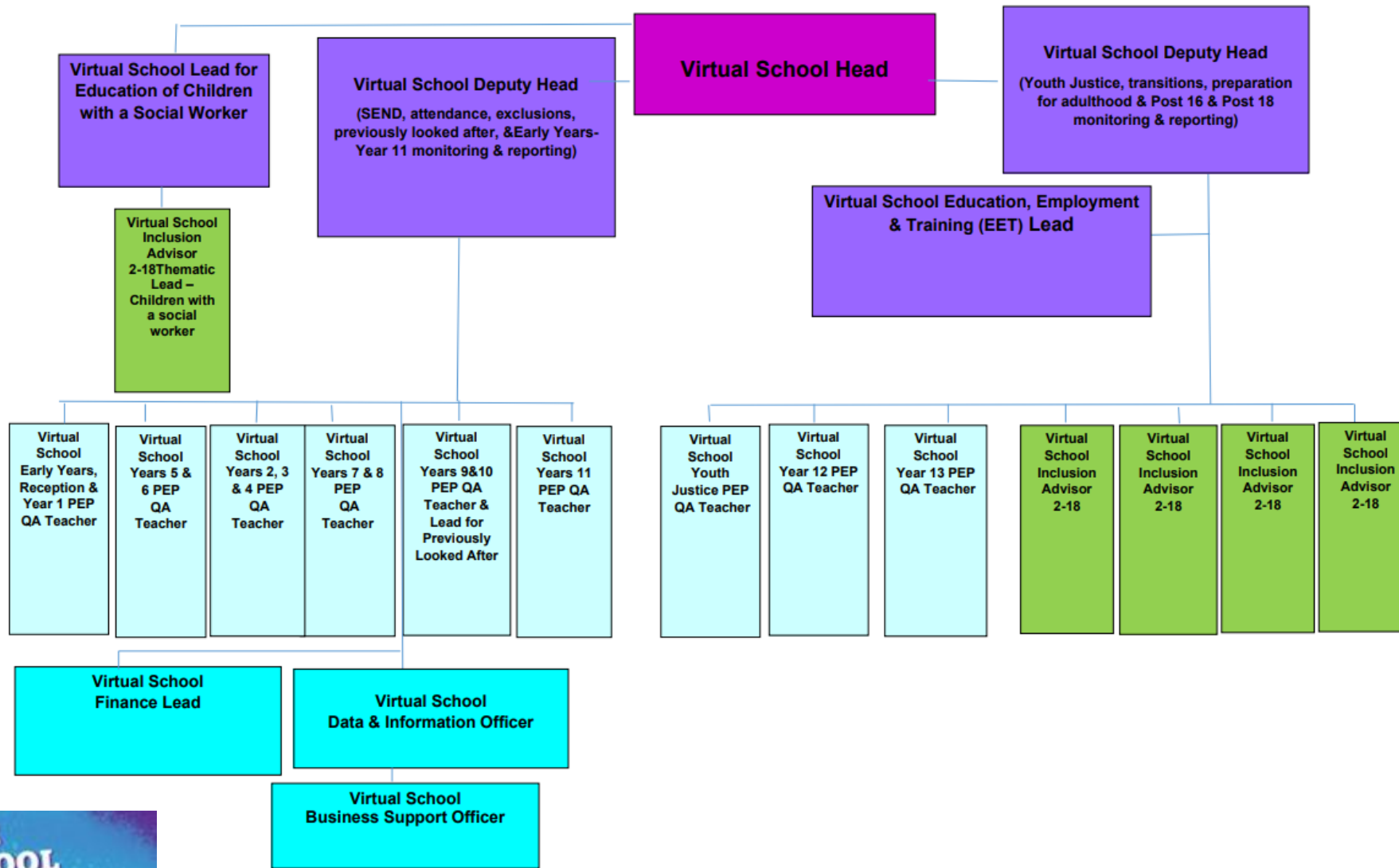


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- **The views expressed by Our Children and Young People** demonstrate that many of their worries and aspirations are similar to those of all young people as they navigate friendships, new situations, study and exams, transitions to new education settings and preparing for adulthood. Their views also demonstrate how important relationships are to them and how talented, aspirational and ambitious our young people are whilst also needing our support to cope with and overcome the trauma they've experienced.
- 97.9% of school-aged Our Child and Young People had approved **Personal Education Plans (PEP)** in place
- 85.2% of all our school aged children and 89% of our primary school aged children **attend schools judged as good or outstanding** by Ofsted.
- 87% of children in the Early Years who are entitled to **15 hours free education** have taken it up which is a slight increase on last year at 86.3%
- 42.9% children in the Early Years have been judged by their school as being **on track to achieve a Good Level of Development (GLD)** which is an increase on last year at 40%
- 24.1% of children in Year 2 (Key Stage 1) have been assessed as **reaching the national standard in reading, writing and maths** which is higher than in 2021-22 at 21.4%
- 53.7% of children in Year 6 (Key Stage 2) have been assessed to be reaching **national standards in grammar, spelling and punctuation (GPS)** which is above the national figure for Cared for Children of 50%
- Our unvalidated data shows that 31.9% of our young people **achieved Level 4+ in both English and maths GCSEs** which is a significant increase on 2018-19 at 18.2%
- 17% of young people have provisionally **achieved Level 5+ in both English and maths GCSEs** which is also a very positive increase from 2018-19 at 8.2%
- 85% of young people **successfully progressed into Post 16 Education, Employment and Training destinations** for the 2023/24 academic year.
- Our 16- and 17-year-old Young People's **engagement in education, employment and training** remains at a good level and was as high as 85% at certain points in the year. There also continues to be a good level of engagement in positive activity for those young people who are not yet in education, employment and training.
- Provisionally 8.85% of our care leavers are in **Higher Education**. The 2022 National Average is 7%.
- 81% of unaccompanied young people enrolled on **English for Speakers of Other Languages (ESOL) courses**, achieved 2 or more qualifications in both functional skills and/or personal development
- 92.4% of **unaccompanied young people enrolled on ESOL courses were retained in their education settings** and are either continuing or progressing on to the next level of study.
- 75% of **Young People supported by the Youth Justice Service** attended schools judged by Ofsted to be good or better.
- 2022-23 **mainstream school attendance** for Our Children and Young People was at 93.8% at least in-line with the pre-covid attendance of 93.1%
- **Primary mainstream school attendance** for Our Children and Young People at 96.1% was well above 2021-22 attendance
- Over 50 potential **permanent exclusions were prevented** for Our Children and Young People through close work with school colleagues and social workers.
- Provisional data shows that during 2022-23 there has been a **reduction in the percentage** of Our Young People with one of more incident of **suspension** from 13.2% in 2018-19 11.1% .

Virtual School Structure

The Manchester Virtual School Team Structure 2022/23



- The Government guidance, Promoting the Education of Looked After and Previously Looked After Children, <https://www.gov.uk/government/publications/promoting-the-education-oflooked-after-children> outlines the Statutory responsibilities of Local Authorities, including each Local Authority's Virtual School Head. The corresponding guidance, The Designated Teacher for Looked After and Previously Looked After Children, <https://www.gov.uk/government/publications/designatedteacher-for-looked-after-children> outlines the statutory duties for education settings.
- In 2021 the role of the Virtual School Head was extended by the Department for Education (DfE) to include a duty, as yet still non-statutory, to promote the education of children and young people, from birth to the age of 18 years, who have a social worker. These are children and young people who live with their parents and who are supported via a Child In Need (CiN) or Child Protection (CP) Plan. It is the young people's parents who retain parental responsibility for the children and young people and not the social worker. The information about these duties can be found in the DfE guidance document, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086931/Promoting_the_education_of_children_with_a_social_worker_-_virtual_school_head_role_extension_2022.pdf
- The report also provides information about the joint work between the Manchester Virtual School Team and the Manchester Youth Justice Service to strengthen the multi-agency work to promote the education of all young people supported by the Youth Justice Service.

The Virtual School Offer



- Promoting high aspirations for children and young people through the Personal Education Planning (PEP) process.
- Tracking, monitoring, reporting on children and young people's attendance, suspensions and exclusions with intervention where there are concerns.
- A named PEP Quality Assurance Teacher for all children and young people from the age of 2 years up to the age of 18. The PEPQA teacher provides advice, guidance, support and challenge and attendance at PEP meetings when appropriate.
- PEP quality assurance of every PEP with written feedback provided to the Designated Teacher and Social Worker.
- Distribution and the monitoring of impact of pupil premium funding for our children and young people.
- Face to Face and online training for Designated Teachers, Social workers, Personal Advisers, Youth Justice Colleagues, employers and other partners including using a whole setting trauma informed approach, LGBTQ+ inclusion, supporting children with English as an Additional Language and ensuring positive transitions.
- Telephone Educational Psychology consultation available for all Designated Teachers and Social Workers.
- Information, advice and guidance available from Virtual School Team members and through the Virtual School Website. <https://www.manchester.gov.uk/virtualschools/> in relation to children looked after, previously looked after children, care leavers, children and young people with a social worker and young people supported by the Youth Justice Service.
- Proactive, cross border multi-agency working to drive progress when a young person is without appropriate education, employment and training.
- Interim tuition provided for children and young people who are waiting for a school place.
- Advice, guidance, support and challenge when a child or young person is at risk of exclusion.
- Close monitoring the experience and progress of children in Alternative Provision and in educational provision judged to be less than good.
- Issuing of school directions when schools inappropriately refuse to admit a child or young person to their school.
- Advice and guidance through the PEP Process to social workers and Personal Advisors on supporting young people, aged 16 & 17, who are currently Not in Education Employment or Training, towards and into positive Education Employment and Training destinations.
- An Annual Achievement Awards Event to celebrate the achievements of Our Children and Young People.
- Promoting the use of the Virtual Education, Employment and Training Opportunities (VEETO) on-line briefings for social workers, Personal Advisers and partners.
- High levels of support to help young people consider and move into well-supported Education Employment and Training opportunities provided by MMC social value employers.
- Virtual School membership of monthly Education Access Board and Quality Assurance Board to report on progress, escalate concerns and provide scrutiny of Virtual School service and outcomes.
- Input into meetings including permanency planning, care plan review meetings, Edge of Care, Missing from Home and residential home meetings to ensure Education Employment and Training is a key focus in all young people's plans.
- Partnership work with the Youth Justice Service for the provision and quality assurance of a personal education plan for young people supported by the Youth Justice Service.
- Collaborative work with social workers and education settings to ensure education is a key priority for children and young people with a social worker.

Summary: Virtual School 2022-23

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What have we delivered?

- Advice, guidance, support and training to social work and Youth Justice Colleagues via Teams, emails, phone calls and a weekly Virtual School Team presence in the Locality offices, The Beehive (Care Leavers' service) and Youth Justice Offices.
- Completion and quality assurance of PEPs for Children Looked After in the Early Years, Primary, Secondary and Post 16 and for Young People supported by Youth Justice.
- Provided advice, guidance, training, support and challenge to Designated Teachers, Designated Safeguarding Leads, Social Workers, Personal Advisers and Foster carers.
- Delivered a briefing session to Designated Teachers on effective application of the Primary Gatsby Benchmarks within our PEP.
- Commissioned work with Agent Ltd and Agent Academy to develop coproduced resources to support young people to be heard by professionals and to access diverse career role models.
- Delivered training to student and newly qualified teachers at MMU on trauma and attachment and supporting Children Looked After
- Continued close working with the Attendance & Exclusions Team on promoting the education of children with a Social Worker at Social Care reflective learning sessions, School clusters, DSL Networks, written guidance, attendance data sharing & dip-sampling of CP & CiN plans.
- Worked closely with employers and delivered a Northwest Post 16 conference for multiagency Local Authority professionals to reflect on the implications and opportunities of key legislative changes.
- Commissioned a CEIAG qualification for Team members to strengthen their knowledge, skills and understanding.
- Implemented Phase 2 of the Post 16 Pupil Premium Pilot.
- Promoted the Inclusion Strategy Toolkit.
- Commissioned interim educational provision for Post 16 unaccompanied young people.

What difference have we made?

- Increased the overall attendance (93.8% from 92.8%) and reduced the number of suspensions of CLA from 2021-22.
- Prevented over 50 possible permanent exclusions.
- Strengthened social workers', Youth Justice Workers' and Leaving Care Workers' confidence about and focus on attendance and educational experiences within the context of CiN & CP, Pathway Planning & YJ planning discussions.
- Improved PEP completion rates with a 98% completion rate of quality assured PEPs for School aged young people.
- Strengthened the focus with primary aged children on CEIAG, the world or work and career aspirations
- Enabled 40 Unaccompanied Young People to access education provision via a bespoke education offer.
- Increased the percentage of young people in EET from 73.9% in 21-22 to 77.33%
- Provisional 2022-23 GCSE results for CLA look to be at least in-line with national results for 2018-19
- Developed and implemented bespoke educational offers for some of our children with the most complex needs.
- Ensured that the needs of young people at risk of exclusion are being properly assessed, understood and met.

What have been our challenges?

- The significant increase in the number of young people aged 16 plus entering our care, including unaccompanied young people.
- A local and regional shortage of ESOL provision for Post 16 unaccompanied young people.
- Ongoing challenge to secure a named Post 16 Designated Teacher in provisions across the country when this is not yet a statutory requirement for Post 16 settings.
- Securing appropriate, bespoke education provision for young people with the most complex social care, health and education needs particularly when their care arrangements are unsettled and DoLs arrangements are in place
- Working with education settings and Local Authority Services across the country with 58% of our 800 school aged children attending 128 different Manchester schools and 42% attending 240 different schools across 40 different Local Authorities.

What do we still need to do?

- Continue to work with social workers and designated safeguarding leads to ensure a more robust focus on attendance, progress and education transitions in CiN and CP plans.
- Work with the Care Consultants, Designated Teachers and Social Workers to ensure PEP meetings are person centred and wherever possible, face-to-face.
- Continue to work with the Leaving Care Service to strengthen the focus on Education, Employment and Training in Pathway Plans with reference to young people's most recent PEPs.
- Continue to work with Education Settings and Social Workers to strengthen the CEIAG work being undertaken with children and young people.
- Continue to strengthen work with Career Connect and Employers to create, promote and match young people to opportunities.

Overview of Our Children Looked After (CLA) 2022-23 – time in care, gender and racial background

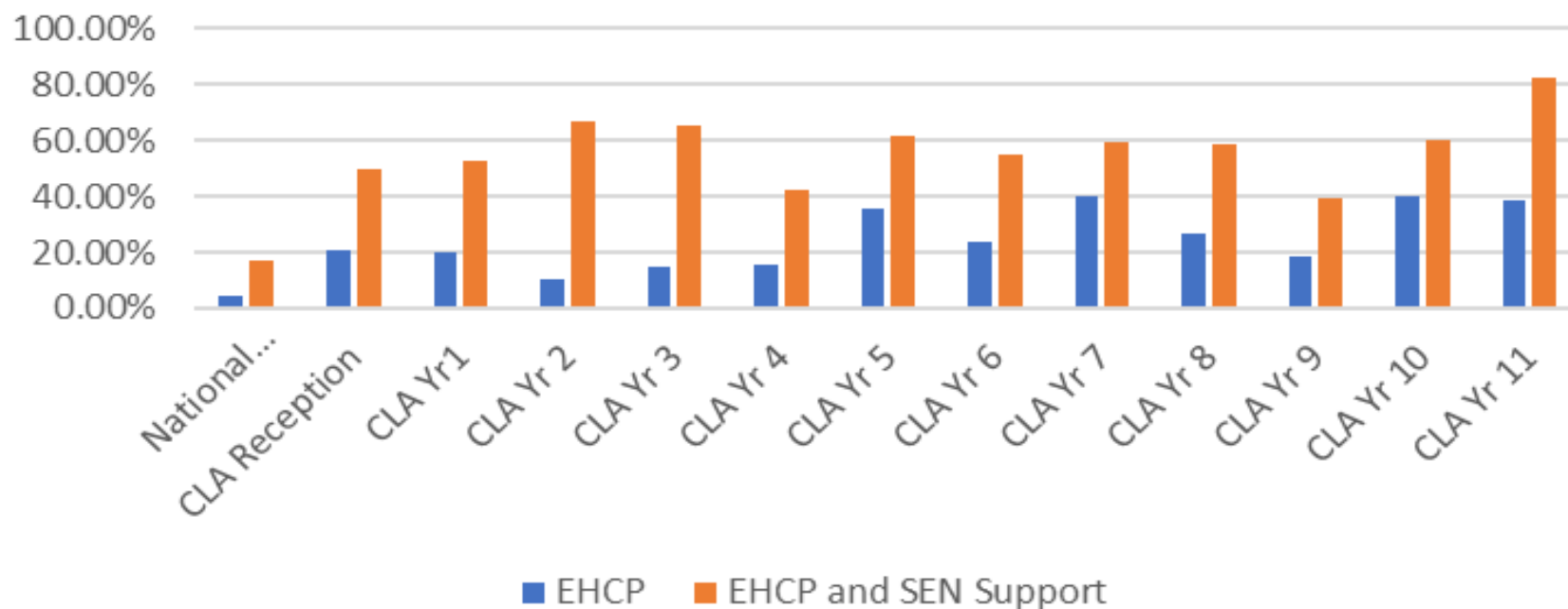
Key Stage	Percentage of all our CLA in each Key Stage	Percentage of our CLA in care 12 month+	Percentage of our CLA identified as female	Percentage of our CLA identified as male	Percentage identified as Asian	Percentage identified as Black	Percentage identified as Mixed	Percentage identified as Other	Percentage identified as White
Foundation Stage	9.6% (117)	64.1% (75)	50.4%(59)	49.6%(58)	10.2% (12)	6% (7)	24.8%(29)	1.7% (2)	57% (67)
Reception	3.4% (42)	66.7% (28)	42.9%(18)	57.1%(24)	9.5% (4)	12% (5)	23.8% (10)	7.1% (3)	47.6% (20)
Key Stage 1	6.5% (79)	72.2%(57)	51.9%(41)	48.1%(38)	7.6% (6)	17.7%(14)	22.8%(18)	7.6% (6)	44.3% (35)
Key Stage 2	16.6% (202)	80.7%(163)	44.6%(90)	55.4%(112)	5.4% (11)	10.9%(22)	23.7%(48)	4.4% (9)	55.4% (112)
Key Stage 3	19.8%(241)	85.1%(205)	44.4%(107)	55.2%(133)	10.4% (25)	15.3%(37)	17.8%(43)	2.5% (6)	53.9% (130)
Key Stage 4	22% (267)	69.3%(185)	40.4%(108)	58.8%(157)	10.9% (29)	23.6%(63)	16.8%(45)	4.1% (11)	44.5% (119)
Key Stage 5	22% (269)	43.1%(116)	21.6%(58)	78.4% (211)	25% (67)	31.2% (84)	8.5% (23)	9.3% (25)	26% (70)
All	1,217	68.1%(829)	39.5% (481) (non-binary 0.24%)	60.2% (733) (non-binary 0.24%)	12.6% (154)	19.1% (233)	17.7%(216)	5.1% (62)	45.4% (553)

Overview of Our Children Looed After (CLA) 2022-23 – Special Educational Needs and Disabilities (SEND)

Key Stage	Percentage of CLA with an Education, Health & care Plan (EHCP)	Percentage of CLA supported at School Support SEND level	Percentage of CLA with some level of SEND	Percentage of CLA with no SEND	Percentage of Unaccompanied Young people	Percentage attending Manchester Schools and settings	Percentage attending schools and settings outside Manchester
Foundation Stage	1.7%(2)	21.4%(25)	23.1% (27)	76.9% (90)	(0)	70.2%(59)	29.8%(25)
Reception	21.4% (9)	28.6%(12)	50%(21)	50% (21)	(0)	57.5%(23)	42.5%(17)
Key Stage 1	11.4%(9)	46.8%(37)	58.2%(46)	41.8%(33)	(0)	64.6%(51)	35.4%(28)
Key Stage 2	25.2%(51)	36.1%(73)	61.4%(124)	38.6%(78)	0.5%(1)	59.2%(119)	40.8%(82)
Key Stage 3	36.5%(88)	30.3%(73)	66.8%(161)	33.2%(80)	0.4%(1)	48.7%(116)	51.3%(122)
Key Stage 4	31.1%(83)	33.3%(89)	64.4%(172)	35.6%(95)	18.7%(50)	52.3%(127)	47.7%(116)
Key Stage 5	21.6%(58)	13.8%(37)	35.3%(95)	64.7%(174)	52%(140)	63.3%(100)	36.7%(58)
All	24.7%(300)	28.4%(346)	53.1%(646)	46.9%(571)	15.8%(192)	57%(595)	43%(448)

SEND of Our Young People

Chart to show the percentage of our young people in care 12 months or more who have SEN compared to the national average



2022-23 Personal Education Plan completion



Phase	Percentage completion rate of quality assured PEPs
School Age	97.9%
Post 16	81.7%
Early Years	83.6%
Young people age 2 – 18 with a PEP in place	88.7%

- Every Personal Education Plan (PEP) for children from the age of 2 up to the age of 18 years is quality assured and feedback is given to the Designated Teacher and Social Worker. This includes young people aged 16 plus who are not currently in Education, Employment or Training. PEPs assessed as being inadequate are not approved.
- The Virtual School Team has worked hard to improve the completion rate of PEPs for children and young people in the early years and Post 16 age groups. Progress has been made however challenges have been faced associated with staffing changes in the education settings and the exponential growth in the numbers of young people aged 16 plus during the Spring and Summer terms.

Ofsted Judgements of schools attended by our Children and Young People



	All Schools 2023	Primary 2023	Secondary 2023
Outstanding	15.8%	11.5%	18.7%
Good	69.4%	77.5%	64%
Requires Improvement	6.2%	4.6%	7.3%
Inadequate	0.3%	0%	0.6%
Not yet inspected	8%	6.2%	9.2%
Good or outstanding	85.2%	89%	82.7%

- 85.2% of all our school aged children and 89% of our primary school aged children attend schools judged as good or outstanding by Ofsted.
- 0.3% (3 young people) attend a school judged as inadequate by Ofsted. The young people's progress, outcomes and well-being are closely monitored by the Virtual School Team through the PEP process.

Listening and responding to the views, wishes and feelings of children and young people.

- Children and Young People been encouraged and supported to share their views throughout 2022-23 and these have been recorded in their termly PEP.
- Designated Teachers and social workers are encouraged through Virtual School Training and PEP Quality Assurance feedback, to record children and young people's views, wishes and feelings based on their ongoing conversations with them along with evidence of how these views have been responded to.
- Members of the Virtual School Team contact settings, schools, colleges, providers and social workers where there are any concerns that a young person's views, expressed in their PEP, have not been appropriately responded to.
- The following slides demonstrate some of the things children in each age group have said are going well and that they are concerned about along with the things that they have said support or could support them. The comments have been taken from children and young people's summer term PEPs.

Views, wishes and feelings of children In the Early Years foundation Stage.

What's going well:

- I eat my breakfast in the morning. I like going to B's house. He's my big brother, he gives me lots of huggles.
- I like playing outside. I like my friends.
- I like the start of the day activities, the water and sand. I like school dinner. My friend is S.
- When aunty gives me gingerbread men and breadsticks what I made
- I like football.
- I am good at phonics. I am happy at school and at home. I don't need nappies anymore. football - I got a medal.
- I like playing with my friends, I love living with my Daddy.
- Last time I was here, I didn't know everybody's name but I do now.
- Playing with my toys at home and playing at lunch
- I like singing songs

What I'm worried about:

- I miss my Mum.
- moving to Reception
- If my brother breaks my toys
- when T doesn't sit with me
- Daddy is at work. I worry because he works late on a Wednesday.
- I worry when my friend sometimes is not my friend. I like it when we are friends and play together. I don't like it when it is loud in the canteen or in the yard.
- When I fall down when I play at lunch and when I fall off my bike.
- Having a new teacher instead of Miss C in September
- Nothing really!

What helps or could help me:

- I wear ear defenders when the noise is upsetting me.
- I like getting help from Miss B.
- If I needed help I would ask Miss C!
- I'd like the judge to make a decision.
- New toys so I can play with everybody.
- I need help to understand what is happening and why. I need help with what happens at the end of the school day.

Views, wishes and feelings of primary school aged children.

What's going well:

- My baby brother is cute
- My Family. I love T and M and want them to be my Mummy and daddy
- Being in school
- Seeing my mum and dad. Watching programmes with C and G. I am good at reading, spelling and Maths
- I Like reading stories with my friends and playing outside. I like to go on school trips....I am going on trip soon, My Nanny told me! I like playing with my sister.
- I still go to Dance Academy and I am doing the carnival this summer and I will be performing on the stage wearing a rainbow bow.
- Maths, mainly school in total. I finally got a football team and starting training tonight
- Staying at Nannas. My mum is getting help
- Football outside at playtime and at home. At home I play with R and I accidentally booted it over the fence. Next doors dog has just had puppies and we might get one. At school I am on pen now.

What I'm worried about:

- My dad's aunty died and that was sad.
- It's a long way to school.
- When I am going back home
- moving to a new school because I'll have to make new friends.
- Falling out with my friends
- About my cat Lily - I haven't seen her for ages
- I am still on the waiting list for a place at gymnastics, I really want to go.
- Year 6 might be hard
- Nervous about going to high school
- Still worried about monsters even though i know they are not real
- My teacher is leaving to go on maternity leave

What helps or could help me:

- Miss T will move to year 6 with me and continue to help me
- I do not want to see my sister
- Miss K has arranged an additional visit to my high school
- Miss A talks to my social worker S. When I've got questions for S Miss A will phone her or email her.
- I like yoga and going with Mrs C.
- carry on my morning check-in
- Everyone needs to work quicker to make sure I go home and the work needs to be done quicker and the judge needs tell us that we can go home.
- Sometimes I want help when friendships go wrong.
- Let me have time outside the classroom
- What I need is never going to happen. I wish I had every power in the world. Even powers I did not make up. But that's not going to work. I would make evil people float into the air and crash into the moon... the bad people and the weapons would go into non-existence.

Views, wishes and feelings of secondary aged young people.

What's going well:

- I think I am getting good in English because I am now getting compliments on my work, which makes me feel really good.
- I think music and drama are going well. I think I am doing well with my piano.
- I like living with my dad. I get to see my relatives a lot. I go out a lot with my dad.
- Like Uno club. Felt i did well in Maths and Spanish. I wear my glasses more
- I am looking forward to starting my options.
- School. At home. Cadets.
- I have secured my place at college.
- I am doing well in my drama - I got a grade 5 for my log book. I am still enjoying my Music Therapy sessions - we made a cd a few weeks ago and I played bass
- My GCSE's are going very well, I fell like they have been pretty easy.
- I am attending some of my lessons and going swimming. Visits with mum. Achieving my water safety badge
- I am enjoying living with N. We also have visits with mum, we went to the beach and I'm enjoying seeing her.
- Things are ok at home now that my brother is back.

What I'm worried about:

- Been forgetful and losing my school equipment
- I get stressed during some lessons if i don't understand it.
- I am worried about having to choose my GCSE subjects soon.
- I am worried about the unknown and what life looks like after school.
- I am worried about my family in Sudan and have lost contact with them.
- I am slightly worried with my mock exams, the exams i have done so far i have found difficult.
- Just the amount of revision
- Cant focus on where I want to go due to everything that is going on at the moment
- I am worried about moving on to college I wanted to stay at school. I do not have a solicitor to support me with my asylum claim. I want to stay in the UK
- Need a little extra help with English.
- I hope I get the GCSE's I need to do the course I want at college.
- I will be nervous and worried when we get closer to results day, but first I'm going to enjoy summer
- Support in college for me as it is a big step leaving High School.

What helps or could help me:

- I would like to continue with my tuition.
- Support to find a job
- My teachers have offered to celebrate my mother anniversary with me by making a shrine in the garden and letting off some balloons.
- I don't know, we (me, Dad and his girlfriend) just keep reminding him not to do things that will get him into trouble.
- It would be nice to know where I am moving to. i want to move somewhere that has a dog because they make me feel happy. I need to be able to feel calmer and less worried
- Ensure that college know what I need and what I struggle with
- I need support with my asylum claim.
- I've not been doing as well on my R.E tests so I might need more help with that.
- I'm not sure but school isn't great for me , i have a lot to think about in my life ad it sometimes feels like i have no space to think about school

Views, wishes and feelings of Young People in the Post 16 age group.

What's going well:

- I am attending school full time. I have started a Motor Mechanics Course
- I'm in college learning English. I feel safe I'm happy at home
- I like attending the learning centre and speaking to J who shares the same language as me.
- Everything is going well, I've been to Mosque, and I've made some friends.
- My course work is going well, I am enjoying college and looking forward to my second year
- Passing Functional skills English
- Really proud of myself and how I have achieved and I have done a lot of hard work. It makes my day
- I am almost complete in my Level 2 Hair and Makeup Media course. I feel more confident in Maths and am hoping to pass this year.
- My grades are not slipping. I go to the Library and revise independently.
- I am doing well in construction. I now know how to do some different things like how to put a screw in a wall using a drill, how to lay bricks both in a line and a corner turn, how to paint neatly.
- I have completed the year and will be returning for L2 next year I am happy I have moved into my own independent accommodation I have been nominated for the Manchester Achievement Awards
- I have completed 69% of my portfolio- this is one of the highest percentages of the class. I think I'm doing well.
- I love my course. I like the work that I am given to do and I get on with my teachers. I have made friends and I feel settled.

What I'm worried about:

- Submitting all outstanding work for my BTEC
- Applying for University
- I do not know where I will be living
- I want to go to university but I am worried about getting into debt worried that I might fail my maths GCSE and this will then put my business and Law degree in jeopardy for my second year
- Managing my own finances, settling into a new area.
- Not really anything possibly speaking exams in Spanish
- Moving away to a different prison far away from my family
- My legal status and getting a solicitor.
- It's all a bit overwhelming. I'm worried I'm not as smart as everyone says and I worry I'll let people down.
- I want to secure employment
- Exams - I get really nervous about them.
- I have lost contact with my family in Iran and I am worried about their safety.
- I am trying to stay focused on my studies and avoid any concern. What it comes, it comes.
- I don't enjoy doing homework and sometimes leave it until the last minute

What helps or could help me:

- I will continue to discuss this with my social worker
- Teacher to speak to the bursary team, tutor and social worker. To help with my current financial situation and my assignment deadlines.
- support with applying to Uni next year
- I have said in the past that I would like support for my drug use, but I only want to talk to specific people like A about this at the moment.
- Education and Children's Services to pay for the trip for me. To attend Liverpool trip and London trip as well.
- I need sport gear.
- Would like internet in the flat to feel more connected and less isolated
- support to access legal support and start college
- I want a laptop to help my learning
- I don't want to move away from my family, will like to stay around my family.
- I want to join a boxing and cricket club
- apply for more jobs
- I want to learn English, start college and get Leave to Remain status
- I need support to sit my exams, and extra tuition
- I'm really happy in the area and I wouldn't want to move area.

An overview of the Outcomes Achieved by Children and Young People during 2022-23

Our Children in the Early Years Foundation Stage - Reception



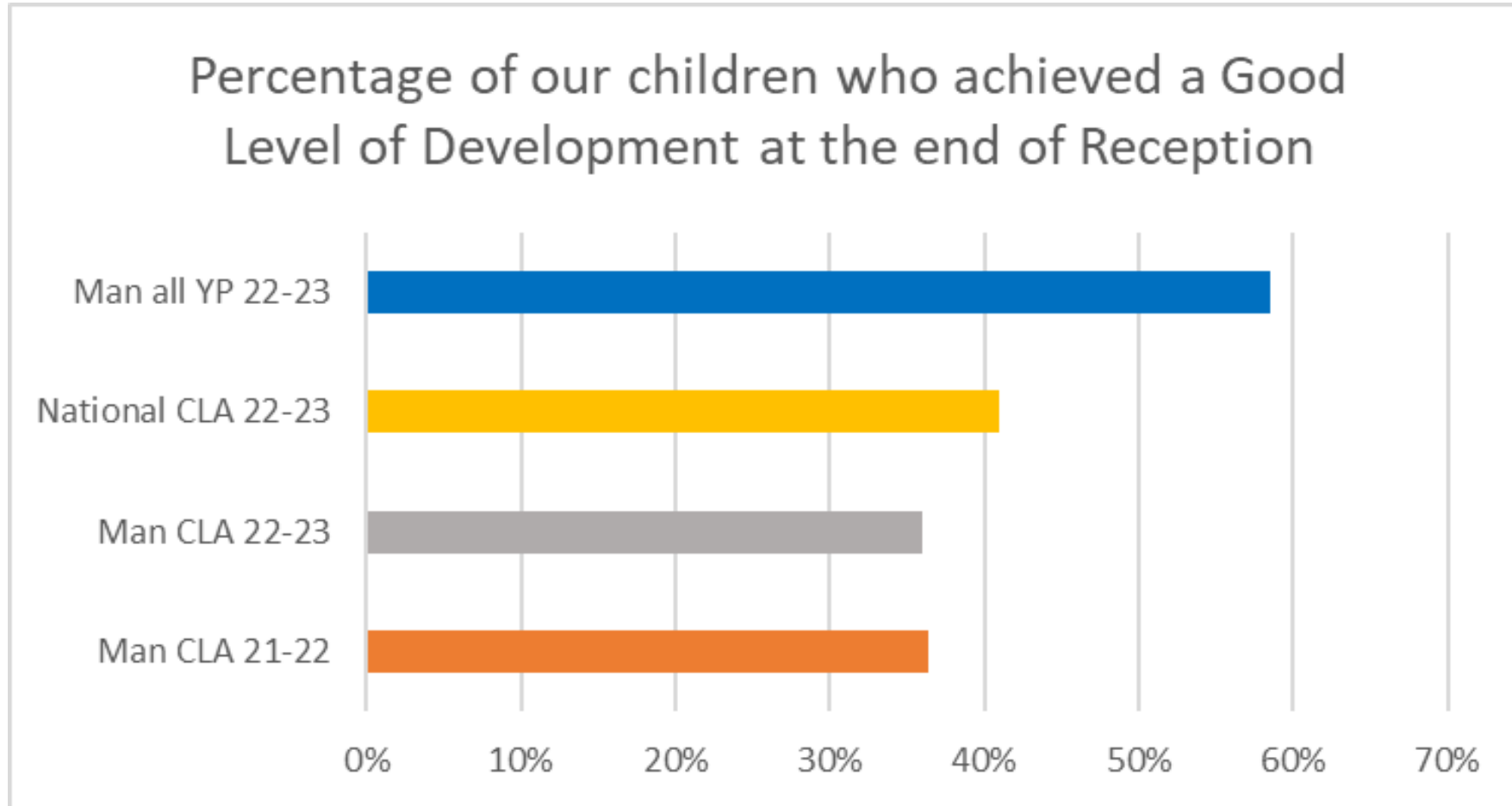
What's been achieved.

- 36% of all young people in care achieved a Good Level of Development (GLD) at the end of their Reception Year which is slightly below the national average for cared for children at 41%
- In line with the data for all Manchester children, the end the early Years Foundation Stage outcomes for children in the care of Manchester have not yet returned to pre-pandemic levels.
- Designated Teachers report positive impact of pupil premium . The main use of it was social emotion support, Early years resources and phonics support.
- 87% of children in the Early Years who are entitled to 15 hours free education have taken it up which is a slight increase on last year at 86.3%
- 42.9% children in the Early Years have been judged by their school as being on track to achieve a Good Level of Development (GLD) which is an increase on last year at 40%

What the challenges have been.

- To promote good attendance, the average attendance of children in Reception is 92.5%
- 50% of children in Reception have some form of SEND which is above the national average of 13%
- 20.5% have an Education, Health & Care Plan (EHCP) which is above the national average of 4.3%
- Only 41% of children in Reception have been judged by their school as reading at or above their chronological age.

Outcomes for Our Children in Early Years Foundation Stage.



Our Young People in Key Stage 1 – Year 2



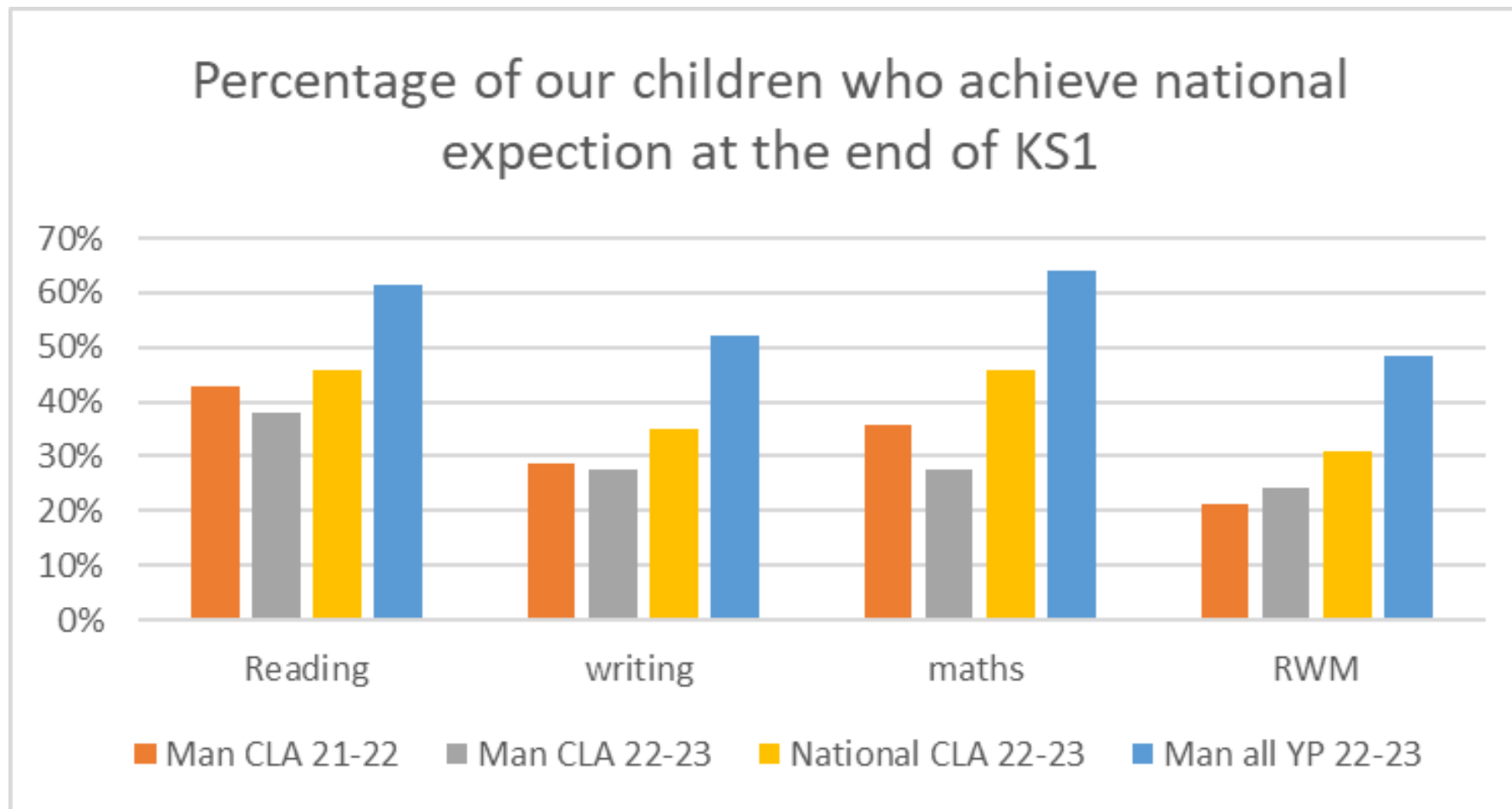
What's been achieved.

- 37.9% of children have been assessed as reaching the national standard in reading which is below the national average for cared for children of 46%. However, our children attending Manchester schools achieved 44.4% in reading.
- 27.6% of children have been assessed as reaching the national standard in writing which is below the national average for cared for children of 35%
- 27.6% of children have been assessed as reaching the national standard in maths, which is below the national average for cared for children of 46%
- 24.1% of children have been assessed as reaching the national standard in reading, writing and maths which is below the national average for cared for children but is higher than in 2021-22 at 21.4%
- In line with the data for all Manchester children, end of Key Stage 1 outcomes for children in the care of Manchester have not yet returned to pre-pandemic levels.
- Designated Teachers have reported positive impact of pupil premium. The main use has been for emotional and emotional support, phonics support and 1:1 tuition/support

What the challenges have been.

- To continue to promote good attendance, the average attendance of children in Year 2 was 95.1%
- 66.7% of children in Year 2 have some form of SEND
- 10.25% have an Education, Health & Care Plan (EHCP)
- Only 54.8% of children in Year 2 have been assessed by their school as reading at or above their chronologic age.
- Only 41% of children in Year 1 have been assessed as reading at or their chronologic age.

Outcomes for Our Young People – Key Stage 1



Our Children in Key Stage 2 – Year 6

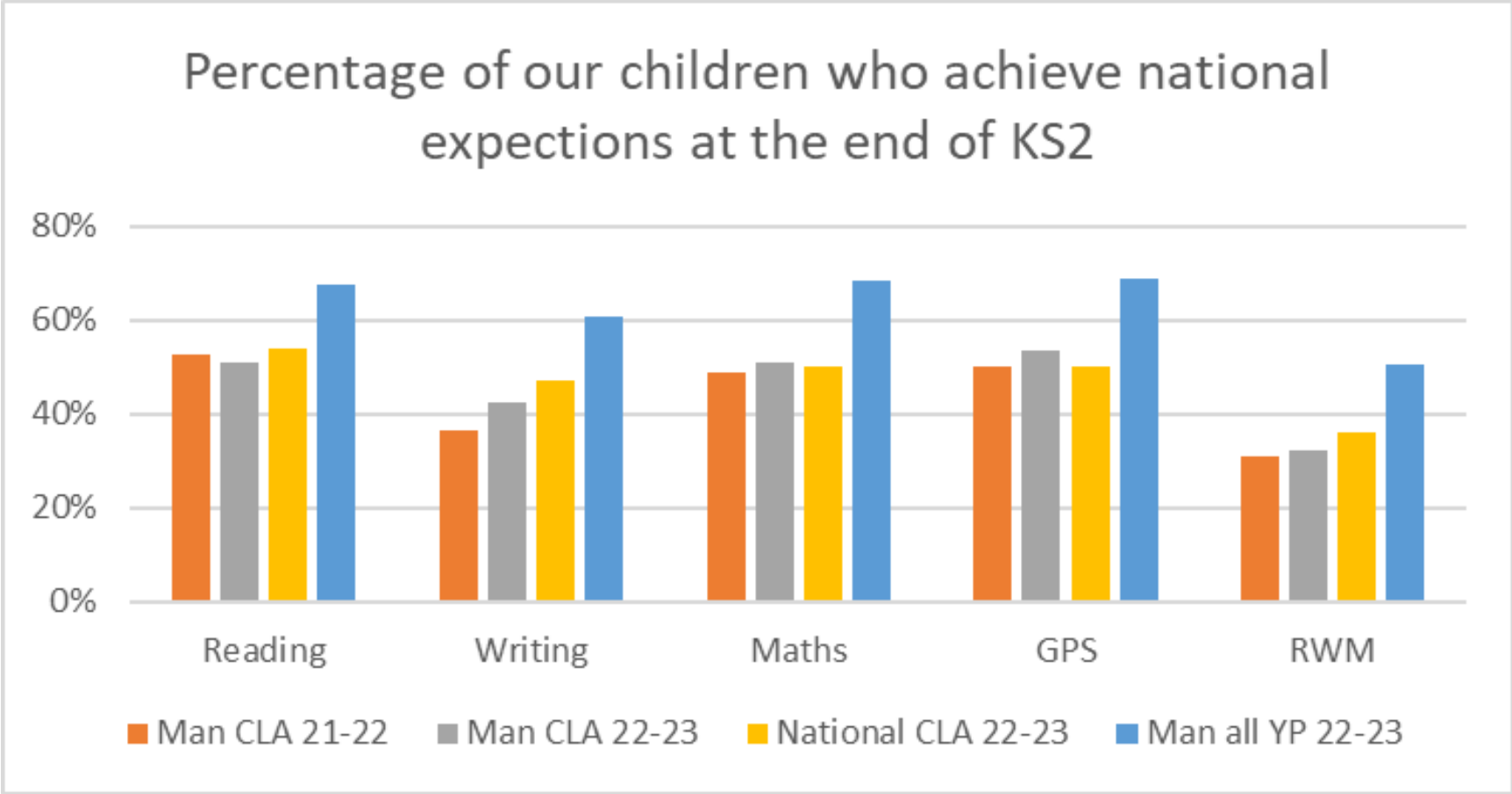
What's been achieved.

- 51.2% of children have been assessed to be reaching national standards in reading which is below the national figure for Cared for Children at 54%
- 42.5% of children have been assessed to be reaching national standards in writing which is below the national figure for Cared for Children at 47% but is higher than in 2021-22 at 36.4%
- 51.2% of children have been assessed to be reaching national standards in maths, which is above the National figure for Cared for Children of 50%
- 32.5% of children have been assessed to be reaching national standards in reading, writing and maths which is below the national figure for Cared for Children of 36%
- In line with the data for all Manchester children, end of Key Stage 2 outcomes for children in the care of Manchester have not yet returned to pre-pandemic levels.
- 53.7% of children have been assessed to be reaching national standards in grammar, spelling and punctuation (GPS) which is above the national figure for Cared for Children of 50%
- Overall Designated Teachers report positive impact of Pupil Premium. The main use for Year 6 has been Social & emotional support, 1:1 tuition and small group support

What the challenges have been.

- To maintain good school attendance, the average attendance in Year 6 was 96.5%
- 54.9% of child in Year 6 have some form of SEND
- 23.5% have an Education, Health & Care Plan (EHCP) which is a slight increase from 2021-22 of 22.6%
- Only 54.9% of children in Year 6 have been assessed by school as reading at or above their chronological age
- Only 32.7% of children in Year 5 have been assessed at reading at or above chronological age

Outcomes for Our Young People – Key Stage 2



Our Children in Key Stage 3 –Years 7,8 & 9



What's been achieved.

- 57.4% of young people in Year 7 have been assessed by their school to be reading at or above their chronological age.
- 47.6% of young people in Year 8 have been assessed by their school as reading at or above their chronological age
- 44.6% in Year 9 have been assessed by their school as reading at or above their chronological age.
- 63.2% of young people in Year 7 are judged as being on track to achieve national expectations in English at the end of KS4 and 60% in maths
- 56.3% of young people in Year 8 are judged as being on track to achieve national expectations in English at the end of KS4 and 47.8% in maths
- 41.3% of young people in Year 9 are judged as being on track to achieve national expectations in English at the end of KS4 and 45% in maths.
- Designated Teachers report positive impact of the use of pupil premium. The main use has been tuition, social emotion support and mentoring

What the challenges have been.

- To continue to promote good attendance, the average attendance of young people in KS3 was 92.4%
- 59.1 % of young people in Year 9 have some form of SEND with 39.8% having an Education, Health & Care Plan (EHCP)
- 58.6% of young people in Year 8 have some form of SEND with 26.4% have an EHCP
- 39.4% of young people in Year 7 have some form of SEND and 18.2% have an EHCP

Our Young People in Key Stage 4 – Year 11

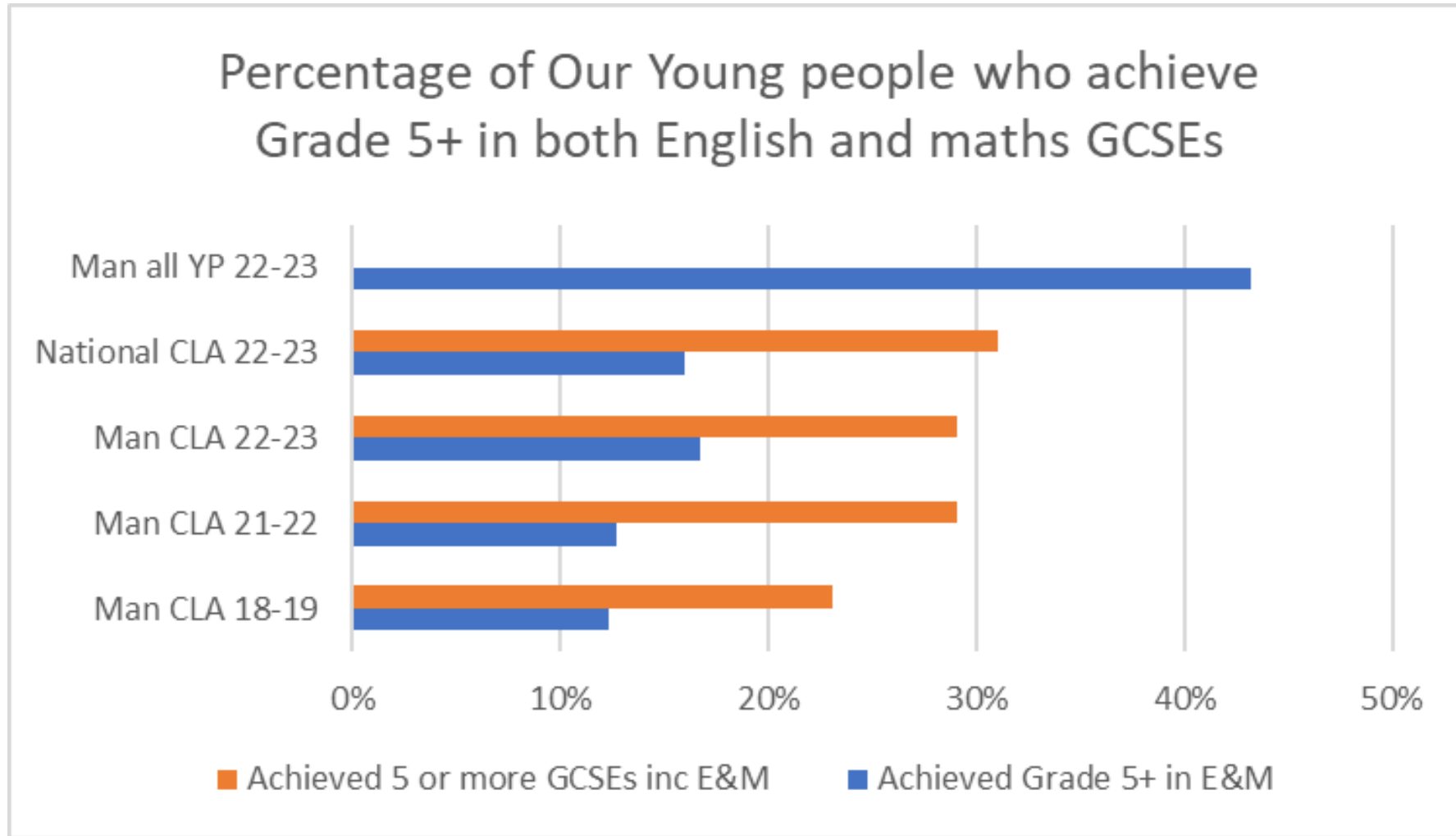
What's been achieved.

- Our unvalidated data shows that 31.9% of our young people achieved 4+ in both English and maths GCSEs which is a significant increase on 2018-19 at 18.2%
- 17% of young people have provisionally achieved 5+ in both English and maths GCSEs which is also a very positive increase from 2018-19 at 8.2%
- 80.2% of Year 11s were entered for GCSEs which is a decrease from 2021-22 at 86.9%
- At the time of writing the national figure has not been published yet for Cared for Young People.
- 78.2% were entered for 5+ GCSEs including English and maths and 29.5% of these young people achieved at least grade 4 in all.
- Overall Designated Teachers report positive impact of pupil premium. The main use being, tuition, IT equipment and other resources
- The average attendance of young people who achieved at least grade 4 in both English and maths was 94.4%

What the challenges have been.

- 51.2% of young people in Year 11 attended a school outside Manchester
- 82.6% of young people in Year 11 had an identified SEND need.
- 38.4% had an Education, Health & Care Plan (EHCP)
- 63.6% of young people's EHCPs were for social emotional and mental health needs.
- 35.1% of young people in Year 11 came into care in Year 11. 50% of these were unaccompanied young people
- 54.5% came into care during their high school years.
- 31.4% had persistently absence (less than 90%) across all school types, this is an improvement from 2021-22 at 37.1%
- The average attendance in Year 11 was 75.4%

Outcomes for Our Young People - Key Stage 4



Our Young People in Key Stage 5 – Years 12 & 13



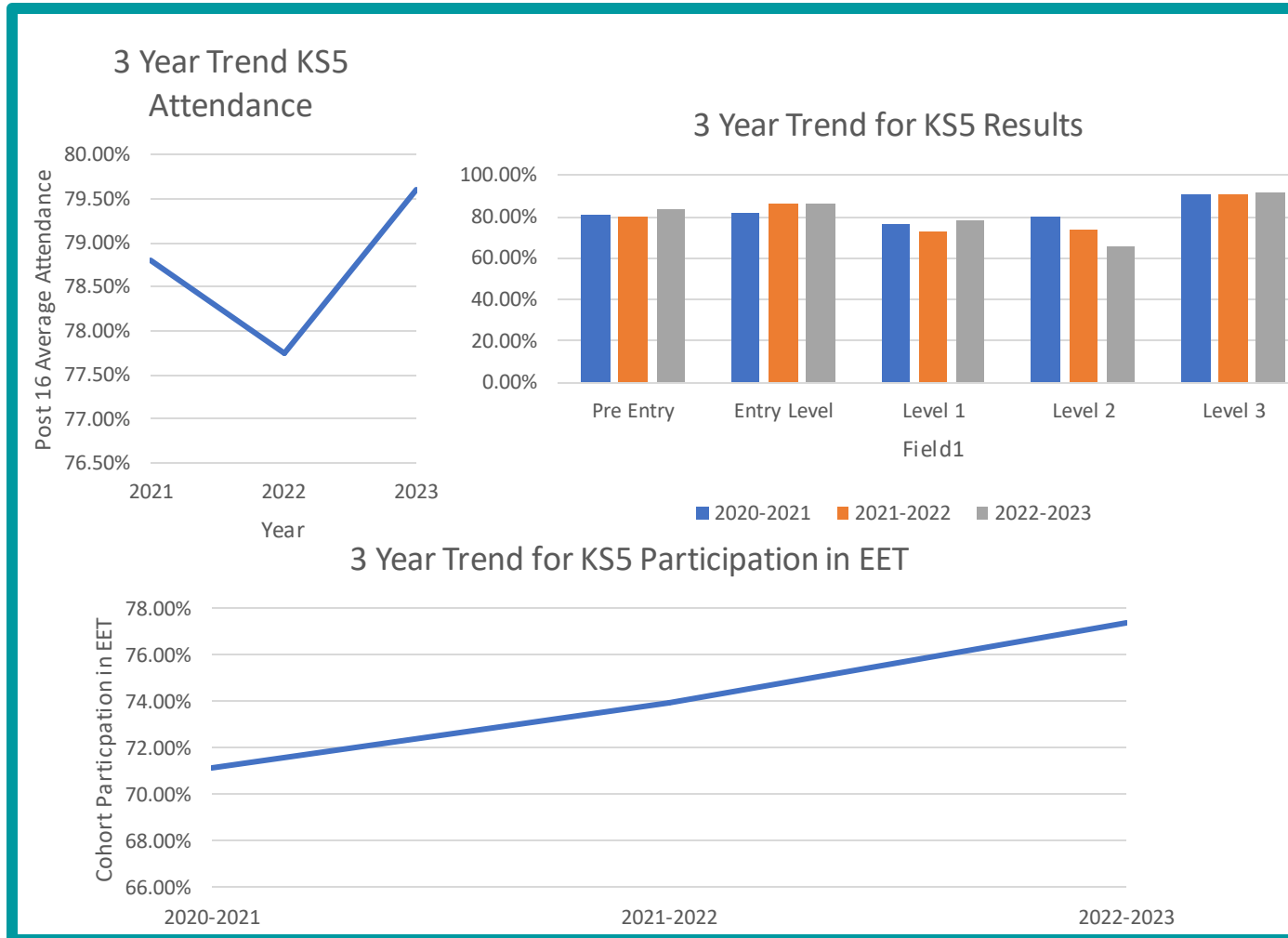
What's been achieved

- 83.33% of young people achieving Pre-Entry Level qualifications
- 86.27% of young people achieving Entry Level qualifications (some continuing across academic years)
- 78.04% of young people achieving Level 1 qualifications
- 65.95% of young people achieving Level 2 qualifications
- 91.6% of young people achieving Level 3 qualifications
- 85% of young people successfully progressed into Post 16 EET destinations for the 2023/24 academic year
- Implemented Phase 2 of the Post 16 Pupil Premium Plus Pilot
- Created a Summer School for 40 recently arrived Unaccompanied young people
- Development of partnerships with local businesses to create opportunities for work placements and paid work
- Increased presence at disciplinary meetings around attendance/behaviour support – earlier intervention
- Participation in NEET prevention panel pilot in order to support those young people identified as highest risk of NEET in year 11 ensuring robust Post 16 plan is in place early enough

What the challenges have been

- 41.25% of the cohort identified with having some SEND support need
- 54% of that group had an EHCP in place, with 59% of those identifying Social, Emotional & Mental Health Needs (SEMH) as the primary need
- Monitoring of the SEND status of young people at risk of withdrawal and poor attendance in Post 16 settings – often not finding out about decisions to withdraw until after the decision has been made
- Ongoing challenges around collection of attendance and achievement data due to interpretation of Data Protection regulations and sharing of information agreements

Our Young People in Key Stage 5



Commentary

Some young people did struggle with a return to face-to-face learning, post pandemic, but this year, we have seen an increase in attendance with a greater proportion of young people's attendance overall being 95% and above.

Results continue to improve year on year, however we have seen a decline in success at Level 2, and this would seem to be because of underperformance in GCSE maths and English results.

In spite of challenges with sufficiency of provision, engagement in education, employment and training remains at a good level and was even as high as 85% at certain points in the year. There also continues to be a good level of engagement in positive activity for those young people who are not yet in education, employment and training.

Promoting the Education of Our Care Leavers



What has been delivered.

- Evolution of the VEETO (Virtual Employment, Education, Training and Opportunities) Meeting – including specific themed meetings for sector specific/area of occupational interest specific focus (over 120 on invitation list)
- Weekly EET bulletin developed and circulated to PA's, SW's, Foster Carer's, Youth Justice (YJ) colleagues, Employers and other partners detailing opportunities available for young people., with colleagues being encouraged to share more widely (over 140 individuals on circulation list)
- Co-located Career Connect staff within Care Leaver Service and YJ working well
- Targeted 1-1 support for Personal advisers (PA's) to explore their caseload, not just with a NEET lens, but to explore what additional support might be needed for those young people who are in an EET destination but may be keen to explore more options.

What has been achieved.

- The Virtual School continues to provide input into Beehive Steering Group, House Project, 16/17 Positive Housing Pathway and Post 16 Referral Hub
- Provisionally 8.85% of our care leavers are in Higher Education. The 2022 National Average is 7%.
- Participation in GMCA work – such as digital inclusion and wider networks
- Developing partnerships and employment opportunities with partners such as Adept Corporate Services, Amazon Logistics and warehousing, KFC, GMI Construction and exploring social value opportunities with contractors such as Westfield Minibuses

What the challenges have been.

- Challenges with some Post 16 providers bursary offer and method of payment
- Employers having fewer early career opportunities and searching for employees with a more well established work history
- Managing the expectations of employers with opportunities coming through Social Value Contracts – often may not be aligned with the needs of young people
- Upon receiving leave to remain, an increasing number of Unaccompanied Asylum Seeking Children dropping out of education in order to take up unregulated or zero hours type employment

What still needs to be done.

- Ongoing encouragement for Personal Advisers (PAs) to attend PEP meetings , particularly the final PEP before the young person becomes 18 and to consider how this information can be used to effectively inform Pathway Planning
- Ongoing work to build confidence and knowledge around EET within the broader service areas of Leaving Care, Children's Social Care, Youth Justice and links to Virtual School duties around children and young people with a social worker
- Support to strengthen the MCC Social Value offer for underserved young people and increase access to apprenticeship and employment opportunities

Promoting the Education of Unaccompanied Young People.



What has been delivered.

- Making sure every unaccompanied young person received an age-appropriate education offer – either of a school place, interim 1-1 tuition, or access to Post 16 English for Speakers of Other Languages (ESOL) classes
- More personalised transition offer from Year 11 to Post 16
- Summer School activity and 12 week adult education provider pilot
- Phase 2 Emotional Trauma and Support Pilot commissioned with One Education
- English as an Additional Language (EAL) training for schools
- Establishment of a dedicated Inclusion Adviser role within the team who works solely to support unaccompanied asylum seeking children across the age range

What the challenges have been.

- Greater Manchester (GM) Wide Shortage of provision of ESOL remains a challenge particularly as it appears that all authorities have experienced an upsurge in new arrivals, both via transfer schemes and as spontaneous presentations
- Increased demand for places at The Manchester College as facilities being accessed by many LA's within and outside of GM
- Increasing number of young people dropping out of education in order to access unregulated or zero hours type employment resulting in attendance and disciplinary action by colleges, and in some cases withdrawal from course – as well as potentially causing risk to young people's asylum claims

What has been achieved.

- 81% of all those young people enrolled on ESOL courses, achieved 2 or more qualifications in both functional skills and/or personal development
- 92.4% of all those young people enrolled on ESOL courses were retained in their education settings and are either continuing or progressing on to the next level of study
- Virtual School representation on Unaccompanied Asylum Seeking Children's (UASC) Mental Health Support steering group with CAMHS and Educational Psychologists (EPs).

What still needs to be done.

- To explore opportunities with broader range of GM and voluntary partners to expand provision and offer for 16-19 year old learners so that waiting lists can be reduced and kept to a minimum.
- To ensure that school places are applied for as swiftly as possible for unaccompanied young people in Year 11 and that schools have a better understanding of processes around age validation
- To continue to intervene where young people are at risk from unregulated and/or exploitative work environments and to offer viable alternatives alongside continuing education/training offer

What has been delivered.

- Revision of the Youth Justice (YJ) PEP to focus on those children and young people with a substantive order
- Dedicated PEP Quality Assurance Teacher providing advice, guidance, support and challenge and attendance at PEP meetings where appropriate and other multi-agency planning meetings.
- PEP Quality Assurance of every PEP with written feedback to the named Teacher Youth Justice Worker and/or Social Worker.
- Delivery of focussed Electronic Personal education Plan (ePEP) training to all Youth Justice case managers and named teachers.
- Liaison with custodial setting to agree principles for use of Post 16 Pupil Premium Pilot funding for those eligible YP
- Refreshed Construction Industry's "CSCS card" preparation training offered to small groups in 2 locations in the City

What the challenges have been.

- Increase in the PEP completion rate in spite of some ongoing challenges with gathering the requisite data for creation of PEPs and appropriate case allocation
- Increasing complexity, risk and multiple vulnerabilities for some young people within the cohort

What has been achieved.

- 75% of Young People attended schools judged by Ofsted to be good or better.
- Improved oversight and intervention in the use of part time timetables and Alternative Provision
- Deputy Head sits on Alternative Provision Taskforce Management Oversight Board
- 56.52% of all young people supported by the Youth Justice Service had a PEP in place by Summer 2023
- Individual support for some of our most vulnerable Young People and their families who have been unable to access college, including challenging and appealing withdrawal/disciplinary decisions taken by colleges and seeking further support from colleagues within Statutory Assessment Teams in respect of EHCPs
- Close working relationship between the Youth Justice service, Post 16 Lead, Career Connect and other providers to develop training opportunities for young people supported by Youth Justice Service and extended involvement of Youth Justice colleagues in VEETO meetings

What still needs to be done.

- Virtual School Deputy Head has been allocated an area of responsibility and oversight on Youth Justice Board – Education
- Further challenge to settings around being aspirational for our young people and implementing appropriate expectations and oversight around attendance, part time timetables, suspensions/exclusions and appropriate qualifications.
- Ongoing rolling programme of "drop in" PEP support workshops in person in each YJ office
- Support for colleagues having trouble accessing the PEP the platform and ensuring that they are supported to be able to login and navigate around the site
- Improving PEP Completion for whole cohort

Promoting the Education of Children & Young People with a Social Worker (Children and Young People supported via a Child in Need or Child Protection Plan)

MANCHESTER
VIRTUAL SCHOOL



What has been delivered.

- Virtual School Lead for Education of Children with a Social Worker and an Inclusion Adviser with a thematic lead for Education of Children with a Social Worker are in place.
- Attended & contributed to termly Designated Safeguarding Leads & SENCO Networks.
- Regularly attended city-wide school cluster meetings.
- Completed a dip sampling exercise with social care colleagues, focussing on the promotion of education in Child in Need and Child Protection plans.
- Worked closely with the statutory lead for school attendance & exclusions.
- Worked closely with Manchester's Post 16 Lead, including attending the monthly Post-16 steering group.
- Produced an Education Guidance document for social care colleagues.
- Developed a Key Education Questions document to support multi-agency working.
- Attended the weekly Edge of Care panel.
- Attended bi-weekly Missing From Home panels in North, Central and South localities.
- Attended the monthly Attendance and Exclusions steering group
- Promoted the Manchester Inclusion Strategy Toolkit

What has been achieved.

- Strengthened relationships and raised the profile of the education of children with a social worker with education settings, social workers & other Local Authority teams.
- Monthly reporting on the attendance & EET/NEET status of children with a social worker which is used by education & social care managers in planning and supervision.
- Attendance data is matched to individual young people discussed at Child in Need panels.
- Alongside the attendance lead, provided regular education problem solving clinics that are well attended by social workers.
- Supported social care colleagues to feel more confident in conversations about education.
- Resolved barriers to education for individual young people through conversations at panels and networks.
- Enhanced the focus on promoting the education and attendance of children with a social worker within Child in Need and Child Protection plans.

What the challenges have been.

- Ensuring the right data reporting was available from the new EYEs system to support improvement planning.
- Continuing to promote multi-agency working in supporting the education of children and young people with a social worker.
- Finding strategies to support children and young people to improve school attendance, where long term low attendance has become embedded.

What still needs to be done.

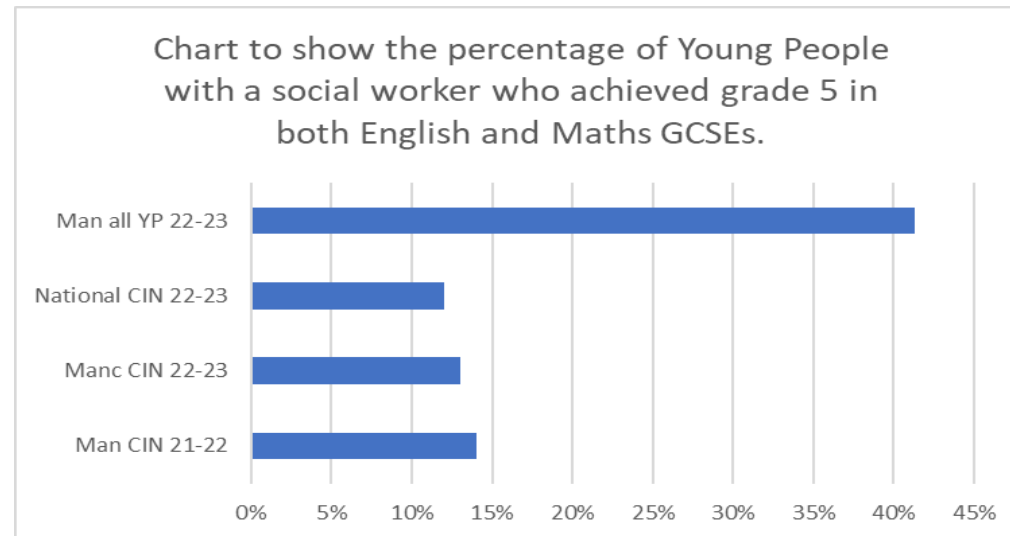
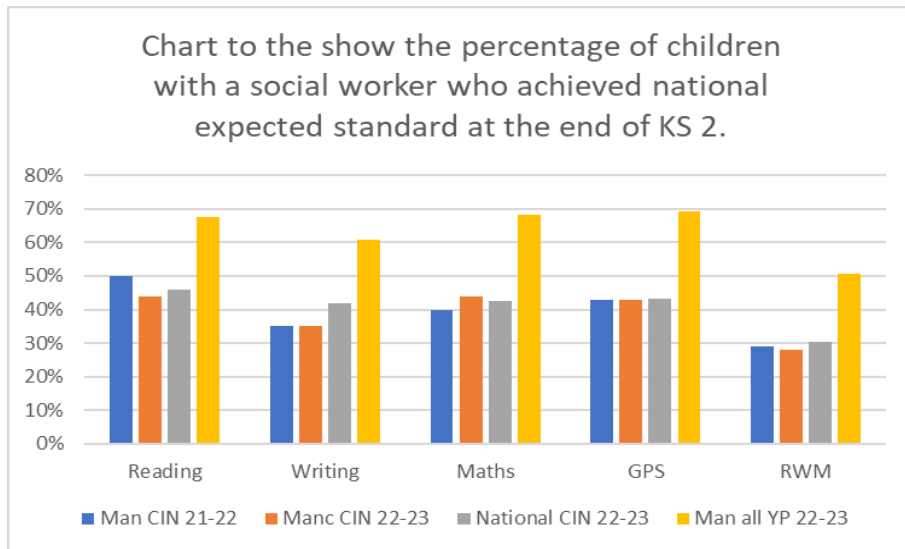
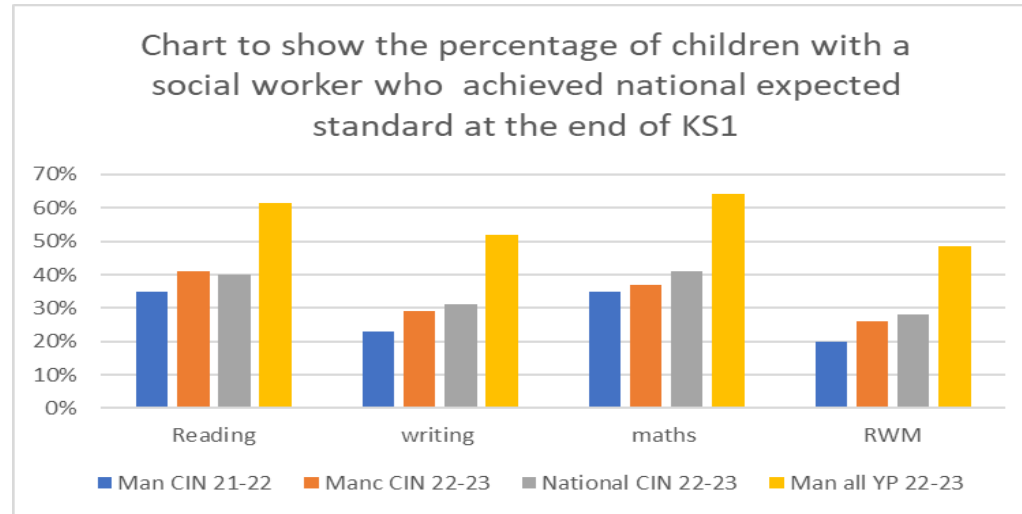
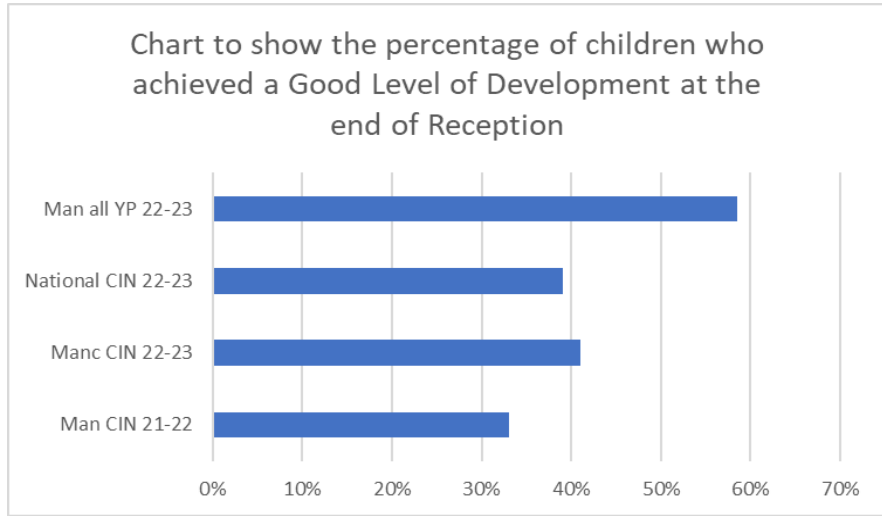
- Work with other Local Authority Teams to further develop the range of reporting on the education of children with a social worker.
- Continue to work with education and social care service managers to ensure the education and attendance of children with a social worker is embedded in all service planning and supervision discussions.
- Contribute to the development of the Thriving Families model, helping to ensure that the education of children with a social worker is a key consideration.
- Complete a further dip sampling exercise with social care colleagues focussing on education and attendance within Child in Need & Child Protection Plans
- Support, multi-agency, strength-based conversations about promoting the education of children with a social worker.
- Continue to provide advice, guidance and training to education settings and social care colleagues on promoting the education and attendance of children with a social worker.

Outcomes of Children & Young People with a Social Worker 2022-23



- 41% of children on a Child in Need Plan in Reception achieved a good level of development which is higher than previous year and higher than 40% of Our Children and Young People who achieved this measure but lower than for all children in Manchester 58.5%
- 41% of children on a Child in Need Plan in Year 2 were assessed to achieving the national standard in reading, 29% in writing, 37% in maths and 26% in Reading, Writing and Maths. All these percentages are up on the previous year. All these percentages are higher than the outcomes achieved by Our Children and Young People.
- 44% of young people on a Child in Need Plan in Year 6 were assessed to have achieved the national standard in reading, 35% in writing, 44% in maths, 43% in Grammar, Punctuation & Spelling and 28% in Reading, Writing & Maths. All these percentages are lower than Our Children and Young People with 51% being assessed to have achieved the national standard in reading, 42.5% in writing, 51.2% in maths, 53.7% in Grammar, Punctuation & Spelling and 32.5% in Reading, Writing & Maths.
- Unlike young people in Local Authority care, data is nationally not available for those young people on a Child in Need Plan who achieved Level 4+ in English and maths. 13% of young people on a Child In Need Plan in Year 11 achieved level 5+ in both English and maths. This is a lower percentage than the provisional level 5+ outcomes achieved by Our Children and Young People with 17% achieving Level 5+ in English and maths.

Outcomes for Young people with a Social Worker



High quality inclusion at every age and stage



Manchester Inclusion Strategy 2022-2025

Building a safe, happy, healthy, successful and independent future for children and young people



Our Inclusion Statement:

We believe it is important that every child and young person in our early years settings, schools and post-16 provisions, whatever their age, identity, circumstance or ability, has a sense of belonging, feels respected and is valued for who they are.

1. Inclusive Universal Provision We will:

- Improve approaches to listening and responding to children and young people.
- Deliver the Inclusion Strategy Toolkit, providing a cycle of thematic training.
- Promote whole-setting nurturing principles and trauma-informed approaches.
- Develop model relationship-based behaviour policies.
- Promote equality and diversity, particularly in relation to race, gender, sexual orientation and disability.
- Implement virtual school duties for the education of children and young people with a social worker.
- Relaunch our approach to school attendance.
- Further promote good-quality assessment and planning for children with disabilities and physical and mental health needs.
- Continue to expand our SEND community offer.
- Clarify the ordinarily available provision in school for children with additional needs.
- Develop a co-ordinated response and support for refugee children.
- Further promote approaches to address poverty and health inequalities.
- Implement statutory changes to elective home education.
- Consolidate the multi-agency THRIVE Framework to promote emotional health and mental wellbeing.
- Develop a head teacher wellbeing offer with the Manchester Schools Alliance.
- Further reduce the number of young people not in education, employment, or training.
- Ensure high-quality careers education, information, advice and guidance.
- Embed citywide approaches to support transitions at every stage.
- Relaunch Skills for Life.
- Become a UNICEF Child-Friendly City and promote schools and settings becoming Rights Respecting Schools.
- Enhance good-practice guidance for the use of the internet and social media.

Our Priorities

- Work in partnership in strength-based ways to support inclusive practice
- Listen and respond to children, young people and their families
- Promote equality and diversity with a particular focus on race, LGBTQ+ and disability (SEND)
- Reduce health inequalities
- Develop the aspirations and skills of children and young people
- Improve social, emotional and mental health and wellbeing
- Positive transitions between settings, schools and post-16 provisions
- Identify needs early and protect vulnerable children and young people
- Maintain a highly skilled and well-supported workforce
- High-quality continuum of intervention, use of alternative provision and specialist support
- Promote good attendance
- Exclusion as a last resort.

Guiding Principles for Inclusion. We believe:

- Relationships lie at the heart of inclusive practice. We put relationships first, working with an ethos across all education settings that promotes strong relationships with all parties.
- It is important to take a non-judgemental, curious and empathetic attitude towards behaviour and learning, regarding children and young people presenting with additional needs as vulnerable and not troublesome.
- We all have a duty to explore children and young people's needs and provide appropriate support.
- Finding solutions is often a complex process. It is important we are open to learning and willing to share knowledge and effective practice.
- Being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity).
- Exclusion should be the absolute last resort.

2. Early Intervention – identify needs and protect vulnerable children and young people We will:

- Promote timely conversations and effective partnerships with parents and carers.
- Embed the All About Me conversation to ensure children, young people and families only tell their story once.
- Promote and monitor the new Alternative Provision Framework.
- Commission and implement the SAFE Taskforce interventions.
- Develop good practice guidance and quality assurance for on-site alternative provision and inclusion spaces.
- Review practice guidance on the use of managed moves.
- Monitor use of reduced timetables and share good practice.
- Promote multi-agency approaches to reduce persistent school absence.
- Review school cluster arrangements to strengthen links to social care and early help.
- Embed multi-agency approaches to promote the education, employment and training of young people supported by the youth justice Service.
- Embed Mental Health in School Support Teams model and promote the M-Thrive approach.
- Embed the Team Around the School approach.
- Monitor Section 19 medical offer and pilot other approaches.
- Continue supervision for Designated Safeguarding Leads.
- Review specialist outreach offer, targeting where it is most needed, eg. at transition points.

3. High-quality continuum of provision and specialist support We will:

- Implement the PRU restructure, repurposing and accommodation plan.
- Implement Phase 2 of special school places expansion.
- Define continuum of provision for children and young people with social, emotional and mental health needs.
- Improve commissioning of provision for children and young people with a high level of need.
- Implement with social care a specialist locality offer for children with SEND.
- Review and commission our specialist short breaks offer.
- Deliver a citywide positive behaviour support approach.
- Commission and grow the post-16 and post-19 specialist offer.



Our Manchester Behaviours in everything we do we'll make sure that...

- > We work together and trust each other
- > We're proud and passionate about Manchester
- > We take time to listen and understand
- > We 'own' it and aren't afraid to try new things
- > We show that we value our differences and treat people fairly

We reviewed and refreshed Manchester's Inclusion Strategy for all Children and Young People for 2022-2025.

Our Inclusion Statement
We believe it is important that every child and young person in our early years' settings, schools and post 16 provisions, whatever their age, identity, circumstances or ability, has a sense of belonging, feels respected and is valued for who they are.

REVISED TOOLKIT!

PROMOTING THE USE OF THE
MANCHESTER INCLUSION

STRATEGY TOOLKIT

Download it!



Educational Psychology

Manchester
Inclusion
Strategy Toolkit

Written by the inspirational Educational Psychology team, find out how the Inclusion Strategy Toolkit has helped schools and other settings to promote inclusion in all its forms.



Inclusion at every age and stage

MANCHESTER
VIRTUAL SCHOOL



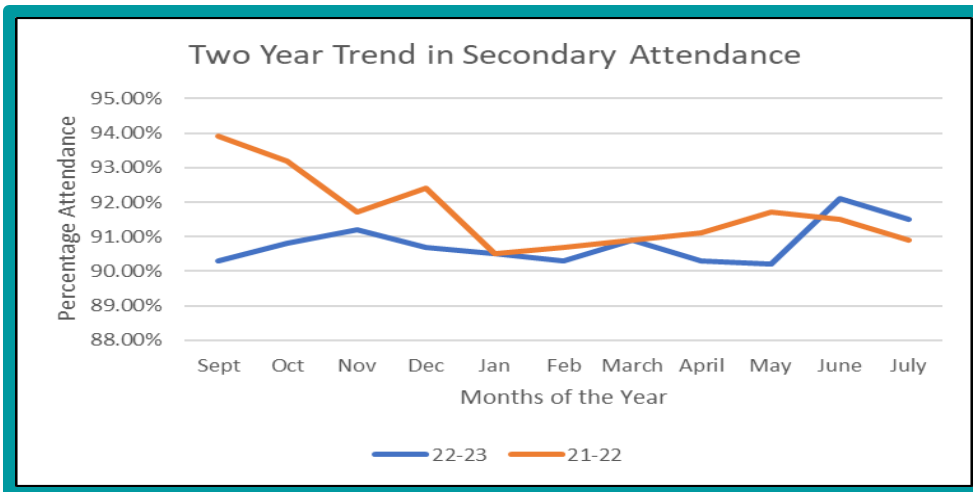
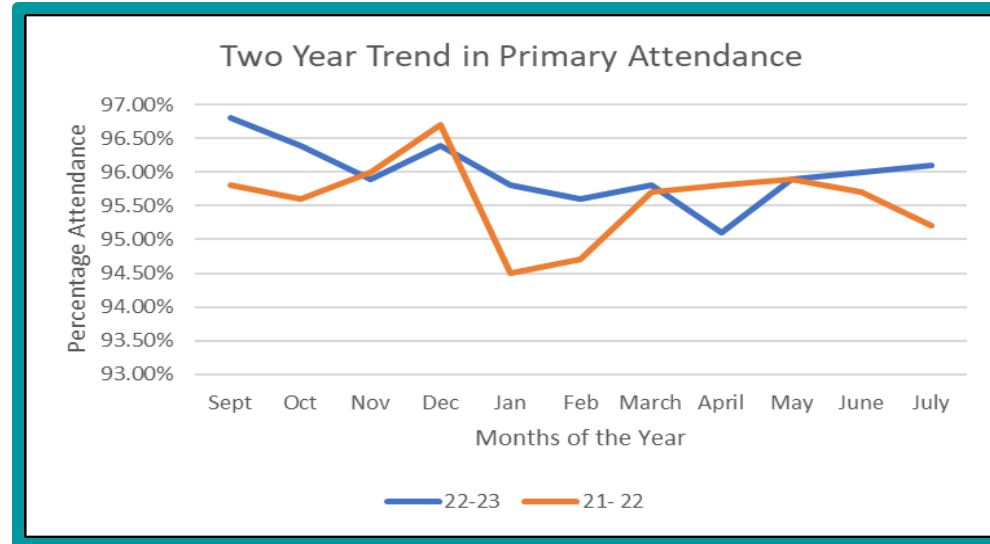
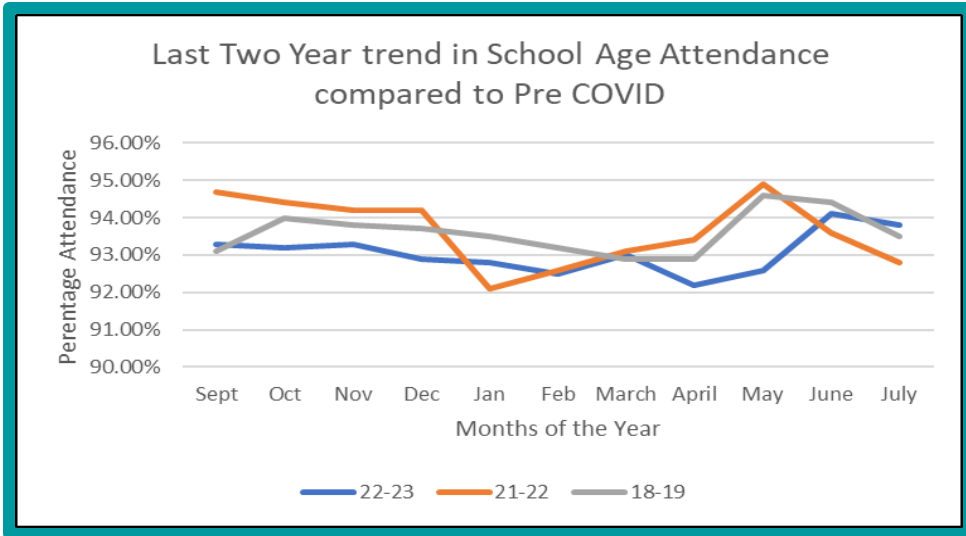
What's been achieved.

- Members of the team are based in each of the social work locality offices, the Youth Justice Offices and the Beehive on a weekly basis to provide information, advice, guidance and training.
- Prevented over 50 potential permanent exclusions through close work with school colleagues and social workers.
- Attended over 50 attendance and disciplinary meetings at Post 16 settings to ensure young people's needs are understood, that they are accessing the support they need and to prevent the risk of exclusion.
- PEP Quality Assurance Teachers and the Virtual School Inclusion Advisers have worked closely with social workers and education colleagues in Manchester and across different Local Authorities to develop and implement bespoke educational offers for some of our children with the most complex needs.
- Provided Educational Psychology telephone consultations to designated teachers and social workers to support the early identification of need and to ensure young people access the provision and support they need.
- Provided laptops and interim tuition for over 50 children whilst they have been waiting to access a new school place.
- 10 school directions were initiated when schools had refused to offer a school place. All 10 children were allocated a school place and started to attend their preferred school provision.
- Commissioned work with Agent Ltd and Agent Academy to develop coproduced resources to support young people to be heard by professionals and to access diverse career role models. The resources will be finalised and launched during 2023-24
- Delivered phase 2 of the Emotional Trauma and Support Pilot for unaccompanied young people aged 16 plus commissioned from One Education.
- Provided Recovery Funding and School Led Tuition funding to schools to support children and young people to catch up on lost learning in Literacy and other core subjects post pandemic.

What the challenges have been.

- Supporting children and young people as they continue to readjust to attending full time, face-to-face education post pandemic.
- Working closely with schools and colleges to fully understand and meet the needs of children and young people who are at risk of exclusion.
- Identifying appropriately personalised educational provision for children and young people with the most complex need when they move to a new home.
- Supporting children into new school places when schools have refused to offer a school place.

2022-23 School Attendance of our Children and Young People



By the end of July 2023:

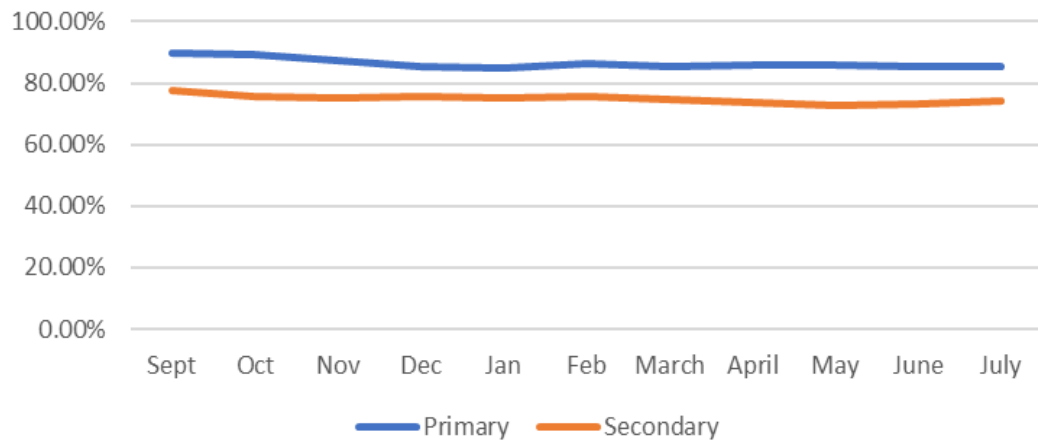
- 2022-23 mainstream school attendance for all children was at 93.8% at least in-line with the pre-covid attendance of 93.1%
- Primary mainstream school attendance at 96.1% was well above the 2021-22 attendance
- Secondary mainstream school attendance at 91.5% was also above the 2021-22 attendance.
- Special school attendance at 83.9% is in line with the 2021-22 attendance of 83.6% and continues to be lower than children in mainstream schools.

Challenges during the year included school strike days and public health episodes of scarlet fever.

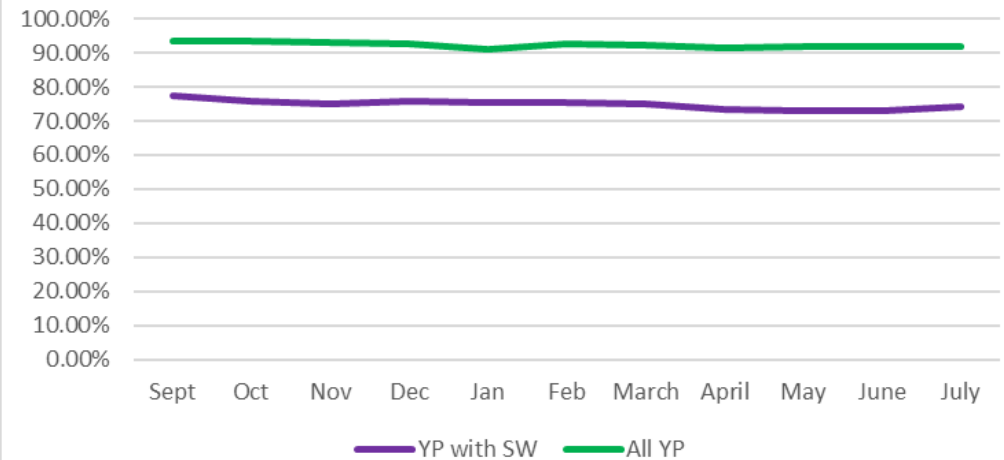
School Attendance for Young People with a social Worker



Chart to show the percentage cumulative attendance for young people with a social worker in 2022-23



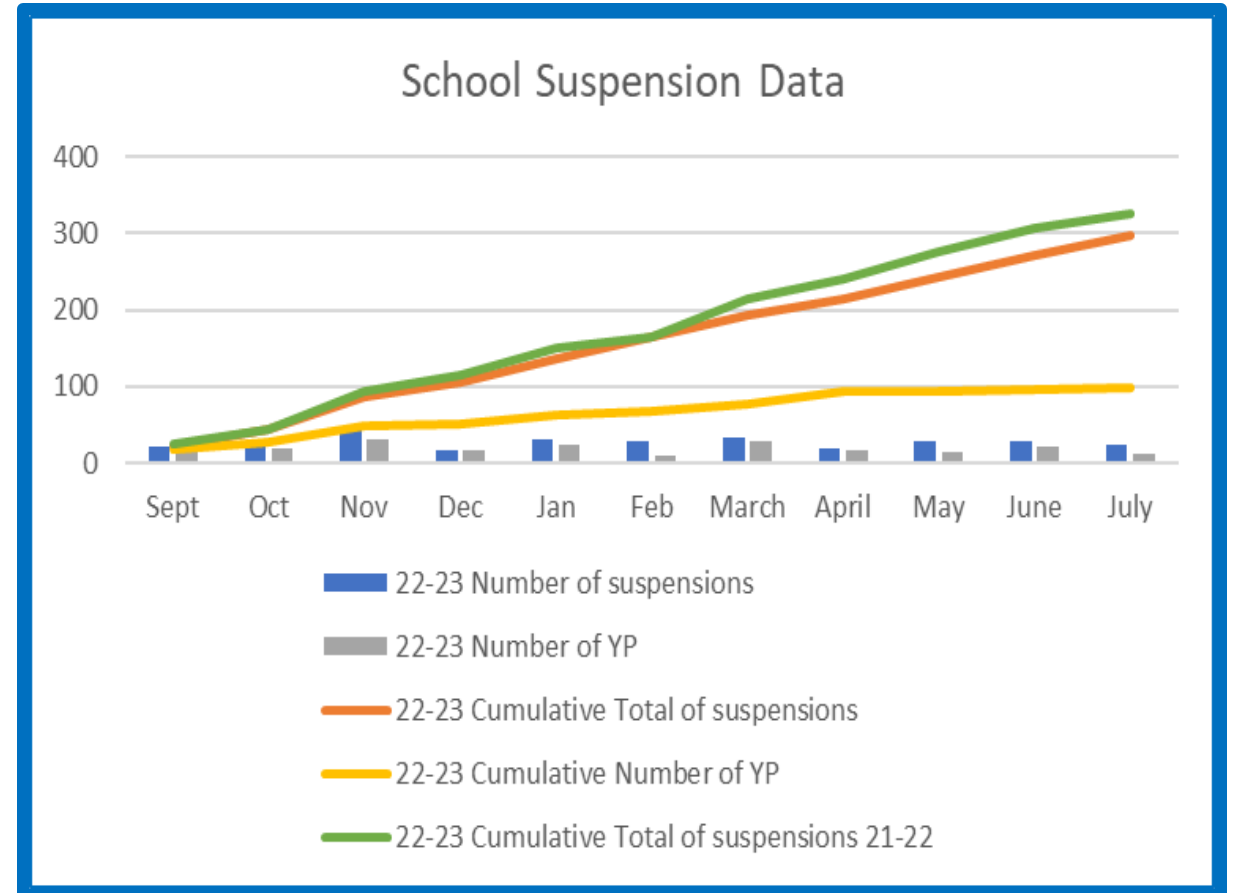
Percentage attendance for all young people with a social worker compared to all young people in Manchester



Exclusions and suspensions – Our Children and Young People

Commentary

- 98 young people had at least one suspension during 2022-23
- Our provisional data shows that during 2022-23 there has been a reduction in the percentage of young people with one or more incidents of suspension from 13.2% in 2018-19 to 11.1% in 2022-23.
- The main reason given for suspensions continues to be persistent disruptive behaviour followed by verbal aggression against adults.
- Two young people were permanently excluded during 2022-23. The Virtual School worked closely with each school to explore how the permanent exclusions could be prevented and attended each of the governing body exclusion meetings. The team continues to monitor the progress and attendance of each young person to ensure they are accessing the support they need.



Workforce development

- 11 Team Members undertaking a Level 4 Information, Advice & Guidance (IAG) qualification to support high quality oversight and delivery of vital Careers Education Information Advice & Guidance (CEIAG) for Our Children and young people.
- Developing cross directorate opportunities for enhanced joint support and delivery of Continuing Professional Development (CPD) opportunities.
- Educational Psychology support and group/individual supervision for all Virtual School Team Members.
- Team members to participate in UNICEF Children's Rights Training.
- Virtual School Finance Lead graduated from the LeadHERship Programme in September 2022.
- Virtual School Head successfully completed Level 3 Certificate in Counselling Skills in March 2023.
- Virtual School Deputy Head graduated with a Merit MA in Education from Manchester Metropolitan University in July 2023, and is now a Fellow of the Society for Education and Training, and afforded the opportunity to participate in research to shape national initiatives and policy for staff across the country involved in the delivery of Post 16 education and training.
- Team members invited to identify further opportunities to develop thematic interests in line with the needs of service delivery and career progression via the "About You" (Our Conversation) model and through participation in CPD during Team Meeting.
- Team participated in the first North West Virtual School Staff Conference in June 2023
- Team hosted and participated in the Northwest Virtual School Head's Post 16 Sub-Group Conference in June 2023
- Training for Foster Carers and increased breadth of offer designed and co-delivered in partnership with Educational Psychology team from One Education - Early Years/ Early Development; SEND Processes; Post-16 Options and Preparation for Adulthood; The Voice of the Child, the Role of the Foster Carer in Contributing to PEPs and other Meetings; Anxiety Based School Avoidance (ABSA); Attachment and Trauma; Transitions and Change; Supporting Children to Recognise and Respond to their Emotions
- Continuing roll out and signposting to Inclusion Strategy Toolkit
- Individual support via 1 – 1 surgeries to support promotion of Education, Employment and Training with Personal Advisors from the Care Leaver Service
- Work to support individual Case Managers within the Youth Justice service in order to promote the education and attendance of children supported by Youth Justice – particularly dovetailing with work from the Statutory Attendance Team and in line with the remit of the Virtual School Lead for Children with a Social Worker

Virtual School Team - Learning with and from each other.



Collaborative learning as a team...



...and individual achievements



Virtual School Team – learning with others



Attending the 2023 annual National Virtual School Heads' conference



Attending and contributing to the first Northwest Virtual School Teams' conference

Travelling to learn from other Virtual School teams



Virtual School Team – facilitating learning



Contributing to our Directorate Staff networks



Leading the Northwest Virtual Schools' Post 16 network



Participating in Head Teacher Briefings



Delivering Designated Teacher Training

Speaking at the annual Association of Directors of Children's Services' Conference



Virtual School Team – Supporting Young People and celebrating their successes



Working with colleagues to support young people to go to Ghyll Head



Participating in the Annual Foster Carer Celebration



Running our Annual Achievement Awards for Our Children and Young People



Looking Ahead - 2023-24 priorities



During 2023-24 the key high-level priorities for the Virtual School are to:

- Continue to promote the use of the Manchester Inclusion Toolkit and attendance at the thematic training linked to the toolkit with education settings and partners. In this way we will enhance inclusive practice across the system which supports young people of all ages to attend well, make good to progress and to experience a sense of belonging and of being valued and respected for who they are.
- Continue to promote the good attendance and reduce the persistent and severe absence of Our Children and Young People, especially those in specialist provisions, young people with a social worker and those supported by the Youth Justice Service.
- Ensure a strong focus on supporting children in the early years and primary aged children to make good progress and to address any gaps in learning.
- Continue to work with social workers and designated safeguarding leads to ensure a more robust focus on attendance, progress and education transitions in supervision discussions and Child in Need and Child Protection plans.
- Work with the Care Consultants, Designated Teachers and Social Workers to ensure PEP meetings are child and young person centred and wherever possible, taking place face-to-face.
- Continue to work with the Social Workers and the Leaving Care Service to strengthen the focus on Education, Employment and Training and aspirations in Pathway Plans with reference to young people's most recent PEPs.
- Continue to work with Designated Teachers, Designated Safeguarding Leads and Careers Education, Information, Advice and Guidance (CEIAG) Leads, Social Workers and Youth Justice Workers to strengthen the CEIAG work being undertaken with children and young people in our care, with a social worker and those supported by the Youth Justice Service.
- Continue to strengthen work with Career Connect and Employers to create, promote and match young people to opportunities and to enhance the focus on promoting equality & diversity in the workplace..
- Continue our work with the Speech and Language Service to further develop and embed the use of advice, guidance and training specifically for Designated Teachers pre-school to Post 16.
- Maintain and continue to strengthen the focus on our young people with the most complex needs to ensure early identification of needs and the appropriate and effective personalisation of educational provision with a continued focus on high aspirations.
- Expand the delivery and the evaluation of the Emotional & Trauma Support pilot for Unaccompanied Young People.
- Finalise and launch the resources that have been coproduced with young people to support professionals in their conversations with young people and Agent Ltd about their lives, identities and aspirations.
- Finalise and launch the resources which have been developed with young people, Agent Academy and the Northwest Business Leadership Team's Diversity Drivers to enable young people to access a broad range of diverse role models to support their plans for their career aspirations.
- Implement the revised plan for Year 3 of Post 16 Pupil Premium Plus Pilot plan – taking into consideration the implications for the reduction in funding and increased numbers of young people in the cohort and learning from phases 1 and 2.