Virtual School Rotherham
Belong, believe, achieve

Attainment and progress – To raise attainment and progress across all key stages.

Key Development points:
- Improve data analysis to support early identification and intervention planning for those children and young people who are not on track to reach attainment targets and or those who are not making expected progress.
- Quality assurance and support provided to class teachers and intervention leads to improve the learning experiences of all our young people.
- Improve the quality of evidence provided by the school to demonstrate implementation of the personal education plan and its positive impact on progress and attainment.

What does this look like for children and young people?
- I will make lots progress in my learning.
- I will get the right help when I need it.
- I will know what areas of learning I need to work on and who will be helping me.
- I will find learning challenging, fun and exciting.
- I will achieve.

What does this look like for schools?
- All staff will know and be working from the education plans in place for all our children and young people.
- Staff will have a better understanding of the needs of our children and young people.
- Virtual School will support staff to meet the needs of our children and young people in their classes.
- There will be stronger links between class/subject teachers and the intervention and support staff who work with our children and young people.

What does this look like for Carers?
- My child will be supported with their learning.
- I will understand my child's progress and what I can do to support this.
- My child will be ready for the next stages of their learning journey.

Our vision:

"All our young people achieve well, both academically and socially, and reach their full potential."

Health and well-being – To remove barriers and promote positive emotional health and well-being.

Key Development points:
- More schools will know the support they can access from the Virtual School
- More schools are actively engaged with developing attachment aware and trauma-informed practices
- Early identification of emotional wellbeing and mental health needs is increased for our children and young people.
- Early identification of speech, language and communication needs.

What does this look like for young people?
- I will be part of a school community that know me and understand how to support me.
- I will have an adult/s in school that I can approach for support
- I believe my teachers understand me and will support me to feel safe, calm, happy and included in the life of my school
- I feel safe, secure and able to achieve

What does this look like for schools?
- Through training and support, staff will feel confident they understand and can meet the needs of our children and young people
- Schools will be able to implement appropriate and effective interventions to support the emotional health and well -being of young people

What does this look like for Carers?
- Carers will develop strategies to support the emotional needs of children in their care
- Carers will have increased confidence that schools understand the needs of the children in their care

Our vision:
"All our young people are confident, have a strong sense of identity and are empowered to be independent, enjoy learning and have fun."

…above all we want all our young people to be proud of who they are, who they are becoming and to own their own story.

Stability in education – Improve attendance and reduce persistent absence, exclusions and mid-year school moves

Key Development points:
- Improved data analysis and early intervention to increase attendance for our children and young particularly those where attendance is a concern.
- Attendance protocol in place so that all stakeholders know their roles and responsibilities in supporting our children and young people to attend school.
- Agreed "right child, right school" protocol in place to make sure that all our children and young people access the right school without delay.
- To establish the prevalence of 'alternative exclusions' used by schools and monitor and report on their impact upon children and yp.
- Continue to develop and improve the offer of specialised training and support available to schools to reduce the risk of exclusion and the use of 'alternative' exclusions.

What does this look like for young people?
- I will be in a school that knows me and understand how to support me.
- My team will make sure I am in school and not missing out on any of my learning.
- My teachers will understand and support me to feel safe, calm, happy and included in the life of my school.
- I will know I belong to my school.

What does this look like for schools?
- Through training and support, staff will feel confident they understand and can meet the needs of our children and young people.
- Schools will be supported by the team around the young person in making sure they are in school and learning

What does this look like for Carers?
- Carers will understand the importance of attendance and their roles and responsibilities around this.
- Carers will understand the reasons behind Virtual School choosing the right school for their child.

Our vision:
"All our young people experience stability and feel safe, cared for, supported

Developing leaders – Ensure inspirational and strong leadership and governance throughout Rotherham Virtual school.

Key Development points:
- Virtual School team to work as part of focus groups that will: analyse data, action plan, develop policy and procedures, implement change and drive improvement across the Virtual School.
- Increase the membership of the Virtual School governing body to reflect the range of services involved in meeting the needs of our young people and provide high level of support and challenge to the Virtual School.
- Virtual School Head teachers to develop links with, and establish clear boundaries between, multi-agency leaders and ensure they prioritise meeting the education needs of looked after and previously looked after children.
- To continue to develop the role of DTs in leading and championing the attainment of all LAC, through high quality PEPs.

What does this look like for young people?
- My school will be able to meet my needs.
- I will make lots of progress.
- I will know I am important.
- I will have a team who works with me to help me achieve.

What does this look like for schools?
- Leaders will drive a culture shift in the school with a focus on understanding and meeting the needs of our learners.
- Schools will work together with other agencies for the good of our children.
- School staff will know the Virtual School is part of their team.

What does this look like for Carers?
- Carers will understand how the Virtual School supports their children.
- Carers will understand how important they are as a member of the team around their child.

Our vision:
"Rotherham Virtual School will work together, with all partners, to ensure we are the team of champions our young people deserve. Providing support and encouragement to all our young people"