

Designated Teacher Briefing Session

Autumn Term 2024

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 – 10:05am – Welcome

10:05 – 11:05am – Nicola Marshall, Braveheart Education, Key Note Speaker

11:05 – 11:30am - Updates from Virtual School

11:30 – 11:35am – Inclusion Hub

11:35 – 11:45am – Designated Teacher Consultation

11:45 – 11:55am – Who Cares? A film created by Walsall children about transition

11:55 – 12:00pm – Discussion and Questions



Previously Looked After Children in Walsall

- Our focus for our Designated Teacher briefings this year will be how to support children who are previously looked after.
- Previously looked-after children are those who:
 - are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Wellbeing (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
 - were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society
- We currently have over 300 previously looked after children attending a school in Walsall. Around 15% attend early years settings or schools, 55% attend primary schools and 30% attend secondary schools.



Nicola Marshall - Key Note Speaker



BraveHeart Education is about helping and supporting those working with vulnerable children – whether they are looked after, adopted or in challenging home environments.

<https://www.bravehearteducation.co.uk/>

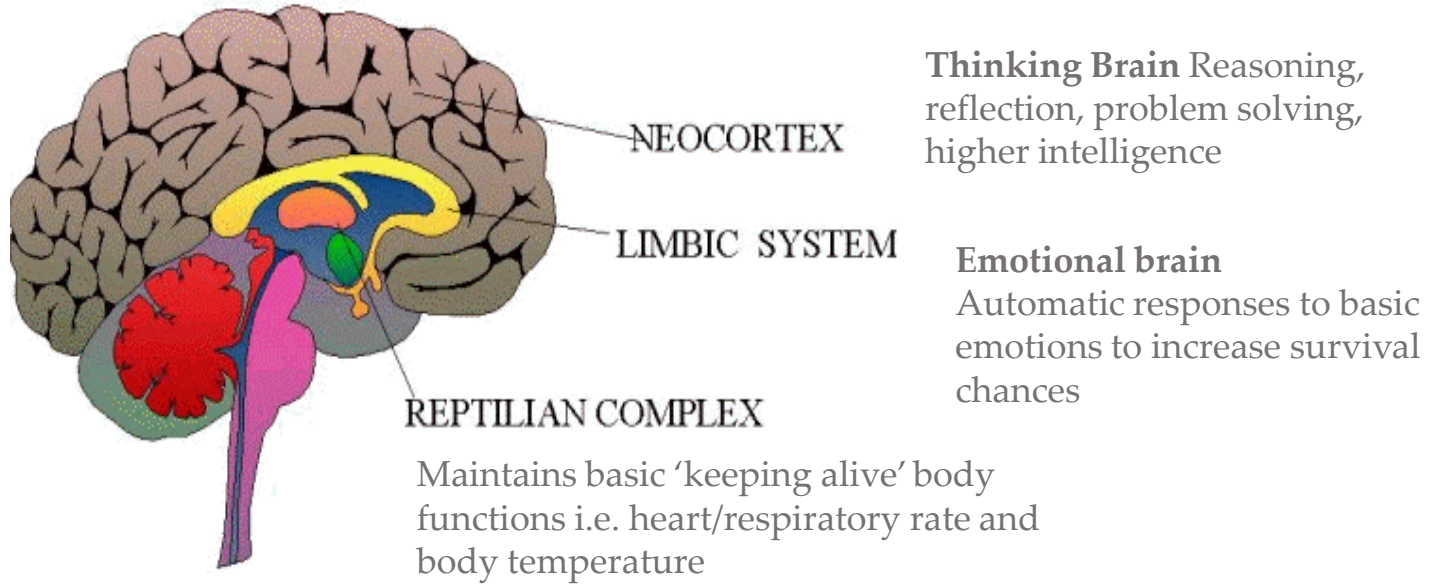
Adoption and Special Guardianship

Nicola
Marshall



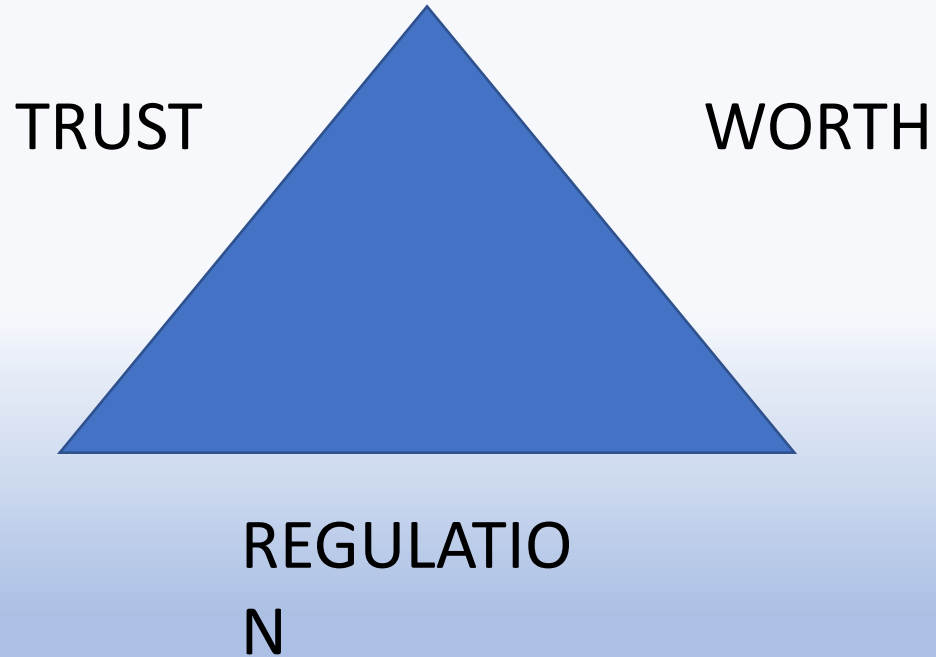
Now they are adopted/SGO....

- Reasons children come into care don't change
- The long-term impacts of early trauma
- Adoption and special guardianship should be a protective factor but often is complex
- Blocked trust in a child can hinder attachment to adoptive parents/carers
- ASGSF has barriers to access and time consuming
- Advocating for children is now on the shoulders of parents who have little to no support or understanding from their support networks



We are the hippocampus for these children

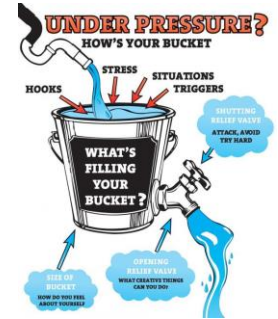
The Big Three



Stress



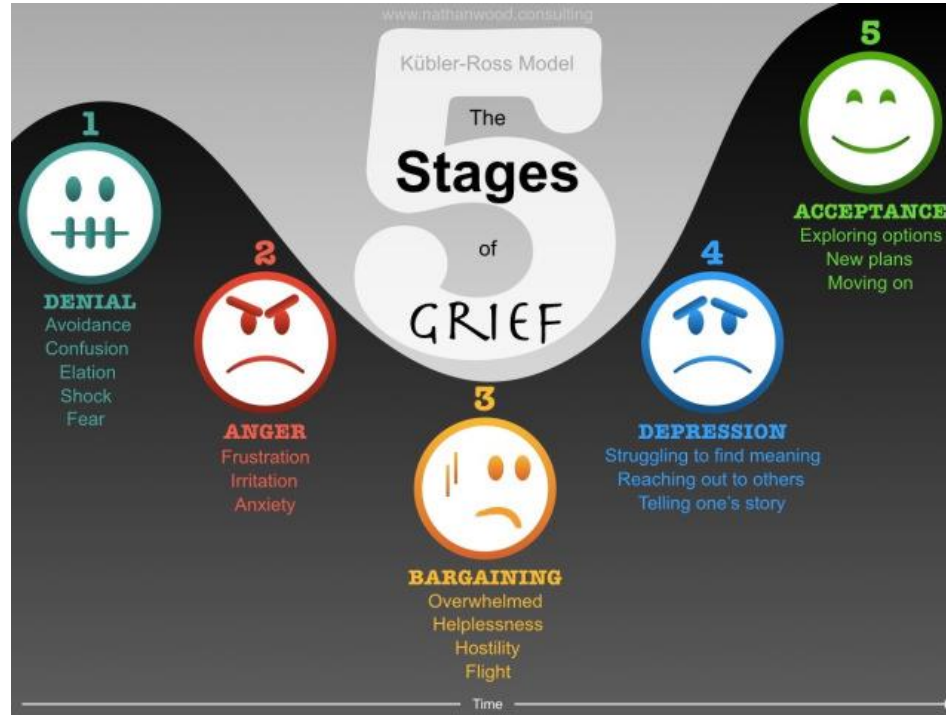
- The Stress Mountain Analogy
- The Stress Bucket



Secondary Trauma

Intrusive thoughts	Emotional exhaustion
Chronic fatigue	Dread
Sadness	Guilt and Shame
Poor concentration	Anger
Second guessing	Physical illness
Detachment	Withdrawal

Loss and Grief



Blocked Care

Reward system blocked – serve and no return	Approach system OFF
Compassion fatigue	Defence system ON
Shutdown emotionally	Becomes personal
Amygdala responses dominate	Complicated by parents' attachment
Parent in survival mode	There is no blame or fault on either side

Key Messages for Schools

1. Learning is not a priority – survival is
2. Shame is at the core of most behaviours or reactions
3. It's not personal
4. The safer the child feels the more difficult the behaviour may become, or it may be the other way around (work together with home)
5. Any child needs to feel safe and calm to learn
6. Connection not correction – relationship
7. Stage not age – think toddler
8. Fairness is not giving everyone the same but giving everyone what they need
9. Rewards and sanctions do not work consistently – it's not about behaviour modification but relieving anxiety
10. Behaviour communicates a need - not all fear looks like fear

Some Do's and Don'ts with Adopted/SGO Children

Do's	Don'ts
Act quickly	Don't leave them to sort out themselves
Have fun but remember they may take things literally	Over tease/over banter
Focus on relationship	Focus on behaviour
Connect before.....	Correct
Be consistent	Over commit/Over promise
Co-regulate (Time in)	Isolate (Time out)
Recognise different styles of Attachment	Forget stage not age
Praise/discipline in private	Praise/disciple in public
Read up on Attachment techniques	Rely on typical techniques
Focus on relieving anxiety	Focus on behaviour management

Some Do's and Don'ts with Adopters/Special Guardians

Do's	Don'ts
Get to know the family – their journey	Assume you understand how adoption/SG might feel
Listen to the parents/carers expertise on their child	Ignore the anxiety that may be there from the adopters/SGs about education
Speak to adopters/SGs regularly about what is happening outside of school as well as inside	Enforce adopters/SGs to keep sanctions going at home
Tell adopters/SGs about the good things their children do	Focus too much on external rewards
Consider a different approach to homework	Focus on academic achievement first
Be a key adult to the child – a positive adult for them	Assume you know how to parent their child
Work in partnership	Overlook the struggle adopters/SGs have to get their child into school
Ask what the adopters/SGs would like to tell you, would like you to know	Ask intrusive questions about the child's past
Read up on Attachment techniques and therapeutic parenting	Overlook the key events throughout the year that may be hard for the family
Focus on relieving anxiety for the adopters/SGs as well as the child	Forget self care for you too!!

Strategies to Strengthen Partnership

- When adopters/SGs are looking at schools they will be advised to speak to SENCO, Head, Pastoral Head and ask what you know of Attachment and trauma
- When they come to look around, they may be looking at the size of the school and the culture/feel – calm, small (ish), public rewards systems, shouting, can they relate to personnel, do you have experience with a range of special needs?
- Regular meetings with parents can really help – i.e. every week – no walk of shame
- Work with the parents on developing one-page profiles and keeping them up to date

One page profile examples



ELLIE STAFFORD
AGE 5
KINDERGARTEN

Teach me to soar and I will
-Kelle Hampton

VISION STATEMENT

We envision our daughter living a life of choice. We envision her having relationships she feels are valuable. In her future we envision her doing work that she enjoys and that makes her feel productive. We envision our daughter living a happy and meaningful life surrounded by love and support.

STRENGTHS

- Visual Learner
- Advanced Reader
- Knows ABC's and Letter Sounds
- Can count to 30
- Social and Kind
- Funny
- Smart
- Great Friend
- Fast Learner
- Excellent Memory

WHAT DOESN'T WORK

- Being Rushed
- Sudden Change in Activity
- Negative Talk
- Yelling
- Assuming I Don't Understand

I LOVE: My Parents, My Brothers Will and Luke, Taco Bell, Dancing and Rap Music.

WHAT WORKS FOR ME

- Patience
- Peer Modeling
- Schedule and Routines
- First/Then Visuals
- Picture Cues for Tasks
- Believe in My Abilities
- Praise Me For My Achievements
- Warn Me About Transitions

WHAT I'M WORKING ON

- Talking in Sentences
- Fine Motor Skills, like Writing, Cutting Paper and Coloring!
- Gross Motor Skills, like Running!
- Following Directions
- Conversational Speech



Jacob
Year 5

Things we love about Jacob

His sense of humor
Gives everything a go
He is kind and gentle
He loves asking questions
He is great at anything technical
He knows loads about films
He is constantly smiling

What is important to Jacob at school

Doing Maths - especially ordinals, times tables
Using the computer for word games and research
Playing with friends Oliver and Elliot at break times
Swimming lessons at school and their swimming swimming at weekends
Doing word searches

How best to support Jacob at school

Don't give Jacob more than 2 tasks at a time
Ask Jacob to repeat instructions to you so you he has understood
Don't distract him every 3-7 seconds
Ask Jacob to check spelling using a dictionary and new words using a thesaurus
When writing, ask Jacob to read it out and tell it. Writing on other parts that help him.



DENNIS HS FRESHMAN

- I love the Seahawks and the Ducks
- Athletic - I have done 3 triathlons and play golf
- Volunteer at Snow Cap.
- I love hard rock!

STRENGTHS/ ATTRIBUTES

- Contributor - I like to help
- Sense of humor
- Empathetic, a good friend
- Very physical

**I am a learner!
Teach me and I will
learn!**



VISION AND GOALS

- I will graduate with a modified diploma
- I will get a job at my uncle's car shop
- I will have a house and a roommate
- I will keep active

I want a whole life!



WHAT WORKS

- Treat me like I'm 15!
- Peer/group learning
- Breathe through stuttering
- Clear instructions
- Movement breaks

WHAT DOESN'T

- Gluten /Dairy/ Soy
- Talking over me
- No sensory breaks
- Low expectations
- Rushing me



Strategies to Strengthen Partnership

- Think about how you communicate – don't overwhelm but don't be afraid to challenge
- Provide a Key Adult for the child or a point of contact for adopters/SGs
- Look out for alternative therapies that could help adopted and vulnerable children in your school
- Keep everyone in the loop – other agencies (social workers, therapists – with adopter's permission). TAF maybe.
- Keep up-to-date with current legislation and resources on adoption i.e. have to be registered on school census by October to claim PP+

Resources

Unofficial Guide to Therapeutic Parenting Books – Sally Donovan

The Simple Guides Series of Books - Betsy de Tierry

The Teachers Introduction to Attachment – Nicola Marshall

Small guides – Attachment & Trauma and Transition – BraveHeart Education

The Explosive Child – Ross W Greene

Unconditional Parenting – Alfie Kohn

<https://www.youtube.com/watch?v=iTefkqYQz8g>
– Bessel van der Kolk – The Body keeps the score



Previously Looked After Children in Walsall

Walsall Virtual School
ASPIRE • BELIEVE • SUCCEED


- Home
- Newsletters
- About the Virtual School
- Virtual School Training offer 2024/25
- Information for Designated Teachers
- Virtual School Offer
- Personal Education Plans
- Pupil Premium Plus
- Information for parents/carers
 - Previously looked after children
- Children & Young People's Section
- Enhancement and Enrichment Activities
- West Midlands Children in Care Foundation

Walsall Virtual School


Welcome to our Website

The **Walsall Virtual School** is not a teaching institution. It is "a model by which the local authority provides services and support for the education of children in care and previously in care and a constructive challenge to those providing the services". We work closely and in partnership with education settings, social care, parents /carers and other professionals to ensure there is a holistic and comprehensive approach to the support of looked after and previously looked after children in all areas of their lives and to ensure all children and young people receive a quality provision via all partnerships.


Walsall Virtual School works to ensure that the education of our children and young people is of an exceptional standard. We aim for learners to have access to high quality, personalised and aspirational learning opportunities and strive to ensure they receive this.



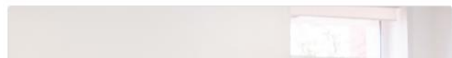
ATTACHMENT AWARE SCHOOLS PROJECT





VIRTUAL SCHOOL OFFER



TRAINING CALENDAR







Previously Looked After Children in Walsall

 Walsall Virtual School ASPIRE • BELIEVE • SUCCEED
Virtual School Training offer 2024/25
Information for Designated Teachers
Virtual School Offer
Personal Education Plans
Pupil Premium Plus
Information for parents/carers
Previously looked after children
Children & Young People's Section
Enhancement and Enrichment Activities
West Midlands Children in Care Foundation
Promoting the Education of Children with a Social Worker
Special Educational Needs (SEN)
Virtual School Speech & Language Specialist Support Service
Virtual School Policies / Procedures / Practices

Previously Looked After Children

Local authorities have a duty under section 23ZZA of the Children Act 1989 (inserted by section 4 of the Children and Social Work Act 2017) to promote the educational achievement of previously looked-after children in their area by providing information and advice to:

- any person that has parental responsibility for the child;
- providers of funded early years education designated teachers for previously looked-after children in maintained schools and academies; and
- any other person the authority considers appropriate for promoting the educational achievement of relevant children

Previously looked-after children are those who:

- are no longer looked after by a local authority in England and Wales (as defined by the Children Act 1989 or Part 6 of the Social Services and Wellbeing (Wales) Act 2014) because they are the subject of an adoption, special guardianship or child arrangements order; or
- were adopted from 'state care' outside England and Wales. 'State care' is care provided by a public authority, a religious organisation, or any other organisation whose sole or main purpose is to benefit society

The duty applies to children who are in early years provision (secured by the local authority under section 7(1) of the Childcare Act 2006) and continues throughout the compulsory years of education where the child is in provision funded in part or in full by the state.

- VSHs are integral to ensuring that local authorities discharge their duty to provide suitable advice and information for the purpose of promoting the educational achievement of previously looked-after children. They can also undertake any activity they consider appropriate where that activity will promote the educational achievement of such children in their area.

We currently have over 300 previously looked after children attending a school in Walsall. Around 15% attend early years settings or schools, 55% attend primary schools and 30% attend secondary schools. Some of the work we have carried out in relation to previously looked after children is

- Challenging schools to avoid drift and delay in relation to the admissions of previously looked after children
- Challenging schools in relation to exclusions of previously looked after children
- Attended school meetings
- Provided intervention from our own staff
- Contribute to the SGO carers newsletter
- Challenge schools on the use of pupil premium funding for previously looked after children
-

Pupil Premium for previously looked after children

Additional financial support for Previously Looked After Children is available for schools through the Pupil Premium Grant. The funding goes directly to the schools if the child/young person is recorded on the October Census

As with, pupil premium for looked after children, this additional funding is to be used to improve the attainment of previously looked after children and close the attainment gap between this group and their peers.

Designated Teachers have a statutory responsibility to play a key part in decisions on how the pupil premium funding for previously looked after children is used.

The Designated Teacher has an important role in ensuring the specific needs of Looked After and Previously Looked After Children are understood by the school's staff and reflected in how the school uses Pupil Premium funding to support these children.

Useful links and references:

[DfE designated teacher for looked after and previously looked after children-statutory guidance on their roles and responsibilities](#)

[DfE Guidance on PP+ Funding and Accountability for Schools](#)

[The Education Endowment Foundation Pupil Premium Guide](#)

[How schools are spending the funding successfully to maximise achievement-Ofsted 2013](#)

Useful links & resources for parents/carers and designated teachers

[2020 03 31_welcoming adopted child to secondary school v1](#)

[2020 03 31_welcoming adopted child to primary school v1](#)

[Promoting the education of looked after and previously looked after children](#)

[Adoption UK](#)

[First4adoption](#)

[PACUK](#)



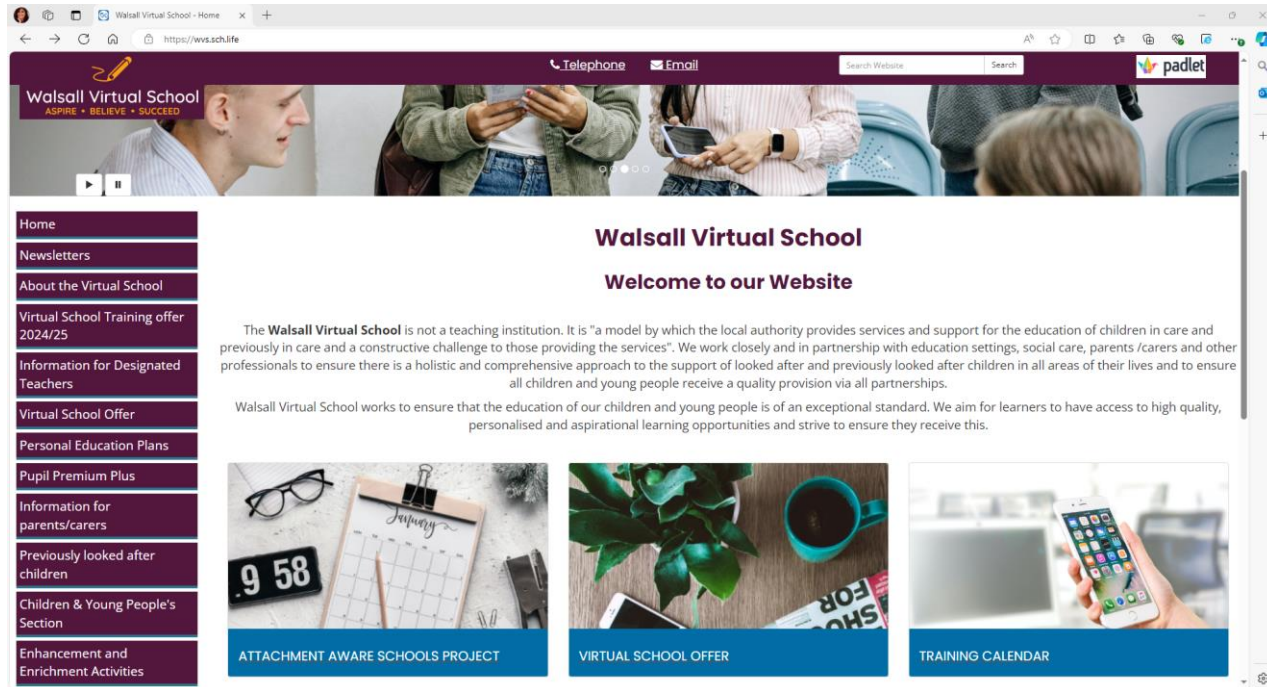
VS Updates – Attainment Data 2023 - 2024

EYFS	% Met GLD
2022 – 2023	39%
2023 – 2024	42%

KS2	Reading	Writing	Maths	Combined RWM
2022 – 2023	53%	40%	53%	40%
2023 – 2024	65%	45%	65%	40%

GSCE	4+ Inc English and Maths	5+ Inc English and Maths
2022 – 2023	13%	5%
2023 – 2024	24%	18%

VS Updates – Upcoming Training



The screenshot shows the homepage of the Walsall Virtual School website. The header includes the school's name, logo, and navigation links for Telephone and Email. A search bar and a Padlet logo are also present. The main content area features a large banner image of students, followed by the school's name and a welcome message. Below this, there is a paragraph explaining the school's mission and a list of services. At the bottom, there are three featured sections: Attachment Aware Schools Project, Virtual School Offer, and Training Calendar.

Walsall Virtual School
ASPIRE • BELIEVE • SUCCEED

Telephone Email Search Website Search padlet

Walsall Virtual School

Welcome to our Website

The **Walsall Virtual School** is not a teaching institution. It is "a model by which the local authority provides services and support for the education of children in care and previously in care and a constructive challenge to those providing the services". We work closely and in partnership with education settings, social care, parents /carers and other professionals to ensure there is a holistic and comprehensive approach to the support of looked after and previously looked after children in all areas of their lives and to ensure all children and young people receive a quality provision via all partnerships.

Walsall Virtual School works to ensure that the education of our children and young people is of an exceptional standard. We aim for learners to have access to high quality, personalised and aspirational learning opportunities and strive to ensure they receive this.

- Attachment Aware Schools Project
- Virtual School Offer
- Training Calendar

VS Updates – Upcoming Training

Calendar

Thu 26 Sep 2024	10:00 - 12:00 Designated Teacher Briefing Session Virtual School updates and a focus on previously looked after children
Wed 2 Oct 2024	09:00 - 16:30 Trauma & Attachment Practitioners Award– Day 1 As part of our Walsall Attachment Aware and Trauma Informed schools project, we are offering a 3 day practitioners pathway to strengthen adult knowledge and skills, whilst developing experience of working with children, young people and families who have experienced or who are living with trauma, loss, disharmony, violence, abuse and or neglect
Tue 8 Oct 2024	11:00 - 13:00 An Introduction to Trauma and the Brain This introductory session looks at the impact of childhood trauma on the brain and how these further impacts on learning. This session is aimed at designated teachers and safeguarding leads.
Tue 8 Oct 2024	13:30 - 13:30 An Introduction into using the Principles of PACE in Primary Schools PACE is a therapeutic approach developed by psychologist Dr Dan Hughes. This introductory session looks at how the principles of PACE can be applied in primary schools. The session is aimed at staff who work directly with children and young people in school
Wed 16 Oct 2024	09:00 - 12:00 Executive Functioning for Vulnerable Children
Wed 6 Nov 2024	All day Understanding the SDQ The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 3–16-year-olds. It exists in several versions to meet the needs of researchers, clinicians, and educationalists. The three-hour on line training event will give you the opportunity to learn more about the SDQ. The aim of the training is to provide you with an overview of how to use the SDQ, how to interpret the data and how to think about appropriate interventions based on the res
Tue 26	11:00 - 13:00 An Introduction to Childhood Trauma and the Brain (Secondary schools)



VS Updates – Upcoming Training

Our Training Offer

Walsall Virtual School
**Training Offer for Schools
and Education Settings**



Virtual School Training Offer Booklet.pdf



Walsall Council

PROUD OF OUR PAST, OUR PRESENT AND FOR OUR FUTURE

VS Updates – Upcoming Training

Designated Teacher Drop In Sessions

Microsoft Teams [Need help?](#)

[Join the meeting now](#)

Meeting ID: 359 692 201 894

Passcode: dGXXje

Walsall Virtual School
ASPIRE • BELIEVE • SUCCEED

**DESIGNATED
TEACHER
DROP IN
SESSIONS**

Designated Teacher Drop In Sessions will be online every Monday during term time from 4:00 - 4:30pm. Please feel free to drop in if you have any questions regarding your Walsall children in care.

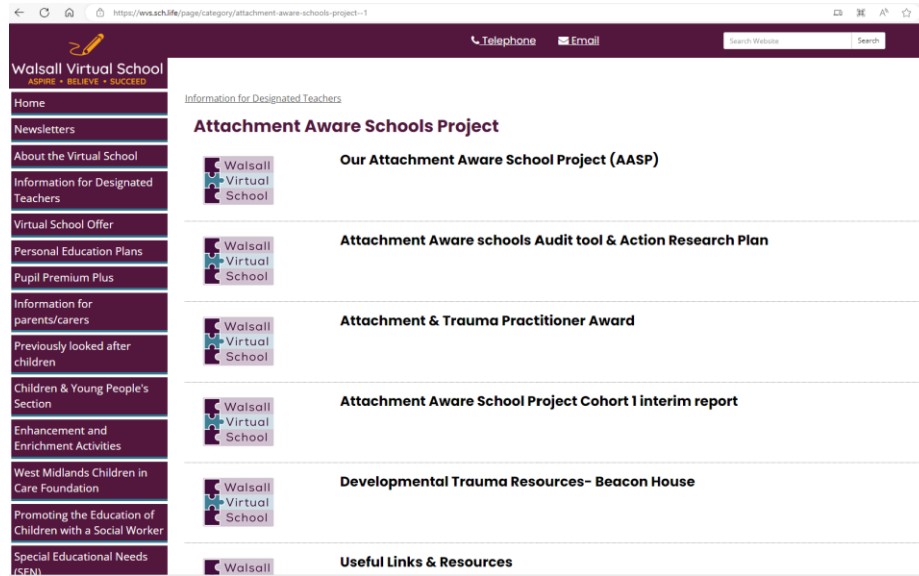
JOIN ON TEAMS
MEETING ID: 359 692 201 894
PASSCODE: DGXXJE

ANY PROBLEMS, PLEASE
EMAIL
WALSALLVIRTUALSCHOOL@
WALSALL.GOV.UK



VS Updates – Attachment Aware School

Walsall Virtual School - Attachment Aware Schools Project



The screenshot shows a web browser displaying the Walsall Virtual School website. The URL is <https://wvs.sch.life/page/category/attachment-aware-schools-project--1>. The page features a dark purple header with the school's logo and navigation links for Telephone and Email. A search bar is also present. The main content area is titled "Attachment Aware Schools Project" and lists several resources, each with a small Walsall Virtual School logo icon:

- Information for Designated Teachers**
- Attachment Aware Schools Project**
 - Our Attachment Aware School Project (AASP)**
 - Attachment Aware schools Audit tool & Action Research Plan**
 - Attachment & Trauma Practitioner Award**
 - Attachment Aware School Project Cohort 1 interim report**
 - Developmental Trauma Resources- Beacon House**
 - Useful Links & Resources**



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
 - Rosedale Infant School

Nurture Hub Referral Process

Referral Process for Accessing Nurture Hubs

1. Initial Identification

Designated Teachers, pastoral staff, or SENCO identify a child displaying signs of trauma (emotional, behavioural, or educational difficulties). Initial concerns should be documented, including any interventions already implemented.

2. Completion of the Boxall Profile

The school completes a Boxall Profile for the child. This profile assesses the child's emotional and social development and helps identify underlying difficulties. Results from the Boxall Profile should inform whether the child would benefit from the Nurture Hub and what specific areas of support they need. Including the Boxall Profile adds a structured assessment to better understand the child's needs before accessing the Nurture Hub.

3. Consultation with Virtual School / Nurture Hub Team

The school contacts the Nurture Hub team at Walsall Virtual School to discuss the child's Boxall Profile results and other concerns. This consultation will help determine if the Nurture Hub is a suitable intervention.

4. Referral Form Submission

If a Nurture Hub placement is recommended, the school completes a detailed referral form, including:

- - Child's Boxall Profile results.
- - Background information (education, social, and emotional history).
- - Trauma history and the impact on the child.
- - Current strategies/interventions used.
- - Desired outcomes from Nurture Hub support.



Nurture Hub Referral Process

5. Assessment of Referral

The Nurture Hub team, along with other relevant professionals (e.g., CAMHS, Social Workers), reviews the referral and Boxall Profile results. The child's needs are assessed against the Nurture Hub's criteria and capacity to ensure an appropriate fit.

6. Decision and Feedback

The school is informed of the decision regarding the referral. If accepted, a meeting is arranged between the child, school, and Nurture Hub staff to agree on a plan of action, including duration, goals, and progress monitoring. If the referral is not accepted, the team provides feedback, along with alternative suggestions for support.

7. Parental and Child Consent

The school must obtain written consent from the parent/carer and social worker to enable the child to participate in the Nurture Hub program.

8. Start of Nurture Hub Support

The child begins their placement in the Nurture Hub. Ongoing communication between school staff and Nurture Hub professionals ensures consistency and support, with the Boxall Profile informing interventions.

9. Review and Transition Planning

Termly reviews take place with all stakeholders (school, Nurture Hub, parent/guardian, child) to assess progress. - The Boxall Profile may be re-administered to track emotional and social development. Plans for transition and reintegration back to mainstream education or other relevant support services are discussed.

10. Exit Plan and Post-Intervention Support

An exit plan is developed, including ongoing support strategies to ensure progress is sustained after the child leaves the Nurture Hub. Monitoring and post-intervention support from both the school and Nurture Hub team are in place for a smooth transition.



VS Updates – Enrichment

- Book in a Bag



Walsall Virtual School – Book in a Bag

Hello! Welcome to your 1st Book in a Bag!

Thank you to those who sent their feedback last month, but we'd like to give a final opportunity for feedback on the Book in a Bag project.

This academic year you've received a different book each month but we'd really like to know what you think about them. We'd really appreciate if you would fill in the 5 questions below and send a photo of it to info@walsallvirtualschool.org.uk or to 01777 15170, so that we know whether to carry on with the project next year.

We will pick out 3 people who complete the questions below at random to receive vouchers of your choice – either you can't choose a new book or maybe stationary or a special case ready for September! Up to you!

Name: [Redacted] Year Group: Y5 Girls (years)

1. Have you enjoyed receiving the books this year? Yes
2. Is there any reason you've said yes or no to the question above?
Thanks for giving us your time for us.
3. What was your favourite book you've received this year?
Marcus Rashford
4. Do you think we should do the Book in a Bag project again next year? Yes
5. Do you have any other comments?
Really big thumbs up you are a genius!

We have submitted to the Learning platform, CEI, all of our children and young people to ensure they have access to the CEI Support and enable programmes. CEI is a professional learning. With a comprehensive curriculum, individualised guidance and real-time analytics, CEI meets the unique needs of each learner.

The appliances are exactly the child's but reuse and make of their last school, i.e. the design should be the same as last.

The payments are all fully paid but you can see and change this, you must have a laptop or PC, please contact enrichment@walsallvirtualschool.org.uk if you need help.

IDL



- Pack in the Post



VS Updates – Enrichment

- What on Earth

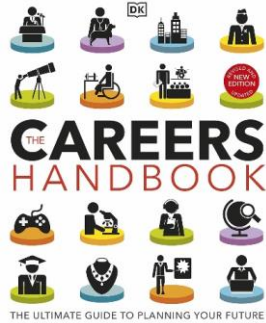


- Storytime



VS Updates – Enrichment

- Learning packs
 - EYFS Learning Pack: Autumn - Fine Motor Development/ Writing, Spring – Literacy, Summer – Maths
 - Year 9 Careers Pack
 - Year 5 Writing Pack
 - Year 11 Revision Pack



VS Updates – Enrichment Offer

We have developed an offer that aims to expose children and young people to a rich and diverse range of activities and experiences, giving them a deeper understanding of the world around them. There is a balance of activities for the different age groups from Early Years through to Post 16. Many of the activities build upon the experiences made within the previous Key Stage.

Below is our enrichment offer for the 2024-2025 academic year:

	Oct Half term	Christmas	Feb Half Term	Easter	May Half Term	Summer Break
EYFS	Stay and play	Pantomime	Animal man	Farm trip	Little Kickers	
KS1	Bewilderwood	Severn Valley Santa/ Jingleclaw	-	Trip to the seaside	-	-
KS2	Bewilderwood	Severn Valley Santa/Aladdin	Golf/Thinktank	Trip to the seaside	London Experience	Transition residential
KS3	Manchester Stadium Tours	Ballet- Nutcracker	Bear Grylls	Liverpool Experience	RAF Cosford	-
KS4	Manchester Stadium Tours	Ballet- Nutcracker	Bear Grylls	Liverpool Experience	RAF Cosford	-
KS5	Manchester Stadium Tours	-	Bear Grylls	-	RAF Cosford	Seaside Trip
Post 18	Manchester Stadium Tours	-	-	-	-	Seaside Trip



VS Updates – Enrichment Offer – Forest School



In Summer 2, 6 children attended 6 Forest School sessions run by Walsall Virtual School at **Watling Street Primary School**.

VS Updates – Enrichment Offer – Forest School

Forest School

Walsall Virtual School are offering children an exciting opportunity to attend Forest School Sessions.

Forest School is a child centred learning approach offering learner inspired, hands on experience in the natural environment. The sessions are fun and creative and encourage problem solving to build self confidence.

Weekly outdoor sessions of outdoor play, exploration, and learning will be taking place at Watling Street Primary School's delightful Forest School area.

These sessions will include games, craft activities, den building, and pure fun!

Every Tuesday 3.45-5.15pm

At

**Watling Street Primary, Brownhills
WS8 7LW**

For more information please contact

walsallvirtualschool@walsall.gov.uk 01922652816



**Led by : Alexandra Walker, Katie Dodd
and Chris Sadler (Level 3 Forest school
practitioners.)**

- **Autumn 1 Sessions:**
- The **6 sessions** will be after school **every Tuesday from 3:45-5:15pm**, at **Watling Street Primary School** starting on 24th September.
- If you have a child you think would like to attend, let us know by speaking to one of us or emailing walsallvirtualschool@walsall.gov.uk



Inclusion Hub

Inclusion Hub

VSInclusionTeam@walsall.gov.uk

Telephone number

01922 653300

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

West Locality - Alex James-Walker - Alexandra.james-walker@walsall.gov.uk

North Locality – Jennie Dalton - Jennie.Dalton1@walsall.gov.uk

East Locality – Claire Birch - claire.birch@walsall.gov.uk

Central & South Locality - Emma Jones - emma.jones@walsall.gov.uk



Designated Teacher Consultation



Who Cares?

A film made by Walsall children in care about the challenges faced when transitioning from primary to secondary school.

This is Milly's story...

[Who Cares v6.mp4 \(dropbox.com\)](#)

Who Cares?

We would like to say a massive thank you to

Mercedes

Lacey

Carmen

Eva

McKenzie

Tommy

Scarlett

Vamos Theatre

Ormiston Shelfield Academy



ANY QUESTIONS?

Thank you!

