



Designated Teacher Induction training





Agenda

- Who are our looked after children and young people?
- Who are the Virtual School? What is our role?
- Why – outcomes for LAC?
- What is your role (PEPs)?
- How you can make a difference in your role.
- Resources for you
- Questions



Why might children come into care?

List possible reasons with the person next to you- 1 minute

Homelessness

Neglect

Death of parents

Family is under severe stress, relationships breakdown

Unaccompanied asylum seeking child

Child at risk of sexual exploitation, criminality etc and parents unable to safeguard adequately

Abuse- physical, sexual, emotional

Parents lack capacity- through illness, substance misuse or other reasons

Parent(s) in prison, parental abandonment

Child has severe disability or other needs that parents cannot meet

How many Looked After Children are there under the care of Oxfordshire?

629 EYFS-17yrs

360 care leavers

72,670 nationally (Government figures 2017)



Who is a Looked After Child?

Yes

Section 20: (parents put the child in care voluntarily and retain parental responsibility)

Section 31: Interim Care Order or Full Care Order (the local authority has parental responsibility)

No

Section 17: Child in Need

Section 47: Child Protection Order

Section 8: Special Guardianship orders

Adopted children, unless under Section 20 or 31

Under the Children Act 1989, a child is legally defined as 'looked after' by a local authority if he or she:

- is provided with accommodation for a continuous period for more than 24 hours
- is subject to a care order; or
- is subject to a placement order

OUTCOMES FOR LOOKED AFTER CHILDREN

52% 4 times 48% 4.5 13 26% 12% twice 34% five eight 15.5%

- 26% achieved expected standard KS2 in reading, writing and mathematics (compared to 52% of non looked after children) for 2016
- 12% achieved 5 GCSEs inc Maths and English at C grade or higher (compared to 48% of non looked after children) for 20-16
- Looked After Children are twice as likely to be permanently excluded as non looked after children. Fixed period exclusions are more than five times (eight times in Oxfordshire) as likely for looked after children than for all children, and looked after children are more likely to have a fixed period exclusion than children in need (one and a half times the rate).
- In Oxfordshire Looked after children are 4 ½ times more likely to have a special educational need and 13 times as likely to have a statement of special educational needs or an education, health and care plan (EHC plan) than other children
- 34% of care leavers were not in education, employment or training at age 19 compared to 15.5% of the general population (2014, NSPCC)
- Children in care are 4 times more likely than their peers to have a mental health difficulty
- <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-in-care/statistics/>

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<https://www.youtube.com/watch?v=IOeQUwdAjE0>

Download ReMoved at:
WWW.REMOVEDFILM.COM

Up next

- Remember My Story - ReMoved Part 2
Nathanael Matanick
2,199,480 views
22:46
- "THIN" | Short Film
Naaman Azhari
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Jakob Ström
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- Imagine A World Where Being "Gay" The Norm & Being
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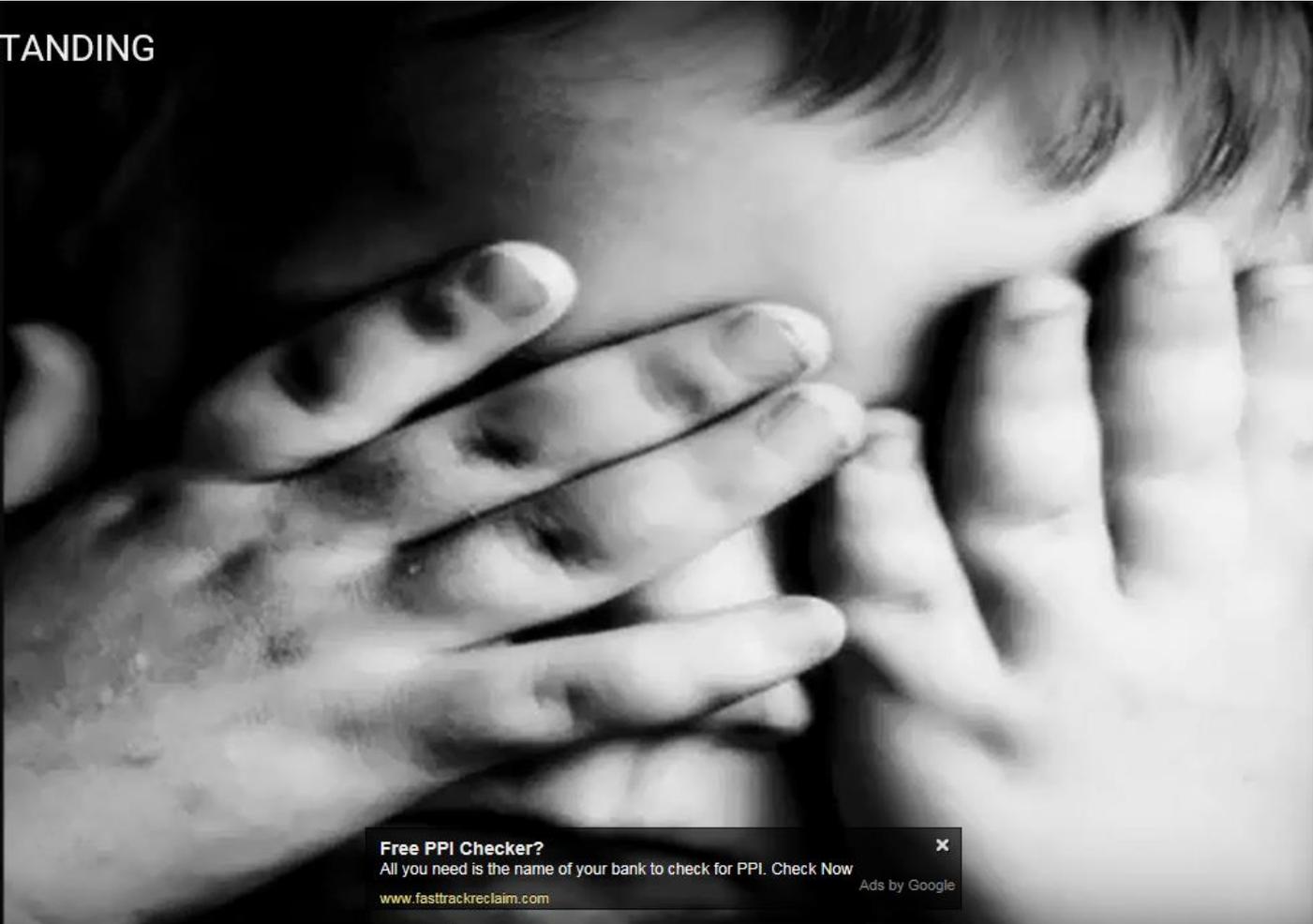
11:35
22/09/2016



Sam's story

- <https://www.youtube.com/watch?v=T6dRSUynvl8>

LAC UNDERSTANDING



Free PPI Checker? ×
All you need is the name of your bank to check for PPI. Check Now
www.fasttrackreclaim.com Ads by Google

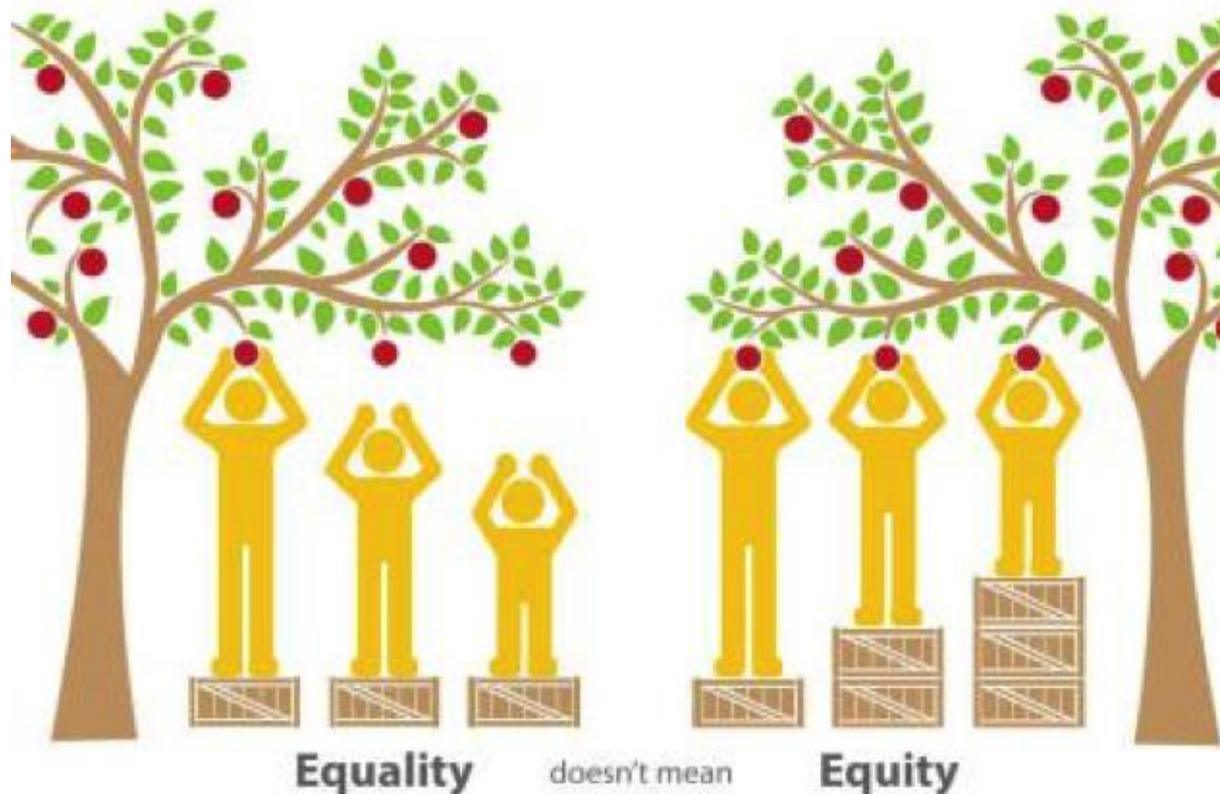
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What do Looked After Children need?

Looked After Children in Oxfordshire are incredibly diverse, they have many different needs and require individualised support.

Most have been through highly traumatic and difficult circumstances and this can mean they need more support and understanding than other children. Treating them fairly may be different from treating them the 'same' as other children.





Who are the Virtual School for Looked After Children and Care Leavers and what do they do?

- A County Council service who ***support and challenge*** schools and key partners to ensure the best outcomes for all children in care.
- The pupil premium plus is managed by the Virtual School Headteacher and used for the benefit of the students educational needs as described in the PEP.



The Virtual School Team

- Lucy Mettyear - HT
- Julie Sellers – Deputy HT and Secondary Lead
- Hazel Fleming (maternity leave) – Secondary Lead
- Sarah Pigneguy – Secondary OOC and attendance
- Sarah Hazell – Primary Lead and SENCo
- Christine Grandison – Early Years Lead
- Mark Walker – Post 16 Lead
- Ruth Thornburn and Lizi Pinckney – VS Transition Consultants
- Izzi Crowther VS Transition Worker
- Barney Perkins and Sarah Kelly - EET workers
- Ged Taylor – Performance and data
- Tracey Talbot and Debbie Hewing - Administration

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Virtual School for Looked After Children and Care Leavers, 0-25

The Virtual School for Looked After Children and Care Leavers, 0-25 ensure that schools, social workers, carers and other professionals understand statutory responsibilities and are aware of the best practice.

We ensure that communication about our children is regular and constructive and that we are all working together successfully to help them thrive.

About us

More information about the Virtual Schools team.

PEP Toolkit

A toolkit for effective planning for a looked after child's or care leaver's education.

Policies and procedures

Documentation including statutory guidance used by virtual school.

Resources and publications

Pupil Premium

Governors



Support and Interventions provided by the Virtual School

- Personal Education Plans
- Support and training for Designated Teachers
- Advice on appropriate curriculum
- Out of county monitoring/advice on provision etc.
- EET Support and signposting where risk of NEET
- Pupil Premium Plus funding for interventions, staff training and 'extra' opportunities above and beyond that which other children are entitled.

Letterbox Club Parcels



We provide Letterbox parcels to all children in years 1 to 6 (May). The colourful parcels will be sent to the child and contain books, maths activities, stationery and other complementary materials. The parcels will be delivered once every month for six months, from the beginning of May to October. The aim is that after being a member of the Letterbox Club for six months the child will have built up their own small library of books, a collection of number games and a variety of stationery items. The Letterbox Club is an award-winning programme managed by Booktrust, in partnership with the University of Leicester.

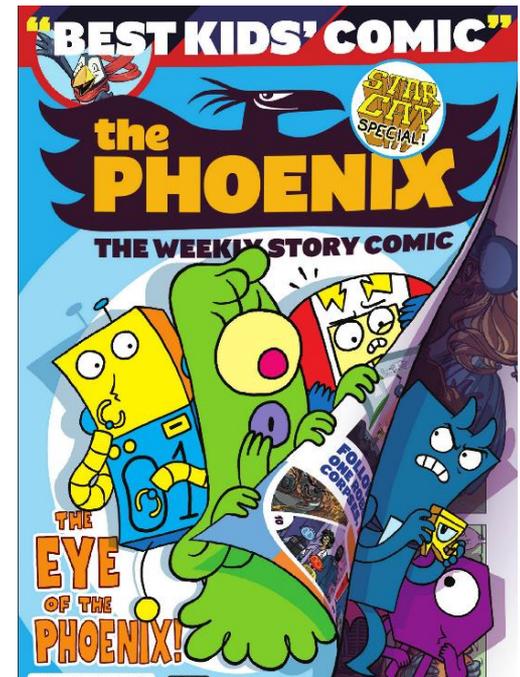
www.letterboxclub.org.uk

Developing Engagement with and Enjoyment of Reading

The Phoenix Comic

An exciting weekly 32-page comic sent to looked after children in KS2. The comic features 7 or more thrilling story strips, a puzzle competition and a new non-fiction strip every week. Each issue is packed with stories from top children's writers and illustrators. All content is original. The Phoenix comic has the support of many of Britain's best-loved children's writers.

www.thephoenixcomic.co.uk





Pupil Premium Plus

- **Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding (R-Y11). Funding for these pupils is paid to and managed by the Virtual School Head in the local authority that looks after the child. In Oxfordshire up to £1200 is allocated to in-county schools**
- LAC are eligible if looked after on the date of the local authority census (March each year)
- £300 for children in EYFS (F2, F3)
- Schools have a responsibility to ensure that the money has a positive impact on the child's learning
- Ofsted requirement that schools evidence how PPP was spent and how it has benefited LAC
- If the child's education is at direct LA expense (e.g. permanently excluded to a PRU or in a 'private' education provision), LA deploys PPP as it sees fit



Virtual School use of Pupil Premium

- <https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/schools/virtualschools/PupilPremiumPlusPolicy.pdf>



THE DESIGNATED TEACHER



The DT role and your school offer:

- DT has undertaken appropriate training and is a school leader with appropriate influence
- DT has lead responsibility for helping school staff understand the aspects which affect how looked after children learn and achieve
- school has a culture of high expectations and aspirations for how looked after children learn
- school ensures the child/young person has a voice in setting outcomes
- school that ensures high quality PEPs that are used as a tool to make sure progress towards education outcomes is monitored
- DT has a key role in helping looked after children make a smooth transition to their new school or college
- DT that has a key role as a central point of initial contact who can manage the process of how the school engages with others (e.g. social workers, virtual school heads), works in a joined up way and minimises disruption to the child's education

In addition

- school governors must receive an annual evaluative report on the provision and outcomes for looked after children from the DT



How do traumatised children present in school?

- May experience flashbacks and intrusive thoughts
- Anxious
- May have panic attacks
- Depressed, low self esteem
- Self harming behaviour inc eating disorders
- May lie or make up stories, or deny behaviour
- Can be aggressive, both physically and verbally
- May abuse substances
- Some may overshare personal information
- Might run off when fearful or under stress
- May find it difficult to form relationships
- Sudden mood changes
- Acting childlike or babyish

When a traumatised child senses a threat (real or perceived) their brain initiates a 'fight, flight or freeze' response. During this, the child is not able to access more complex areas of their brain, such as speech, cognition or memory



What can I do in the classroom?

Aim to form positive, **warm relationships** that traumatised children feel they can predict and rely on. They must feel **safe** within your classroom if they are to learn. Be **consistent** and therefore **predictable** as this is non threatening

Be aware that traumatised children may have '**triggers**' e.g. certain smells, sounds, topics such as sex education. Talk to your **Designated Teacher for LAC** for more advice on an individual child.

Avoid situations that '**shame**' children at all costs

Take extra care to **praise** the efforts of these children, be mindful that **concentrating** might be really **difficult** for them. Instructions may need to be short and sweet, and written down.

Some children may be given time out cards, fiddle toys etc to help them manage their behaviour and feel **grounded**, this will be communicated to you by pastoral staff.

Hypervigilant children often prefer to **sit** where they can **see everyone** in the classroom at once, so they can monitor for danger- try to subtly accommodate this if you can.

Model **self-regulation** e.g. "take a deep breath with me.."

Be **discreet** about the child's past or status as a Looked After Child.



You can make the difference...

“Teachers have the power to impact upon children’s lives and change their destiny forever. A teacher is an influencer, a mentor, an inspiration, a role model and a caring adult who can look into children’s eyes and speak words that can change their lives forever.”

Betsy De Thierry, 2015

- <https://vimeo.com/85335854>



What is the Personal Education Plan (PEP)?

Looked After Children are entitled to 2 PEP meetings per academic year but can have more as needed. The PEP details the **educational progress** of the child and sets outcomes for how adults around the child are going to support the child to **achieve even better**. The PEP is used to apply for **Pupil Premium Plus** funding from the Virtual School.

PEP meetings are usually chaired by the Designated Teacher and attended by the social worker, foster carer, child, parent (as appropriate) and any other relevant professional.

For a PEP to be effective, the Designated Teacher relies on good quality, up to date information from class teachers.

Take a look at an ePEP and PEP meeting guidance together..



Aspirations

- What are the hoped-for positive outcomes in life?
- How has the CYP been supported in being able to achieve their ambitions?

Needs

- What is the 'difference' or 'gap' that can be specified?

Outcomes

- What is the benefit or difference that can be made to a CYP as a result of an intervention?
- SMART: Specific, Measurable, Achievable, Realistic and time bound
- What is to be achieved by a particular stage/phase in education?

Provision = Actions

- Is it provision that is additional and different from that made general for all children of the same age?
- Is the provision detailed, specific quantified (type, hours, frequency of support)?
- How will the impact be measured and evaluated?



Planning Outcomes

How to write good outcomes

- Based on needs of the CYP and what the school can offer already
- Linked to educational progress – how the provision will impact learning
- Actions are for adults
- Will **not** fund child care (before, after school or holidays, clothing and equipment, transport, general TA support, admin time)



Looked after children are Incredible!





Next steps

- Familiarise yourself with the ePEP –ask for help if you need it
- See our website for resources and information
- Book on some VS courses (yourself and staff)
- Develop your understanding of Attachment and Trauma – plan how you can spread this understanding and ethos
- Any worries or questions call Tracey/Debbie on 01865 328550 or email virtualschool.lac@oxfordshire.gov.uk



Questions and Answers

Please complete your evaluation forms

Contact/further information:

www.oxfordshire.gov.uk/virtualschool

www.careleavers.com

<http://www.thewhocarestrust.org.uk/>

www.reescentre.education.ox.ac.uk