

Designated Teacher Briefing Session

Walsall Virtual School



Walsall Council



IMPROVE
outcomes and
customer experience



IMPROVE
employee satisfaction
and engagement



IMPROVE
service efficiency
and performance

Schedule for the Briefing Session

10:00 – 10:15am – Updates from Virtual School (including staffing, enrichment and training)

10:15 – 10:25am – Inclusion Hub Update

10:25 – 10:40am – Pupil Premium+ Procedures

10:40 – 10:55am – PEP Quality Assurance Policy and Feedback

10:55 – 11:00am – Break

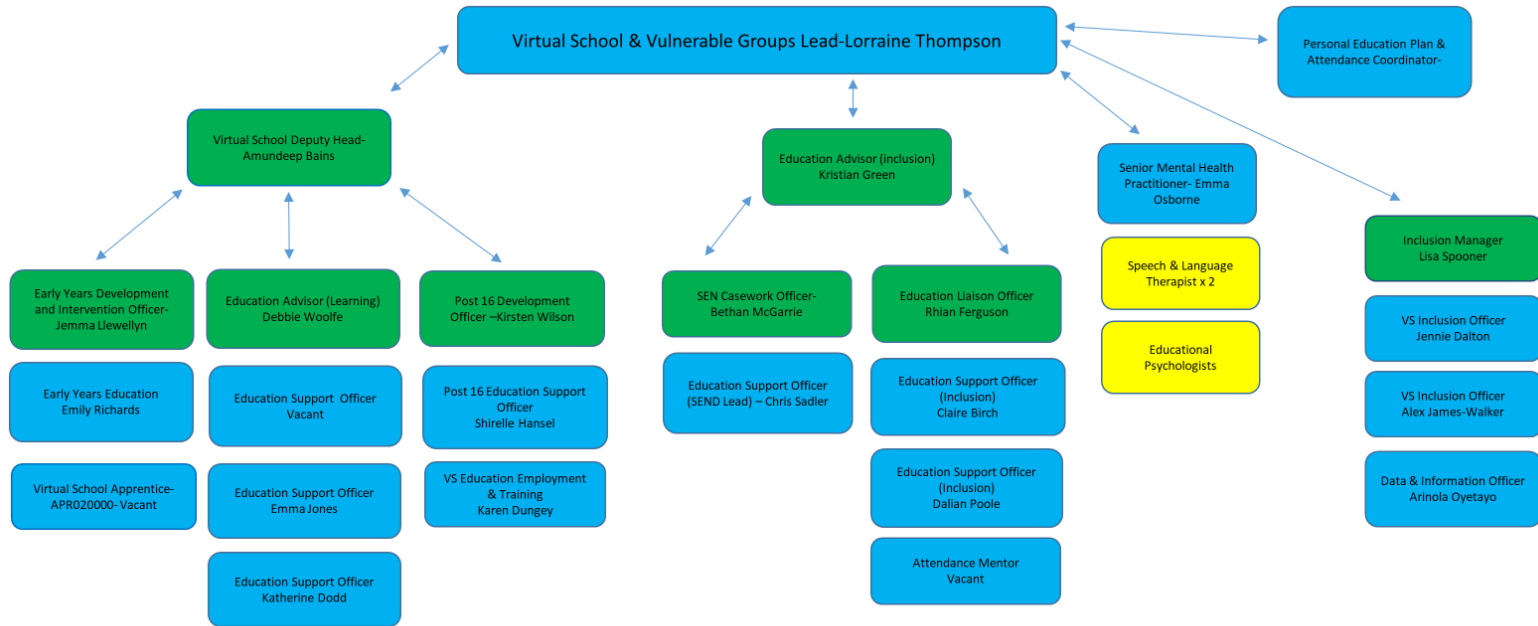
11:00 – 12:00pm - Key Note Speaker – Luke Rodgers

12:00 – 12:15pm – Language that Cares in PEPs

12:15 – 12:30pm – Discussion and Questions



VS Updates – Staff Updates



Welcome to Kristian Green – Education Advisor for Inclusion and Participation

VS Updates – Enrichment

- Book in a Bag



- Pack in the Post



VS Updates – Enrichment

- What on Earth



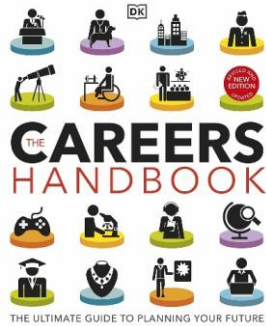
- Storytime



VS Updates – Enrichment

- Learning packs

- EYFS Learning Pack: Autumn - Communication and Language, Spring – Maths, Summer – Fine Motor Development
- Year 9 Careers Pack
- Year 5 Writing Pack
- Year 11 Revision Pack



VS Updates – Enrichment

EYFS Stay and Play Sessions

Autumn – Communication and Language development

Spring - Maths development

Summer – Fine Motor Development



VS Updates – Enrichment

Autumn Residential



VS Updates – Enrichment

Theatre Trips



VS Updates – Enrichment

London



VS Updates – Enrichment

Manchester



VS Updates – Enrichment

Upcoming Enrichment:

March / April

Brean Sands

London KS3 (1 night)

Paddington Birmingham Symphony Hall

Early years Ashend farm

The Boy at the Back of the Class

May

Silverstone KS3

Warwick Castle KS2

July

Hilston Park Year 6 leavers residential
(2 nights)



VS Updates – Past Training

- Attachment Aware Schools
 - Bronze – 18 schools, Silver – 5 schools, Gold – 8 schools, Platinum – 9 schools/ nurseries
 - This year's cohort - 3 primary schools and a MAT
- Trauma and Attachment Practitioner Status
 - 3 schools currently on training for 5 day, with an additional 3 schools on the 2 day course
- Senior Mental Health Practitioner Training:
 - Introduction to Childhood Trauma and the Brain
 - Introduction into using the Principles of PACE in Schools
 - Supporting Children's Mental Health in School
- Language that Cares – Autumn DT briefing

VS Updates – Upcoming Training

- Attachment Aware Schools
- Trauma and Attachment Practitioner Status
 - New cohort in September, 3 day model for all
- Senior Mental Health Practitioner Training:
 - Understanding Adult Presence - 12/06/2024, 11am-1pm
 - Emotionally Based School Avoidance, 12/06/2024, 1:30pm - 3:30pm
- SALT - Identifying and Supporting Speech, Language and Communication Needs (SLCN) in Care-Experienced Children
- Summer DT Briefing



VS Updates – Nurture Hubs

- Nurture Hub Schools
 - Lower Farm Primary School, Watling Street Primary School, St John's C of E Primary, Delves Junior School and Rosedale Infant School
- Nurture UK will be delivering training on what it takes to be a Nurture accredited school, which includes;
 - 3 day training, and training on using the Boxall profile
- Schools will be able to sign up for Nurture UK training with joint funding
- Hope to start in autumn 2024



Inclusion Hub Updates

In June 2021 the DfE announced that from September 2021, the role of the Virtual School Head will be extended to promote the education of all children aged 0-18 with a social worker. This also includes those pupils that have had a social worker in the last 6 years (ever 6).

The Inclusion Hub:

- 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.

The Inclusion Hub priorities:

To improve the educational outcomes of children with a social worker.

To promote the education of children under Youth Justice Service (YJS).

To improve the educational outcomes for Gypsy, Roma Traveller children.

To reduce the number of children and young people with a social worker and with an EHCP who are permanently excluded from school.



Working in Partnership with

CAMHS

Alternative
Provision (AP)

Educational
Psychologists

Social Workers

Early Help

Youth Justice
Service (YJS)

Exploitation
Team

Reflections

Exclusion Team

Violence Reduction
Partnership (VRP)

Police

School Health

Admissions

Other LA's

Outside Services

EHC Team

Turning Point

Children Missing
Education (CME)

Street Teams

Young Carers
Team

Schools / PRU's

SaLT

School Attendance
Service

The Beacon

Triage



The Vulnerable Learners Hub Role

Build, develop
and share good
practice

Champion the
attendance and
attainment
progress

Challenge, also
offer advice and
guidance

Co-ordinate a
multi-agency
response

**Enhance/Support
Effective
Partnerships**

Signpost to
specialist
services

Understand
barriers

Link services and
strengthen
communication

Raise the profile
of attendance



Contact us

The Inclusion Hub

VSInclusionTeam@walsall.gov.uk

Telephone number

01922 653300

- Inclusion Manager – Lisa Spooner – lisa.spooner1@walsall.gov.uk
- Education Liaison Officer - Alex James-Walker Alexandra.james-walker@walsall.gov.uk
- Education Liaison Officer – Jennie Dalton Jennie.Dalton1@walsall.gov.uk

Localities:

West and South & Central Locality – Alex

North and East Locality – Jennie

Children with Disabilities Team

Pupil Premium+ Procedures

- Needs based model
- Strictly following the EEF and their recommendations for PP+ spend
- All PP+ use must show impact through the SMART targets and PP section on the PEP
- All funding must be attached to a SMART target
- Must be over and above school offer to all children
- We will fund enrichment such as music lessons



PEP Quality Assurance

Profile Page: Test Child KS1 - U402

Key indicators

Virtual School Status

Last PEP Date

08/04/2021

Next PEP Due

09/03/2022

Year Group

Year 3

Premium Spent

GBP

Target Tracker

[View](#)

CORE DATA KS1 (U402)

[Edit](#)

Full Name: Test Child KS1
Date of Birth: 01/09/2014 (9)
UPN Number: DUHW0IGI
School:
School type:
Date Added:
Date Entered Care:
SEND Support: Yes No
Statemented/EHC: Yes No
Record Owner:
Days in Care:
Core Social Worker:
Core Designated Teacher:

Users with access to this child

[Add](#)

	Name	Role	Action
3122	Andrea Tierney	Administrator	Delete
3792	Emma Jones	Education Support Officer	Delete
4410	Christina Sadler	Education Support Officer	Delete

Current Formal PEPs

	Date Started	Target Date	Meeting Date	Year group	YP	SW	DT	
6867	28/02/2022	16/03/2022	09/03/2022	Year 3	✘	✘	✘	View PEP

Completed PEPs

	Date Started	Completed Date	Last Meeting Date	Year group	RAG	
5242	08/04/2021	21/10/2021	08/04/2021	Year 1	The PEP meets the expected standard.	View PEP



PEP Quality Assurance

Quality Assurance

- PEP is the joint responsibility of the Local Authority and School /other education settings.
- The Social Worker's statutory duty is to initiate a PEP as part of the care plan; and then develop and review the PEP with other professionals. They should be present at all PEP meetings.
- The Designated Teacher's statutory duty is to develop the PEP, make sure it is effective and lead on it within school, although other relevant staff should contribute. They should lead PEP meetings once the SW has initiated.
- The Virtual School statutory duty is to ensure there is an up to date high quality PEP in place for all of its children in care that is focussed on educational outcomes. They work with the social worker and designated teacher to facilitate/ensure PEP completion.
- DfE Stat. Guidance 'Promoting the Educational Achievement of Looked After and Previously Looked After Children' pp. 24-26 (2014) and pp.15-19 (2018)

The PEP has been completed within timescale Yes No

All care information is completed with up to date information Yes No

All relevant people have attended and contributed to the PEP Yes No

The child's voice is recorded in the PEP Yes No

The PEP identifies educational strengths and areas for academic & social/emotional development? Yes No

The targets reflect any areas of development identified within the PEP Yes No

The targets are written clearly and concisely and identify strategies needed to achieve the target? Yes No

To meet the expected standard all section above should be recorded as a Yes

Overall performance.

The PEP meets the expected standard

The PEP does not meet the expected standard

Further Comments

It's great to see how well [REDACTED] is doing and all the support is in place to ensure [REDACTED] achieves to his full potential. It will be really important to ensure that [REDACTED]'s transition to secondary school is carefully planned to ensure it's smooth and successful.

Name of VS worker who completed this

Amun Bains



PEP Quality Assurance

Quality Assurance

- PEP is the joint responsibility of the Local Authority and School /other education settings.
- The Social Worker's statutory duty is to initiate a PEP as part of the care plan; and then develop and review the PEP with other professionals. They should be present at all PEP meetings.
- The Designated Teacher's statutory duty is to develop the PEP, make sure it is effective and lead on it within school, although other relevant staff should contribute. They should lead PEP meetings once the SW has initiated.
- The Virtual School statutory duty is to ensure there is an up to date high quality PEP in place for all of its children in care that is focussed on educational outcomes. They work with the social worker and designated teacher to facilitate/ensure PEP completion.
- DfE Stat. Guidance 'Promoting the Educational Achievement of Looked After and Previously Looked After Children' pp. 24-26 (2014) and pp.15-19 (2018)

The PEP has been completed within timescale Yes No

All care information is completed with up to date information Yes No

All relevant people have attended and contributed to the PEP Yes No

The child's voice is recorded in the PEP Yes No

The PEP identifies educational strengths and areas for academic & social/emotional development? Yes No

The targets reflect any areas of development identified within the PEP Yes No

The targets are written clearly and concisely and identify strategies needed to achieve the target? Yes No

To meet the expected standard all section above should be recorded as a Yes

Overall performance.

The PEP meets the expected standard The PEP does not meet the expected standard

Further Comments

Thank you for writing the PEP directly to [redacted]. For the Spring PEP, please include target and current grades for all subjects in the attainment section. Next steps in learning in the school profile section can directly link to SMART targets for Maths, English and Science.

Name of VS worker who completed this

Jane Smith



PEP Quality Assurance Procedure and Feedback

Audit Procedures

PEPs are quality assured using a three-tiered approach.

1. Daily practice- PEPs are quality assured by the allocated member of staff using the ePEP internal quality assurance criteria.
2. Regular audits (Monthly)- Internal dip sampling is conducted whereby managers select 10 PEPs to audit termly. Data is collated and feedback to virtual school head.
3. Themed audits (Termly)- A moderation group of designated teachers, social workers, IROs and virtual school managers moderate 10 PEPs with a themed focus.

Virtual School Child Journey Audit Report Template

Section 1 - Assessing the YP needs (Children new into care)

Initial PEP
Did the PEP meeting take place within timescales (within 20 days of the child or young person coming into care)? If no, please explain why.
Did all appropriate stakeholders attend the initial PEP (education setting, carers, parents, social worker, Virtual School and any other appropriate professionals)? If no, please explain why.
Is there evidence that the young person was invited to attend or contribute to the PEP?
Has prior educational information been included in the initial PEP i.e. previous schools attend and end of key stage attainment data
Is there evidence of other agency involvement i.e. Educational psychologist, CAMHS recorded in the initial PEP etc.
Is there evidence that the needs of the young person have been identified, and appropriate interventions have been put in place? i.e. SMART targets reflect information in the school profile and discussions in the PEP meeting
Have the views of the young person been recorded and is there evidence that they have been acted on?
Is there clear evidence of virtual school involvement in the initial PEP?
Does the Initial PEP provide a good overview of the child/young person's educational needs and identify support and intervention?
What is the RAG rating of the initial PEP and have reasons for rating been recorded and areas for improvement recorded?

Section 2 - Assessing the YP needs (Children not new into care)

PEP Reviews
Did the PEP review meeting take place within timescales (12 weeks of last PEP)? If no, please explain why.
Is there evidence that appropriate stakeholders have attended PEP review meetings? If no, please explain why.
Has prior educational information been included in the PEP review i.e. previous schools attend and end of key stage attainment data
Is there evidence of current (this academic Year) attainment data recorded in the PEP
Is there evidence of continuous involvement of other agency involvement i.e. Educational psychologist, CAMHS etc. or new referrals made if required?
Is there evidence that the needs of the young person have been identified and appropriate interventions have been put in place? i.e. SMART targets reflect information in the school profile and discussions in the PEP meeting
Have the views of the young person been recorded and is there evidence that they have been acted on?
Does the quality of recording within the PEP provide a clear picture of the YP educational journey, their needs and views, during their time in care?
What is the RAG rating of the PEP and have reasons for rating been recorded and area for improvement shared?
Have the educational outcomes for the YP improved because of the Virtual School involvement?
If the child or young person reads their PEP in the future, would they read what they said/wanted and have evidence of their journey with us?



PEP Quality Assurance Procedure and Feedback

Moderation group feedback

Focus: Children new into care and children in early years.

Strengths

- Child attendance and contribution to PEP
- Evidence of outside agency involvement
- Good Prior educational information
- Virtual school involvement
- PEPs completed within the advised timescales

Areas for development

- Parent involvement in PEPs
- SMART target expectations
- Overview of child needs and identifying specific intervention and support strategies

Jack Phillips - Experience of the audit process from a school point of view

Key Note Speaker – Luke Rodgers



Luke Rodgers BEM

Language that Cares in PEPs

- Recap from autumn's briefing session - why are we asking you to write to the child/ young person?
 - Helps us build better relationships with children and young people
 - Helps children and young people feel listened to, cared for and valued
 - Children and young people are able to request to view their files and are able to look at what was written about them- this may be many years afterwards.
 - Plan that is more personal to the child.
 - Writing directly to the child helps us remain child focused- all thoughts and thinking is child focused.
 - Helps us keep tone, pitch and language sensitive and will help children and young people see that we genuinely care about them.

Language that Cares in PEPs

- Some good examples from autumn PEPs:

Speaking

Attainment

30-50 Months

On track to meet expected levels

On track to meet expected levels

Progress

Making expected progress

Making expected progress

Comments

Age appropriate speech. Speaks in sentences and answers appropriately when asked a question

■■■■ your speech is developing well and you can communicate your wants and needs verbally. You are quiet so we are encouraging you to work on your confidence to answer and speak up in a large group and recall information and events. You will be supported to do this by ■■■■ helping you to bring in an object, book or photograph that ■■■■ feels proud of or a memory she wants to share so that you can tell the children about it during yellow group time.

Personal, Social & Emotional Development

Self-regulation

Attainment

30-50 Months

On track to meet expected levels

On track to meet expected levels

Progress

Making expected progress

Making expected progress

Comments

Has settled back into setting well after holidays. No tears coming back in and plays nicely with friends. Usually regulates her emotions well in setting. Has recently found sharing her special friend with others difficult so we are working on managing friendships in a larger group in Nurture group.

■■■■ you are becoming more accepting of other children joining in with your play and with your special friend during play and you are using strategies modelled to you in nurture group to resolve situations. Recently you were playing in a group and another child came over to join in and asked you to play. You kindly replied "Yes you can, we can all play together; ■■■■ you continue to gain confidence in your own ability and try new things. Recently you have been learning about protective behaviours along with the other children and now know that if somebody is doing something you don't like you need to say "stop, I don't like that." We have also been talking about families and safe people. Recently you have been getting upset over little things and are finding your emotions overwhelming and tricky to understand. You have been supported with this in Nurture group by Helen to help you manage these big feelings.

Language that Cares in PEPs

Speaking

Attainment

30-50 Months

On track to meet expected levels

On track to meet expected levels

Progress

Making expected progress

Making expected progress

Comments

Age appropriate speech. Speaks in sentences and answers appropriately when asked a question

■■■■ your speech is developing well and you can communicate your wants and needs verbally. You are quiet so we are encouraging you to work on your confidence to answer and speak up in a large group and recall information and events. You will be supported to do this by ■■■■ helping you to bring in an object, book or photograph that ■■■■ feels proud of or a memory she wants to share so that you can tell the children about it during yellow group time.



Language that Cares in PEPs

Personal, Social & Emotional Development

Self-regulation

Attainment

30-50 Months

On track to meet expected levels

On track to meet expected levels

Progress

Making expected progress

Making expected progress

Comments

Has settled back into setting well after holidays. No tears coming back in and plays nicely with friends. Usually regulates her emotions well in setting. Has recently found sharing her special friend with others difficult so we are working on managing friendships in a larger group in Nurture group.

■■■■ you are becoming more accepting of other children joining in with your play and with your special friend during play and you are using strategies modelled to you in nurture group to resolve situations. Recently you were playing in a group and another child came over to join in and asked you to play. You kindly replied "Yes you can, we can all play together. ■■■■ you continue to gain confidence in your own ability and try new things. Recently you have been learning about protective behaviours along with the other children and now know that if somebody is doing something you don't like you need to say "stop, I don't like that." We have also been talking about families and safe people. Recently you have been getting upset over little things and are finding your emotions overwhelming and tricky to understand. You have been supported with this in Nurture group by Helen to help you manage these big feelings.



Language that Cares in PEPs

- Some good examples from autumn PEPs:

Literacy & numeracy skills

Reading:

██████ you attend a phonics group daily. You enjoy these sessions because the lesson is structured so you are concentrating for only a short amount of time before moving on to the next activity. Your phonics teacher helps you by making sure you sit at the front on the carpet so you are able to look at the teacher to help you concentrate and join in. This means that you always complete good work when you go to your table to do your spellings and write sentences.

Writing:

██████ you have a great imagination and you are able to talk through your ideas well. ██████ you do find it difficult to get your ideas onto paper and you sometimes become distracted and do not write as much as you able to. This term, school are supporting you by making sure you are taught writing in a smaller group so you can have more help from the teacher.

Maths:

██████ you have been working on place value and number this term. You sometimes find it hard to concentrate on your maths work and your teacher helps you every day to explain your task to you on an individual basis. This term, school are supporting you by making sure you are taught maths in a smaller group so you can have more help from the teacher.

Language & communication

██████ you love talking about topics you are interested in with adult in school and your friends. You have a good knowledge of some very difficult words that you have learnt from your lessons and from watching documentaries at home.

Emotional wellbeing

██████ in school you use your zones of regulation to show how you are feeling and you will use feelings cards when you are not confident to talk about your emotions.

██████ sometimes you can get upset because you want to bring in toys from home. It is important that you toys stay at home ██████ so that you can stay focused on your work in lessons.

██████ you find it difficult to ask for help from adults within class when your work is difficult. Your teacher reminds you when you are finding it hard to do your work, that asking for help is OK.

██████ you have made a secure and trusting bond with Mrs ██████ in the pastoral team. You are able to see and speak to her out regularly during the day as she is always close by. You like taking to Mrs ██████ about lots of things including, if you feel upset or excited to tell her some news (usually about you many pets!)

Social interaction

██████ you have good relationships with other children and play well with your friends which you have lots of!

██████ you like to be in charge of games that you have created and sometimes find it difficult to understand that the other children like to make some choices too. School are supporting you ██████ by making sure there is an adult you can talk to at playtimes so you can talk through any friendship issues as they happen ██████ you can also attend colouring club at lunch time if you choose to.

Behaviour

██████ you try hard in school to show good behaviour. Sometimes ██████ you find it difficult to concentrate and at these times you will try to find a safe place for you sit. Recently, this has been under the table as it makes you feel unseen and protected. Your teacher and Mrs ██████ are supporting you with this ██████ by making sure you have regular movement breaks and safe place you can go to within class when you feel you need time to not seen by others. You also have a fidget toy and Mrs ██████ is going to get you a wobble cushion and weighted blanket to help you feel more comfortable in class.



Language that Cares in PEPs

Reading:

██████, you attend a phonics group daily. You enjoy these sessions because the lesson is structured so you are concentrating for only a short amount of time before moving on to the next activity. Your phonics teacher helps you by making sure you sit at the front on the carpet so you are able to look at the teacher to help you concentrate and join in. This means that you always complete good work when you go to your table to do your spellings and write sentences.

Writing:

██████ you have a great imagination and you are able to talk through your ideas well. ██████ you do find it difficult to get your ideas onto paper and you sometimes become distracted and do not write as much as you able to. This term, school are supporting you by making sure you are taught writing in a smaller group so you can have more help from the teacher.

Maths:

██████ you have been working on place value and number this term. You sometimes find it hard to concentrate on your maths work and your teacher helps you every day to explain your task to you on an individual basis. This term, school are supporting you by making sure you are taught maths in a smaller group so you can have more help from the teacher.



Language that Cares in PEPs

Social interaction

██████ you have good relationships with other children and play well with your friends which you have lots of!

██████ you like to be in charge of games that you have created and sometimes find it difficult to understand that the other children like to make some choices too. School are supporting you ██████ by making sure there is an adult you can talk to at playtimes so you can talk through any friendship issues as they happen. ██████, you can also attend colouring club at lunch time if you choose to.

Behaviour

██████ you try hard in school to show good behaviour. Sometime ██████ you find it difficult to concentrate and at these times you will try to find a safe place for you sit. Recently, this has been under the table as it makes you feel unseen and protected. Your teacher and Mrs ██████ are supporting you with this ██████, by making sure you have regular movement breaks and safe place you can go to within class when you feel you need time to not seen by others. You also have a fidget toy and Mrs ██████ is going to get you a wobble cushion and weighted blanket to help you feel more comfortable in class.

ANY QUESTIONS ?

Thank you!

