

### **Appendix 4 – Illustrative Case Study**

Brian Roberts

Head of Learning & Opportunity for Children in Care / Virtual School Head

This case study has been selected as being illustrative of the integrated work undertaken by the Virtual School, other staff in Children's services and professionals elsewhere to support the educational attainment of children in care.

The case study relates to the transition between the Primary and Secondary phases of education and is representative of the situation that nearly half of our young people finds themselves in when placed outside the City.

This has been selected as we believe that we need to establish a secure school place and working ethos as early as possible if a child is to achieve their full potential. It is much harder to achieve the same degree of success with a child who entered the care system later and possibly has an extended history of poor educational experiences.

The intensive work in this case study was undertaken by one of our Advisory Teachers

#### **Case Study – MB**

October 2009 – on going

The VSCiC involvement with M began in 2009 when he was in Year 5 in a small primary school in Lincolnshire. He was finding it difficult to relate to both his peers and staff and was at risk of being placed on a part time timetable despite being predicted as above average levels for his age in all core subjects. This in turn was putting his care placement under strain. The VSCiC was sought by the social worker.

A planning meeting was held at the school and a support programme was put in place.

In addition to the work of the school the VSCiC undertook the following:

An initial in class observation which highlighted the need for intense work with M and additional guidance for teachers.

Twice weekly 2 hour sessions with M in school to focus on behaviour and to provide strategies for coping with peer isolation and to avoid confrontation with teachers

Discussions with the headteacher and class teacher to devise a behaviour strategy to support M's learning

A meeting with carers and M to advise on completion of homework and assist with organisation

M remained on a full time timetable for Year 5 and continued to make progress academically and socially. The VSCiC was able to reduce the one to one input with

M but continued to communicate with the headteacher and carers and on occasions would go back into school to meet again with M when required.

At the start of Year 6 M again experienced difficulties so another planning meeting was held resulting in the following:

Resumption of in school support sessions

Weekly meetings with Head Teacher and class teacher

Support with choice of secondary school – Bourne Grammar – discussions with Head at this school to support application

Provision of home tuition for entrance examination

In school tuition by ETCiC for literacy in preparation for SATS

Transition planning meeting with DTCiC and Head of Year at Bourne Grammar

Transition PEP meeting with carers and social worker at Bourne Grammar – July 2011

SATs results: ~M did achieve good SATs results and is one of the pupils who gained level 4 in both English and Maths.

PEP review meeting November 2011 when it was reported that M had settled very well and was enjoying school and making good academic progress.

The support provided by the VSCiC to M, carers and school resulted in M remaining in school full time and achieving above average results at the end of Key Stage 2. He has settled well at his new school and is being encouraged by all to achieve his desire to be a vet.

The VSCiC role is currently one of monitoring but the Advisory Teacher continues to support the carers and organise and attend PEP reviews.

Dee Glover  
Advisory Teacher  
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