



# Learn Achieve Celebrate

A briefing for Designated  
Teachers of looked after and  
previously looked after children  
in Northumberland



October 2018



Virtual School  
Headteacher:  
Jane Walker

## Northumberland Designated Teacher Essentials:

- ◆ e-learning induction/refresher training - [Learning Together](#)
- ◆ [Designated Teacher Training programme](#)
- ◆ [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](mailto:ESLAC.info@Northumberland.gov.uk)

## In brief

### Half termly progress report

The first half termly progress report on each looked after child is due on or just after Friday 26<sup>th</sup> October 2018. You will receive the report from the Virtual School – please remember that the template has changed for this year and make sure that you complete the most recent one.

**Please return your report swiftly so that we can monitor progress and act swiftly for those in need of extra support.**

### Designated Teacher Annual Report

A reminder that in September I asked if you could share your annual report for 2017-18 with me. It is not a requirement to do so but having sight of the reports will help me to disseminate best practice and think about the data I can share with you in the future. Thanks to those of you who have already shared.

### 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](mailto:andrea.johnson@northumberland.gov.uk)

## School placement stability

A schedule of fixed term exclusions for looked after children during 2017-18 has been shared with social workers and Independent Reviewing Officers who will collaborate with the Virtual School and Designated Teachers to explore alternatives which work.

The schedule shows that for looked after children:

- 680 sessions were lost
- the exclusions related to 43 pupils in 21 different schools
- 19 pupils had a minimum of 10+ sessions lost each

Fixed term exclusions are a serious threat to school placement stability and are usually not the answer when managing behaviour which is a presentation of attachment, trauma and loss. These issues are all addressed through our training programme this year and which we encourage you to attend.

For a discussion about individual cases or policy in your school, please contact us directly:  
**01670 622779** or [ESLAC.info@Northumberland.gov.uk](mailto:ESLAC.info@Northumberland.gov.uk)

## Designated Teacher Accreditation Programme 2018-19

As part of our new training initiative this year we are offering a **Northumberland Virtual School Designated Teacher Accreditation Programme** with our training partner Achievement for All. The accreditation involves completion of essential Designated Teacher training which is considered to be essential for you to fulfil your broader statutory role.

### The accreditation aims to:

- Raise profile of the Designated Teacher role in settings at SLT/Governor level
- Enhance the skill set of individual Designated Teachers
- Enhance quality and implementation of PEPs
- Understand and meet the ongoing training needs
- Build sustainability and contribute to professional development of Northumberland's Designated Teacher hub

### Accreditation criteria:

- Completion of online accreditation log book including self-evaluation report
- Completion and submission of annual Designated Teacher report to Governors
- Attendance at a minimum of six Designated Teacher training sessions 2018/19
- Submission of impact case study
- 15-30 min practice sharing at Designated Teacher Hub meeting
- Increase in quality and implementation of PEPs, as assessed by the Virtual School

*Please contact us - **01670 622779** or [ESLAC.info@Northumberland.gov.uk](mailto:ESLAC.info@Northumberland.gov.uk) - to register your interest in the accreditation and to find out further details.*

We have started delivery of our comprehensive training programme with partners *Achievement for All, Thrive* and the *LSCB*. The programme is integrated with the on-line booking form which you can access here: [Book My Training](#)

## Previously looked after children – some ideas

We are continuing to gather information and intelligence about this group of pupils so that we can provide useful support and guidance to Designated Teachers, parents and other professionals. Some useful resources are emerging, some of which are shared with you here:

- [Inner World Work](#) the online parent and carer free support resource centre
- [Meeting the needs of adopted and permanently placed children](#): PAC-UK
- [Meeting the needs of adopted and permanently placed children](#): Adoption UK

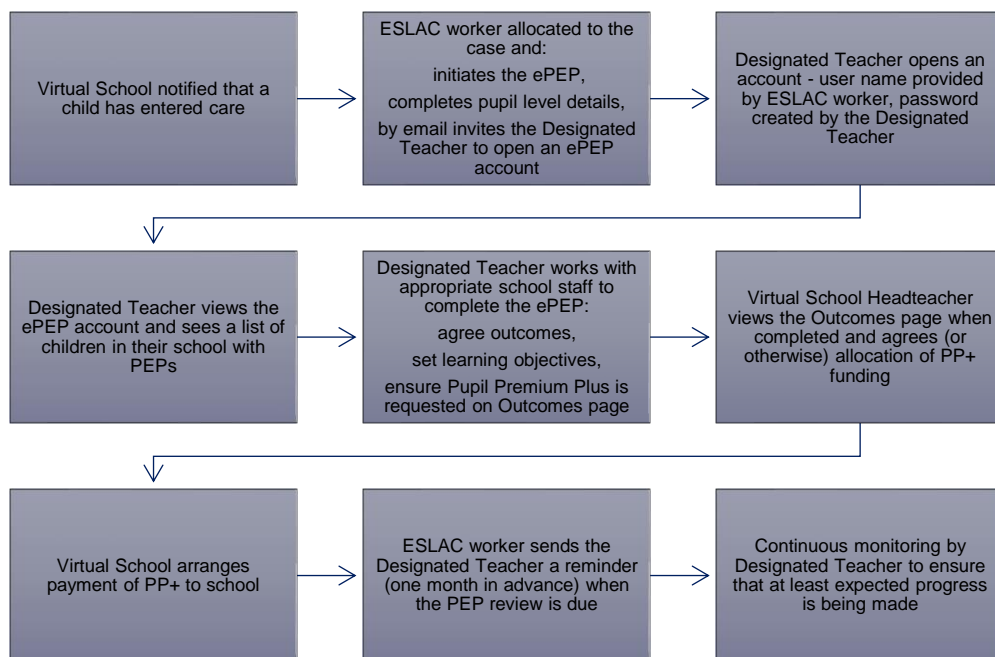
## New faces

There are some new faces in the Virtual School:

- ◆ **Louise Brennand** has joined us for a day a week as our Education Psychologist for previously looked after children
- ◆ **Carolyn Henzell-Hill**, maybe known to you as one of our EOTAS teachers, is working with Designated Teachers of Year 11 pupils while Peter Green is unfortunately on sick leave
- ◆ **Jo Robson** has joined us as Careers' Advisor for 18+ care leavers
- ◆ **Lorna Pringle** and **Karen Jeff**, also EOTAS teachers, are working with the Virtual School to look at measuring and monitoring progress and interventions which work to accelerate the progress of looked after children
- ◆ **Yvette Arnold** will be joining us soon from Hareside Primary School as our admin team supervisor and ESLAC administrator

## ePEP Process and Pupil Premium Plus

A useful reminder of who is doing what when a pupil at your school first enters care.



- The Virtual School Education Psychologist will contact you to arrange a holistic assessment of need when a child enters care. The assessment will inform planning and target setting for the pupils and will attach to the ePEP.
- You should work with professionals to specifically identify the mental health needs of looked after children and include this in the ePEP.
- If the pupil has an EHCP then you should try to integrate this with the ePEP, for example outcomes from the EHCP should be referenced in the Outcomes section of the ePEP.
- The impact of the Pupil Premium Plus on outcomes should be reviewed at the end of the year.

### Answers to two frequently asked questions:

1. Previously looked after children are **not** required to have a PEP
2. The Pupil Premium Plus for previously looked after children **goes to schools directly from the ESFA** and not via the Virtual school – so you will receive the full amount of £2300 for each eligible child in 2018-19.

## Impact of Pupil Premium Plus: Identifying need, monitoring progress and evaluating outcomes

This checklist has been developed to support with the evaluation of the impact of Pupil Premium Plus and to demonstrate what good practice should look like when planning to improve education outcomes for individual looked after children.

1. Is the Outcomes section of the ePEP (formerly the Pupil Premium Plus agreement) complete and has it been reviewed both during and at the end of the year? Yes/No
2. Is the pupil making at least expected progress? Yes/No  
If Yes go to question 3, if No go to question 4
3. If yes, what support is being put in place to stretch the pupil to achieve better than expected progress?
4. If no, why not and what is being done to accelerate progress?
5. How is the Pupil Premium Plus being targeted to support the academic achievement of the pupil linked to their current progress?  
Include:
  - Specific costs
  - Expected outcomes and by when (including data)
  - How the intervention is being monitored and by whom?
  - Is it good value for money? How do you know?
  - Who is delivering one to one tuition? (do they have qualified teacher status?)
6. How are carers being involved in any intervention? What type of support are they getting to help accelerate pupil progress?
7. Has the pupil had or been at risk of a fixed term exclusion?
  - If so, how was this managed?
  - What strategies have been put in place to prevent the exclusion or any further exclusions?
  - How was day 1 provision put in place for any period of fixed term exclusion?
8. Is the pupil at risk of becoming persistently absent (overall attendance is on track to be below 90% by the end of half-term 5)?
  - Do carers and the social worker have a copy/access to the school's attendance policy? Do the carers follow the school's attendance policy specifically with regard to holidays in term time?
  - What support has been put in place for any period of authorised absence for medical reasons?
9. Is the pupil on a part-time timetable?
  - If so, why?
  - Has this been agreed by the carers?
  - Has this been agreed with the social worker?
  - Is there a clear time plan for the pupil to be back full time within six weeks?
10. What if any off-site provision does the pupil access?
  - How many hours off-site does the pupil access?
  - How is the provision quality assured?
  - What are the expected educational outcomes?
  - What accredited programmes of study do they follow?