



Learn Achieve Celebrate

Information and guidance

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

December 2018

3 things you need to know about PEPs

1. To comply with the revised statutory guidance, schools are required to **review PEPs termly** to ensure that looked after pupils are making progress towards achieving their outcomes and that the right resourcing is in place to make that happen (page 16 statutory guidance for local authorities). The termly review is internal to the school. You are still required to convene **multi-agency PEP reviews every six months, or twice for each pupil in each academic year**.
2. The **ePEP** is almost fully implemented. Look out for further changes to the template during the Spring term – we're acting on your feedback and making sure the mechanism is fit for purpose. If you are having difficulty accessing or navigating the ePEP then please contact ESLAC without delay.
3. The draft **Pupil Premium Plus policy for 2019-20** will be shared with you and your Headteachers in January 2019. Providing evidence of the impact of the PP+ is a crucial part of your role. You should be doing that through the PEP – monitoring and review of outcomes – and by sharing your Designated Teacher Annual Report to Governors with the Virtual School Headteacher.

Achievement for All Conference for Designated Teachers

WE WANT YOU TO BE THERE SO SUPPLY COVER WILL BE PAID

- Wednesday 13th February 2019 at Alnwick Adult Learning Centre, 8.45 to 3.45pm
- The agenda will include:
 - Where we are now – implementing the new statutory guidance
 - A4A's CLA Programme Case Study: emotion coaching as part of a whole setting approach to wellbeing, using strengths and difficulties questionnaires to target interventions
 - Troubleshooting – the ePEP
 - Workshops:
 - Foster carer engagement
 - Ofsted Perspective on wellbeing
 - Launch of the A4A Designated Teacher accreditation
- How to book – email Adele Stevens at ESLAC.info@northumberland.gov.uk



Good News - fixed term exclusions are going down

Last year, 2017-18, the number of fixed term exclusions for looked after children in Northumberland trebled from **38 in 2017 to 128 in 2018**. The exclusions related to 43 pupils in 19 schools.

After sharing information with Designated Teachers, social workers and IROs early indications suggest that better integrated working between professionals has had a positive impact.

By the last week of this Autumn term there have been **11 fixed term exclusions of looked after children, relating to 5 children in 4 schools**.

Keep up the good work, the importance of reducing exclusions can not be under-estimated.

Emotional Health and Wellbeing

In November the DfE published [Mental Health and Behaviour in Schools](#). It is essential reading for Designated Teachers with references to looked after children and very useful information on the causes of challenging presentations of behaviour in school.

The Virtual School continues to invest in the offer of **Thrive attachment training** to all Northumberland schools. Follow the link to our [Training Programme](#) to [book](#) your training.

We would also like to hear your feedback – what difference did the training make in your schools, how effective is Thrive in improving outcomes for looked after children? [Email us!](#)

Re-introducing Tara Prescott....

Tara Prescott is now on secondment for a year to the Virtual School (ESLAC) from the Education Welfare Team. She is fulfilling the post of **acting ESLAC Assistant Team Manager**, providing essential support and additional capacity to the management of this very busy team. Tara was an Education Support Worker in ESLAC for many years before becoming an Education Welfare Officer and is well known for her hard work, energy, and engagement with looked after children.



URGENT

Year 10 Careers' Guidance

In the [September issue](#) of the *Learn, Achieve, Celebrate* bulletin there was a flowchart showing you a new process for integrating PEPs with Pathway Plans to ensure that transitions to adulthood for looked after children, as they become care leavers, are as smooth as possible.

If you are a Designated Teacher for a looked after child who is currently in Year 10 then you are asked to follow that process and arrange a Careers Guidance interview for each pupil, then include the written action plan from that interview with the pupil's PEP.

For further information and support please contact the **Virtual School's Careers' Adviser, Andrea Johnson**: 01670 622785, andrea.johnson@northumberland.gov.uk



Educational Psychology in the Virtual School (ESLAC)

Thank you to all the schools, settings, professionals and foster carers who have welcomed me this term.

This term I have been providing advice and support to schools/settings and foster carers around the needs of looked after children. My colleague, Louise Brennan, has been carrying out similar work with previously looked after children. A lot of our work is focussed on supporting schools to understand the impact of attachment and trauma on the emotional, social and mental health of looked after and previously looked after children and the impact that this has on their learning and presentation in the classroom.

Louise and I are currently working on developing a [training package on attachment and trauma](#) that we can deliver to schools and settings in the Spring term. We also aim to develop training on [promoting resilience in looked after children and bereavement, loss and separation](#). If you have any other ideas, please get in contact.

This term I have been working on developing a [protocol for an Educational Psychology assessment for when a child/young person is taken into care](#). Once ESLAC is informed about a child or young person entering into care a [Strengths and Difficulties Questionnaire \(SDQ\)](#) is sent out to their schools. Once the SDQ is returned to our health colleagues, I will contact the Designated Teacher (DT) to discuss what would be the most helpful way for me to be involved in an assessment of the child/young person. In addition, through liaison with our Education Support Workers (ESWs) and where possible, I have attended the child/young person's first PEP meeting alongside them. At that meeting a discussion has taken place (through consultation with school, Social Workers and foster carers) about what form a bespoke assessment will take. This has meant that we look at each young person as unique and can tailor an assessment around their needs (strengths and difficulties).

At that review I will set a date for the assessment. The assessment could be observation, play based assessment, cognitive assessment (verbal/non verbal), functional skills assessment, therapeutic intervention, collection of child's views/ perspectives via psychological tools. Feedback is then given to schools and Social Workers via a written report.

Dr Carol Booth, Education Psychologist, Virtual School (ESLAC)

Northumberland Designated Teacher Essentials

- ◆ e-learning induction/refresher training - [Learning Together](#)
- ◆ [Designated Teacher Training programme](#) and [Online booking form for training](#)
- ◆ [Designated Teacher Training Hub](#)
- ◆ [Designated Teacher Toolkit](#)
- ◆ [Virtual School webpage](#)

Contact us - 01670 622779 or ESLAC.info@Northumberland.gov.uk

Are you fulfilling the statutory requirements of your Designated Teacher role?

Annex 1 at page 36 of the revised [statutory guidance for Designated Teachers](#) is a very useful resource to ensure that you are fulfilling all aspects of your newly broadened role.

Every half term your *Learn, Achieve, Celebrate* briefing will draw attention to the Annex so that you can reflect on those *useful questions in developing effective practice*. The spotlight in December's edition is on:

Promoting High Expectations and Achievement.

Are appropriate learning targets being set for looked-after and previously looked-after children in the school that include measures to accelerate their progress?

What are the specific barriers to achievement facing looked-after and previously looked-after children, and can the school take action to remove them?

Is there good liaison with foster carers, children's homes managers, parents and guardians to support children's learning?

If looked-after children and previously looked-after children get behind, how is this identified and help provided?

How does the school celebrate the educational successes of looked-after and previously looked-after children?

Would specific interventions, such as regular access to a learning mentor or one-to-one tuition, help looked-after children succeed?

What revision support is available for examinations for children at risk of underachieving? How are looked-after and previously looked-after children encouraged and supported to attend these?

How are looked-after children and previously looked-after children encouraged and supported to access taster activities for further and higher education?

How are looked-after children and previously looked-after children supported if they are gifted and talented?