



Learn Achieve Celebrate

Information and guidance

for Designated Teachers of Looked After and
Previously Looked After Children in Northumberland

26th June 2020

Contact Us

Here are contact details for teams and services that you might need during this school closure period. Let us know if you need any others:

- OneCall 01670 536 400
- ESLAC 01670622779
- Email: eslac.info@northumberland.gov.uk
- CYPS 01670 502 700
- Family Placement 01670 626 262
- IROs 01670 624888

Virtual School Summer Conference for Designated Teachers



I am pleased to let you know that the Summer Conference will go ahead in a virtual format. I hope that means that many, if not most of you, can join us.

The date is **Tuesday 7th July from 1.30 to 3.30pm.**

A **google hangout** invitation will be sent to all Designated Teachers next week (w/b 29th June).

The agenda will include:

- Recovery, learning, legacy: update from the Virtual School Headteacher
- Sharing trauma informed practices in our schools – Virtual School Psychologists
- Getting back on track: the evolving ePEPs
- Transition arrangements for looked after children
- Year 10 summer school and beyond
- Good corporate parenting

ESLAC Psychologist Clinics

A reminder that our Virtual School Psychologists are holding virtual drop in sessions for Designated Teachers starting next week.

There will be one ESLAC Educational Psychologist available for 15 a minute problem solving consultation to discuss any issues that you might want to explore about your looked after children at this time. The drop-in will be run every Thursday, 11am-12pm until the end of term. There will be 4 x 15 min slots. To book a 15 min slot please email our lead Education Psychologist Carol Booth – carol.booth@northumberland.gov.uk - with a brief outline of your concern and she will add a slot in the google calendar. Please note this is not a referral service. The timetable is below:

- 25th June - Kate Hodgson
- 2nd July - Jenny Shannon
- 9th July - Carol Booth
- 16th July - Kate Hodgson



ePEP update



Our ePEP developer has been very busy during lockdown and Tara Prescott has been sharing your ideas about improvements so that we have an intuitive and effective system in place. You might have already noticed some of the changes, but here is a summary of what you can expect to see when you log on in September:

- All pupils will have a progress chart in their PEP created from their end of KS1 or end of KS2 attainment and the half termly progress data which you add in every progress review
- As the quality assurance process will be in the PEP and not on the separate Word document we will review the criteria in the Autumn term, however the following changes have been made:
 - If the pep is RED, a message will be sent to you letting you know that the standard of the PEP is not good enough yet and that you have two weeks to work on it and get to amber or green
 - If the PEP is AMBER the status will be set to PENDING and you will have the opportunity to re-submit within 2 weeks to hopefully get to GREEN
 - There will be an overall text box within the QA document to allow us to communicate swiftly.
- A PEP scheduling process is being implemented which will work out when PEPs are due and send you a reminder when the 6 monthly review is approaching
- An EP will now be allocated to every child on entry to care and indicated in the PEP. There will be an EP Overview box so that EP notes can be added. This will allow us to report on any looked after children who have had involvement but this hasn't resulted in a report or assessment. The initial assessment on entry to care can also be stored here.
- There will be a new tab to add any concerns, achievements which don't fit into any other section etc.
- There will be a read receipt for social workers who receive invitations to PEP meetings *NB social workers are expected to attend*

It's going to be fabulous, especially when Elissa can use the data also. If there's anything you don't like, or want added we can look at changing/adding in.

Supporting children to return to school

Agencies are working together to support and promote the emotional and mental health and wellbeing of children and as they return to school. A group is meeting, with representation from Early Help, SEND Inclusive Education Services, the Virtual School, Primary Mental Health, School Health, Public Health, the CCG, NTW and Educational Psychology to develop guidance, resources and interventions. Schools are being asked by agencies and the DfE to prioritise emotional and mental health needs and to ensure that children get the right support at the right time and avoid services being overwhelmed.

Schools are being signposted to the Return to School padlet https://padlet.com/nies1/return_to_school and DfE guidance <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>, with further information to follow.

Inclusive Education Services are currently providing regular support into 9 schools in order to support the ongoing attendance at school of children with additional needs. They are accepting requests for support from schools for individual children and are risk assessing each one, taking into consideration



the potential benefits of the intervention, the health and safety of all concerned, and our infection control responsibilities. They are also working closely with other teams eg Education Welfare, and the School Improvement Service to respond to concerns raised by colleagues in

Children's Social Care about increased or new vulnerabilities, and liaising with schools as necessary to encourage school attendance where this may be a protective factor

Moving on – update on transition arrangements

Children who are due to start a new school in September have been a priority for the ESLAC team throughout the school closure period. The team members have all been busy supporting schools, children and carers to help to prepare for the move. So far:



- all children should now have a Virtual School transition booklet
- the DT from the current school should have been in contact with the DT at the new school to plan the transition and agree outcomes in the PEP for September
- PEP reviews should all take place before September with a member of the ESLAC team in attendance
- The extra box in the PEP can be used to make notes, comments and record significant information about each child's transition

Achievement 2020

As you know there will be no validating of attainment data this year for children completing the Early Years, Key Stage 1, Key Stage 2 and Key Stage 4 phases. However, there will still be a Virtual School Headteacher Annual Report 2020 which will evaluate the achievements of our looked after children in the two terms they were at school, and in an anecdotal way explore how the children coped with school closure and the impact this is already known to have had on their education.



You have already been asked by our data support officer, Elissa Barker, to complete a simple google sheet with assessment data for Northumberland looked after children in Reception, Year 2 and Year 6. GCSE data will be collected as usual on results day in August. Thank you to those who have already responded. If you haven't done so already, could you please submit your data before the end of term on 17th July.

Expert Learner Award 2020



Every year we reward the extraordinary achievement of our looked after children with a special badge and iPad for meeting the challenging criteria of the Expert Learner Award. This year the criteria can not have been fully met because schools were closed for a term, but we still want to reward as many children as possible for their commitment to their education.

So I am asking you to email me with the names of children who you would like to nominate for an Expert Learner Award, with a few sentences about why you think they deserve to. Your nominees might have met the criteria during the first two terms of the year (97%+ attendance, good progress in reading/writing/English and maths, no exclusions, participation in an extra-curricular activity), or they might have achieved excellence in other ways (including during the summer term).

I already have two nominations: one for a fabulous all rounder with exceptional social skills, the other for a child who learned to read virtually on Zoom during lockdown.

I would like to keep the focus of the award on education and learning, but just send me the names and we'll go from there!

Reading Campaign

Lockdown has been a great opportunity to get children and their carers involved in the Reading Campaign. Remember that all looked after children have a laptop at home. Just a reminder of what you could and can be doing:

- **Reading aloud**

- **Using the MyOn digital library**
- **Logging on to Lexia at home**
- **Using the Britannica online school**

Training

For 2020-21 we are developing a virtual Virtual School training programme. More details will follow before September about what is on offer and how you can access it all.

In the meantime there is already relevant training available for Designated Teachers and other professionals working with looked after children which you will find useful. There is an excellent training module on Learning Together - <https://www.acesonlinelearning.com/> - which looks at the social, health and community impacts of ACEs. The focus of the training is on identifying protective factors and different strategies that will be effective with children who have suffered early childhood trauma.

Virtual School Headteacher: Jane Walker



Northumberland
County Council