

Hampshire
Services

VIRTUAL SCHOOL CiC

The Hampshire Virtual School **Annual Publication**

for Designated Teachers of
Children in Care

AUTUMN 2019

Foreword

This is now our fourth Designated Teacher Annual Publication.

Looking back through the three previous editions I was really struck by the phenomenal pace of change for Virtual Schools and Designated Teachers in terms of both national and local developments, thinking and practice. One of the aims of the Annual Publication is to provide a round up of key information, research and ideas to support you in your role as DT. In time, I think our Annual Publications will provide a really interesting historical chronicle and insight into the education of care experienced children!

If you have shared the past three to four years with us, you will have witnessed our development into one Hampshire and Isle of Wight Virtual School, now with a well established Virtual College supporting transitions into post 16 destinations and a terrific partnership with Services for Young Children, supporting our youngest children. You will hear us beginning to use the term 'care experienced' more and more although CLA (children Looked After) and LAC (Looked After Children) are still used in national documents. This is due to the feedback children and young people have provided around the negative connotations of acronyms like LAC. Having said this, we have a new statutory duty around children previously looked after and a new set of acronyms including PLAC which I am sure will also evolve!

This term we have to say goodbye to a long serving member of our Virtual School Team. Lisa Marie Smith has been with us as Deputy since 2016. Whilst we are sad to lose an amazing colleague and friend, we will still be in touch with her as she takes up her new role as Birmingham Virtual School Head. We know she will take the midlands by storm!

In this edition you can read about:

- The great work the Virtual College team is doing, providing bespoke support where needed to secure post 16 destinations but also tracking educational progress and achievement.
 - Exciting developments in the early years to ensure training and support is available as flexibly as possible through our new Moodle and webinars. You can hear back from Year R teachers about the impact on their day to day thinking and practice.
 - News of our well established Attachment Aware Schools Programme (ATAS) which now includes a community of 96 Hampshire schools and 28 Isle of Wight schools. You can learn more about the impact it is having, and our involvement in the Timpson national Attachment Aware Schools programme. Details of our Virtual School training offer can be found also in this publication.
 - Our continuing work around children previously looked after including our recent survey to understand the experiences and views of adoptive parents. This provides interesting reading which you can consider in relation to your own context.
 - Key areas of interest to us all such as the Rees Centre (University of Oxford) research into school exclusions and the impact on our care experienced cohort at both individual child and institutional levels. This links also to the national Timpson review of school exclusions, published earlier this year.
 - The work underway to understand more about the education of Children in Need (CIN) as a cohort and the continued efforts of dedicated school staff, social workers and others to keep them safe, access education and enjoy their learning.
 - Organisations, resources and charities that can help and support care experienced children to thrive and flourish. And MUCH MORE!!
- Don't forget to visit our website where you can find the most recent Virtual School brochure, PEP templates, pupil premium information and all the information you need.
- <https://www.hants.gov.uk/educationandlearning/virtual-school>
- Finally, can I thank every Designated Teacher so much for your hard work, energy and commitment to our children in care which we hugely appreciate. We wish you a successful and fulfilling year in your role.
- Anwen Foy**
Executive Head Teacher Hampshire and Isle of Wight Virtual School for children in care
Head Teacher Hampshire and Isle of Wight Virtual School and College for children in care.

Local and National Updates

Update from the Rees Centre – Research in Fostering and Education

REES CENTRE
Research in Fostering and Education
University of Oxford Department of Education



The Rees Centre for Research in Fostering and Education is in the University of Oxford Department of Education. Through research and its application, the Rees Centre aims to make a difference to the life chances of children and young people in foster care and those who have experienced care.

BREAKING NEWS from the Rees Centre:

£2.55M FUNDING BOOST FOR RESEARCH INTO IMPACT OF UK SCHOOL EXCLUSIONS

New ESRC grant will see first-time multi-disciplinary research conducted on consequences of school exclusions across the UK, led by the Department of Education at the University of Oxford.

A team of researchers operating across Oxford, Cardiff, Edinburgh, Belfast and the London School of Economics (LSE) will further research into the impact of UK school exclusion after the Economic and Social Research Council (ESRC) awarded a large grant. The four year project will be led by Professor Harry Daniels and Associate Professor Ian Thompson at the University of Oxford's Department of Education and is due to commence on 2 October 2019.

The ESRC has awarded £2,550,850 to develop a multi-disciplinary understanding of the political economies and consequences of school exclusion across the UK. The research will lead to a greater understanding of the cost of exclusions at individual, institutional and system levels, as well as pupils' rights, entitlements, protection and wellbeing, and the landscapes of exclusion across the UK's four jurisdictions.

There are vast differences in the rates of permanent school exclusion in different parts of the UK with numbers rising rapidly in England but remaining relatively low or even falling in Northern Ireland,

Scotland and Wales. Latest figures show there were 7,900 permanent exclusions in England compared to just five in Scotland, not accounting for many informal and illegal forms of exclusion.

In this research, home international comparisons of historical and current policy, practice and legal frameworks relating to school exclusion will be conducted for the first time.

Ian Thompson, Associate Professor of English Education at Oxford's Department of Education and Co-Principal Investigator for the research commented: "*Exclusions have long and short-term consequences in terms of academic achievement, well-being, mental health, and future prospects. Previous research and official statistics show that school exclusions are also far more likely to affect pupils with special needs, from low income families, and some ethnic backgrounds.*"

Preliminary work conducted by the research team, which first established in 2014, has illustrated that pressures on schools to perform well in examination league tables can lead to the exclusion of pupils whose predicted attainment would weaken overall school performance. As a consequence, pupils who do not conform to the rules can be excluded to the social margins of schooling.

"Exclusion is a process, rather than a single incident, that can only be fully understood when examined from multiple professional and disciplinary perspectives," said Harry Daniels, Professor of Education at Oxford's Department of Education and Consultant Principal Investigator for the work. "Education policy has also largely ignored the work conducted by school and welfare professionals that attempts to address disruptive behaviour to prevent more serious incidents. This project therefore aims to highlight ways in which fairer and more productive outcomes can be achieved for pupils, their families, and professionals by comparing the ways in which policy and practice around exclusions differ in the four jurisdictions. "

The research is organised into three work strands: landscapes of exclusion; experiences of exclusion; and integration. The landscapes of exclusion strand examines the ways in which policies and legal frameworks shape interventions designed to prevent

exclusions; the financial costs associated with exclusion; and patterns and characteristics of exclusion. The experiences of exclusion strand focuses on families', pupils' and professionals' experiences of the risks and consequences of exclusion. The integration strand will integrate these findings to ensure that the learning is continuous as the research develops a coherent multi-disciplinary understanding of the political economies of exclusion.

These analyses will involve the cross cutting themes of: children's rights, youth crime, values and the role of religion, geographical context, gender and ethnicity, social class, special needs and disability, and mental health.

Such a positive piece of work which will build on and address the key findings and recommendations from the Timpson Review on Exclusions – more on that later in the publication!

The Rees Centre hosts many useful webinars last year one of our Hampshire Schools were invited to host one.

Richard Glenny, Deputy Head of Priestlands School talks about experiences in his school around whole school approaches to attachment. Richard and his team were part of our first cohort for ATAS and have continued to grow their approaches and practice.
<http://reescentre.education.ox.ac.uk/our-events/webinars/>

To find information and resources linked to our national research programme on attachment and trauma awareness in schools, please visit the project page for the Timpson Programme.

Please note that the Rees Centre has a new website as of July 2019. Please visit
<http://www.education.ox.ac.uk/rees-centre/>

Education Desty



Many of you will now be familiar with 'Desty', the Virtual School have been working with them for a few years now. It is "a colourful, personalised learning platform where the child can create, tell and share his/ her story of feelings, thoughts and relationships. Desty is their trusty in-world mentor who is there if help is needed.

Teachers in 'Desty' schools are trained to support and reinforce the child/young person's emotional growth and personal development as they engage in this programme.

Over the past year the Virtual School has funded this training for all our residential homes. This has enabled them to be able to provide this provision for their young people at a time that works for them and offered a level of flexibility. The following homes have Desty trained mentors (or one in training!)

- Crofton House - in progress
- Ferne Lodge - complete
- Berry View - complete
- The Mead - complete
- Cypress Lodge - complete
- Amani - in progress
- Milesdown - complete

New from Coram Voice



Their latest focus is the launch of a new animation 'AdvoCat' to encourage young children in care to get their voices heard

AdvoCat, is their new advocacy superhero aimed at encouraging young children in care to access independent advocacy to help them express their views when decisions are made about their lives.

AdvoCat, an animated superhero character, will feature in a series of new videos to explain in a fun and engaging way to children aged 11 and under what advocacy is and how it can help them to get their voices heard.

Though our work delivering the national advocacy advice line **Always Heard** and our work with other advocacy providers we know that the younger children are, the less likely they are to know about advocacy. We also know that many of the youngest children do not fully understand their situation, with findings from Coram Voice's 2018 **Bright Spots** survey showing that only 51% of four to seven year olds felt that they had been given a full explanation as to why they were in care, compared to 82% of 11-18 year olds.

This is why we worked with a group of primary aged children to find out what would help them understand and engage with advocacy. Their solution was AdvoCat – the everyday superhero who helps children get their voices heard loud and clear!

We are pleased to launch AdvoCat as part of our new improved website, which we hope will raise awareness of the role of advocates and how they can help children navigate the care system and ensure that their views and rights are taken into account by decision makers.

To watch the first animation visit their website or follow the link below

<https://coramvoice.org.uk/advocat-2>



Adventure Under Sail – an Epic voyage with Ocean Youth Trust South



The Hampshire Virtual School works with Ocean Youth Trust South and The Trafalgar Project to facilitate 10 students each year to access sail training on their training vessel 'Prolific'.

If you feel one of your students would benefit from joining the 2020 crew, please contact the Virtual School Office for more details. The 2020 trip will set sail on Saturday 9th September 2020, and is a registered and approved sporting activity.

The 2019 crew sailed from Ocean Village, Southampton, on a 5 day voyage which saw them learn skills, build relationships and develop resilience. In a mixture of weather, the 11 to 16 year olds crewed Prolific, hoisting the sails as a team and taking individual responsibility at the helm, as well as sharing the cooking and dishwashing. New skills were also developed in terms of helping crewmates deal with seasickness! The quarters were 'close', with the student crew staying onboard for the 5 days and learning the social skills needed to survive bunk living, as well as achieving the nationally recognised Royal Yachting Association 'Start Yachting' certificates.

The qualified skipper sent the following report on the voyage:

'The group joined on Saturday and sailed down to Yarmouth that day where they spent a night on a buoy. Next day it was really windy, not a day for leaving the Solent, so they headed back to Cowes, doing sailing exercises on the way, and had a good time ashore. On Monday the weather improved and they were able to go all the way to Studland Bay where they anchored and went to the beach. Everyone enjoyed being in the dinghy, and paddling. They stayed overnight in the anchorage and next day had a great sail, initially back to the buoy outside Yarmouth where they worked hard towards their sailing qualifications and planned the pilotage back through the Solent. Then in three teams the young people took charge of the navigation and sailed back through the Solent to an anchorage in Stokes Bay. The final morning was a short passage back to Southampton after sailing a total of 102 nautical miles.'

In their feedback the crew said:

J (14): *'I enjoyed sailing with OYT sooo much. I have had an amazing experience hoisting sails, steering the boat and sailing an awesome ship. Thank you OYT.'*

M (12): *'I enjoyed this trip and I got on well with people and I have had an amazing experience on the hoisting sails, steering, sleeping. It is a nice ship thank you OYT and I didn't enjoy being sick.'*

S (14): *'Absolutely amazing the staff are always there if you need them and I will love to do it again.'*

Many of the crew joined us at our Celebration Exhibition Event, in July, enthusiastically telling their peers about the fantastic opportunity that this residential training course offered. One young person even commented that they were in two minds about sharing how great the trip was as they didn't want too much competition for a space on the 2020 trip! If you have a young person who you feel would benefit from a space on the 2020 crew, please contact the Virtual School office for more information.



Celebrating Success – an exhibition of work and achievements by Children in Care.

2019 saw the introduction of a new way of celebrating the successes of students in the Virtual School in Hampshire.

Having listened to feedback from our students, carers, social workers and schools we piloted a new format for our annual awards event, moving to an 'exhibition' format where the students presented and demonstrated their skills and achievements.

Ashburton Hall, Winchester, was temporarily transformed into a gallery with refreshments laid on and our students acting as custodians of their work, with support from carers and teachers. Visitors to the exhibition, which took place on the 13th July 2019, were able to meet the exhibitors and discuss the exhibits, leaving feedback for each.

We had a wide range of exhibits including a rolling picture presentation from the team who attended the Ocean Youth Trust South Virtual School Voyage, a write up and live demonstration of art criticism, shared learning craft and modelling artwork, Lego building demonstrations, video and photographic capture of sporting achievements as well as biographical writing and poetry.

Exhibitors received awards for taking part and each took away a treasure box of positive comments on their work and achievements.

Feedback on the day was resoundingly positive with one carer stating:

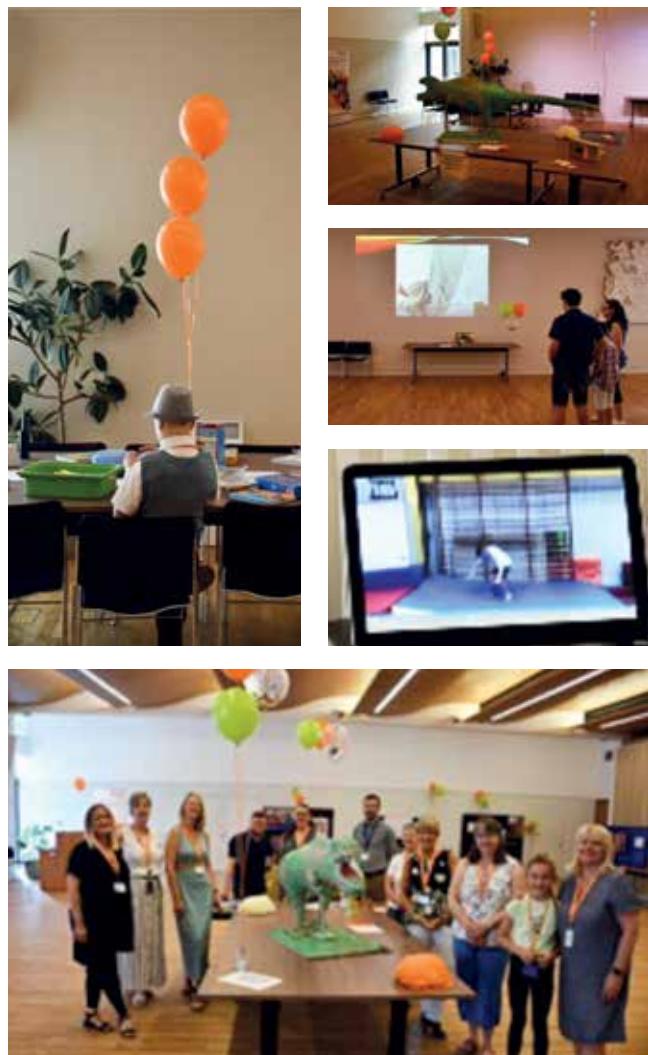
'I think this is a brilliant way of boosting the self-esteem of cared-for children. I thought it was a good plan that the children had their own space in the hall as it helped them to feel secure in what was a strange place. The name badge was a good idea as it made T feel important.'

The shoe box for comments was a great plan! T had 52 slips of paper in his box. All were very positive and some very complimentary. We sat and read them together at home and he was very proud of himself.'

The success of the 2019 pilot has spurred us on and the date for next year's event is already in the Virtual school diary for Saturday 11th July 2020.

Please do save this date and start thinking about what you and your students, who are also members of The Virtual School, can contribute to next year's exhibition. Further details on how to make entries will follow in January 2020, with the closing date for entries being 18th May 2020. We have developed many imaginative ways to capture our student's achievements, so please do not hesitate to contact the Virtual School Office to discuss any ideas you have for the 2020 exhibition.

If you have a student with a PEP target around building self-confidence or self-belief, then do remember to make an entry for the exhibition a part of their action plan: Exhibition 2020 will definitely help!



Focus on Post 16

Virtual College Hampshire KS4 & post 16

From April 2018 the Virtual School has been expanded to include a dedicated post-16 advisers who will work with 16-18 year olds who are 'eligible' or 'relevant' to the care system.

The Virtual College plays a vital role in supporting other professionals, carers and young people who are Care Leavers from Hampshire in respect of education, training and employment. Education and training can be the key to ensuring young people make the transition to full independence positively and in employment. The Virtual College will work in partnership with colleagues in social care, carers, young people, colleges/universities and training providers.

We know that the change from school to sixth form or college can be quite difficult and so will provide support to help with this move. We will consider anything that might be a barrier or difficulty and work with the young person and education provider to secure the best possible support post-16. We will maintain contact throughout Y12 and Y13 and beyond if necessary.

Some of our responsibilities are to provide advice, guidance and support to all professionals, carers and young people in respect of education, training and employment by:

- Attending the Year 11 Personal Education Plans or CLA review to support and advise on transition plans into further education, training and employment.
- Ensuring where necessary young people have a full careers information, advice and guidance interview.
- Contributing to a young person's Pathway Plan
- Completing any agreed actions that are allocated to them at any of the above meetings
- Assisting young people to access mainstream services independently for support and advice about education, training and employment.

- Maintaining positive links with local colleges and training providers to sustain young people's attendance in education and training
- Monitoring young people's attendance and progress
- Advising and guiding with transition and exit plans between courses of education, training and employment
- Keeping other professionals and carers up to date with any relevant information in respect of young people's progress, attendance, parent/carers meetings and any disciplinary action that might be taking place in their education and training.

Hampshire Futures



Hampshire Futures is a useful resource to support post 14 learning and future planning for looked after children. Essentially it is the post 16 arm of our Children's Services Department and from which the dedicated Virtual College team comes from. Hampshire Futures as a wider organisation is also a good resources for our previously looked after young people.

It offers a range of direct delivery and subcontracted programmes, all with the aspiration of supporting young people (and adults) in Hampshire

to successfully participate in education, training and employment. It brings together four key service areas within Hampshire County Council's Children's Services:

- Post 14 Learning
- Outdoor Education, PE, Sport and Duke of Edinburgh
- Adult & Community Learning
- Careers & Employability

For further information and support:

<https://www.hants.gov.uk/educationandlearning/hampshirefutures/yourfuture>

Focus on Early Years

Year R EYFS Children in Care review of year

This year, the Early Years Advisory Team linked to Year R Children in Care (CiC) has continued to adapt. This has been partly due to the changes in numbers of Children in Care across the county and also because of team capacity. In September we will see our team of seven enlarge again to include the whole of the SfYC Advisory Team. In preparation for the change, we have been undertaking training and receiving support from the Virtual School to ensure our support to Year R staff and Designated Teachers in school is as purposeful and supportive as possible.

Thank you to all those who completed the SNAP survey this year. The feedback will help us to continue to review how we carry out all aspects of our work to raise outcomes for our Children in Care.

A few headlines from the survey:

- 100% of those who received a visit from the Advisory Team thought it was useful. Only 30% of those who completed the survey understood who would carry out the Corporate Parent visit for Year R/Year 1 pupils.
- 77% thought that Children in Care transitioning to Year R had been a success and 67% of schools received information before the child started at school.

There is still work to be done on communication with the Social Care Team when children start at school, as only 39% of you had contact with the Social Worker before the child started school. Whilst 70% thought they were confident to complete a high-quality Personal Education Plan (PEP), from our internal moderation findings, there remains a need to support schools in setting achievable and manageable targets which match the children's needs accurately. This work will be ongoing.

CPD for YR teachers of looked after and previously looked after learners

Understanding and meeting the needs of looked after children in YR – adapting classroom practice to enable engagement and progress.

The Virtual School are working in collaboration with the Hampshire Early Years Advisory Team to offer training and support to **teachers of reception classes with a looked after child**.

This CPD opportunity developed as a result of the work across the county with the Virtual School and Services for Young Children supporting transition to school; it is in response to many school visits and work with YR teachers enabling them to understand and contribute to the PEP process and planning to meet the emotional and learning needs of the looked after learners in their classroom. This is the second year we are running this following the success and positive feedback from the teachers who have completed it this year. We do fund this for schools who have Hampshire YR CIC and we also have some capacity for schools who would like to buy a place and who have previously looked after children or looked after children from another authority.

This years participants reported evidence of classroom practice becoming more focused on meeting individual needs in simple ways; for example, finding out and building on a child's interests, using more 'check ins' with a child, using emotion cards, helping a child understand classroom rules, using visual timetables and using a 'safe spot'. All of which could be seen as effective quality first practice, but what participants were able to notice was that these strategies became more meaningful and magnified.

Participants all evidenced ways in which they had used the PEP Toolkit to better understand the child and try individual and whole class approaches to meet the needs of the child.

Many participants made reference to the use of a key adult; one participant described how this approach will be used with transition:

So that we can reflect and improve on our EYFS support work in schools, during the summer term, we asked DTs and Year R teams to complete a survey -the responses to the survey have been mixed and include;

"The consistency of the key adult in Year One will help the child to feel more settled and secure. The key adult will also be able to provide the child's new teacher with a detailed transition of the child's needs ensuring provision is tailored straight away and mirrors the child current school experiences and provision."

Teachers completing this course were able to accept that often strategies that worked one day do not work the next and not to feel as if something hasn't worked or they have failed in some way – as one teacher put it:

'I recognise now that the needs of the child change regularly depending on the circumstances that week or day'

'I saw him as my absolute priority for the year and had him in the forefront of my mind whenever I planned activities or adapted my continuous provision'

Other teachers comments were overwhelmingly positive and we can't wait to work with a new group of Reception Teachers this year!

"Also strategies that work for my Post LAC child work really well for many children."

"I was surprised at how the strategies helped the other children in the class who were not looked after but were vulnerable families, and some who were not so as well."

"X has achieved an expected level of development in all but writing despite starting at school below ARE. She happily approaches her learning and takes pride in her achievements."

"All in all my child has done exceptionally well and in the words of mum 'better than she could have ever hoped'."

"When things weren't quite going to plan it didn't phase me. I found it easy to stay calm and felt I had a greater understanding. This meant that the other children in my class acted similarly. They knew that sometimes my child may shout or get up from the carpet and wander but they also knew that this was ok but not what I expected of them. My children and my adults became more tolerant of behaviours. The other children became very caring and nurturing, wanting to help him and being praised for their ability to invite him to play. My TA, who once would have been exasperated by such behaviour, learnt to relax into it too. She has developed a lovely relationship with him. As much as possible we try to stay positive and calm and look for the good in everything. This approach has helped mum too and things that would have worried her before (like our first school trip) she managed with greater ease."

"The impact on myself and other staff has meant that teaching and learning for all could still happen. The environment is calmer. I personally feel much more empowered to support X with his emotions as I now know and understand the impact his previous experiences have had on his ability to self-regulate and how to calm him using 'attuning'. I have modelled attuning to other staff working in EY so each adult follows the same strategy. Working 1-1 with him enabled a trusting relationship. X enjoyed these talk and activity times and would chatter freely and ask many questions about people and the environment."

"X could begin to evaluate her feelings and communicate to key staff."

"She has gone from screaming under a table for 3 hours, to listening to a story, answering questions, laughing, coping with waiting, sharing toys and making friends."

"I was amazed how she excelled once she developed trust and a sense of belonging."

Update from the IOW Early Years Team

The Isle of Wight Early Years Advisory team continues to work closely with the Virtual School team to ensure our youngest Children in Care needs are being met. This is reflected in the Early Years Foundation Stage data for last academic year where there has been an increase in the number of Children in Care achieving a Good Level of Development (GLD) by the end of the Foundation Stage. This is ensuring they are well prepared to continue their educational journey into Year 1.

The Early Years (EY) Providers continue to build on their knowledge of the needs of Children in Care by attending necessary training. This gives the EY Providers the opportunity to explore barriers to learning considering the behaviours, actions, cognition, skill and emotions a child demonstrates and to consider the possible strategies /interventions to implement as well as reflect on the support available.

Additionally, the team has been working with Virtual Schools to produce information for EY Providers to ensure they are up to date with current legislation and research. Leaflets have been produced for a quick reference on Early Years PEP's, Early Years Pupil Premium and 30 hours funding for Children in Care.

All EY Providers on the Island now have a designated Children in Care Person who takes on the Lead in the setting. The Leads are fully aware of their responsibilities and ensure statutory timescales are met. The Early Years Advisors continue to attend all PEP meetings for children 2-5 years of age to support in the target setting and offer guidance when necessary. This continues to be an essential piece of our work to ensure good educational outcomes for Children in Care on the Isle of Wight.

Early Years Lead

Theresa.wall@iow.gov.uk

We are all Corporate Parents

You will often hear colleagues from the local authority and especially members of the Virtual School use the term 'Corporate Parent'. In essence this is everyone's business and therefore we all need to be mindful of the statutory guidance relating to this principle. One of the most common examples you may be aware of is the Virtual School visits all act within the corporate parent guidelines and principles;

What are the corporate parenting principles?

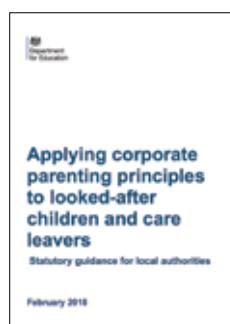
In order to thrive, children and young people have certain key needs that good parents generally meet. The corporate parenting principles set out seven principles that local authorities must have regard to when exercising their functions in relation to looked after children and young people, as follows:

- to act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people
- to encourage those children and young people to express their views, wishes and feelings
- to take into account the views, wishes and feelings of those children and young people
- to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners
- to promote high aspirations, and seek to secure the best outcomes, for those children and young people
- for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and
- to prepare those children and young people for adulthood and independent living

We asked Cllr Ann Briggs her understanding of corporate parenting and here is what she said:

"The role of the Corporate Parenting Board is to ensure that children in care have a positive & loving experience, children must not be at a disadvantage because of being in care. We are aware that children in care don't always do well at school, but with the help of the Virtual School & the training of designated teachers progress is being made, I visit schools in my area to speak with the designated teacher, for some children that teacher is the most consistent person in their lives.

As a board we are constantly learning about the problems & sometimes cruelty children suffer. The board includes care leavers and they give us valuable information about what being in care is like, the good and the bad! With the help of our officers we are speaking to children in care, care leavers, foster carers, social workers, in future meetings we will include CHAMS, YOFT & the Police. In Hampshire we are doing well for our children are new homes are excellent & most foster carers good, but we can always do better & that is the remit of the Corporate Parenting Board."



If you would like to know more about our corporate parenting principles, please refer to the DfE document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683698/Applying_corporate_parenting_principles_to_looked-after_children_and_care_leavers.pdf

Reduced Hours Provision

Hampshire County Council has a duty to champion vulnerable learners and to ensure that all children and young people access a full-time education suitable to their age, aptitude and any special educational needs they may have. The Local Authority has a duty to hold schools and other providers to account and challenge when expectations regarding educational provision are not met.

In turn, schools have a statutory duty to provide a full time and suitable education.

Hampshire County Council regards the use of reduced hours provision or timetables as a last resort and the least desirable method of managing a child's issues. It believes that this action should only be taken after all other strategies to address concerns have been implemented and exhausted.

It is important to highlight that there is no statutory basis upon which to establish reduced hours provision, however, in exceptional circumstances, schools may need to implement this provision in order to support a pupil who cannot attend school full-time for a short, agreed period. In these situations, reduced hours provision can be a successful strategy for the child. It should not be used as a solution to behavioural problems or as a sanction.

Reduced hours provision should only be put in place in the best interests of the child in terms of increasing their resilience and being able to access positive education experiences. When considering the child's best interests, it must be borne in mind that a part time timetable will inevitably mean a loss of education leading to potential gaps in learning. It must attract the approval and written consent of parents/carers and be in consultation with any other relevant agencies working with the child including the Virtual School Headteacher; SEN for children with EHCPs or Children's Services.

Hampshire County Council remains committed to children's rights to a full-time education and makes clear the requirements that a reduced hours provision or timetable:

- ✓ must be part of a wider education plan
- ✓ cannot be implemented without the school acquiring written agreement from parent/carer
- ✓ must only be used as a short-term strategy
- ✓ must have a clear agreed review and time plan
- ✓ that assurances have been given to ensure the child is safe (risk assessment)
- ✓ that the child is receiving the support they require and is able to return to full time education as quickly as possible.

For more information please refer to the Hampshire Guidance for schools

Guidance for Schools
For Children who are Not in
Receipt of Full-Time
Education:
Reduced Hours Provision
September 2019

Previously Looked After Children Survey

Since September 2018 the Virtual School has had a duty to promote the educational achievement of **Previously Looked After Children** (PLAC). That is those children who are no longer looked after by a local authority because they are subject of an adoption, special guardianship or child arrangement order.

The role of the Virtual School towards Post LAC is to promote their educational achievement through the provision of information and advice to their parents/guardians, educators and others who the Virtual School considers necessary.

In order to address its role and duties effectively, the Virtual School conducted a survey with adoptive parents and guardians across Hampshire and Isle of Wight.

The survey was open for 4 weeks across February and March 2019 and was viewed online 616 times, with 356 individual responses recorded and 284 surveys fully completed.

Key Points:

- Higher response rate from parents with primary age children
- Responses were very polarised as either very positive or negative with regards to the child's current education experiences
- Parents of primary aged children reported they were on average doing better in school and happier than secondary age
- There were significantly high levels of SEN needs reported with 52% have SEN support or an EHCP
- Post LAC children were much more likely to have a SEN need, 3 times more likely than average
- Where good communication existed between families and school, better relationships and outcomes were achieved for children
- Those who had spoken to the DT and talked about the use of PP reported marginally higher scores for happiness and educational progress
- Those who had complete EPACs also reported slighter higher scores for happiness and educational progress

- High numbers still reported on un-met needs and areas of help and support they would like assistance with

"The school is very aware and understanding with my son's emotional needs. They have been happy to meet with his social worker, the therapist and psychologist to help manage his anxieties in school. They are accepting and forgiving when he steals and ensures he has reparative consequences rather than punishment. His previous school consistently punished him and disregarded all advice from his professionals."

Virtual School Response

- Continued delivery of Attachment and Trauma Aware Education Setting Programme
- Information and guidance on use of Pupil Premium
- Promote use of Education Plans for Adopted, SGO and CAO pupils
- Develop new information and guidance materials
- Support school in addressing specific needs through CPD
- Improve knowledge and understanding across local authority teams with regards attachment and trauma, and the needs of care experienced children
- Develop information and guidance materials with regards to: social and emotional support; confidence and self-esteem; FASD; Sensory processing and Integration; Education Exclusions and Inclusion

Post LAC Case Work Summary

Similarly, with work supporting looked after and previously looked after children, there are occasions and cases which require individual support and assistance. Although the Virtual School does not have a case holding remit for Post Looked After Children there are occasions where greater involvement and support is required. The Virtual School aims to provide this where there is capacity and legitimate requirement for support.

Individual case involvement across both Hampshire and Isle of Wight during the last academic year have included:

- Supporting vulnerable pupils with exclusions and re-integration into school
- Providing information and advice to parents and carers
- Attending Education Health Care Plan reviews
- Assisting in personal education planning meetings for complex cases
- Providing information and advice to schools and educational professionals
- Providing educational and school information to parents and carers

"It's is with considerable relief that we are writing to let you know our child's return to school has been supported in such a way that at this time he is flying!"

Across both Counties in the last year direct work with individual cases has supported many of the more complex and vulnerable children in our schools. The aims and outcomes of this support include reducing exclusions/permanent exclusions; improving provision and support in mainstream schools; ensuring professionals are better informed and equipped to support needs; and enabling children to feel settled and safe in school making good progress with their learning and development.

Education Plan for Adoptive Children - EPAC

The Virtual School has developed and shared an Education Plan for Adopted Children. This plan, like the Personal Education Plan for looked after children, aims to bring together in one place a clear needs assessment and smart plan to respond to needs. This should ensure the best approaches are put in place, the most appropriate support and interventions are used and that every child achieves their full potential.

The EPAC has been promoted and well used within Hampshire over the last year. Adoptive parents in our survey responded very positively with reference to the use of the plan, which through its development also improved communication, relationships and responses between home and school.

"The school have put in place an EPAC for our child and are always open to discussing any ideas or concerns we have."

Post LAC Partnership Development

The Virtual School is not alone in supporting those children previously in care. For those who have been adopted or under special guardianship the Post Adoption Support Services provides a range of support and access to other services. (Since April 2019 Adopt South has taken a combined role across four counties; Hampshire, IW, Portsmouth and Southampton)

Much of the Virtual School role and duties can be achieved through strategic and operational partnerships with other agencies such as Adopt South. This can ensure that sustainable support and advice comes from a variety of sources and ones with which families already have a relationship with.

Key partner agencies include:

- Adopt South
- Adoption UK Local Networks/ Groups
- School Improvement Service
- Schools and Colleges
- SEN Service
- Inclusions Service

Work with partners aims to build mutual understanding and support across agencies and to ensure information and knowledge gets to where it is most needed. The Virtual School has provided a range of information and advice over the last year including:

- Advice and guidance on exclusions
- School admission support and guidance
- Advice and information on education to other professionals
- Training and information on use of Pupil Premium

Post LAC Future Work

The Virtual School is continuing to develop its work and support with those children previously in care. The development will also be taking into account the feedback from our survey and from individuals, agencies and organisations we work with.

Over the coming academic year, we will continue to provide information and support. We will also be developing some new pieces of work including:

- Therapeutic Parenting Conference (IW)
- Sensory Integration Information
- Education Plan for children who have an SGO or CAO in place

Please get in touch with either Matthew Bell (IW), or Jacqueline Marsh (Hampshire) for further advice

See the PLAC section on our website for EPACS, Education Plans for SGO and CAO's, the survey report, DFE documents relating to Post LAC as well as FAQ's

Hampshire awarded OUTSTANDING

Last academic year we received Ofsted Inspections on both the Isle of Wight and in Hampshire. Some of you will remember we gave a briefing regarding inspection of local authority children's services (ILACS) at a previous DT Network which covered what to expect and the link with schools. Thank you to the schools who were called upon to have meetings and phone calls with the inspectors. We found the process reflective and useful as well as rewarding in terms of validating the work **we all** do for our children and young people. The full reports can be found on the

Ofsted website, below is a summary of the feedback we received from the HMI:

- The Virtual School is HIGHLY AMBITIOUS, thoughtful and has accurate self-assessment
- A strength of the Virtual School is the PEPs
- The PEPs are useful and rigorous, there is sensible work around this including influencing of, and partnership work with social workers
- There is good persistence around PEPs and the system used ensures they are not accepted if they are not of good enough quality; it is recognised there are short term issues around this, but it is recognised that there will be long term gain.
- The system for PEPs and data collection being put in place has HUGE potential
- The Virtual School can demonstrate impact particularly at KS4
- The Virtual School has a strong focus on attendance and placing children in care in the right school, there is a process in place for influencing social workers regarding this
- The Virtual College are improving things post 16, the potential and capacity of this recognised
- The schools had positive things to say about social workers, the only difficulty was sometimes navigating to right person
- The ongoing work on pupil voice by Virtual School is recognised
- Outcomes for CIC are positive and there is evidence of impact since the previous inspection
- The Designated Teacher training offer is recognised as a strength
- The work District Advisory Teachers are doing with early years transition is effective (the GLD increase is recognised)
- There is a proactive network being developed, including links with Early Years and the Virtual College
- Virtual School is creating SUSTAINABLE CHANGE

The National Landscape

The past year has seen some key documents being published and coming to the forefront of Virtual Schools thinking all over the country – not least confirming what we already know and experience with our looked after and previously looked after pupils but also presenting current research and helpful responses. Virtual Schools nationally are tirelessly advocating for their cohorts to change the narrative and the adult responses to looked after learners, much of these latest publications are a nod in the positive direction although as Virtual Schools and Designated Teachers we continue to develop the lens through which we and all other adults see these pupils!

- Improving Behaviour in School -Guidance Report (EEF June 2019)
- Timpson Review of School Exclusions (May 2019)
- Help Protection, Education: Concluding the Children in Need Review (DfE June 2019)



Improving Behaviour in Schools Guidance Report

The EEF guidance report on Improving Behaviour in Schools positively advocates a whole school approach which reflects the Hampshire Virtual School ATAS programme ethos.

The six recommendations are significantly positive for our looked after and previously looked after learners and the research validates the Hampshire Virtual School approaches and guidance we have been working on establishing for a number of years including our ATAS Programme, the development of our PEP documents and the PEP Toolkit.

Sir Kevan Collins (Chief Executive EEF) writes the following foreword:

Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons.

We would probably refer to maladaptive behaviour for our LAC as the behavioural and emotional responses teachers are experiencing from them in schools have usually served them well in a previous survival situation!

This EEF guidance report is designed to support senior leaders in primary and secondary schools to make better-informed decisions about their behaviour strategies. It includes a number of practical examples of programmes and approaches that should be helpful in schools and classrooms where behaviour is generally good as well as where there are problems.

The recommendations in this report focus on three key areas:

The first details strategies to prevent misbehaviour happening. A key theme from these recommendations is the importance of knowing individual pupils well, so that schools and teachers know which factors might affect pupil behaviour and what the school can do to address these.

The development of the Hampshire and IOW PEP form as enabled DTs to complete essential individual pupil needs analysis that leads to the development of a meaningful action plan and appropriate interventions. The social worker section of the PEP is crucial to understanding care context and what affects the pupil's behavioural responses.

Focusing on developing good relationships also ensures pupils feel valued and supported, meaning they are less likely to misbehave. It is also good that many simple approaches that don't take much time or money to implement—like providing breakfast clubs, or greeting pupils individually before a lesson—can have a really positive impact on behaviour.

The second focuses on how to deal with bad behaviour when it happens. A key message is that schools should use personalised approaches—like daily report cards—to address 'problem pupils', rather than universal systems. It recommends that teachers are trained in specific strategies if they're dealing with pupils with high behaviour needs.

As a service we challenge the phrase 'bad behaviour' as we accept that the behavioural and emotional response from a LAC in school is often maladaptive and/or a form communication – we therefore seek first to establish triggers for the response and consider how to adapt the adult response (or in some cases reaction)

The third focuses on the importance of consistency and coherence when it comes to behaviour policies. This means that once senior leaders have considered the rationale for putting a new behaviour strategy or approach to work, they need to spend time and care embedding it across the entire school.

We have a well-established Attachment and Trauma Aware Programme for schools which supports settings to develop a whole school approach that is consistent while also considering the needs of individuals.

To develop this report's six recommendations for improving behaviour we not only reviewed the best available international research, but also consulted with teachers and other experts.

As with all EEF guidance reports, its publication is just the start of how we aim to support schools in implementing these recommendations. We will now be working with the sector, including through our colleagues in the Research Schools Network, to build on them with further training, resources and tools. **This report is well-timed for school leaders to consider alongside the recent Timpson report on exclusions,**

and to be part of professional conversations around behaviour that will be central to the Department for Education's Behaviour Support Networks.

And, as ever, we will be looking to support and test the most promising programmes that put the lessons from the research into practice. Our hope is that this guidance will help to support a consistently excellent, evidence informed education system in England that creates great opportunities for all children and young people, regardless of their family background.

The three sections of the report are split into protective strategies (classroom level strategies that reduce chance of misbehaviour), reactive strategies (supporting pupils to improve behaviour) and implementation (approaches to behaviour are strategic and consistent).

The report highlights some continued areas of the work for Virtual Schools including the following themes:

- The need to continue highlighting to schools the risk factors and protective factors that go beyond those cited in the report putting it in the context of LAC; (P11). Particularly the challenge we face with external factors we do not always have control over and the skills required to work with external agencies with a team approach and strategies to mitigate risk.
- Many local authorities are taking a holistic approach to address Adverse Childhood Experiences (ACES). The IOW has a county wide approach involving multi agencies in the agenda. The Virtual School have a voice with the local authority health agenda and will continue to work across the county to address the ACES agenda.
- We have been advocating the significance of the relational approach to engage looked after children in learning for many years. Many of you will know it is the starting point in the PEP Toolkit and essential to initial PEPs. This guidance highlights the evidence base that pupil-teacher relationships are key to positive pupil behaviour and these relationships can affect pupil effort and academic attainment. There is specific reference to the work of John Norlin - '3 Steps to Strengthen Relationships in Your Classroom' which supports teachers to focus in on the relationships they have with individuals in their class identifying which students they are

establishing a relationship with, which students they are **maintaining** relationships with and those who they need to **repair** relationships with. It encourages teachers to mark E, M or R next to names on a list and focus on what time should be allocated to individuals and possible approaches to try.

- We recognise that often newly qualified teachers are not always fully aware of the very unique needs a looked after or previously looked after child may bring to their classroom, they are yet to understand the systems and processes that surround these children and are yet to develop their attachment aware and trauma informed practice. Our ATAS schools have started to consider how their new staff induction supports all teachers with this approach and as a Virtual School we will continue to consider how we help schools to tailor induction programmes especially for early career teachers. The guidance states that it is normal for early career teachers to have more issues with classroom management and that it is important they feel safe enough to ask for help. As a Virtual School we want to ensure that early career teachers understand that attachment difficulties a pupil may manifest in a classroom are not a personal attack on that teacher and support them to develop their resilience; our training using the PEP Toolkit and the ATAS programme will help to achieve this.

● The guidance validates what we all already know regarding consistency being key! It does describe in more detail the need to implement whole-school approaches strategically to see sustained change. This is not a quick fix but the effects of whole-school approaches on behaviour and learning outcomes tend to be smaller and take longer to emerge than in classroom-based approaches. It is also important to note that the whole school approach must happen in tandem with targeted individual pupil support. The guidance draws upon various research to reassure us that attainment outcomes may be expected to follow particularly with approaches that reduce disruption in lessons. The ATAS programme requires schools to have a lead team including a senior leader that will strategically plan how to disseminate the training and develop whole school approaches that are attachment lead and trauma informed in order to meet the needs of the most vulnerable learners and begin to engage them. It will not work if we have a lone DT knowing how to respond to and plan for looked after and previously looked after children if the other adults in the school are unaware!

- And finally – something that is easily overlooked when we are talking strategy, impact and outcomes...**Do not overlook simple things done well!**. A lovely reminder of what we reference in the PEP Toolkit 'Tweaking teaching to transform trouble' number one - **SMILE!**

One school's approach: understanding pupils and tailoring support

St Mary's Catholic School in Blackpool utilises several recommendations from this report and several 'best bet' strategies as part of a tailored response to pupil behaviour. Upon entry to St Mary's, all Year 7 pupils complete the Pupil Attitudes to Self and School (PASS) survey from GL Assessment, which gives the school an indication of pupil attitudes across nine areas including self-regard and feelings about school.³⁷ The pastoral team scrutinise all available information from the child's primary school and the local police (through the school's Police Community Support Officer) to establish an estimated ACE score (Adverse Childhood Experiences score) which is updated whenever the school becomes aware of new issues.³⁸ They also perform a diagnostic and liaise with Learning Support if any further assessments are required. Form tutors are given specific training on the 2x10 model to positively engage pupils from their first meeting. Based on similar principles to the EMR method outlined

in Recommendation 1, the 2x10 model focuses on spending 2 minutes of nonschool-related conversation with target pupils for 10 days to try and form a relationship, establishing a human connection beyond the usual learning focus of the school. This interaction can support learning conversations further down the line and creates a supportive relationship that may help a pupil speak up about issues they have in and beyond school. Teachers are also encouraged to call home for as many pupils as possible, for positive reasons as well as when they have a concern, developing the relationship with the family around the pupil. The school's behaviour manager then looks at the 'need' from the information available and creates a 'roadmap' of intervention from the broad range available (see Table 2). This roadmap will look to strategically develop what intervention is required to target the main need. It will also consider 'the next step' if the intervention works or fails. This support will then occur weekly (or more frequently if the need is greater). Support follows a structured path so that the student has clarity about expectations such as designated collection times, designated room. The intervention will typically run for 3-6 weeks depending on need.

Table 2: Interventions at St Mary's Catholic School

Internal	Learning Support Dept	Life Coach	Family liaison worker	Behaviour Management	Chaplaincy	LAC co-ordinator	External
Nurse	Assessment	Life Coach	Assessment of needs	Listening and communication	I to I	Paid I to I	Womens Refuge
PSP Lite	(screening)	1:1 Support	Youth mediation service (y11)	Breaking Habits	Rainbows/ Boys' group	Mentor	HeadStart Youth
PSP	Targeted		Family mediation - parent to child	Positive Attitude	Councelling	Referral	Therapy
Link - internal	Withdrawal		Family liaison	Managing feelings & behaviour		Financial Assistance	CAMHS FIN
Managed	Intervention		Attendance support	Self Esteem		Academy Extra	CIN CP
Move	Educational		Referral to external agency	Self Awareness			WISH / AWAKEN
Education	Psychology		I:1 with pupil	Social Skills			Resilience
welfare officer	Involvement		Financial Assistance	Handling Anger			Coaches
Part Time	Person-Centred			Reintegration			The Link (Grange)
Timetable	Planning			Retracking			CASHER
Early Help	Approach			Skills for School			Aspired Futures
Form L2	KS4 Mentoring			Planning for personal development			Young Carers
Lexonics	Shared in-class support			Resilience			NSPCC
	Exam Access Arrangements			Interpersonal/ Self Management			
				Teamwork			
				Participation			
				& Exercise			
				One Page Profiles			

Improving behaviour In schools - summary of recommendations



IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:

Reactive	
5	Use targeted approaches to meet the needs of individuals in your school
4	Use simple approaches as part of your regular routine
3	Use classroom management strategies to support good classroom behaviour
2	Teach learning behaviours alongside managing misbehaviour
1	Know and understand your pupils and their influences
Proactive	
6	Consistency is key
Implementation	

https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf

The Timpson Review of School Exclusions

This review has highlighted the urgent focus on the impact exclusion has on looked after and previously looked after children and also children in need.

Four Key Pillars

It did recognise that there is impressive practice in the system but it concludes that systemic improvement is required, and puts forward a vision for reforming practice built on four key pillars:

- a system that delivers ambitious leadership for every child at all levels;
- better equipped schools able to meet those expectations;
- the right incentives so that schools are clearly recognised for inclusive practice and using exclusion appropriately;
- stronger safeguards to ensure that no child is being inappropriately pushed out of school or education altogether.

Taken together, the recommendations set out aim to improve the standards in schools for every child, creating the conditions in which we can be confident that schools have the support they need to ensure every decision to exclude is lawful, reasonable and fair.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf

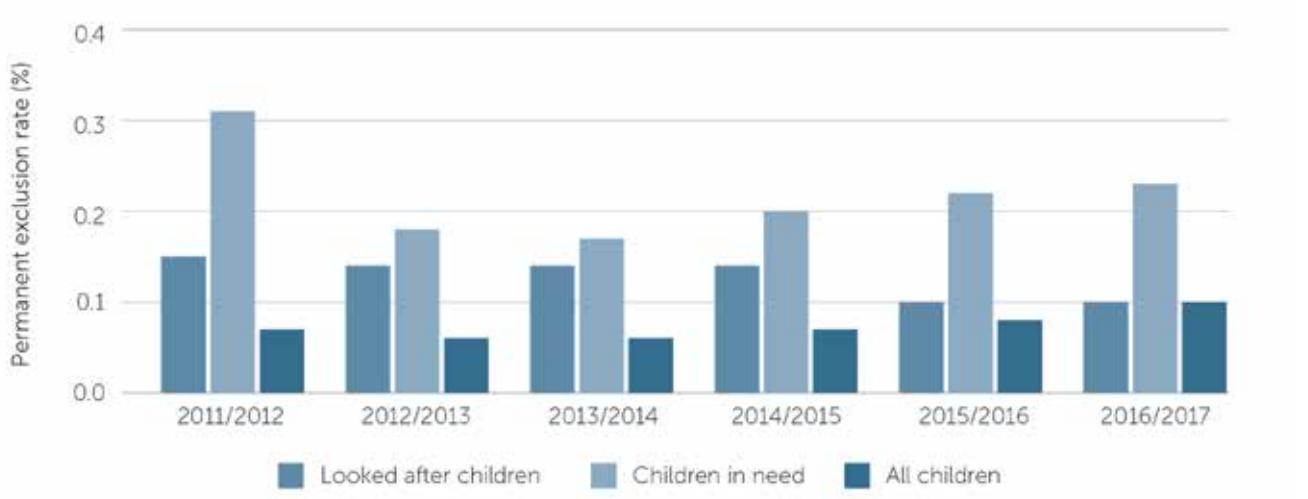
Below is an extract from the evidence base in the report which highlights variation in exclusion rates with specific reference to the cohort DTs concentrate on.

There are notable trends in the exclusion – both fixed period and permanent – of children who have received support from social care – this means Children in Need of help or protection, including looked after children, as well as those who have left care through adoption, Special Guardianship or Child Arrangement Orders.

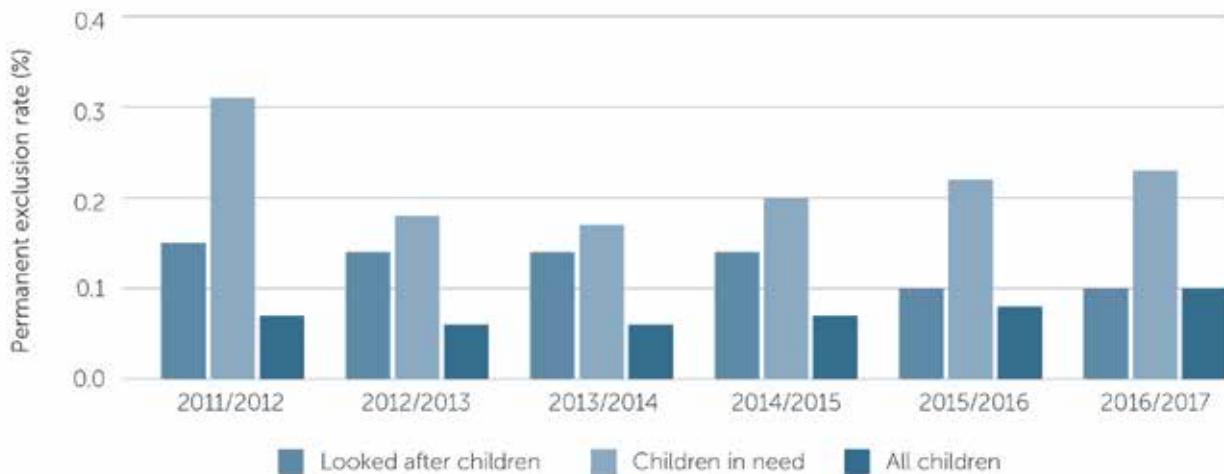
Within this group of children, the rate of exclusion varies between the social care classifications. As at 31 March 2017, looked after children were permanently excluded at around the same rate as all children, but Children in Need were over two times more likely to be permanently excluded.

This contrasts with the trend for fixed period exclusion, where looked after children are more than five times more likely to have a fixed period exclusion than all children and around one and a half times more likely than Children in Need, who are about three and a half times more likely to be excluded for a fixed period. As with children who have an EHC plan, statutory exclusion guidance sets out that head teachers should 'as far as possible' avoid permanently excluding a looked after child, but does not say the same for fixed period exclusion – potentially playing some part in this difference. Surveys by Adoption UK suggest that adopted children are also more likely to be excluded than their peers.

Permanent exclusion rates of looked after children, Children in Need and all children



One or more fixed period exclusion rates of looked after children, Children in Need and all children



Source: <https://www.gov.uk/government/collections/statistics-looked-after-children>

Analysis conducted for this review found that children who have had interaction with social care remain more likely to be excluded, controlling for other characteristics on which we hold data, often with a strikingly high chance of exclusion.

Reflecting the high rates we see in exclusion statistics, before controlling for other factors, children with a Children in Need Plan have the highest likelihood of being excluded. Even controlling for other factors, they are still around four times more likely to be permanently excluded compared to those with no social care classification. This is followed by children who have a Child Protection Plan, who are around 3.5 times more likely to be permanently excluded, and also children who are looked after; who are around 2.3 times more likely to be permanently excluded than children who have not been supported by social care.

The higher chances of exclusion for children who are in need compared to other social care classifications is marked, and has parallels to the differences seen in rates seen between children who receive SEN support and those who have an EHC plan. The reason for the differences in rates between those who have been assessed as at risk of significant harm (and are on child protection plans) and those who are unlikely to achieve or maintain a reasonable standard of health or development without provision of services from the local authority (and are identified as Children in Need) should be fully investigated. We should examine whether differences in statutory definitions or guidance contribute to the disparity and explore whether children on CIN plans require additional support.

As we see in the data before controlling for other factors, children who have previously been classified as a Child in Need or had a Child Protection Plan in the past have a much lower chance of exclusion than those who are currently receiving support. This is likely to reflect that the current threat or need has a greater impact on pupil behaviour, although, while reduced, it is notable that increased likelihood of exclusion does persist in comparison to children who have not been supported by social care at all. These findings also echo those of the Children in Need review, which found that on average, children who are currently in need of help and protection perform significantly below their peers on a range of educational outcomes. The data further showed that pupils who received social work support at any point between 2011/12 and 2016/17 had worse educational outcomes than those who did not, indicating that being in need of help and protection has a lasting impact on education.

Notably, the typical trend in which the association between particular individual characteristics and exclusion is stronger for boys than girls is reversed when we look at those supported by social care. The relative chances of girls in this group being excluded are higher than for girls who are not Children in Need; with the gap in the relative likelihood almost double that seen for boys in many cases.

Looking at the differences between social care classifications, and between boys and girls, it is clear that – as a group – children who have been supported by social care have some of the highest chances

of being excluded. Overall, the higher likelihood of exclusion shown in the data reflects the experiences shared with me by parents and carers, as well as schools. Children who have experienced domestic violence, loss or separation can find it hard to trust adults around them or form positive attachments. This can result in behaviour that may look like defiance but is often rooted in mistrust, fear or negative examples of behaviour they have seen in their own lives.

These children may respond differently to particular sanctions which, rather than leading to changing their behaviour, can further damage relationships with adults around them. One parent described the impact of repeated fixed period exclusions on her adopted son as “enormous. It is another rejection … you were rejected by your birth family and now the school”.

It is clear that the school workforce faces a particular challenge in recognising, understanding and meeting the needs of children in, or on the edge of, the care system. As someone who grew up in a family which fostered nearly 90 children, adopted two boys and worked in and around children’s social care for many years, this is familiar territory. A child who is distressed, angry, confused, lacking confidence and trust in others is a child that needs help. I have seen, on so many occasions, that without it, their behaviour and response to poorly understood interventions will only get worse.

It is important for schools to understand this context when they support these children to overcome barriers and achieve their full potential.

The interim findings of DfE’s review of Children in Need outlines how this ranges from inclusive whole school approaches to day-to-day adjustments and targeted specialist interventions.⁷² If schools do not act immediately, the failure to meet these needs adequately will likely contribute further to the documented poor outcomes of these children.

It must be recognised too that, while I have had the opportunity to hear from some incredibly dedicated parents and carers of these children, some who are supported by social care live in environments where they suffer from abuse, neglect, family dysfunction or acute stress. On visits around the country, I encountered cases of children from extremely challenging backgrounds where schools were working hard with other services to get them the help and support they needed, including hearing about the impact of effective social care itself, particularly when working together with a child’s school.

Indeed, there are already mechanisms in place to ensure children in contact with social care are supported. All schools will have a Designated Safeguarding Lead who will typically take the lead on safeguarding concerns and support staff to carry out their safeguarding duties. They will also liaise closely with other services, such as children’s social care, as required. Schools must have a designated teacher for looked after and previously looked after children (including adopted children and those with special guardians), in their school and LAs are, through Virtual School Heads (VSHs), under a duty to promote the educational achievement of children who are looked after, or previously looked after by their LA. There is good evidence that VSHs in particular are effective in supporting schools, and it is notable that rates of permanent exclusion for looked after children began to fall in the year they were introduced.

Safeguarding guidance and guidance for designated teachers highlights the vulnerabilities of looked after and previously looked after children as a group and the role schools are expected to play in supporting them.

DfE’s review of Children in Need is considering how best to improve the educational outcomes for these children and bridge the gap between what is needed and the current reality in our schools. It must not shy away from policy change to remove systemic barriers and create a culture of high aspiration for Children in Need, underpinned by awareness of the impact of children’s experiences.

The report makes specific reference to **Previously looked after children**. From September 2018 the

Virtual School and Designated Teachers have a widened remit to ensure this group of pupils are considered as vulnerable group and adjustment to practice are made appropriately.

The report states that while there are groups of children that are known to be more likely to be excluded and there is evidence to show this, there is no published data on how those who leave LA care via adoption, Special Guardianship Order or Child Arrangement Order experience exclusion.

Parents and carers whose children have left care, including many adopted children, and who have been excluded often highlighted that their children had needs resulting from their traumatic early life experiences, which can lead to feelings of rejection, low self-worth, shame and anxiety and at times present as challenging behaviour. Some parents spoke about their adopted children, and those with Special Guardianship Orders, receiving multiple exclusions or being moved out of schools in other ways. One response set out how a 15 year-old boy was moved between school placements “*with no package of provision ... without any support, he was set up to fail*”. Ultimately, he was permanently excluded.

A survey of parents of adopted children carried out by Adoption UK found that, from the parents who responded, in 2015/16, 12% of adopted children had received a fixed period exclusion and 1.63% had been permanently excluded.¹⁵¹ Although there are challenges with relying on this data, as it may not be fully representative, these rates of exclusion are notably high. Many adoptive parents noted the high rates of exclusion for looked after children and noted it is self-evident this would continue for adopted children. Quite simply, as one parent put it, “*Issues do not go away when a child is adopted*”.

The experiences of these children should be recognised. The report states that if the DfE are to ask schools, LAs and others to use data more conscientiously to identify trends, it is right this should include data on exclusion of previously looked after children, including those adopted.

The significance of the role of the Designated Teacher...

We are in no doubt that the DT is crucial to the education provision, experience and outcomes of our care experienced children and young people. The review positively evidences the difference DTs as individuals make, but it must be more consistent. It recognised that we need to build on this pivotal role (alongside others) to ensure those who hold these posts are equipped with the right training to be successful, and supported by their school to have the time they need to deliver high-quality support.

Key themes for the Virtual School on the four pillars:

Ambitious Leadership – setting high expectations for every child	<ul style="list-style-type: none">● We were recognised as an 'ambitious Virtual School' in our Ofsted and will continue to build on this● We will support the DfE and local developments to ensure all relevant overlapping guidance (with specific reference to the Statutory Guidance for DTs) is clear; accessible and consistent.● We will seek to work with school leaders to establish further joint working to establish a shared responsibility for all LAC/PLAC/CIN and work towards them receiving the best possible education in the right schools.● We will continue to work on relationships in the system and refocus them so that they help collectively to deliver a better functioning and more consistent approach.
Better Equipped Schools	<ul style="list-style-type: none">● We will continue to support and develop the school workforce to have the knowledge and skills they need to manage behaviour and meet care experienced pupils needs including expert training on the underlying causes of poor behaviour (specifically attachment and trauma).● We will seek to work with the DfE and other partners to ensure accessible, meaningful and substantive training on behaviour so it is a mandatory part of ITT and embedded in the early career framework.● We will continue to review our training and support available to DTs and the wider work force in schools to equip them to be effective in their operational and strategic role (with a focus on attachment and trauma as per the recommendations in the review). This will support the recommendation that every school should actively work to promote whole school approaches to supporting pupils' individual needs, clearly communicating that it is a priority to put in place the right support for children with additional needs and prioritising training and resourcing in the best way to achieve this (The ATAS Programme is fundamental to this).● We will work relentlessly with our DTs to continue to build their expertise and empower them in their specific role to ensure school staff understand how pre care and care experiences impact on how LAC/PLAC learn and achieve.● We will continue to link with EMTAS to utilise the New Arrivals Ambassadors programme to support best practice for transition at all standard and non-standard transition points for all ages.● There are many approaches school leaders take to manage behaviour; we will continue our work in line with the recommendations in the report with regard to understanding why a child behaves the way they do and ensure action is taken to tackle the root cause of it rather than simply reacting to it.

<p>Incentives for schools to be recognised as inclusive</p>	<ul style="list-style-type: none"> ● We will recognise (along with Ofsted and the Hampshire School Improvement Teams) schools who use exclusion appropriately, effectively and consistently recognising schools who succeed in supporting all children to remain positively engaged and enable schools to work towards this a contributor to an Outstanding judgment. ● We will support the DfE to publish the number and rate of exclusions of PLAC who have left LA care via adoption, SGO or CAO through appropriate data sharing. ● We will contribute to the discussions relating to the recommendation that the DfE should look at the timing and amounts of any adjustments to schools funding following exclusion, to make sure they neither act as an incentive for schools to permanently exclude a pupil at particular times, nor discourage a school from admitting a child who has been permanently excluded from elsewhere. ● We will consult with governor services to build the capacity and capability of governors and trustees to offer effective support and challenge to schools, to ensure exclusion and other pupil moves are always used appropriately. This will include training and accessible guidance.
<p>Stronger safeguards for children to not be wrongly excluded.</p>	<ul style="list-style-type: none"> ● We will analyse locally the range of reasons schools provide for exclusion of LAC and PLAC and explore the reasons that lie behind the exclusions. This will be in tandem with the recommendation for the DfE to mirror this nationally. ● We will consider carefully the recommendation for relevant regulations and guidance to be changed so that social workers must be notified alongside parents with a Child in Need is moved out of school. DTs are often safeguarding leads in schools so through our networks we can facilitate this discussion with DTs and Social workers if necessary. ● We will work closely with schools to ensure fixed period exclusions of LAC/PLAC are well managed and schools are supported to address the underlying issues facing the school and the child. If a care experienced child is receiving multiple exclusions, we will work with schools to ask what they can be doing differently to break the cycle. ● We will work with services across the LA to establish a more robust system to track pupil movements and the decisions (often involving multiple adults) are documented. This will bring more transparency to moves within education placements and greater scrutiny and action where concerning trends are identified. ● We will continue to ensure all schools and adults working with care experienced pupils understand the significant effects and additional vulnerabilities 'informal exclusions' can cause and poses a huge safeguarding risk because they do not have the protective factor of being safe and engaged in education. This links closely with the Prevent and County Lines agenda and risk of them being exposed to criminal activity and recruited into gangs. ● We will continue to publish guidance to schools, carers and social workers to ensure communication is timely and effective. Exclusion guidance is already clear that schools should avoid excluding LAC, where they do exclude they are expected to co-operate proactively with foster carers, children's home workers and the Virtual School. The report recommends that this should be extended to CIN so that the social worker is alerted alongside the parents. ● We will continue to ensure our care experienced children and young people are in education, whatever form that takes as it is likely to be protective factor for them.

Help, protection, education: concluding the Children in Need review

June 2019

The Rt Hon Damian Hinds MP writes in his foreword:

"Our aim is that action following this review – alongside the Government's response to the Timpson Review of School Exclusions – should contribute to cracking some of the systemic challenges to supporting vulnerable children. That means supporting better information sharing, improving partnerships with local authorities, strengthening co-ordination of support, and working with schools to build and share the evidence of what interventions are most effective in improving these children's outcomes".

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf

Summary of conclusions:

The review has established that needing help and protection, even briefly, has a profound impact on children's educational outcomes. This disadvantage is additional to other needs, although compounded for many children by also having special educational needs or living in a low-income family.

Given the complexity of overlapping problems faced by these children and their families – sometimes acute, sometimes more chronic – helping them often requires intensive, invested support. We know that every day, dedicated school staff, social workers and others are working nonstop, in difficult circumstances, to keep children safe, happy and accessing the education they deserve. We have seen how doing so can require hard choices of leaders in schools and social care, even with the ambition for children to succeed shared by many – including parents, despite many struggling themselves with domestic abuse, substance misuse, mental ill health or other issues.

The review set out to understand why educational outcomes are poor and what more can be done to improve them. We found both important new areas for action, and evidence that emphasised what we understood already – that even whilst facing challenging circumstances, including pressures on budgets, higher

demand for services, and new and emerging risks to children, schools and social care have been dedicated to supporting children and families. The findings from the review do not address every challenge facing schools and social care, nor are our areas for action the sum total of what will improve outcomes. Instead, we have sought to respond to the evidence the review has brought to light, including the particular barriers that children who have needed a social worker

face, and what we have seen is working well in practice. This starts with understanding how children's social care and schools make a difference; moving towards breaking the cycle of disadvantage, to help children realise their potential.

Areas for action

In embarking on the review, we recognised that social care reforms were already underway aimed at improving children's safety and stability, and therefore set out to build evidence where there had been far less Government focus – in education. In concluding the review, we have identified four areas of action which we commit to pursue, starting to address some of the most significant systemic challenges to improving educational outcomes.

Visibility: hidden until now, the review has uncovered the scale of how many children have ever needed a social worker and the lasting consequences for educational outcomes. We will work towards better recognition of this, so that all schools understand the size of their cohort, as well as improving how the information needed to respond effectively is shared between social care and schools.

Keeping children in education: children who have needed a social worker are more likely to be out of school despite known risks, when being in education would keep them safer and able to achieve. Children must be supported, by all agencies, to be in school – be it through reducing persistent absence, avoiding children being out of school where safety is a concern, tackling off-rolling, or giving those at risk of exclusion the best chance to succeed.

Aspiration: given the very difficult circumstances children face, an instinctive and even well-meaning response can be that they are dealing with enough already and so to expect less of them. Yet given how far these circumstances persist, education must be pursued in parallel to safety. Maintaining high aspiration is what children have told us they want, and brings schools and social care together to share expertise and deliver support which focuses on realising potential.

Support in and around school: whilst still developing, we need to share evidence of what works, so that schools can adopt approaches and deliver interventions that are most effective. Given the adversity and traumatic experiences children have faced and their social, emotional and mental health needs, this requires a wider system of specialist support in and around schools.

These areas for action focus on improving educational outcomes once children have come to need help and protection. We will take this action forward alongside continuing to improve children's social care. Yet in order to prevent, address and mitigate the impact of circumstances that warrant children's social care involvement, the review has reinforced the importance of early and concerted action – beyond schools and beyond the Department for Education – to reduce need in the first place. This requires **support for families and communities** where in concluding the review, we have brought together action underway by different departments, in benefiting Children in Need of help and protection. Across Government, we will continue to work together in preventing and tackling problems that are drivers of need and strengthening families, from the early years through to adolescence.

The Hampshire and Isle of Wight Attachment and Trauma Aware Schools (ATAS) Programme.

It is a national recommendation that all education professionals become Attachment and Trauma aware, and as such we have based our ATAS programme on the national model for 'Attachment friendly schools'. As this model develops nationally so does the evidence of impact and change to school systems as well as the young people and staff. A significant change to the new **Statutory Guidance for Designated Teachers and Governing Bodies** relates to the leadership of an attachment approach across the school. This programme was designed to enable schools to meet these recommendations. Further research and publications continue to highlight the significance of schools understanding attachment and trauma including the **Timpson Review of School Exclusions**, the DfE **Help, Protection, education: concluding the Children in Need Review** and the EEF **Improving Behaviour in Schools Guidance Report**.

Our ATAS programme in partnership with Kate Cairns Associates (KCA) has continued to grow. This year has seen our first cohort on the Isle of Wight complete their 3 core days of training and they are now embarking on rolling out this work across their settings and working with the Virtual School at network meetings. This group has joined cohort three in Hampshire on the **Timpson National Evaluation**. The Isle of Wight schools have used a different methodology and timeframe for their learning, development and dissemination.

We have used the 'lead team' approach that KCA recommended; each school have identified a lead team of a minimum of 3 and a maximum of 5 people who will attend the core training days lead by KCA. The team consists of 3-5 members of staff and must include the Designated Teacher and a senior leader. Examples of the other members of the team could include a member of support staff, a governor, a parental/pastoral support officer or a classroom teacher. The lead team will then take the role back in school to carry out the action research, case study and take the lead to disseminate the training across their settings with staff.

There are 18 schools currently on the IOW ATAS Programme. This cohort have now completed the 3 core days training, they have access to the online connected learning, have been focussing on a case study child and are planning on how to disseminate the thinking and approaches in their settings. The Virtual School are continuing to provide support through termly network meetings, bespoke school support where appropriate and a newly developed enrichment programme.

The training so far has covered the following:

- **Core day 1 - Attachment, Trauma and Resilience in Practice:**

Developing plans for effective evidence-based work with vulnerable children and young people

- **Core day 2 - Emotion Coaching:**

Using emotional co-regulation and guidance to enable children and young people to develop prosocial behaviour.

- **Core day 3 - Transitions and Vulnerability:**

Developing resilience throughout the network

Our 4th cohort in Hampshire will also take this approach; they start this programme in October. We have a waiting list for the next cohort so if you think your school is ready please get in touch!

Some of the impact statements so far from participants on the ATAS Isle of Wight programme:

"I feel my understanding has developed in understanding the needs of ALL children; I can predict behaviour to some extent for some of the children I teach – but – this course has helped me to react differently to ALL behaviours of children in the classroom."
(secondary English teacher)

"I thought I was attachment and trauma aware. After attending these 3 sessions – I now know a lot more!"
(SENCO)

"I have adapted my language to validate emotions."
(teacher)

"We have a new framework and vocabulary with which to communicate the complex needs of children with attachment issues to the staff that work with them."
(SENCO)

"This is not just about LACs – this is about human beings and understanding behaviour. It is amazing training."
(Assistant headteacher)

"I feel I am much more understanding and even when a child is at their most highest levels of anxiety, I can support them."
(SENCO)

we are creating a directory of all schools who have completed the programme; this will enable us to keep in contact with schools in the future to keep them up to date with all our developments with our attachment aware schools community, including a new support offer for existing schools who have completed the programme which will offer a new Enrichment Programme for ATAS schools.

Our first event for our directory schools will be on the 18th May 2020 and we are excited to announce that Betsy De Theirry will come to work with us!

The focus of the day will be to develop our thinking around supporting children and young people who have experienced trauma; Betsy will work with us on facilitating trauma recovery focused practice.

Betsy is a keynote speaker and trainer:

She delivers training to school clusters, psychotherapy conferences, police teams, other charities, women's refuges, churches, schools and other centres on trauma with subjects such as:

- Understanding Trauma and Dissociation in Children and Young People
- Understanding Trauma and Dissociation in Adults and Trafficked People
- Trauma Symptoms and Strategies for Schools
- Identification and Protection of Trafficked Children and Young People
- Therapy and Therapeutic care: The Multi-Level Approach to Recovery
- Working with Complex Trauma and Dissociation in Children

Betsy is an experienced trainer who has 20 years' experience and delivers training nationwide. She has trained over 11,000 professionals since 2015.

Betsy has authored a number of books on trauma:

Teaching the Child on the Trauma Continuum. (2015)

The Simple Guide to Child Trauma (2016)

The Simple Guide to Sensitive Boys (2017)

The Simple Guide to Understanding Shame (2018)

The Simple Guide to Attachment Difficulties (2019)

If you would like to know about Betsy please refer to:
<https://www.trc-uk.org/new-page>

The ATAS Directory of Hampshire and Isle of Wight Schools.

Nationally there continues to be a range of emerging best practice in using the findings of neuroscience, in particular, understanding the processes of attachment and trauma, to support children to achieve their potential. Locally, we know that many of our Hampshire schools who have engaged with the programme have examples of this best practice.

Our third cohort on the programme are part of the five-year national research programme which aims to raise school staff awareness and increase understanding of the role of attachment and trauma in children's education. It aims to support and build the evidence base around staff development on attachment and trauma in over 300 schools nationally; and will contribute to national policy development. The programme is funded by a donation from Sir John Timpson, chairman of retailer Timpson Ltd. Work with schools started in February 2018.

As a Virtual School, we are committed to sharing this best practice locally, and to turning important research and understanding into ways of working that make a difference to children looked after and previously looked after in Hampshire.

As part of our ongoing work to develop attachment aware and trauma informed schools across our county

Useful resources and links



New Arrival Ambassador Scheme

- This programme is a peer mentoring course that is designed to train pupils to support the needs of new entrants into your school community with a special focus on vulnerable pupils like Service children, Looked After children and Travellers. Its aim is to ensure that no pupil joining a school at an irregular entry point in the year is left to feel alone and confused.
- The New Arrivals Ambassador Scheme trains a cohort of pupils to guide a new entrant through their school day and to explain how it all works.
- This programme is designed to be low key and informal within a limited time. The Ambassadors will learn skills in listening and communicating and they will help the new entrant to grow in confidence and independence in their new setting.
- This programme is very effective when planned within the whole school context and is designed to form part of the school's response to improving outcomes for children and young people particularly from vulnerable groups. It is well placed in Citizenship and PSHE, Healthy Schools, FBV, ELSA and SMSC. It is valuable in promoting good attendance and behaviour and the development of social skills by pupils. It promotes pupil voice and pupil leadership.
- Over 60 schools covering all phases have been trained in the New Arrivals Ambassador Scheme up to July 2019.
- The scheme has been bought and rolled out in other authorities across the UK
- Four mini-conferences have taken place with two more planned for Autumn 2019
- The NAA Scheme is constantly evolving and now includes a yearly planner to keep the scheme alive in schools for the whole year.
- If you would like more information about this scheme and/or the training event and to book a preliminary visit, please contact:
claire.barker@hants.gov.uk

The Hampshire school library service

The Hampshire School Library Service has produced a booklist to support wellbeing for primary aged children. The list features stories and non-fiction texts. Many are wonderfully produced picture books so the texts are short accompanied by striking illustrations which would allow for time for discussion and are perfect for one to one use. The list will be updated every year and schools can request books from their local SLS centre. If you are unsure where that is please use the enquiry form on the SLS website

<http://www3.hants.gov.uk/sls/sls-contacts.htm>.

To view the list please go to the SLS Moodle

<http://sls.hias.hants.gov.uk/>.

This will need a password as the SLS is a sold service. To request a password please use the Moodle form on the front page of the SLS website as listed above.

The SLS is also available to talk to groups of ELSAs about the booklist and are able to lend books to schools who are holding inset about wellbeing, growth mindset etc. There is no additional charge for this. We look forward to hearing from you!

The Hampshire and Isle of Wight Education Psychology Service



Bookable consultations for Designated Teachers for Children in Care.

Would you like:

- Support with emotional, behavioural, attachment and learning issues?
 - To work in a confidential manner with two Educational Psychologists?
- HIEPS offer bookable consultation sessions to discuss your concerns, clarify issues and, together, generate possible courses of action. The sessions can also be used to discuss broader (i.e. non child-specific) issues regarding looked after children.
- HIEPS offer this support termly - For future dates please contact HIEPS direct.
HIEPenquiries@hants.gov.uk or ring 01962 846398



The Children's Sleep Charity

When a child is having sleep issues it can impact on all areas of their development including their emotional, physical and mental health.

We are a national, award-winning charity supporting children with sleep issues.

Useful website: <https://www.thechildrenssleepcharity.org.uk/leaflets.php>

Hampshire Youth Access

Hampshire Youth Access provide advice and support for children and young people across Hampshire. Hampshire Youth Access (HYA) is a partnership delivering counselling, advice and support to children and young people aged 5-17 across Hampshire.

It does this by offering one to one, group and online support to children and young people, and advice and information to anyone concerned about a child or young person's emotional wellbeing

<https://hampshireyouthaccess.org.uk/>

Contact Phone 02382 147 755

Email [enquiries@hampshireyouthaccess.org.uk*](mailto:enquiries@hampshireyouthaccess.org.uk)
35 The Avenue, Southampton, SO17 1XN



Hampshire Area News

Activities in your area:

To view activities taking place in your local area, simply click here to view the Hampshire Gateway website. On the homepage you will see that you can search by regular clubs, holiday activities and activity providers either by date or postcode. These activities are updated weekly, so be sure to check back each week for anything new.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>



The National Association of Virtual School Heads

The National Association of Virtual School Heads exists to improve educational outcomes for looked after children by working with partners and commissioning research to ensure that the educational needs of looked after children are better understood. All local authorities in England are required to have a Virtual School Head.

The NAVSH website keeps LAs and schools up to date on the most recent national developments and research relating to LAC and PLAC; it has resources full of advice and guidance.

<http://navsh.org.uk/>

The Fostering and Adoption website

The Fostering and Adoption website keeps fostering and adopting parents in touch with those supporting them and enables them to be aware of what is available to them. It keeps them abreast of legislation, policy and practice.

We draw your attention to this site as a source of further insight and information when working with these parents throughout the school year.

<http://www3.hants.gov.uk/adoptionandfostering>

The screenshot shows the Hampshire County Council website with a navigation bar at the top. Below the navigation, there is a section titled 'Adoption and fostering' with a sub-question 'Do you have... a spare room? childcare experience? commitment?' followed by a large pink house icon. To the right of the house icon, the text 'Finding Homes for Hampshire Children' is displayed. Below this, there is a paragraph of text and two circular images showing a baby and a woman. At the bottom, there is a 'Keep in touch' section with an envelope icon, a form to enter an email address, and social media links for Facebook and Twitter.

Hampshire Fostering Network

This is a useful resource to signpost carers to. The monthly newsletter is not only full of useful articles and resources but lists dates and times of foster carer support groups in each district as well as discount codes for a variety of attractions, events, holidays and home insurance!

Website: www.hfnyourvoice.org



Foster carer call back line



 Hampshire Services
Fostering

leave a message
call **01962-845232**
Or
use the Dedicated Carers' Mailbox
FosterCarerMailbox@hampshire.gov.uk

Rachel or another member of the Virtual School Team
will call or email you back

Same day response for messages received before 5pm


We Will

- Respond to your school or education related concerns or issues
- Answer your questions
- Provide information and Guidance
- Signpost you to other officers and agencies

 Email!

No question too big or too small for these lines
CALL BACK is in place right now!
CARER MAILBOX from September 1st 2016

We look forward to your message!

Family Action Special Guardianship Support Service



Building stronger families

(for more information on SGO please see earlier section on Previously Looked After Children)

Supporting special guardians through a bespoke website, a dedicated helpline and a wide range of information and resources

Are you a special guardian in need of support and information?

This national support service is the first of its kind. It has been created in direct response to the increase in the number of SGOs being granted and to support the growing number of special guardianship families.

All special guardians supported by Hampshire can access information, support and guidance from the Family Action Special Guardianship Support Service.

The service grants you access to a dedicated website and trained professionals you can talk to via web chat or by freephone **0808 802 1111** (out of hours).

Get in contact to receive further information and to receive your login details to the Special Guardianship Support Website.

 Family Action
Special Guardianship Support Service

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Get in contact to receive further information and to receive your login details to the Special Guardianship Support Website

www.family-action.org.uk

Family Action
24 Angel Gate
City Road
London
EC1V 2PT

Registered Charity no: 264713. Registered Company Limited by Guarantee in England and Wales: 01068186.

SGO Support Groups in Hampshire

There are support groups provided for parents/carers who want to understand their children and to support them in the best way they can, but we understand that Special Guardians may like to meet with others in order to share stories, to feel listened to and understood and for them to feel that they are not on their own. So please come along and take support and tips from others who share your experiences and let's support each other to give the children in our care better outcomes

We will be running a support group for Special Guardians at Sharps Copse Children Centre with the following dates and times:

Thursday 26th Sept 2019 – 1-2.30

Thursday 17th October 2019 1-2.30

Thursday 28th Nov 2019– 1-2.30

Thursday 19th Dec 2019– 1-2.30

We will be inviting guest speakers to support your role. We look forward to meeting you. Coffee, tea and biscuits will be provided.

Sharps Copse Family Centre
Prospect Lane, Havant PO9 5PE
Tel: 02392 441400
Enquiries: hollie.ryan2@hants.gov.uk

Local support links for the Isle Of Wight



Isle of Wight Youth Trust

Isle of Wight Youth Trust is the largest independent organisation providing youth mental health services on the Isle of Wight, committed to improving the wellbeing and mental health of children and young people on the island.

They offer a range of support for children, young people and their families, the majority of their work is concerned with providing a professional one-to-one counselling service.

For support & counselling
CALL: 01983 529569
EMAIL: info@iowyouthtrust.co.uk



Believe in children Banardo's Talk 2 Service

This service provides:

Mental health: Offering mental health and therapeutic support, including early intervention, for those at risk of homelessness and other harmful behaviours. Provides counselling, information, advice and guidance on recovering and rebuilding family relationships.

Contact address: Winchester House, Sandown Road, Shanklin, Isle of Wight PO37 6HU

Phone: **01983 865657**

Training & Events

Training on offer

Training and events:

Course Title	Course Information	Date (s)	Venue
Core Training For NEW Designated Teachers including the PEP Toolkit	<p>This is a one-day course for Designated Teachers who are new to this role in all HCC and IoW schools, and other establishments with Hampshire Looked After Children on roll. The course will explore the issues for schools and settings in supporting Looked After Children. It will support schools in complying with statutory guidance and clarify the role and responsibilities of the Designated Teacher for Looked After Children. This course will also explore the complexities of identifying the needs of Looked After Children. It will ensure teachers are equipped with the skills and knowledge needed to draft comprehensive PEPs which clearly identify the specific needs of the individual child and outline appropriate related interventions. This will be facilitated through training on the use of the PEP toolkit.</p>	01.10.19 08.10.19 04.03.20 03.06.20 17.10.19 27.02.20 16.07.20 (Full day)	Hampshire Hampshire Hampshire Hampshire Isle of Wight Isle of Wight Isle of Wight

Course Title	Course Information	Date (s)	Venue
Designated Teacher workshops (continued)	<p>Summer Workshop: ACES What was the original Adverse Childhood Experience Survey? Exploration of the implications for those working with LAC; PLAC and those on the edge of care? It is envisaged that there will be a showing of the film 'Resilience' that emanated from the original survey.</p> <p>Summer Workshop (IOW): Developing the Role of the key adult Delegates will have the opportunity to:</p> <ul style="list-style-type: none"> ● gain knowledge and understanding of characteristics and requirements of a key adult for LAC ● consider strategies for developing this approach in your school ● explore the use of the PACE approach 		
Attachment and Trauma Aware Education Settings - ATAS (Hampshire and Isle of Wight)	This is an exciting opportunity to be part of the county's ongoing work being led by Hampshire and Isle of Wight's Virtual School & Kate Cairns Associates to develop 'Attachment and Trauma Aware Schools'. An Attachment and Trauma Aware Setting is a national term being used to identify schools where all the staff are aware of the neuroscience that stops vulnerable children effectively accessing learning and have specific understanding of attachment and trauma that they can draw upon to develop setting and classroom practice. The course will comprise three 3 full formal training days, 3 termly district network meetings and full access to online learning units.	Please contact HTLC to be added to the waiting list or Learning and Development IOW. (12 month Programme)	
ATAS Networks Isle of Wight	<p>These networks will respond to consultative feed back form delegates in order to meet training and development needs. Content will include:</p> <ul style="list-style-type: none"> ● Leading whole staff training and dissemination of the lead team learning ● Using KCA Connected Learning ● Developing Resilience ● Working towards an attachment aware behavior policy ● School Improvement Manager input – supporting leading the whole school and synthesis with school improvement plans. 	20.11.19 25.02.20 23.06.20 (half day)	Isle of Wight
The PEP Toolkit PLUS Workshop (with Julia Alfano)	The PEP toolkit plus workshop is designed for those designated teachers who have had the PEP toolkit training and wish to understand better how to use it. The workshops will also look at attachment and trauma theories in more detail to help understand the needs of children and young people	09.10.19 11.03.20 (half day)	Hampshire Hampshire

Course Title	Course Information	Date (s)	Venue
Understanding the Emotional Needs of Vulnerable Children and Young People (with Rachel Allen)	Learning and classroom dynamics are often blocked or challenged by the behaviour manifested by pupils. This two day (non-consecutive) course explores the neuroscience of poor attachment and trauma, and the consequent emotional barriers to learning. The first day, Understanding the Emotional Needs of Children in Care and Vulnerable Learners, provides the theory required for the practical emphasis of day 2, which focusses on Meeting the Emotional Needs of Children in Care and Vulnerable Learners in order to promote emotional good health and well - being, and improve educational outcomes. It would be very powerful if the Designated Teacher, Carer and Social Worker for each child on roll all booked onto this course together though not essential for attendance.	14.01.20 (Full day)	Hampshire
Understanding and meeting the needs of looked after children in YR - adapting classroom practice to enable engagement and progress	The Virtual School are working in collaboration with the Hampshire Early Years Advisory Team to offer training and support to teachers of reception classes with a looked after child. This CPD opportunity has developed as a result of the work across the county with the Virtual School and Services for Young Children supporting transition to school; it is in response to many school visits and work with YR teachers enabling them to understand and contribute to the PEP process and planning to meet the emotional and learning needs of the looked after learners in their classroom.	6/11/2019 12/2/2020 16/6/2020 (multi sessional)	Hampshire
Story Links	Story Links is a 10-week parent partnership intervention to support pupils at risk of exclusion. It uses therapeutic story writing to address behaviour issues of pupils with attachment difficulties, develops parents' emotional literacy skills and improves pupils' reading.	For enquiries – please contact Denise Uren denise.uren@hants.gov.uk 023 9244 1501	Hampshire and Isle of Wight
CPD Event with Betsy DeTheirry Teaching the Child on the Trauma Continuum. https://www.trc-uk.org/betsys-qualifications-and-professional-biography	This course is by invite only to schools who have previously completed the ATAS programme, are continuing to develop their practice and have an entry in the Hampshire ATAS Directory. We will have guest Speaker Betsy De Thierry too work with us on facilitating trauma recovery focused practice.	18.05.20	Hampshire

Course Title	Course Information	Date (s)	Venue
The PEP Toolkit for classroom teachers	This is an opportunity for primary and secondary subject teachers of children in care (and other vulnerable pupils) to gain a working knowledge of using the Needs Analysis tool to understand and plan for emotional and behavioural responses of vulnerable pupils. This training will provide a platform to develop teacher awareness of the specific barriers that stops vulnerable children effectively accessing learning and have a specific understanding of attachment and trauma issues that they can draw upon to develop their classroom practice. DTs can direct classroom/subject teachers to this training and use PPPG to fund.	09.01.20	Hampshire
Health Briefings for DTs	These forums bring together presenters from a wide range of health teams. Gain insight into their work in schools and their wider communities; remain updated on the Green Paper on mental health provision for children and adolescents and raise your concerns or needs in relation to the health and well-being of your CLA pupils. Please ask rachel.allen@hants.gov.uk for further information	08.01.20 25.05.20 (half day)	Hampshire
Save the Date Virtual Schools Regional Conference 2020	Life Beyond Labels – Changing the narrative for looked after children This is a joint event with Hampshire, Isle of Wight, West Sussex, Portsmouth and Southampton. ****more details to follow****	04.03.20	Solent Hotel and Spa Fareham

IOW To book: <https://www.iow.gov.uk/trainingcourses/subCatsAndCourses.aspx?subCatId=0&catId=9>

Hampshire Teaching and Leadership College: <https://www.hants.gov.uk/educationandlearning/htlc>

HTLC professional learning Moodle: <https://hias-totara.mylearningapp.com/>

The Learning Zone for HCC staff:

The Learning Zone for external customers: <https://www.hants.gov.uk/educationandlearning/learning-zone>

Training through workforce development

Education: How You Make a Difference

For Foster Carers:

20.01.20 and 21.01.20 06.05.20 and 13.05.20
(Each pair of dates works as one unit over two half-days.)

For Social Workers:

11.02.20 ; 09.03.20 9.30-4.00 (full day)

Further dates may be added over this academic year. Please contact Karen.Storey@hants.gov.uk with enquiries.

Course Details:-

The content of the course closely mirrors that of Designated Teacher Core Training but adds a direct slant towards the specific roles of the foster carer and/or social worker. The aim of DT training, carer training and Social Worker Training is to ensure that all key parties working around the child or young person are equipped with the same information, message and awareness so that the team 'in harness' is robust, and empowered to together drive forward improvement of their outcomes, educationally and holistically. How You Make a Difference training content covers the role of the Virtual School and College and the policies and protocols in place in Hampshire; the PEP form, process and pupil premium plus funding; how learning takes place and the barriers that children in care may face due to past negative experience and neuro-scientific effects.

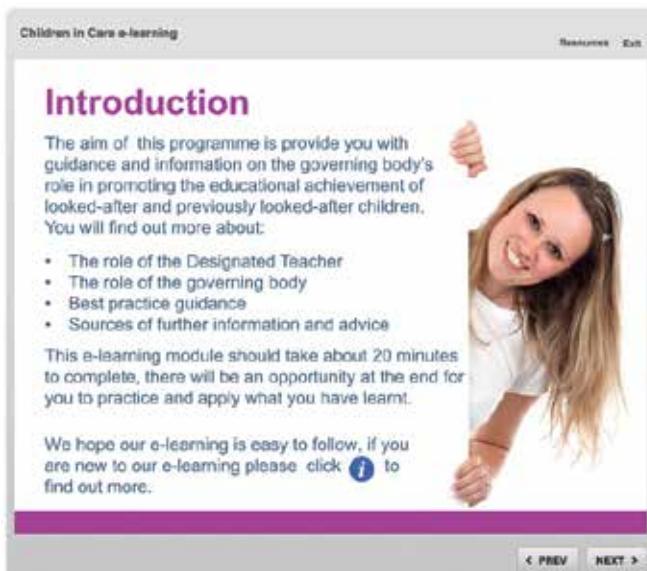
Training for governors

Governing bodies are required to have a link governor on the board for children in care. Hampshire governor services have a very useful e-learning module which covers the 'need to know' in terms of statutory requirements governing bodies have for CIC as well as ideas for best practice.

<http://www.education.hants.gov.uk/intranet/governortraining/childrenincare/>

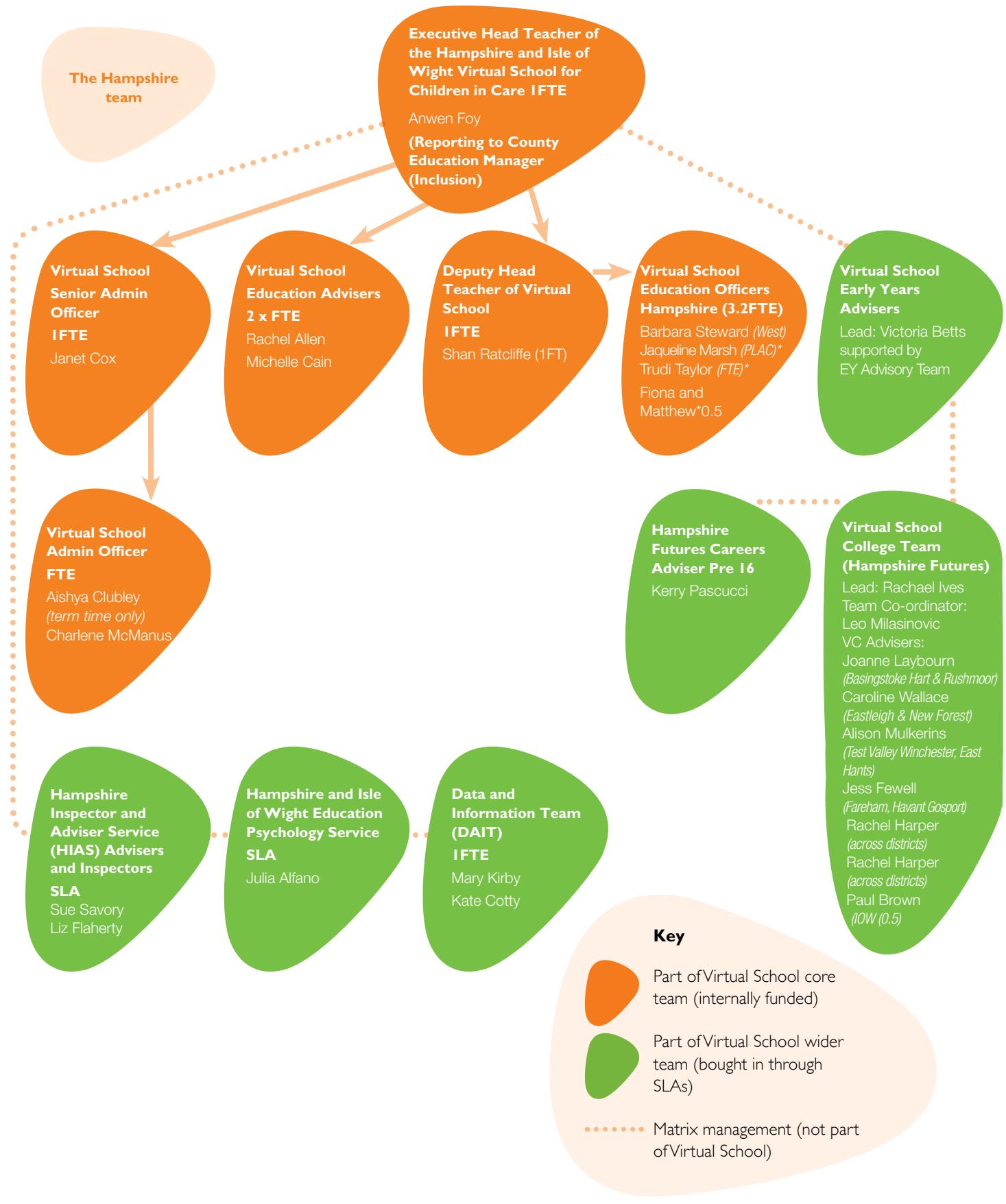


This screenshot shows the title page of the e-learning module. The title is 'Promoting the Educational Achievement of Looked After Children E-learning for Governors'. Below the title is a photograph of a young girl with blonde hair, wearing a pink top, focused on writing in a notebook. The Hampshire Services logo is in the top right corner.

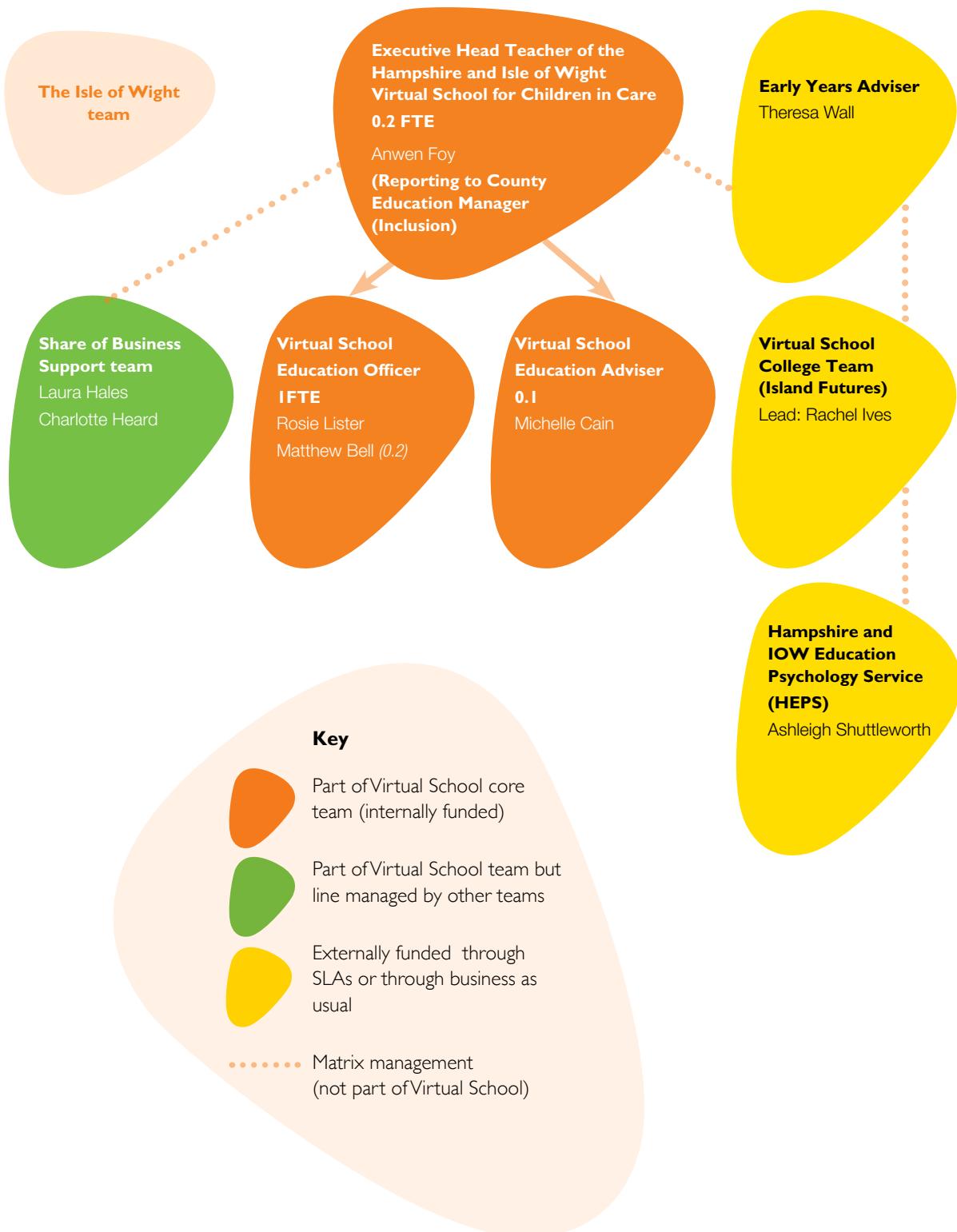


This screenshot shows the 'Introduction' page. The heading is 'Introduction'. The text explains the aim of the programme: 'The aim of this programme is provide you with guidance and information on the governing body's role in promoting the educational achievement of looked-after and previously looked-after children. You will find out more about:' followed by a bulleted list: '• The role of the Designated Teacher • The role of the governing body • Best practice guidance • Sources of further information and advice'. To the right is a photo of a woman with long brown hair, smiling and pointing upwards. The text at the bottom states: 'This e-learning module should take about 20 minutes to complete, there will be an opportunity at the end for you to practice and apply what you have learnt.' and 'We hope our e-learning is easy to follow, if you are new to our e-learning please click  to find out more.'

Hampshire and Isle of Wight Virtual School and College for Children in Care updated 2019



Isle of Wight Virtual School and College for Children in Care updated 2019



www.hants.gov.uk/cic-virtual-school
www.iow.gov.uk/virtualschool

Contacting the Virtual School

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Winchester, Hampshire SO23 8UG

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Virtual School website:
www.hants.gov.uk/cic-virtual-school

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Isle of Wight Council
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