Welcome

Walsall Virtual School Designated Teacher Summer Briefing

Agenda

Time	Agenda Item	Lead by
9:00am	Virtual School welcome and updates	Lorraine Thompson
9:10am	School monitoring visits 2022/23	Amun Bains
9:20am	Virtual School Enrichment Offer	Karen O'Neill
9:30am	Vulnerable Learners Hub Update	Lisa Spooner
9:40am	CAMHS School Support Service Update	Emma Osborne
9:50am	Speech and Language Service Update	Helen Appert / Hannah Carter
9:55am	EEF Literacy Project KS2	Amun Bains
10:00am	Developing High quality Nurture provision within each locality and developing Nurture approaches across Walsall	Nurture UK

School Visits 2022/23

- Currently working on our operating principles. We are moving away from attending PEP meetings, but there will still be PEP meetings that we attend

- Focus on school improvement

- Move towards supporting schools to improve provision for all vulnerable children

- Ask schools to complete School Review paperwork prior to visit

- Paperwork should be used to review and analyse the processes that impact on progress and attainment

▶ Designated teacher to complete School Review

⬇

▶ Virtual School and DT to meet to look at key areas in School Review

⬇

▶ Areas of strength and development identified

⬇

▶ Virtual School to provide DT with written report, with next steps following the meeting

⬇

▶ The next steps may include an action plan to support improvement of provision, timescales etc

⬇

▶ DT and VS to agree termly/half termly/ yearly school visits dependent on provision in place

School Review – Key Points

▶ **Self assessment paperwork on website – update in process**

▶ **General areas:**

  ▶ Effectiveness of Leadership and management

  ▶ Quality of teaching, learning and assessment

  ▶ Quality of PEPs

  ▶ Personal development, behaviour and welfare

What we will continue to do:

- Offer half termly drop ins for designated teachers new to the role to share good practice, expectations of the role and PEP training

- Offer termly DT training/network meetings with updates from Virtual School

- Offer annual DT conference (with speakers and workshop)

- Specialist Support Team training offer

- Offer support and guidance to new DTs when a child/ young person first comes into care, and will attend first PEP

- Sign off PEPs and gather information to monitor and track attainment and attendance

- Provide guidance and support for children who have previously been in care

Virtual School Enrichment Offer – Autumn term

- Year 4 Access to Music Project

Winter Theatre Event

▶ Animation Event

Virtual School Enrichment Offer - Spring

▶ Dinosaur Day

"I learnt lots about fossils and nature!"

On seeing the Dinosaur Adventure Live show, "I TOLD YOU THEY WERE REAL! The T-Rex is a bit creepy isn't he… "

RAF Cosford

► The Edge

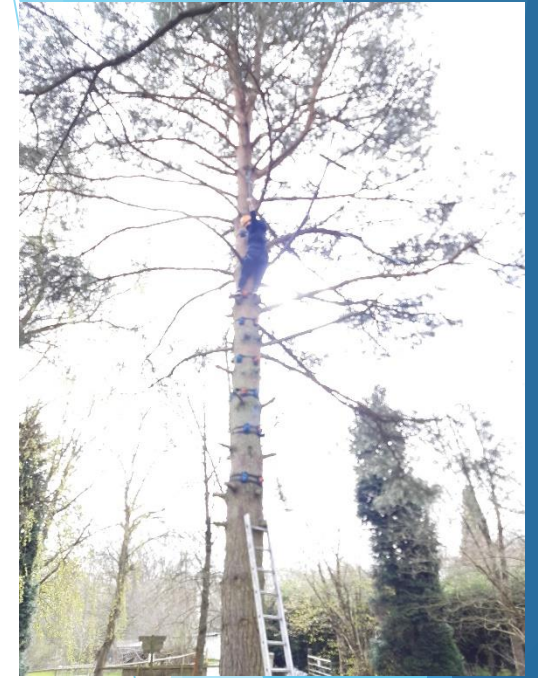*Speed Sniper Shooting Winner –*
Arun in an incredible 5.8 seconds!

Clay Pigeon Shooting
Champion – Harlow, didn't
miss a shot!

Woodlands

"I would definitely recommend this activity day because this place is so much fun!"

Virtual School Enrichment Offer – Summer

- Summit to Success

- Year 6 Residential – coming soon!

Virtual School Enrichment Offer 2022-2023

▶ Holiday activities, but also weekend and evening events that our young people can access that are linked to the curriculum

▶ Offer for each Key Stage

▶ PEP Questions for Autumn term

▶ Your role!

Vulnerable Learners Hub – Children with a Social worker

- From September 2021, the role of the Virtual School was extended to include all children with a social worker.

- Our role in supporting children with a social work differs from the support we provide to looked after and previously looked after children. The new duties do not require the Virtual School to provide direct intervention, help and support to individual children with a social worker or their families.

- Our role is to:

  - Make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.

  - Promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.

  - Level up children's outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of COVID-19.

- In addition to promoting the education of children with a social worker, staff in the Vulnerable Learners Hub will also work alongside schools, and SEN teams to reduce the number of children with a special educational need who are excluded from school.

What we offer

Our universal offer to all schools & Social workers

- Offer advice regarding cohorts of Children with a social worker.

- Offer advice and signpost schools and educational settings to additional services and ensure that you receive the support required to support your child/children with a social worker

- Offer training opportunities to develop schools and educational settings understanding around attachment, trauma as well as training on interventions known to make the biggest impact for children with a social worker.

- Offer 'drop In' sessions, with our Educational Psychologists, Speech & Language Therapists and CAMHS Practitioner to encourage discussions around interventions, provision and strategies to improve outcomes

- Offer advice on educational issues to social workers working with young people aged 0-18. This can include advice and further signposting on: Attainment data, What to ask schools to put in place to support the young person, SEN processes, Interventions and strategies for a school to consider when meeting the needs of the young person, Attendance and exclusions, reduced timetables and local area support systems and external organisations/activities that could support the young person.

- Attend meetings in schools or other educational settings to discuss education

- Signpost local area support systems, external organisations/activities that could support the young person.

- Offer training opportunities for social workers around attainment and the curriculum, SEN processes, interventions known to make the biggest impact for children with a social worker etc.

What we will not do:

- Attend CIN & CP meetings

- Work directly with young people or their families

- Provide funding for intervention or activities

What we have achieved so far

Referrals		
Number of YP referred to the vulnerable hub (overall)	288	100%
Number of YP referred to the vulnerable hub with SEN support	59	20%
Number of YP referred to the vulnerable hub with an EHCP	76	26%
Number of YP referred to the vulnerable hub with an EHCP in progress	2	<1%
Total number went to perm ex	2	<1%
Exclusions		
Number of YP referred at risk of suspension/PEx	23	8%
Number of YP that had PEx paperwork submitted Number of pupils where PEx was rescinded Number of YP that went on to be PEx	6 4 2	.02% <1%
Number of YP on SEN support were at risk of suspension/PEx Number of YP that went on to be PEx	8 2	.03% <1%
Number of YP with an EHCP were at risk of suspension/PEx Number of YP that went on to be PEx	8 0	.03% 0%

Contact us

The Team carrying out the new duties are:

- Inclusion Manager – Lisa Spooner – lisa.spooner1@walsall.gov.uk

- Education Liaison Officer - Alex James-Walker Alexandra.james-walker@walsall.gov.uk

- Data Assistant – Shiphali Bushra Shiphali.Bhushan@walsall.gov.uk

CAMHS School Support Service

- Emma Osborne

The role of the Virtual School CAMHS Education Service

The Virtual School CAMHS Education Service is a new service for Walsall.

- The aim of the Virtual School CAMHS Education Service is to improve the emotional wellbeing of looked after and previously looked after children and young people by supporting educational placement stability.

- The primary role of the CAMHS practitioner is to support education placement stability by delivering time limited direct support to designated teachers, teachers and education support staff to increase and improve the emotional wellbeing and mental health provision for Walsall looked after and previously looked after children.

Vulnerability Factors for Children in Care

- Significant experiences of trauma, grief and loss following abuse or neglect

- Multiple placements

- Multiple school moves

- Attachment difficulties

- Lack of consistent people in their lives

- Global development delay

Recommendations

- School staff to receive appropriate training on attachment difficulties.

- Children to have access to the same key person in school and for Personal Education Plans to be maintained and up to date.

- For schools, health and social care to work collaboratively to ensure YP can access mental health services.

- Children to have access to a safe place in school such as a room where a child or young person can go if they feel distressed.

- Schools and other education providers **should avoid using permanent and fixed-term school exclusion** as far as possible for children and young people in the care system with identified attachment difficulties.

NICE, (2015) *Children's attachment: attachment in children and*

young people who are adopted from care, in care or at high risk of going into care. NICE: London.

Virtual School CAMHS Education Service Offer

Consultation	Access to Training (Individual and Group)	Direct Work (within 20miles of Walsall LA only)
↑	↑	↑
Advice, guidance and signposting	Training to be identified based on need.	Delivered through time limited sessions which may include; school observation, direct work with staff and direct work with children/young person where appropriate.

Key Risk Factors

Each referral will be looked at on a case by case basis however the following risk factors will be considered for each child and young person:

- Risk of school placement breakdown

- Risk of self-harm

- School refusal

- Attachment difficulties

- Low mood/ anxiety

- Conduct difficulties

- Relationship difficulties

Criteria for the Virtual School CAMHS Education Service

VS CAMHS Education Service involvement would be based on the need of each individual child or young person and allocated depending on the capacity of the practitioner.

The current focus of the service will be for children and young people who meet the following criteria;

- Whereby a child or young person are struggling to access education due to mental health difficulties following early childhood adverse experiences.
- A child or young person has a school SDQ score of 20 or above.
- Whereby there are more than one present risk factors preventing the child or young person accessing education provision.
- A child or young person has accessed mental health support through school but mental health difficulties continue to affect their access to education.

Key Referral Information

- Outline the current mental health support that has been put in place such as; nurture groups, school counselling, play therapy, and mentoring etc.

- Ensure School SDQ form has been completed.

- Make note of any current referrals to Walsall FLASH team.

- Referral forms are available on the Virtual School's website; https://wvs.sch.life

Walsall Virtual School Speech, Language and Communication Support Service

The Royal College of Speech and Language Therapists (RCSLT) recommends that children and young people in care have access to specially commissioned speech and language therapy service.

Walsall Virtual School and Walsall NHS Healthcare Trust SaLT Team have been working together since September 2019 to improve outcomes for children and young people in care with Speech, Language and Communication Needs. Service delivery is underpinned by guidance published by the RCSLT and incorporates the 5 Good Communication Standards for Care Experienced Children and Young People.

Hannah Carter and Helen Appert work as part of Walsall Virtual School's Specialist Support Team alongside our Educational Psychologists and CAMHs Practitioner.

Walsall Virtual School SLCN Support aims to:

- **Screen**: Screen children and young people when they enter care to identify speech, language and communication needs. Determine whether they are currently or previously known to Walsall NHS Healthcare Trust Speech and Language Therapy Department

- **Train**: Provide advice and training to carers and teaching staff to enhance use of positive communication strategies and remove barriers to effective communication

- **Support:** Facilitate access to core NHS Speech and Language Therapy services with provision of an enhanced service when beneficial for the child/young person/carer. Deliver appropriate support in terms of timeliness, location and resource allocation through joint-working between Walsall NHS Speech and Language Therapy Department and Walsall Virtual School

SLCN in Care-Experienced Children and Young People

▶ Walsall Virtual School offers training for teaching staff and parents/carers

▶ Training can be case-specific or delivered through interactive workshops that are tailored to different Key Stages

▶ Workshops and individual support can be arranged to focus on specific areas of communication e.g. dysfluency, AAC, selective mutism

A collaborative pilot programme to improve the Literacy outcomes of children in care.

Education
Endowment
Foundation

Disadvantage Gap (Months)

Local Authority: Walsall
Early Years: 6.1
Primary: 10.7
Secondary: 20.7

Virtual School DUDLEY

Walsall Council

Local Authority: Dudley
Early Years: 7.0
Primary: 13.0
Secondary: 21.2

Local Authority: Sandwell
Early Years: 5.4
Primary: 9.5
Secondary: 18.9
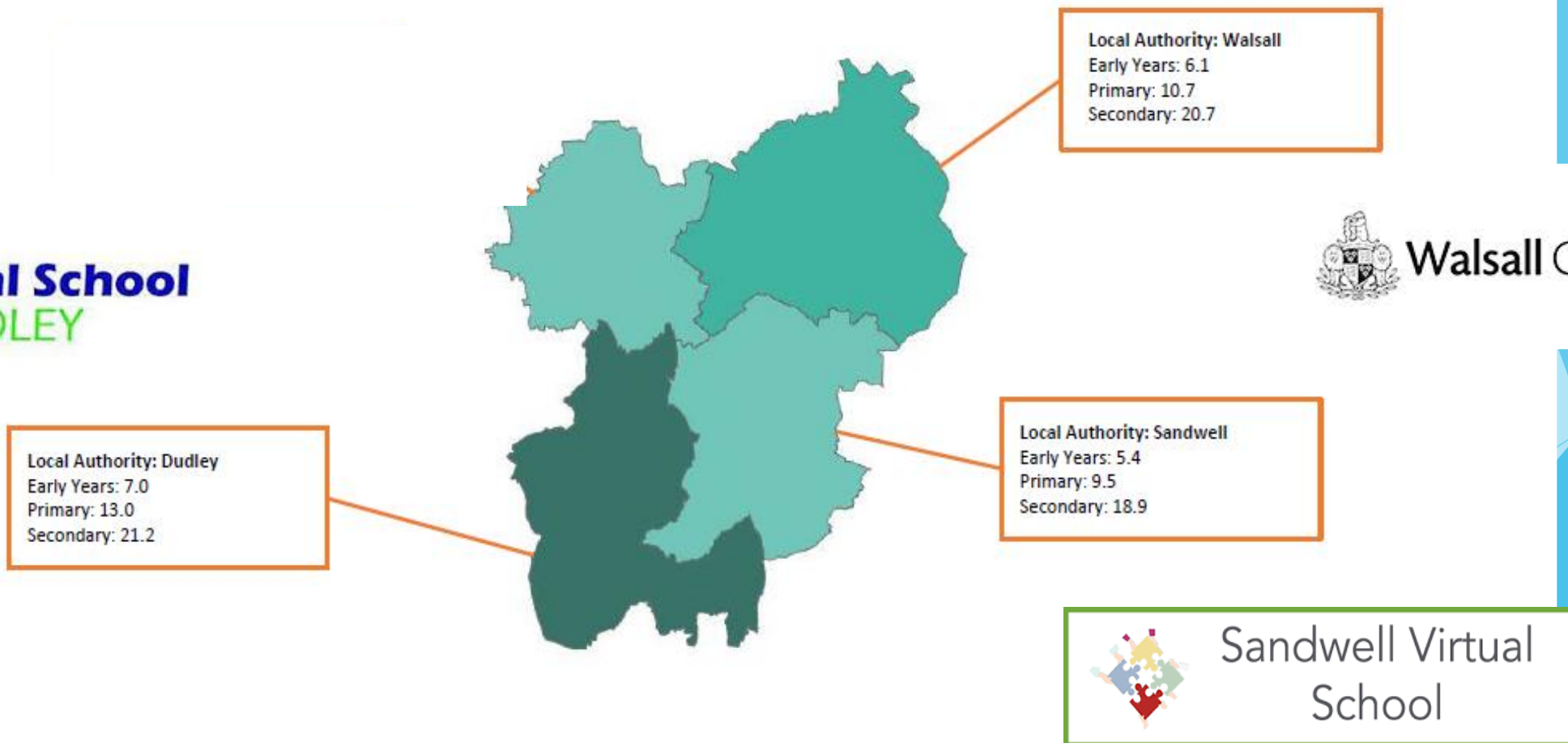
Sandwell Virtual School

The Aims of the Literacy Programme

- Engage with EEF Priority Schools within Dudley, Sandwell and Walsall.

- Enable school leaders to explore evidence focused on the teaching of Literacy in Key Stage 2 and the transition into Key Stage 3.

- Provide support from the Research School Network and enable schools to implement evidence-informed practices relevant to their context.
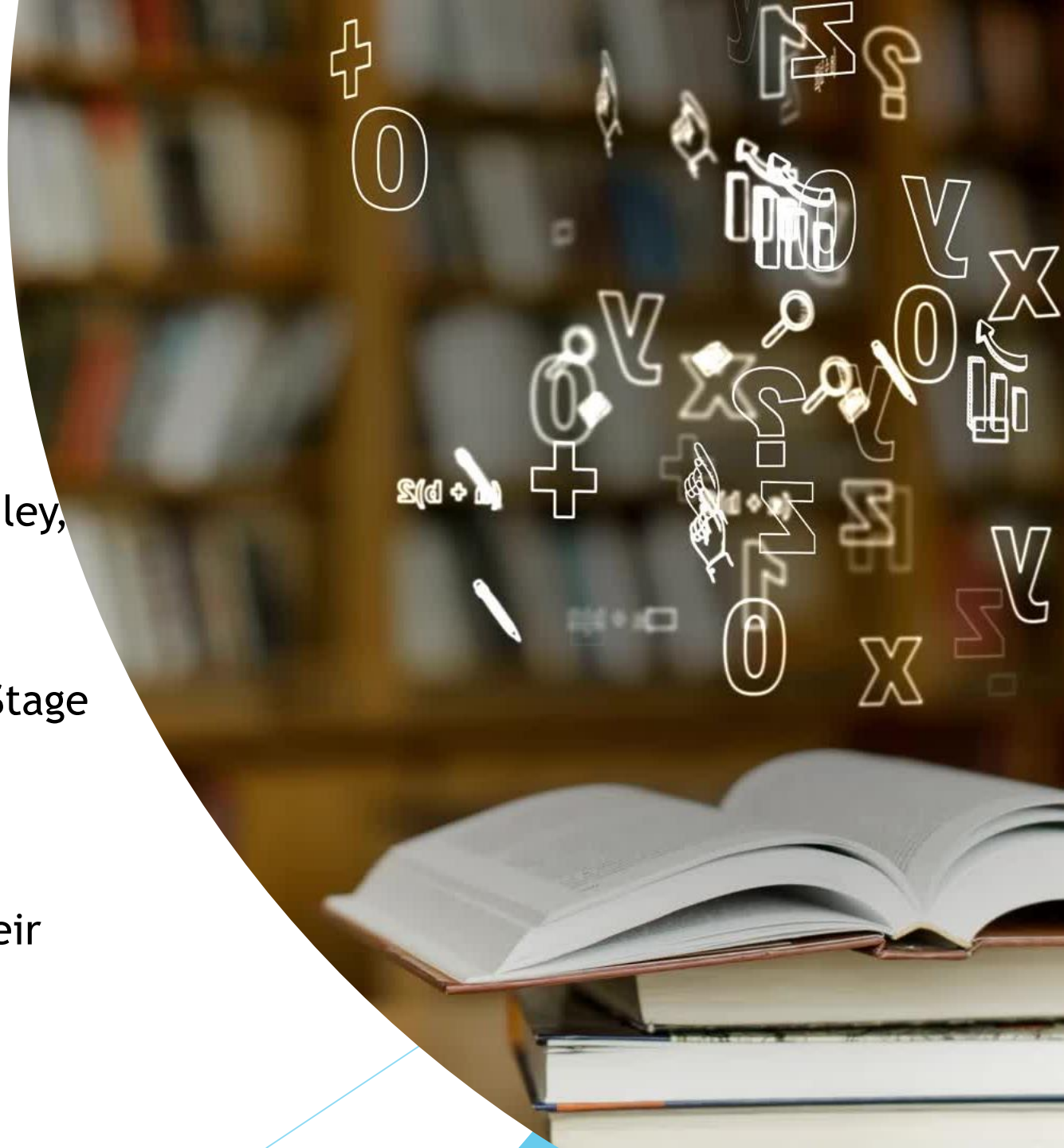
The Intended Outcomes

- Improve KS2 Literacy outcomes to support effective KS2/3 transition for all pupils but with a specific focus on CiC and children with a social worker.

- Improved teacher understanding of the learning needs of vulnerable children, including CiC and children with a social worker, and development of teaching and learning strategies to support them.

- Improve effectiveness of PEPs through: Improved VS staff understanding of and engagement with evidence to support their work with schools and improved professional dialogue around outcomes for CiC.
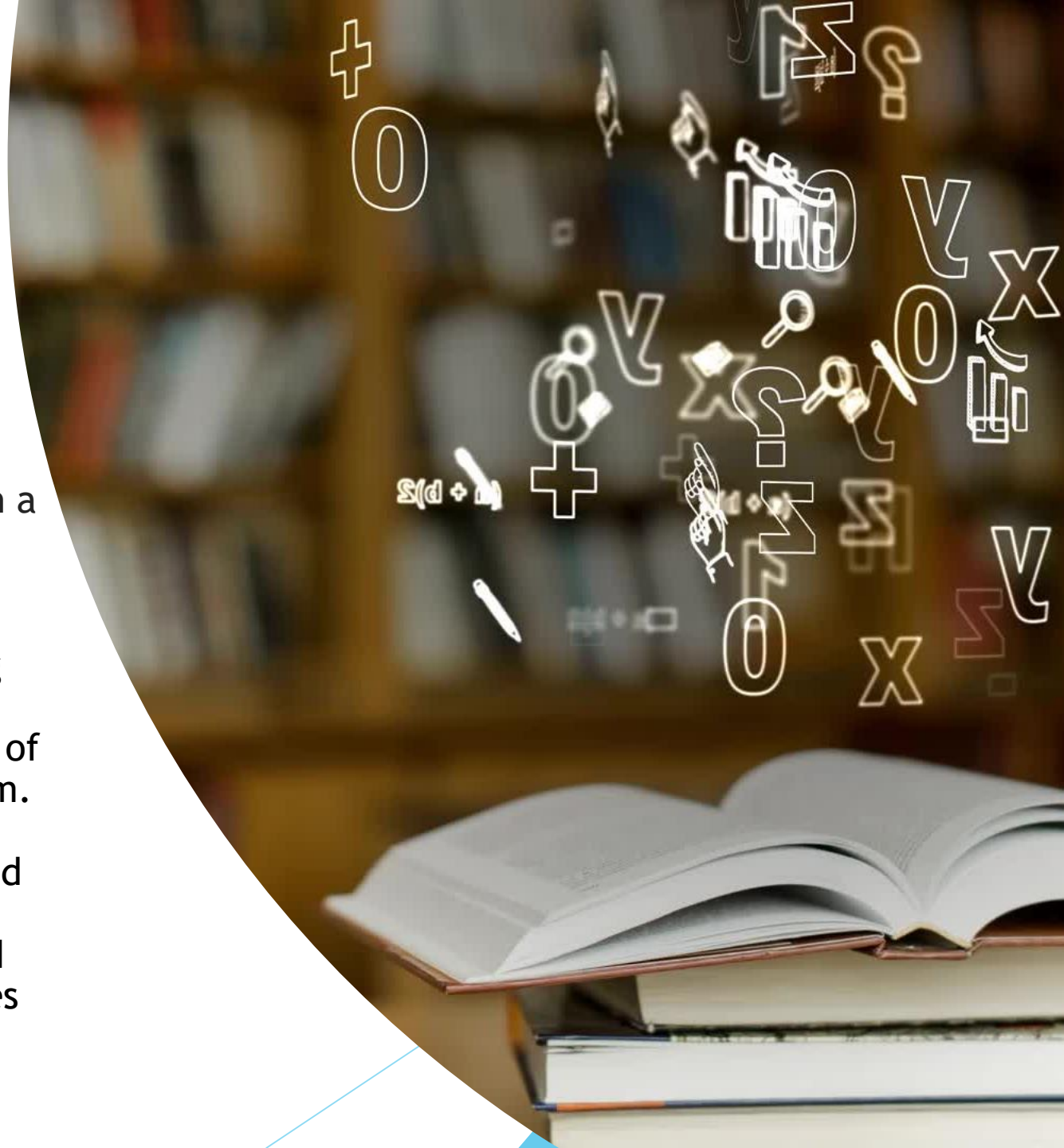
The Modules

Module One: Implementation – where to begin?	Module Two: Word Poverty - why it matters and what can be done about it.	Module Three: Speech and Language – the golden thread.
Module Four: Reading Fluency, a crucial bridge to comprehension.	Module Five: Rethinking reading comprehension.	Module Six: Fostering readers' desire and engagement.
Module Seven: The orthography of English and what it means for the teaching of spelling.	Module Eight: Teach writing as a process.	Module Nine: Survey, setting a direction for module 9.

To support schools to successfully implement evidence-informed practices, they are supported by Evidence leaders in Education (ELEs) from the Research school.

The ELEs have a thorough understanding of what evidence-informed practice looks like and have this embedded in their own practice. ELEs are experienced in working with teachers and school leaders in developing school improvement.

The Pad[let]

Access to session mate[rials]

The resources and videos on the padlet have been very useful, enabling me to share the training with other relevant members of staff easily.

The whole programme has been of real value to our school, which is currently graded as RI.   Being signposted to relevant research and reading to help us make more informed, evidence-based decisions has been useful. The support we are now receiving as a school has already had a positive impact after one coaching session. Having all the resources on the Padlet is also really helpful - please don't delete them yet!   Thank you all for providing the programme.
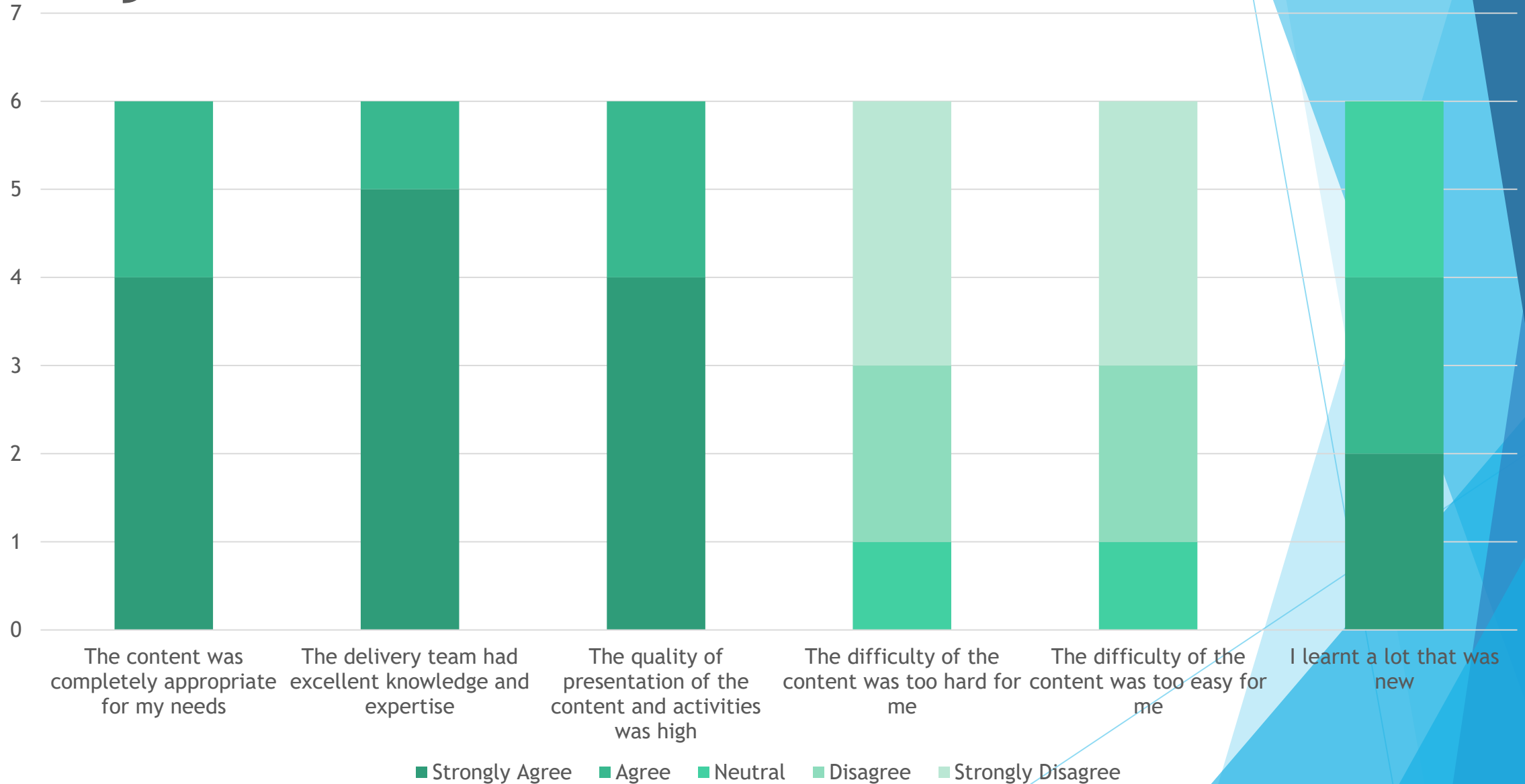
Feedback from Schools
Initial Impact

Reading fluency strategies such as echo reading.
Jason Wades spelling programme which we have decided to adopt in our school.

Our Spelling Policy has been deferred and is being re-written. We have also purchased new materials to support with planning and sequencing of writing, as a result of working with Anita as our school coach.

Every module has brought new learning that we need to implement as a school. For myself, it confirmed that I was on the right lines with utilising the EEF research as part of my reading project for my NPQH.

Sandwell Virtual School

Walsall Council

Virtual School DUDLEY

Feedback from Schools

Teaching vocabulary more explicitly

Strategy for teaching spelling

Sounds and syllables spelling programme. I am also interested in developing reading fluency and in the near future Voice 21.

We are using more research in school so having clear examples of research was also useful as this is how we continue to work

Sandwell Virtual School

Walsall Council

Virtual School DUDLEY

Next steps…

▶ The next phase of the Literacy programme will be engaging in schools in Stoke and Staffordshire

     ○ Support of the Staffordshire Research school and Stoke and Staffordshire Virtual Schools.

▶ However there is also an opportunity for schools in Walsall to take part with the second phase. If you are interested or would like more information, please drop a message in the chat or email Amundeep.Bains@walsall.gov.uk

Nurture UK

Questions or feedback?