Halton Virtual School for Children in Care: pre-16 UASC flowchart



Initial PEP

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Collation of key information

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Initial Assessment undertaken by Access & Inclusion Team to ascertain En

glish Language/Written

skills and maths levels

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Initial Assessment attached to PEP document and Virtual School roll

Admissions Process

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Appropriate

provision determined and UASC Caseworker to make admissions applications to schools

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Virtual School will liaise with admissions to prevent/reduce drift

UASC to access appropriate education where available and meets entry requirements

Virtual School to:

-

Liaise with school to organi

se admissions and

transitions

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Advisory Teacher assigned to provide support

to school and provide PEP guidance

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Monitor and quality assure ePEP

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Transition from year 11 into Year 12 passed to

Post 16 Team

Social worker

to:

-

E

nsure

translation support if required

-

Organise transport if required

-

Provide proof of LAC status to school

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Ensure standardised spelling

of name

and

update changes promptly

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Notify a

ny changes in status immediately

Arrangements for Year 11 UASC

Access roll on

-

roll off provision where available

Identify Alternative Provision for transition to Post 16

Unaccompanied Asylum Seeker arrives in county and taken into care

Initial

SOC408 received from social care

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If age assessed as pre 16 then refer to

pre 16

flowchart

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If age assessed as post 16 continue with the post 16

flowchart

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The Virtual School will amend DOBs as required

(

if an age assessment has been done

)

following receipt of

subsequent

SOC408s detailing the change

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Where definitive evidence

is not available, the

age given by the young person will be the basis for decision

making

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UASC add

ed to Virtual School Roll, Liquid Logic, Welfare Call and UASC Spreadsheet