**GUIDE SUMMARY**

1. Introduction to educational measures and scales and why they are used in Essex Virtual School
2. How to use the Educational Scales
3. Next steps if you have a concern about a child or young person’s educational needs who has or has had a social worker
4. Guide to actions / next steps – depending upon the level selected
5. Key to meaning of educational scales.



**Essex Virtual School guide to Educational Measures and Scales**

**I – Introduction to Essex Virtual School educational measures and scales and why they are used.**

Brown et al (2024[[1]](#footnote-2)) identified the key role that Virtual Schools play in bringing together the diverse professionals that work with children and young people that have or have had a social worker. They emphasise the importance of shared language and meaning. As schools and social care departments have a diverse and bespoke response to the wide range of educational needs for our students it is important that as there are changes in social worker and school that we can have a shared understanding of their educational needs, progress and attainment and measure the impact of our plans and interventions. The use of the following scales seeks to achieve this for Essex Virtual School’s cohorts.

**II – How to use the Educational Scales**

Schools and professionals will be requested to share some or all of these scales when completing a Personal Education Plan, engaging in a development project or completing a student profile to raise the educational needs of a student with the Virtual School. Please use the table below as a key to the meaning of the different levels when completing these plans, documents or forms.

**III – Next steps if you have a concern about a child or young person’s needs who has or has had a social worker**

Please use the personal education plan (for children in care) and a student profile where appropriate for children in care, previously looked after, living in a kinship arrangement and / or those who have or have had a social worker to raise the profile of educational needs for an individual with the virtual school.

<https://schools.essex.gov.uk/pupil-support-and-wellbeing/essex-virtual-school/complete-student-profile>.

The purpose of the form is to provide additional information that is not already available on the student's PEP (there is no need to duplicate information already on the PEP) and start an educational action plan for a Child in Care, Previously Looked After, Kinship or with an allocated social worker / previously known.  Essex Virtual School guides / training and webinars for various areas including wellbeing, academic progress and attainment and transitions are available on our website.

**IV - GUIDE TO ACTIONS – depending upon the level selected**

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| --- | --- | --- | --- | --- |
| Scale / Measure | Level 1 | Level 2 | Level 3 | Level 4 |
|  | A student profile must be completed for all children and young people where a level 1 concern has been identified and it is impacting upon a student’s educational needs. | Professionals may want to consider completing a student profile and must ensure that the concerns are addressed in multi-agency plans (PEP / Early Help / CiN / CP plan etc) | Professionals should ensure that statutory multi-agency plans continue to address educational needs of students and may wish to explore Virtual School advice or consultation as appropriate. | All statutory and non-statutory guidance will be followed. Professionals and families will be able to access VS advice and guidance via the universal Virtual School offer. |

**V - Educational Measures and Scales – Essex Virtual School Key to meaning**

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| --- | --- | --- | --- | --- |
| Scale / Measure | Meaning of Level 1 | Meaning of Level 2 | Meaning of Level 3 | Meaning of Level 4 |
| Educational Wellbeing | 1 – Educational SDQ continues to increase, despite current educational assessments and plans to address this and further specialist advice and support is needed | 2 – Educational SDQ is elevated (Total Difficulty Score is above 12) and it is intended that educational assessments, plans or interventions will be put in place to address this, this term | 3 – Educational TDS SDQ is elevated but there are effective assessments and educational plans in place to address this | 4 – Student appears happy and settled in their education – Educational SDQ (11 or under) is within normal parameters |
| Educational Progress | 1 – Regardless of attainment student is making NO PROGRESS | 2 – Regardless of attainment student is making LIMITED PROGRESS | 3 – Regardless of attainment student is making EXPECTED PROGRESS | 4 – Regardless of attainment student is making ABOVE EXPECTED PROGRESS |
| Educational Attainment  (choose appropriate descriptor depending upon Key Stage) | The student is working ‘Below the Expected Standard’ (primary) **or** their KS2 scaled score was 89 or below KS4 projections / achievements are below grade 1 (on average) | The student is working ‘Towards the Expected Standard’ (primary) **or** their KS2 scaled score was 90-97 **or** their KS4 GCSE projections / achievements are grades 1-3 (on average) | The student is working at ‘Expected Standard’ (primary) **or** their KS2 scaled score was 98 - 110 **or** their KS4 GCSE projections / achievements are grades 4-6 (on average) | The student is working at Greater Depth (primary) **or** their KS2 scaled score was above 110 **or** their KS4 GCSE projections / achievements are grades 7-9 (on average) |
| Educational Attendance | Attendance is 49% or below and / or there has been a significant decrease in attendance | Attendance is 50-95% or has recently started to decrease | Attendance is 95-97% | Attendance is 98% or above |
| Educational Provision / Timetable | Student does not have any education provision. | Student does not have a full-time education offer or is educated off site **and** concerns have been raised regarding how educational needs are assessed, met, or planned for. There is a need to involve ALL key stakeholders | Student has a reduced timetable or is educated offsite (< six weeks) **OR** attends alternative provision that has been agreed with the multi-agency network, parents / carers and there are robust plans in place to review and reintegrate. | Student has a full-time timetable and their provision meets their educational needs. |
| Educational Transitions | 1 – There is an imminent educational transition that has not yet been planned for.  And / or  Y8 +  There is a high risk that this student may become NEET post 16 | 2 – There is an educational transition due within the next academic year and further assessment, planning or resources are needed to support this  Y8 +  There is a risk that this student may become NEET post 16. | 3 – The next key educational transition is being well planned for as evidenced in the PEP and the student receives developmentally appropriate careers information  Y8 +  The risk of this student becoming NEET post 16 is low. | 4 – There are no immediate plans for an educational transition and student regularly receives developmentally appropriate careers guidance  Y8 +  The risk of this student becoming NEET post 16 is very low |
| Educational Engagement | **1** – Lacks engagement and self-motivation | **2** – Engaged and motivated some of the time | **3** – Engaged and motivated at most times | **4** – Consistently engaged and well-motivated |
| Student’s Educational Views | 1 – I am not making progress and / or have lots of concerns about my education | 2- I am making limited progress and / or have some concerns about my education | 3 - I am making expected progress and am settled in my education | 4 – I am making outstanding progress and am happy and settled in my education |
| Parent / Carer’s Educational Views | 1 – Parents / Carers report that their child is not making progress and / or have lots of concerns about their education | 2- Parents / Carers report that their child is making limited progress and / or have some concerns about their education | 3 - Parents / Carers report that their child is making expected progress and are settled in their education | 4 – Parents / Carers report that their child is making outstanding progress, and they are happy and settled in their education |
| Home / School Relationship | 1 – There is no communication between home / school.  **AND / OR**  The relationship has broken down / there is a significant social factor that is impacting the relationship (e.g. placement move, caring responsibilities, health issues etc) | 2 – There is some communication between school and home. There are disagreements and / or barriers that impact on the home / school relationship. There are some social factors impacting the relationship. | 3 – There is regular communication between school and home. There is some sharing of positive and negative information from both parties. Any social factors are being managed. | 4 – There is clear and open communication with an allocated contact in the school, achievements are celebrated and concerns are constructively addressed. |
| Multi-agency / Professionals’ relationships. | There is no communication and / or the professionals’ relationships have broken down. | 2 – There is some communication / meeting attendance but there is disagreement regarding how educational needs are best met. There are some education and / or social care plans but these are not integrated. | 3 – There is regular communication / meeting attendance but there is a need for greater collaboration and wider professionals’ roles / responsibilities in multi-agency plans needs some clarification. | 4 – There is clear and open communication, the role of the DT / DSL / Social Worker and other professionals is clear. Multi-agency collaboration is evidenced by effective plans |

***Please note that if a child or young person is at immediate risk/experiencing a mental health crisis, you should follow your school guidance and liaise with their Social Worker. This may involve attending A&E immediately.***

1. <https://assets.publishing.service.gov.uk/media/663b61984d8bb7378fb6c3a4/Evaluation_of_the_extension_of_virtual_school_heads__duties_to_children_with_a_social_worker_-_phase_two.pdf> [↑](#footnote-ref-2)