



Learn Achieve Celebrate

Information and guidance
for Designated Teachers of Looked After and
Previously Looked After Children in Northumberland
December 2019

REQUEST FOR ADDITIONAL SUPPORT

1. Have you requested any additional support from the Virtual School this term for a looked after child?
2. Do you want to request some, particularly for Y6 and Y11 pupils?

If the answer to either question is YES then please send a brief email to the [ESLAC mailbox](#) using the subject **ADDITIONAL SUPPORT** before 20th December 2019 and tell us:

- The name and year group of the child the support is for
- Why support is needed
- What kind of support you are requesting
- How long the support is expected to be in place for
- Whether or not you will use Pupil Premium Plus to pay for it

We will reply to your email before the end of term if possible, or during the first week of term in January.

Spring Conference(s) for Designated Teachers

The agenda is already taking shape for our Spring Conference for Designated Teachers. We can already confirm:

- Corporate Parenting - Graham Reiter, Service Director for Children's Social
- The developing ePEP and guidance on getting 'green'
- Pupil Premium Plus arrangements for 2020-21
- SALT – next steps

The dates of the Spring Conference(s) are:

- 24th March, The Fuse Prudhoe, 1-4pm
- 25th March - 1 - 2pm, Berwick Workspace, 1-4pm
- 26th March - 1 - 2pm, West Hartford Fire Station, 1-4pm

To book a place please follow this link to our online google form: [SPRING CONFERENCE](#)

Autumn Progress Reviews

The Autumn term progress reviews for each of your looked after children are now due. Please can you complete them in the ePEP and submit before the last day of term on Friday 20th December 2019.

If you need any support to make sure the deadline is met then please contact your ESLAC link worker as soon as possible.

Once we have the progress review we will be able to update and upload each child's progress chart to their ePEP, which will help us to work together to keep all of our pupils on track to do the best they can at school.

Further improvements to the ePEP

The Designated Teachers who volunteered to be in our working group have busy this term. We have agreed a number of improvements to the ePEP template which you should start to see from the beginning of next term. They won't all happen at once, so please be patient! Here are the main changes you will see soon:

- Outcomes section:
 - the *provision required* box will be merged with the *actions to achieve* box
 - a line will be added to make it clear where you can indicate that the termly review has happened
 - the termly review box will have 3 sections, one for each term, and a drop down comment box for Autumn, Spring and Summer
 - we are going to make it a requirement that every looked after child has one academic outcome which is about progress in reading in their PEP
 - when you indicate that an outcome is completed it will disappear from the outcomes section and move into a new section called *Individual Successes and Celebrations*
 - in this section you will also be able to record things like Expert Learner awards, attendance awards, enrichment activities, strengths
 - the Strengths and Enrichment boxes will both be deleted (both can be recorded *in Individual Successes and Celebrations*)
- A function will be added to send an alert to the social worker for feedback for the PEP review, and for you to make sure that they can attend the PEP meeting at the date and time you have arranged it
- A tick box will be added to some sections so that if the section is blank it will disappear when printed eg fixed term exclusions
- The Additional Support section will be re-named *Support from other agencies*
- The secondary age Pupil Views section is being changed so that there are no closed questions and pupils can record a wider range of views
- The Progress review will have a new tab called *Pupil Premium Plus* where you can record what it's being spent on, if it's working, and what the impact is
- In the Pupil details section there will be a new line *Has there been a referral for statutory assessment* with drop down menu Yes, No, Referral submitted and date
- There will be a new section for *Carer's views* next to the pupil views section
- There will be a new section for *Designated Teacher feedback/comments*

We are also working with the ePEP developer to make some system changes. We hope that we will be able to embed the PEP quality assurance process and progress tracking process,. We also want to send you more prompts when deadlines are due (for things like Progress Reviews, PEP Reviews, when to submit Outcomes for PP+). Once these changes are made you will be able to update your PEP with information, for example a reward or fixed term exclusion, without having to open a new PEP.

It's going to be fabulous!

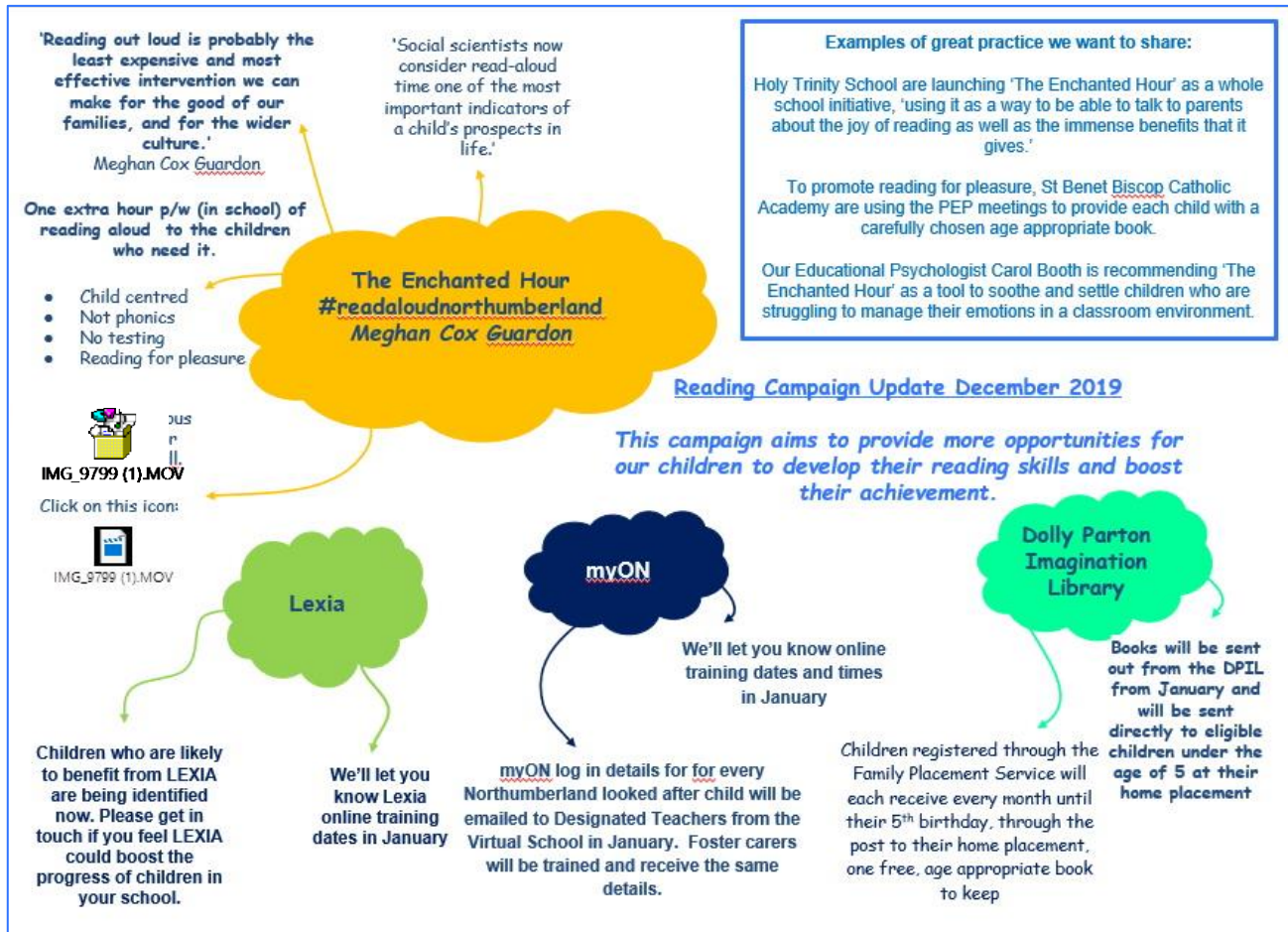
New Ofsted framework

The new Ofsted inspection framework for schools which was introduced in September 2019 is an opportunity to demonstrate how well we all support our looked after learners and how we plan to improve outcomes for them in the future. Here are a few of the reasons why:

- inspectors will be spending more time considering how the educator has achieved their results through their preparation, quality of teaching and feedback, as opposed to focusing on data. This means inspectors will be looking closely at how teachers deliver their lessons and engage pupils
- use of visuals alongside verbal communication which enhances learning and retrieval from memory

- more focus on information which tells us about the progress of individual pupils to replace existing tests and systems used in schools which have been found to be only partially accurate predictors of actual attainment
- a new focus on the needs of pupils and how they are progressing from one stage to another. They will look at both summative and formative assessments, as well as performance in the classroom and how each learner is individually catered for in lessons
- Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils, as well as the most able pupils.

The Reading Campaign – what will happen, when and how



Lexia

- Sorry if you've already provided this information, but we need to know the answer to two yes/no questions so that we can arrange the Lexia licences in January. Please click here to tell us your answers by 31st January 2020: [google form link](#)
- Foster carers will be trained in January so that they can promote Lexia at home

myOn

- You don't need to do anything about myOn at the moment. We will make sure that your looked after children all receive login details and that you know dates of the online training in January. We will get in touch with you, you don't need to try to contact us

Dolly's Library

- You don't need to do anything. The work is done, the eligible children have been identified, and the first books will be sent out by Dolly in January, directly to the children in their home placements

Speech and Language Therapists supporting Virtual School Heads

The launch of our integrated working with Speech and Language Therapy, introduced by Carrie Hughes at the Autumn Conference(s), has been very well received and we are keen to build on the momentum this has created to make a difference for our looked after children. Our Educational Psychologists are working with Carrie and her team to plan next steps and we will update you all at the Spring Conference(s). In the meantime here is a reminder of some of Carrie's key messages.

- **Giving Voice to Looked After Children, Carrie Hughes SALT with NHCT**
- **Referral guidelines** (for the Speech and Language Therapy service)

If any of your looked after children display any of the following characteristics and presentations, then have you considered a referral to Speech and Language Therapy?

Children who find sequencing and organisational skills challenging:

disorganised and chaotic • regularly forget what they are supposed to be doing. • may ask for the time constantly or what's happening for the rest of the session/group/day • forget to bring things to school/take things home • forget what's happening next • order of events

Children who find understanding spoken language a challenge:

Avoid 1:1 conversation
 Laugh along with others in a group, without understanding the meaning of the joke
 Follow what everyone else is doing without understanding the instructions or what is going on
 Overreact to comments
 Break rules again and again despite constant reminders

Children who have difficulties with the social use of language:

A person may be unable to:

- Take turns in conversation (may 'hog' all the chat, make lots of interruptions, or seem unaware that someone wants to change the subject)
- Stick to one topic for long enough
- Start conversations
- Make appropriate eye contact

Before you go on holiday

- You don't need to tell us in pounds and pence what you are using the Pupil Premium Plus for. As long as we know what it's being used for and the impact it's having then that's enough
- Highfield Middle School has found an excellent way of involving looked after children more in their PEP reviews and capturing their views in a meaningful way. A template has been developed so that pupils can take the minutes of their own meeting, which is then uploaded to the PEP as a record. If you have examples of good practice then please let us know so that we can share with other Designated Teachers
- As good corporate parents we are developing a SEND Pledge for looked after children. Find out more about this important, multi-agency piece of work at the Spring Conference
- A reminder that if any of the PEPs for your looked after children have been rated as RED through the quality assurance process then they need to be re-submitted within two weeks of you being notified. Please contact your ESLAC link worker for support if you need it
- Requests for term time holidays for looked after children should be treated in the same way as requests for your non-looked after children. We don't always know when requests have been made so please contact [Tara Prescott](#) and we can support with decision making and co-ordinating views with the Care Team
- We're still looking forward to reading your Designated Teacher Annual Reports for 2018-19. Please forward a copy to [Jane Walker](#) when it is ready.
- In September Northumberland launched a protocol for *reducing the unnecessary criminalisation of looked after children and care leavers*. If you are a Designated Teacher in a secondary school then can you make sure your Headteacher signs the protocol and returns it to Jane Walker – a scan or hard copy will do. The protocol and supporting documents can be found on our webpage under [Support for Designated Teachers](#).
- And if you do get the chance to relax and do some reading during the Christmas holiday, then in the spirit of our reading campaign here is a recommended title from the Virtual School: *The Handbook of Therapeutic Care for Children*, edited by Janice Mitchell, Joe Tucci and Ed Tronick