



Learn Achieve Celebrate

Information and guidance

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

July 2019

Training programme 2019-20



For all Designated Teachers:

- A termly Designated Teacher Conference
- Education Psychology
- Thrive Taster Course
- Safeguarding training provided by the NSSP (formerly NSCB) – see separate [programme and booking arrangements](#)

All Designated Teachers are encouraged to attend our termly conferences. Each will have a combination of information sharing and training about educating looked after children, with contributions from the Virtual School Headteacher, ESLAC team members and guest presenters.

Autumn Conference

- 12-14th November in West Hartford, Fuse Prudhoe and Berwick Workspace
- ½ day

Spring Conference

- 24-26th March in West Hartford, Fuse Prudhoe and Berwick Workspace
- ½ day

Summer Conference

- 7-9th July in West Hartford, Fuse Prudhoe and Berwick Workspace
- Full day

Education Psychology

- **Loss and Bereavement**, Thursday 5th December, Brunel House, 9.30am-11.30am
- **Trauma**, Thursday 5th December, Brunel House, 1.00-3.00pm
- **Loss and Bereavement**, Thursday 13th February 2020, Brunel House, 9.30-11.30am
- **Trauma**, Thursday 13th February 2020, Brunel House, 1.00-3.00pm

Thrive Taster Sessions

Please express an interest in attending a taster session on the [google booking form](#) (link below)

- 17th September, Brunel House, 4.00-5.30pm
- Spring term – Brunel House – date and time tba
- Summer term – Brunel House – date and time tba

To book a place at the training events, please follow the link to our [GOOGLE BOOKING FORM](#)

*All of the training (apart from the NSSP offer) is funded by the Virtual School.
The cost of supply cover can not be provided.*

A year in the life of a Designated Teacher



The life of a Designated Teacher is a very busy one and depending on the school you work in and the looked after children on your roll you will all have very different experiences throughout the year. There are, however, key points in the year where you should all be doing the same thing and the table below outlines the routine jobs you have to do each term to fulfil your role as a great Designated Teacher.

Summer term	Autumn term	Spring term
Review Outcomes	Review Outcomes	Review Outcomes
Submit for PP+	Submit for PP+	Submit for PP+
Complete Progress Review	Complete Progress Review	Complete Progress Review
Attend Virtual School Summer Conference	Attend Virtual School Autumn Conference	Attend Virtual School Spring Conference
<i>Learn Achieve Celebrate</i> Half term briefing End of term briefing	<i>Learn Achieve Celebrate</i> Half term briefing End of term briefing	<i>Learn Achieve Celebrate</i> Half term briefing End of term briefing
KS1 and 2 tests and results Arrangements for GCSE results day	Induction of newly arrived looked after children	Ensure additional support is in place for test/exam period
Confirm Outcomes for new academic year/September	Write your annual report	Involve ESLAC in transition visits for pupils changing phases/schools
EHCP review • LAC review • PEP review (6 monthly, multi-agency) • Take action (within 2 weeks) if PEP QA is red • For Year 10, arrange careers' guidance interview and upload action plan to PEP		



Designated Teacher Working Group

Northumberland now has a **Designated Teacher Working Group** which will meet once every half term to work with the Virtual School on themes and issues which affect you in your role in school. The outcomes of those meetings will inform the termly Designated Teacher conferences so that you can all be part of the Virtual School's development.

The first task will be to develop a **Great PEP** as an exemplar for you all. Future tasks will be identified by the group.

So that you can keep in touch and communicate with the group so that your views are heard, your working group volunteers are:

- ◆ Claire Allman, Horton Grange Primary
- ◆ Colette Laidler, Highfields Middle
- ◆ Emma Beeston, Eastlea Primary
- ◆ Graham Lancaster, St Benet Biscop
- ◆ Lorraine Sykes, Abbeyfields First
- ◆ Mark Phillips, Hillcrest
- ◆ Sally Collins, the Dales
- ◆ Sam Agan, ALP/Central
- ◆ Toni McGuire, ESLAC team manager
- ◆ Tara Prescott, Acting assistant ESLAC team manager
- ◆ Carolyn Henzell Hill, Virtual School teacher

What are inspectors looking for?



What guidance might inspectors be given regarding the education of looked after children to inform the **leadership and management** judgement in the Ofsted [Education Inspection Framework \(2019\)](#)?

Two key questions might provide the answer.

1. Is the school meeting its **statutory duties with respect to the Designated Teacher**?

- a. Ask for the qualification, experience and details of the recent LAC-specific training record of the DT and that person's current job description.
- b. Is the DT able to influence school policy and practice securing high expectations of all adults with regard to the progress and attainment of LAC?
- c. Is the DT provided with appropriate professional development and time to fulfil their role?
- d. Ask to see the annual report of the DT to the governing body to triangulate the understanding of governors of the issues relating to LAC and the actions that have been taken as a result.
 - i. Does the report clearly record and explain progress and attainment of LAC?
 - ii. Does the report compare patterns of attendance and exclusions for LAC with other groups?
 - iii. Does the report show how pupil premium has been used to accelerate progress and improve attainment?
 - iv. Does the report show the training that has been undertaken by the DT?
 - v. What actions are taken as a result of the report?

2. Is the school making effective and efficient use of the pupil premium for its looked after children?

- a. Ask for a list of all looked after children on the school roll with an indication of the pupil premium plus (PP+) spend for each.
- b. Triangulate this by examining a random sample of personal education plans (PEPs) to determine if the assertion in the list can be evidenced at the level of the individual pupil.
 - i. Does the PEP identify the needs of the child/young person and show the interventions and support the school will provide to secure accelerated progress?
 - ii. Are the targets in the PEP sufficiently challenging and reflect high expectations?
 - iii. Does the PEP show how pupil premium is used to fund the support and interventions set out in the PEP?
 - iv. Is impact evaluated?
- c. Data on the destination of the secondary looked after cohort post-16 as evidence of the degree to which the pupil premium spend has supported progression.

Resources from our Summer Conference



The presentations and resources used at our Summer Conferences this term are now available on our webpage to view and download. Follow the [link to the page](#) then scroll down to **Designated Teacher Training** section.

The Virtual School offer of support to schools for 2019-20

- ◆ Provide **advice and guidance** to Designated Teachers, parents/carers and social care staff regarding the education of looked-after and previously looked-after children
- ◆ Ensure looked-after children are **prioritized and fast-tracked** wherever possible through our services
- ◆ Keep up to date with the latest **government advice and good practice**
- ◆ **Quality assure** ePEPs
- ◆ **Monitor academic progress** of all school age looked after children
- ◆ Manage the **Pupil Premium Plus**, including requests for additional and crisis support
- ◆ Deliver a **training programme** for Designated Teachers, foster carers, governors and other professionals
- ◆ Make sure every DT has a **linked ESLAC worker** to support and monitor attendance, exclusions, PEP completion and that PEP reviews are taking place, provision mapping
- ◆ 1 to 1 or small group **teaching** of looked after children
- ◆ Assessment, support and intervention from **Education Psychologists**
- ◆ **Initial assessment** on entry to care from Education Psychologists
- ◆ **Careers information and guidance** Year 9+
- ◆ **Pathway Planning**/preparation for adulthood Year 10+
- ◆ Deliver **therapies**, including Thrive, Drawing & Talking and Lego Therapy
- ◆ Provide **emotional support** to individual children (including use of SDQs)
- ◆ Give advice and guidance on **interventions which work** to accelerate progress
- ◆ When we can, provide support to **avoid exclusions**
- ◆ Negotiate **alternative provision**
- ◆ Facilitate **managed moves**
- ◆ Support **transitions and re-integration** into school
- ◆ Support to **align EHCP and LAC reviews**



Before you go on holiday

- ◆ **Transition** arrangements should have now been made for pupils starting new schools in September, including Outcomes in PEPs for 2019-20 being agreed between the current and receiving Designated Teachers
- ◆ You should know by the end of term who your **link ESLAC worker** is for 2019-20. You will be contacted directly by your worker, by phone or email.
- ◆ During the summer holidays we will be quality assuring all PEPs ready for September. You will receive by email a completed **Quality Assurance Audit Tool** for each PEP your are responsible for, with a red, amber or green rating. If a PEP is rated red then you have 2 weeks to work on it, with your ESLAC link worker if needed, before re-submitting. 'Red' PEPs won't receive Pupil Premium Plus funding. We want all PEPs to be green and great!
- ◆ Pupils leaving Year 10 this month should all have **careers action plans** uploaded to their PEPs. Pupil starting Year 10 in September will need to have a careers guidance interview and the written action plan should be uploaded to their PEP by July 2020.
- ◆ And finally a reminder that you need to have reviewed the current **Outcomes** in each child's PEP and carry forward and/or set new ones for September by the end of term. Your termly instalment of PP+ for this summer will be allocated on the basis of this being completed.
- ◆ The **PEP belongs to the child**, so please make sure that your comments when reviewing are constructive and in a language which they will understand.