



# **AfC Virtual School and College Training offer 2022-23**



**achieving  
for children**

# Contents

<b>Virtual school training offer .....</b>	<b>3</b>
Booking .....	3
Cancellations and non-attendance .....	3
<b>Training for schools and colleges 2022- .....</b>	<b>4</b>
<b>Support for designated teachers .....</b>	<b>8</b>
Your role as designated teacher .....	8
Links to AfC Virtual School .....	8
Attachment Aware Schools Award .....	9
Stability Symposium.....	11
New to role and experienced designated teacher conference .....	13
Designated teacher forum .....	15
In-person reflective practice meeting.....	18
Designated teacher autumn conference .....	20
Designated teacher spring conference .....	22
<b>Support for social workers .....</b>	<b>25</b>
Links to AfC Virtual School .....	25
Stability Symposium.....	26
Supporting the education of children looked after .....	28
Promoting the education of children with a social worker - training for social workers, personal advisors and independent reviewing officers.....	30
Supporting our children's education .....	32
Supporting our children's education .....	34
Promoting the education of children with a social worker - training for social workers, personal advisors and independent reviewing officers.....	36
<b>Support for foster carers.....</b>	<b>38</b>
Additional support .....	38
Supporting the education of children looked after .....	39
Supporting our children's education .....	41
Supporting our children's education - foster carers.....	43
The role of school governors in championing the needs of children looked after (governors).....	45
Lead governor training for children with a social worker (governors) (Windsor and Maidenhead).....	47
Lead governor training for children with a social worker (governors) (Kingston and Richmond) .....	49
Previously looked after children forum .....	51
Attendance and exclusion of children with a social worker .....	52
Children in need and child protection social worker clinics .....	53
Improving attendance and reducing exclusion for children with a social worker .....	54
Supporting the education of children in need and on a child protection plan .....	55
Moving from NEET to EET for care leavers .....	56
Aiming high for post-16 care leavers .....	57
Supporting young people with education and employment.....	58
<b>How do I register for a training course?.....</b>	<b>59</b>
<b>Contacts in AfC Virtual School.....</b>	<b>60</b>
Resources to support your work supporting the education of children with a social worker .....	60

# Virtual school training offer

AfC Virtual School ensures that a comprehensive training package is available. This training offer covers support for professionals involved with children who are looked after and those previously looked after in Achieving for Children (AfC). Training will be advertised in the termly newsletter and emails to schools, settings and social care.

## Booking

To book onto any of the sessions included in this booklet, please book via your CPD Online account on [afcLearningportal.co.uk](https://afclearningportal.co.uk). If you have any problems with booking, please contact either Workforce Development or AfC Virtual School: [tav.juttla@achievingforchildren.org.uk](mailto:tav.juttla@achievingforchildren.org.uk)

Nearer to the training date, further information including conference call log in details, will be emailed to you.

## Cancellations and non-attendance

It is a statutory responsibility for social workers, foster carers and designated teachers or their school to attend training delivered by AfC Virtual School. We appreciate that you may not be able to attend a session due to unforeseen circumstances. In this case, please send a representative.



# Training for schools and colleges

Page	Date(s) of training	Title of training	Sector training created for?	Who should attend	Target cohort of children
For designated teachers					
	28 September	Stability Symposium	Multi-Agency, Education and Social Care	Designated teachers and social workers	Looked after children, whole school community
	29 September	New and experienced designated teachers conference	Education	Designated teachers	Looked after children, whole school community
	5 October	Attachment Aware Schools Award (AASA)  Launch of AASA	Education	Designated teacher and designated safeguarding lead	Looked after, previously looked after, child-in-need, child protection and whole school community
	20 October 1 December 31 January 23 February 27 April 8 June 4pm to 5.30pm	Designated teacher Forum	Education	Designated teachers	Looked after, previously looked after, child-in-need, child protection and whole school community
	8 November 7 March 16 May 4pm to 5.30pm	In person reflective practice meeting	Education	Designated teachers	
	7 December 10am to 3pm	Designated teachers autumn conference for Kingston and Richmond designated teachers	Education	Designated teachers	Looked after children, whole school community
	11 January 10am to 3pm	Designated teachers autumn conference for RBWM designated teachers	Education	Designated teachers	Looked after children, whole school community

For social care					
	27 September	Foster carers and supervising social workers conference	Multi-agency	Supervising social workers	Looked after children
	28 September	Stability symposium	Multi-agency, education and social care	Designated teachers and social workers	Looked after children, whole school community
	3 November	Social worker, personal advisor and independent reviewing officer training	Social care	Social workers, personal advisors, independent reviewing offers (IROs)	Looked after, previously looked after, child-in-need, child protection and whole school community
	18 January	Foster carer and supervising social worker conference	Multi-agency	Supervising social workers	Looked after children
	24 January	Social worker, personal advisor and independent reviewing officer training	Social care	Social workers, personal advisors, IROs	Looked after, previously looked after, child-in-need, child protection and whole school community
	2 May	Foster carer and supervising social worker conference	Multi-agency	Supervising social workers	Looked after children
	22 June	Social worker, personal advisor and independent reviewing officer training	Social care	Social workers, personal advisors, IROs	Looked after, previously looked after, child-in-need, child protection and whole school community
For foster carers					
	27 September	Foster Carers and Supervising Social Workers Conference	Multi Agency	Supervising Social Workers	Looked after Children
	18 January	Foster Carer and Supervising Social Worker Conference	Multi Agency	Supervising Social Workers	Looked after Children
	2 May	Foster Carer and Supervising Social Worker Conference	Multi Agency	Supervising Social Workers	Looked after Children

For school governors					
	23 November	New governors training and refresher for experienced governors An introduction to AfC Virtual School and the role of the lead governor	Education governors	School governors	Looked after, previously looked after, child-in-need, child protection and whole school community
	14 March	Governing body training (RBWM governors) Lead governors training for children with a social worker	Education governors	School governors	Looked after, previously looked after, child-in-need, child protection and whole school community
	27 March	Governing body training (RBWM governors) Lead governors training for children with a social worker (Kingston and Richmond governors)	Education governors	School governors	Looked after, previously looked after, child-in-need, child protection and whole school community
For adoptive parents					
	13 June	PLAC forum and training event	Education	Adoptive parents	Previously looked after children and those under special guardianship
Extended duties - designated safeguarding leads					
	11 November 20 April	Attendance and exclusion of children with a social worker	Education	Designated safeguarding lead	
	9 December 23 March 6 July	Supporting the education of children in need	Social care	Social workers with children in need and child protection children	
	Fortnightly Wednesday mornings	Children in need social worker clinics	Social care	Social workers with children in need and child protection children	
	28 September 9 November 25 January 1 February	Supporting the education of children in need and on a child protection plan	Running item at Designated safeguarding lead training		

Virtual College					
	3 November 9.30am to 11.30am	Moving from NEET to EET for care leavers	Social care	Leaving Care Team, personal advisors, IROs	Post-16 learners in care to AfC
	17 January 4pm to 5pm	Aiming High for post-16 care leavers	Education	Designated teachers in sixth form and college	Post-16 learners in care to AfC
		Supporting young people with education and employment	Key workers and foster carers	Foster carers and key workers	Post-16 learners in care to AfC

# Support for designated teachers

## Your role as designated teacher

As a new designated teacher at your school or setting, you hold responsibility to:

- promote the educational achievement of children looked after and previously looked after
- ensure that an accurate and up-to-date electronic personal education plan (ePEP) is completed on a termly basis
- promote a culture of high expectations and aspirations
- make sure that the young person has a voice and their views can be expressed
- advise staff around teaching strategies that are suitable for individual children and young people
- have lead responsibility for the personal education plan (PEP) and manage the use of Pupil Premium Plus
- have a relationship with the social worker and foster carer to ensure that education and wellbeing needs are met in the most appropriate way

Please ensure that you read the [statutory guidance from the DfE](#).

## Links to AfC Virtual School

Every school or setting where an AfC child looked after attends (either in or out of borough) has a link area lead in AfC Virtual School. Area leads and outreach workers attend some PEP meetings (initial PEP meeting and other PEP meetings if there are concerns), are there to support you with the ePEP system and ensure that appropriate and measurable targets have been set for the young person.

AfC Virtual School area leads can visit designated teachers in school to talk through the 'Welfare Call' system or are available via phone or email.

If you need support as a new designated teacher, please contact your area lead or AfC Virtual School via [tav.juttla@achievingforchildren.org.uk](mailto:tav.juttla@achievingforchildren.org.uk) where we will also share a user guide and timescales on when each termly ePEP should be submitted for quality assurance by the Virtual School.

### Example of support that takes place

To ensure that you are supported with Welfare Call, we hold PEP training sessions via conference call.

# Attachment Aware Schools Award

## Who is this for?

Designated teachers, designated safeguarding leads

## What are the dates?

5 October, 9.30am to 12.30pm

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of event

The Attachment Aware Schools Award is for schools in the Kingston, Richmond, and Windsor and Maidenhead boroughs, whether or not you have a looked after or previously looked after young person in school at present.

Through whole school continuing professional development (CPD) and coaching for designated teachers, the programme aims to increase the academic progress and wellbeing of looked after and previously looked after children. Attachment and trauma aware schools report less behaviour incidents and improved outcomes for vulnerable children.

### Description

This launch event is a training day with input from educational psychologists (EPs) and guest speakers; the structure of the programme will be outlined. Throughout the year there will be support from the link school educational psychologist and AfC Virtual School.

The key components of the programme will include:

- designated teachers completing an Attachment Aware Schools audit with their senior leadership team
- designated teachers completing a school-based research and development project around an area of improvement identified in the Attachment audit
- educational psychologists and designated teachers leading whole school CPD in attachment, trauma, emotion coaching or a similar related subject
- coaching provided during the year by the educational psychologist and peer support via designated teachers forum

At the end of the year, there will be a sharing of good practice where designated teachers have the opportunity to present the projects that they have led and all schools who complete the course receive an AfC Virtual School, Attachment Aware School certificate.

## **Expected outcomes**

By the end of the program, the following outcomes are expected.

- Whole school raised awareness in attachment and trauma informed practice.
- Designated teachers supported to develop a new initiative to support attachment and trauma informed practice with particular reference to looked after and previously looked after children.
- Designated teachers empowered to deliver whole school training.
- Children in scope experience raised learning outcomes.
- A reduced incidence of negative behaviour, persistent absence and fixed term exclusions.
- Staff develop new skills in emotion coaching and classroom management pressures are reduced.
- Looked after children's and previously looked after children's wellbeing improves.
- Improvements in school stability for this group.
- Senior Leadership Team is able to evidence engagement in the Attachment Aware Schools programme as commitment to inclusivity.

## **Feedback from previous training**

"I am looking forward to learn more about strategies to use in school as we have a number of students with attachment difficulties and we could do with some specialist input."

"This training was excellent and has really helped me understand my role designated teachers in school and how I can really get the best for the children I am responsible for."

"This is an excellent programme and the support from AfC Virtual School team and its partners has been superb."

# Stability Symposium

## Who is this for?

Designated teachers, social workers and social care partners, whole school community

## What are the dates?

28 September, 8.45am to 4.30pm

## Online or in person?

In person

## Venue details?

Windsor Racecourse (WR - 1), Maidenhead Road, Windsor SL4 5EZ

## Content of the training

### Outline of session

AfC Virtual School is delighted to invite you to our Stability Symposium on Wednesday 28 September. This exciting complimentary event has been organised to raise awareness of the importance of school and placement stability for our young people

### Description

The agenda for this day will be as follows.

- Welcome, Lin Ferguson: Director of Children's Services, Achieving for Children
- Young persons' stability charter: Kickback young person
- The role of stability in raising outcomes for children with a social worker: Patrick Ward from National Association of Virtual School Headteachers
- Promoting the education of all children with a social worker: Andrew Baxter, Department for Education
- The power of everyday heroes: Jaz Ampaw-Farr Panel Discussion
- Welcome back: Suzanne Parrott, Associate Director Education Standards, Children with a Social Worker
- What research tells us about the role of stability in the education of children in care and those with a social worker: Andrew Brown, Rees Centre, Oxford University
- Introduction to workshops: Suzanne Parrott, Associate Director Education Standards, Children with a Social Worker

The following workshop sessions will be delivered and everyone will be able to attend each workshop on rotation.

- Stability of placement: Natalie Bugeja, Head of Fostering
- Stability of social workers: Caroline Ash, Head of Conference and Independent Reviewing Service
- Stability of education: Sophie McGeoch, Deputy and DLT at Hollyfield School

The day will come to a close with:

- collective feedback and headlines
- thank you and evaluation
- coffee and networking

### **Expected outcomes**

By attending this session delegates will be able to:

- explain the stability pledge
- demonstrate listening to young people about how they feel when there is school or placement instability
- evaluate the strengths and weaknesses of placement, social worker, school and key adult stability
- assess what actions professionals can take to maximise young people feeling safe and secure in their environment
- make a judgement at the end of the session on success criteria and how to celebrate successes for young people who experience stability

### **Feedback from previous training**

“I am a student social worker and this has significantly enhanced my awareness of this and the importance of working with education providers.”

“It was really good to liaise with different agencies and to share ideas. It reminded me of the difference we can make in school and of how important it is to remind our staff of this. Jaz was completely inspiring - thank you so much for inviting her to speak. I don't think I have ever felt so emotional listening to a speaker before. She reminded me why I do my job and of the difference we can all make.”

“Great to network and hear different perspectives.”

“Reinforced the importance of building relationships as key to everything else.”

“It highlighted how important stability is and the responsibility we all need to take in contributing towards stability for children.”

# New to role and experienced designated teacher conference

## Who is this for?

New and experienced designated teachers

## What are the dates and times?

29 September, 9.15am to 12.15pm

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session

All maintained schools have a statutory responsibility to support the educational outcomes of looked after and previously looked after children. School governors have a statutory responsibility to appoint a designated teacher for these children and to ensure they have training and adequate time in which to fulfil their role.

This course aims to equip designated teachers to provide the best possible support to the children in their care so that progress is accelerated and outcomes are improved.

### Description of training

This course is aimed at equipping newly appointed designated teachers, or those who would like to refresh their practice, with the knowledge and understanding needed to support looked after and previously looked after children. It will cover:

- the statutory duties of the designated teacher for looked after and previously looked after children as outlined in the statutory guidance for designated teachers
- the role of the AfC Virtual School headteacher and Virtual School
- information about children looked after and previously looked after
- supporting staff in mitigating the impact of trauma
- the personal education plan meeting, why it is so important, making it effective, creating SMART targets and actions plans
- using Welfare Call
- Pupil Premium Plus funding and how it may be used
- admission, attendance and avoiding exclusion
- reporting outcomes

## Expected outcomes

By the end of the course, participants will have improved knowledge and understanding of:

- children looked after and previously looked after
- The role of the designated teacher and its importance
- Ways in which to support children looked after and previously looked after
- Ways in which to support staff working with children looked after and previously looked after
- Use of the personal education plan and Pupil Premium Plus

## Feedback from previous training

“Very useful and superb conference. This was really helpful to have this online when we are out of borough or London.”

“Great presentation on trauma and attachment theory very useful.”

“I am looking forward to learn more about strategies to use in school as we have a number of students with attachment difficulties and we could do with some specialist input.”

“This training was excellent and has really helped me understand my role as designated teacher in school and how I can really get the best for the children I am responsible for.”



# Designated teacher forum

## Who is this for?

All designated teachers who have children in care to Kingston, Richmond, or Windsor and Maidenhead wherever they are placed or designated teachers who are in schools in these boroughs and do not currently have children in care.

## What are the dates and time?

20 October, 1 December, 31 January, 23 February, 27 April, 8 June

4pm to 5pm - all designated teachers

5pm to 5.30pm - only designated teachers undertaking Attachment Aware Schools Award

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of forums

Nationally, looked after children continue to have poorer educational outcomes than non-looked after children. All maintained schools have a statutory responsibility to appoint a designated teacher for looked after children to promote the educational achievement for this vulnerable group of learners.

It is the responsibility of the designated teacher to take the lead within the school and disseminate information to school staff to champion the needs of all looked after children on roll.

Designated teacher forums provide up-to-date information on statutory guidelines and procedures as well as an introduction to a new topic relevant to the care experienced population at each forum. In addition, the network offers you the opportunity to liaise with other designated teachers to share ideas and support each other.

### Description of sessions

High quality education provides individuals with access to greater opportunities and quality of life whether through achieving a more fulfilling career, higher income or greater self-confidence.

Education is important for all but especially for looked after children as the odds are already stacked against them achieving the same as their peers. Historically, looked after children achieve lower exam pass rates, make poorer progress between key stages and fewer go onto further or higher education.

The designated teacher should take the lead responsibility in helping school staff and governors to understand and identify the different issues that affect how children looked after learn and achieve. The role should involve promoting the educational achievement of all the looked after children within the school and ensure that the school, as a whole, develops a culture where the learning needs of such children, whether personal, emotional or academic are met.

Each session will have input from AfC's educational psychologists. The themes relate to the impact of attachment on learning and how designated teachers can support their schools in developing the best outcomes for looked after children.

### **Themes covered in each session**

- **Thursday 20 October**

AfC Virtual School update from the deputy headteacher to include our new quality assurance criteria for PEPs. Educational psychology led workshop on attachment aware and trauma informed behaviour policies delivered by Dr Kim O'Connor.

- **Thursday 1 December**

AfC Virtual School update from deputy headteacher. Educational psychology led workshop on supporting care experienced children and young people cope with tests and exams delivered by Dr Sylvia Rojas.

- **Tuesday 31 January**

AfC Virtual School update from deputy headteacher to include update on school attendance. Educational psychology led workshop on emotionally related school avoidance and tools to support children and young people, and good practice delivered by Dr Jennifer Head.

- **Thursday 23 February**

AfC Virtual School update from deputy headteacher to include an update on PEP quality. Educational psychology led workshop on equality, diversity and inclusion in the care experienced population: revisiting intersectionality delivered by Dr Kim O'Connor.

- **Thursday 27 April**

AfC Virtual School update from deputy headteacher. Educational psychology led workshop on supporting children and young people with attachment needs to develop healthy peer relationships. Link to preventing peer on peer abuse delivered by Dr Jennifer Head.

- **Thursday 8 June**

AfC Virtual School update from deputy headteacher. Educational psychology led workshop on empowering young people, school belonging, young person's voice, resilience, agency and autonomy (growth mindsets, self-determination theory) delivered by Dr Sylvia Rojas.

## **Expected outcomes**

By the end of the session delegates will be able to:

- explore opportunities to share experiences and concerns around the education of children in care with other professionals
- gain increased awareness and understanding of the looked after child that can be used to support schools to raise educational outcomes
- examine up to date information on statutory requirements
- support designated teachers feel supported and able to share outcomes with staff members within the school environment
- develop further understanding of the impact of trauma and attachment on learning and how to support best outcomes

## **Feedback from previous training**

“Great presentation on trauma and attachment theory very useful.”

“I am looking forward to learn more about strategies to use in school as we have a number of students with attachment difficulties and we could do with some specialist input.”

“This training was excellent and has really helped me understand my role as designated teacher in school and how I can really get the best for the children I am responsible for.”

“These sessions are excellent and provide me with so much information to enable my school colleagues to support our vulnerable cohorts.”

# In-person reflective practice meeting

## Who is this for?

Designated teachers for children looked after

## What are the dates?

8 November, 7 March, 16 May, 4pm to 5.30pm

## Online or in person?

In person

## Venue details

### 8 November

Kingston Designated teachers in Kingston Council, Guildhall, Kingston

Richmond Designated teachers in York House, Terrace Room, Twickenham

RBWM Designated teachers in Windsor Youth and Community Centre, Alma Road

### 7 March

Kingston Designated teachers in Kingston Council, Guildhall, Kingston

Richmond Designated teachers in York House, Salon Room, Twickenham

RBWM Designated teachers in Windsor Youth and Community Centre, Alma Road

### 16 May

Kingston Designated teachers in Old Malden Children's Centre, New Malden,

Richmond Designated teachers in York House Salon Room, Twickenham

RBWM Designated teachers in Town Hall, Council Chamber, Maidenhead

## Outline of sessions

These are interactive discussion spaces for designated teachers to bring cases and experiences from their respective school settings. These will be led by educational psychology specialists and area leads to enable solution-focused discussion and problem-solve together on 'stuck' cases and issues relating to our vulnerable cohorts in their education settings.

### Expected outcomes

- Explore opportunities to share experiences and concerns around the education of children in care with other professionals through discussion led by area leads and educational psychologists.
- Gain increased awareness and understanding of the looked after child that can be used to support schools to raise educational outcomes.
- Examine up-to-date information on statutory requirements.
- Designated teachers feel supported and able to share outcomes with staff members within the school environment.
- Develop further understanding of the impact of trauma and attachment on learning and how to support best outcomes.

### Feedback from previous training

“These sessions have been fantastic to discuss current children and their needs.”

“I have found this session really helpful in giving me insight into what other schools are doing to support their children and be as inclusive as possible.”

“These sessions have really helped signposting me other resources which I have found very useful also.”



# Designated teacher autumn conference

## Who is this for?

Designated teachers Kingston and Richmond, whole school community

## What are the dates?

7 December 2022, 10am to 3pm

## Online or in person?

In person

## Venue details

Pembroke Lodge, Richmond Park

## Content of the training

### **Understanding emotion regulation and ability to engage in learning due to emotional regulation needs**

#### **Outline of session**

All maintained schools have a statutory responsibility to support the educational outcomes of looked after and previously looked after children. School governors have a statutory responsibility to appoint a designated teacher for these children and to ensure they have training and adequate time to fulfil their role.

This conference focuses on supporting designated teachers to understand the range of factors that can impact care experienced children and young people's learning and attainment at school so that effective, evidence based approaches can be applied to support success in school.

#### **Description of the day**

This course is aimed at equipping designated teachers with the knowledge and understanding needed to support the learning of looked after and previously looked after children.

#### **Keynote speech from Luke Rodgers (The Care Leaders Org): Two timetables**

This session helps you support children in care in school more effectively.

It is hard when teachers don't know their children in care. When there is a lack of communication between children's social care and school, schools don't get adequate information or support. When behaviour management is not attachment aware and trauma informed, we can punish 'challenging behaviour' rather than see the messages being communicated to us. This approach does not solve the issue for the child or the system but simply moves it elsewhere to be dealt with later, if at all. Virtual Schools become overwhelmed with avoidable exclusions, while young people are unheard and not educated.

Headteachers are frustrated, teachers are under pressure and young people are rejected and unsupported. Every child deserves access to education and to learn in an environment that understands and supports them.

School is a crucial part of our development and upbringing, a place where we learn who we are, how to build relationships and discover who we want to become

- Promoting nurturing approaches
- Understanding and supporting emotion regulation in adults
- Helping students cope with worries and anxiety

### **Part 2, workshops led by the Educational Psychology Service and area leads from AfC Virtual School**

This will be led by the Educational Psychology Service and will include an introduction to making the most of reflective practice sessions which will focus on staff wellbeing and regulation and the feeling of 'stuckness'.

- Supporting emotion regulation in early years and primary school
- Supporting emotion regulation in children 11+ years
- Using the PEP to promote emotional wellbeing and progress

### **Lunchtime market stalls to be hosted by AfC Virtual School**

- Virtual College
- Transition Hub
- Extended Duties
- PLAC

### **Expected outcomes**

By the end of the session delegates will be able to:

- demonstrate an increased awareness of emotional regulation
- analyse reflective practice
- had the opportunity to hear and be inspired by a guest speaker
- cascade to colleagues the key themes

### **Feedback from previous training**

"Very useful and superb conference. This was really helpful to have this online when we are out of borough or London."

"Great presentation on trauma and attachment theory very useful."

"This training was excellent and has really helped me understand my role as designated teacher in school and how I can really get the best for the children I am responsible for."

# Designated teacher spring conference

## Who is this for?

Designated teachers Windsor and Maidenhead, whole school community

## What are the dates?

11 January, 10am to 3pm

## Online or in person?

In person

## Venue details

Moor Hall Conference Centre, Windsor and Maidenhead

## Content of the training

### **Understanding emotion regulation and ability to engage in learning due to emotional regulation needs**

#### **Outline of session**

All maintained schools have a statutory responsibility to support the educational outcomes of looked after and previously looked after children. School governors have a statutory responsibility to appoint a designated teacher for these children and to ensure they have training and adequate time in which to fulfil their role.

This conference focuses on supporting designated teachers to understand the range of factors that can impact care-experienced children's and young person's learning and attainment at school so that effective, evidence-based approaches can be applied to support success in school.

#### **Description of the day**

This course is aimed at equipping designated teachers with the knowledge and understanding needed to support the learning of looked after and previously looked after children.

#### **Keynote speech from Luke Rodgers (The Care Leaders Org): Two timetables**

This session helps you support children in care in school more effectively.

It is hard when teachers don't know their children in care. When there is a lack of communication between children's social care and school, schools don't get adequate information or support. When behaviour management is not attachment aware and trauma informed, we can punish 'challenging behaviour' rather than see the messages being communicated to us. This approach does not solve the issue for the child or the system but simply moves it elsewhere to be dealt with later, if at all. Virtual Schools become overwhelmed with avoidable exclusions, while young people are unheard and not educated.

Headteachers are frustrated, teachers are under pressure and young people are rejected and unsupported. Every child deserves access to education and to learn in an environment that understands and supports them.

School is a crucial part of our development and upbringing, a place where we learn who we are, how to build relationships and discover who we want to become.

10am	Welcome and scene setting: Suzanne Parrott/Francis Markall
10.15am to 11.55am	Keynote speech: Luke Rodgers (The Care Leaders Org) Two timetables (10 minute coffee break around 11am)
12pm to 12.40pm	Workshops led by educational psychologists
12.40pm to 1.25pm	lunch with market stalls (Virtual College, Extended Duties and PLAC)
1.30pm to 2.10pm	Using the PEP to promote emotional wellbeing and progress led by Francis Markall and <a href="#">Clare Farley</a>
2.15pm to 3pm	Katherine Radcliffe, Mental Health Support Team, piloting the 'What colour is your dragon?' programme in RBWM. A shared language for communicating and destigmatising emotions and for co-regulation
3pm	Conference close

### Titles of workshops

#### Designated teacher's to select one of these workshops

12.00pm to 12.45pm

- Supporting emotion regulation in early years and primary school
- Supporting emotion regulation in children 11+ years

#### Lunchtime market stalls to be hosted by AfC Virtual School

- Virtual College
- Transition Hub
- Extended Duties
- PLAC

## Expected outcomes

By the end of the session delegates will be able to:

- demonstrate an increased awareness of emotional regulation
- analyse reflective practice
- had the opportunity to hear and be inspired by a guest speaker
- cascade to colleagues the key themes

## Feedback from previous training

“Very useful and superb conference. This was really helpful to have this online when we are out of borough or London.”

“Great presentation on trauma and attachment theory very useful.”

“This training was excellent and has really helped me understand my role as designated teacher in school and how I can really get the best for the children I am responsible for.”



# Support for social workers

Please contact AfC Virtual School if you are a new social worker for guidance or support. This may be online PEP training through conference call or to speak with a member of AfC Virtual School about the role of the Virtual School. Please remember that support is available should you need it.

## Links to AfC Virtual School

Social workers are responsible for chairing the PEP meeting with school, foster carer and other professionals involved with the child's education. AfC Virtual School's advocate does not attend every termly PEP meeting, but ensures that the ePEP is of good quality with appropriate targets and holds the pupil voice.

A good quality ePEP (completed by the social worker and designated teacher) is to be completed every term, and it is the responsibility of AfC Virtual School's advocate to quality assure the ePEP.

### Examples of support that takes place

To ensure that you are supported with Welfare Call and the PEP, we can offer one-to-one guidance if you are a new starter or require a refresher.

We also have area leads and outreach workers from the team who are linked to each social care work site. We will be able to contact you if you require some help with the system. Please do not hesitate to get in touch.

We can also attend newly qualified social worker training sessions to talk about the role of AfC Virtual School and share information about the PEP and Pupil Premium Plus. Please contact us if you would like us to attend one of your meetings or briefings sessions. We would be happy to explain more about AfC Virtual School.

# Stability symposium

## Who is this for?

Designated teachers, social workers and social care partners, whole school community

## What are the dates?

28 September, 8.45am to 4.30pm

## Online or in person?

In person

## Venue details

Windsor Racecourse (WR - 1), Maidenhead Road, Windsor SL4 5EZ

## Content of the training

### Outline of session

AfC Virtual School is delighted to invite you to our Stability Symposium on Wednesday 28 September. This exciting complimentary event has been organised to raise awareness of the importance of school and placement stability for our young people.

### Description

The agenda for this day will be as follows.

- Welcome: Lin Ferguson, Director of Children's Services Achieving for Children
- Young Persons' Stability Charter: Kickback young person
- The role of stability in raising outcomes for children with a social worker: Patrick Ward from National Association of Virtual School Headteachers
- Promoting the education of all children with a social worker: Andrew Baxter, Department for Education
- The power of everyday heroes: Jaz Ampaw-Farr Panel Discussion
- Welcome back: Suzanne Parrott, Associate Director Education Standards, Children with a Social Worker
- What research tells us about the role of stability in the education of children in care and those with a social worker: Andrew Brown, Rees Centre, Oxford University
- Introduction to workshops: Suzanne Parrott, Associate Director, Education Standards. Children with a Social Worker

The following workshop sessions will be delivered and everyone will be able to attend each workshop on rotation.

- Stability of placement: Natalie Bugeja, Head of Fostering
- Stability of social workers: Caroline Ash, Head of Conference and Independent Reviewing Service
- Stability of Education: Sophie McGeoch, Deputy and DLT at Hollyfield School

The day will come to a close with:

- collective feedback and headlines
- thank you and evaluation
- coffee and networking

### **Expected outcomes**

By attending this session delegates will be able to:

- explain the stability pledge
- demonstrate listening to young people about how they feel when there is school or placement instability
- evaluate the strengths and weaknesses of placement, social worker, school and key adult stability
- assess what actions professionals can take to maximise young people feeling safe and secure in their environment
- make a judgement at the end of the session on success criteria and how to celebrate successes for young people who experience stability

### **Feedback from previous training**

“I am a student social worker and this has significantly enhanced my awareness of this and the importance of working with education providers.”

“It was really good to liaise with different agencies and to share ideas. It reminded me of the difference we can make in school and of how important it is to remind our staff of this. Jaz was completely inspiring - thank you so much for inviting her to speak. I don't think I have ever felt so emotional listening to a speaker before. She reminded me why I do my job and of the difference we can all make.”

“Great to network and hear different perspectives.”

“Reinforced the importance of building relationships as key to everything else.”

“It highlighted how important stability is and the responsibility we all need to take in contributing towards stability for children.”

# Supporting the education of children looked after

## Who is this for?

Foster carers, supervising social workers

## What are the dates?

27 September, 9.30am to 11.30am

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session

Research continues to show that children looked after and previously looked after children often do not attain on a par with other children. However, research also shows that those with foster carers who are engaged with their education have a much higher chance of success than those who do not, highlighting the vital role foster carers can play in supporting the educational success of those young people in their care. Supervising social workers also play an important role in supporting foster carers in this important work.

The aim of this course is to equip foster carers and supervising social worker of primary and secondary aged children with an understanding how to further support their children's academic success and confidence as happy and settled learners.

### Description

Supporting the education of the children in their care is a key function of carers. It requires understanding and skills beyond those needed by parents in the everyday help they provide to their birth children because of the additional challenges children looked after and previously looked after may encounter.

This course will be led by AfC Virtual School Deputy, assistant headteachers and educational psychologists and will include opportunities for reflection, group discussion and sharing of experiences, alongside the delivery of up to date research and evidence based approaches.

The course will include:

- exploring the curriculum and key roles in schools
- exploring a range of hidden ways to support children's and young people's learning at home to increase motivation, confidence and engagement

## Expected outcomes

By the end of this course, participants will:

- understand the curriculum and standard expectations for their children and young people at different ages
- understand key roles in school and who might be best to talk to about different issues
- consider a range of creative ways that foster carers can embed hidden learning opportunities into their child's day that will increase confidence and engagement with the learning taking place in school

## Feedback from previous training

"Many thanks enjoyed the session and learnt a lot."

"Fantastic loved listening to Luke and Mary-Anne (guest speakers) it was so interesting and I took on board all they said."

"It was a really supportive space and thanks to Luke, especially who made a comment that spoke to me."

"Great training and super variety in this session. I really enjoyed it and learnt so much. Thank you."

"It's been a joy to be a part of this conference, so much love and care in this room- thank you all for all you do."

"Fantastic loved listening to each of the contributors and thoroughly enjoyed the interesting nature of the entire conference. I have really taken on board all that was shared in this."

"Really inspiring training, thank you."



# Promoting the education of children with a social worker - training for social workers, personal advisors and independent reviewing officers

## Who is this for?

Social workers, personal advisors, independent reviewing officers

## What are the dates?

3 November, 9.30am to 11.30am

15 March, 9.30am to 11.30am

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session

There remains a gap between the educational outcomes for children looked after and non-care experienced children.

Considering their statutory duties, social workers have a vital role in improving both educational outcomes and subsequent life chances for looked after children.

This course aims to support social workers, personal advisors and independent reviewing officers in further understanding their role in working in partnership with AfC Virtual School and educational settings to support their children and young people so that outcomes are improved.

It will also outline the approach that the AfC Virtual School headteacher took in addressing the extended duties in promoting the education for all children with a social worker from September 2021.

### Description

This course will be both informative and participatory and aims to share good practice including the effective use of the personal education plan so it is a working document that leads to improved outcomes.

The course aims to equip social workers with the tools necessary to understand whether a child is attaining in accordance with national expectations, their own starting point and whether they are making adequate progress. In addition, by acquainting social workers with the role of the designated teacher and strategies schools can use to support our children looked after, they will be better able to advocate for our children.

The course will explore ways in which we can fulfil statutory duties and what can be learnt from research and statistical data on educational outcomes. It will support participants in the variety of educational placements there are, their different functions, the different educational pathways they offer, key staff and what they are bound to offer our children and young people.

### **Expected outcomes**

By the end of this training, social workers, independent reviewing officers and personal advisors should have increased knowledge and understanding of:

- statutory duties and recent research regarding the education of children looked after
- AfC Virtual School's approach to the new duties to promote education for all children with a social worker
- educational attainment and progress
- the effective use of the personal education plan
- school structures and key roles
- admission, attendance and exclusion

### **Feedback from previous training**

"The training was excellent and informative. It opened up further discussion to enable me to gain further knowledge and information about the work of AfC Virtual School and get the best for the children in care that I work with."

"Very informative and helpful training about virtual school and how we can support children and young people with their education as social workers. It's very good to have an insight into the Virtual School."

"I have a better insight of what PEPs purpose is and what my role would be as a social worker."

"Training has been great."

# Supporting our children's education

## Who is this for?

Foster carers and supervising social workers

## What are the dates?

18 January, 9.30am to 11.30am

## On line or in person?

Online

## Venue details

Online

## Content of the training

### Outline of event

Research continues to show that children looked after and previously looked after children often do not attain on a par with other children. However, research also shows that those with foster carers who are engaged with their education have a much higher chance of success than those who do not, highlighting the vital role foster carers can play in supporting the educational success of those young people in their care. Supervising social workers also play an important role in supporting foster carers in this important work.

The aim of this course is to equip foster carers and supervising social worker of primary and secondary aged children with an understanding how to further support their children's academic success and confidence as happy and settled learners.

### Description of session

Supporting the education of the children in their care is a key function of carers. It requires understanding and skills beyond those needed by parents in the everyday help they provide to their birth children because of the additional challenges children looked after and previously looked after may encounter.

This course will be led by the AfC Virtual School Deputy, assistant headteacher and guest speaker Stephanie O'Malley.

The course will include:

- an introduction to the work of AfC Virtual College
- ideas to promote good reading habits and using Letterbox effectively
- the importance of good attendance to school further recap from DfE training

### **Guest speaker leading workshop**

Stephanie O'Malley (Desty) leading Part 1 of the workshop on how to support your child at home: Developing resilience in the face of trauma.

### **Expected outcomes**

By the end of this course, participants will:

- demonstrate an increased awareness of emotional regulation
- analyse reflective practice
- had the opportunity to hear and be inspired by a guest speaker
- cascade key themes to partners in multi-agency network supporting children in care

### **Feedback from previous training**

"Many thanks enjoyed the session immensely."

"Really inspiring training, thank you."

"Very informative."

"I feel as though I am much more informed and hope with our next placement we can have a close working relationship with AfC Virtual School."

"Now I know if I need to discuss any issues regarding my child I can contact a designated person. Thank you."

"It's reassuring to know that there is a team to offer help, advice and support when it's needed."

"I learn so much from being with other people in the same situation as us. All these courses are really helpful."

# Supporting our children's education

## Who is this for?

Foster carers and supervising social workers

## What are the dates?

2 May, 10am to 12.30pm

## On line or in person?

Online

## Venue details

Online

## Content of the training

### Outline of event

Research continues to show that children looked after and previously looked after children often do not attain on a par with other children. However, research also shows that those with foster carers who are engaged with their education have a much higher chance of success than those who do not, highlighting the vital role foster carers can play in supporting the educational success of those young people in their care. Supervising social workers also play an important role in supporting foster carers in this important work.

The aim of this course is to equip foster carers and supervising social worker of primary and secondary aged children with an understanding how to further support their children's academic success and confidence as happy and settled learners.

### Description of session

Supporting the education of the children in their care is a key function of carers. It requires understanding and skills beyond those needed by parents in the everyday help they provide to their birth children because of the additional challenges children looked after and previously looked after may encounter.

This course will be led by AfC Virtual School Deputy, assistant headteacher and guest speaker Stephanie O'Malley.

The course will include training from AfC Virtual Schools' area leads:

- all about PEPs: How to get the best for your child or young person at PEP meetings
- the importance of good attendance to school

### Guest speaker leading workshop

Stephanie O'Malley (Desty) leading Part 2 of the workshop on how to support your child at home: Developing resilience in the face of trauma.

## Expected outcomes

By the end of this course, participants will:

- demonstrate an increased awareness of emotional regulation
- analyse reflective practice
- have had the opportunity to hear and be inspired by a guest speaker
- cascade key themes to partners in multi-agency network supporting children in care

## Feedback from previous training

“Many thanks enjoyed the session immensely.”

“Really inspiring training, thank you.”

“Really inspiring training, thank you.”

“Very informative.”

“I feel as though I am much more informed and hope with our next placement we can have a close working relationship with AfC Virtual School.”

“Now I know if I need to discuss any issues regarding my child I can contact a designated person. Thank you.”

“It’s reassuring to know that there is a team to offer help, advice and support when it’s needed.”

“I learn so much from being with other people in the same situation as us. All these courses are really helpful.”



# Promoting the education of children with a social worker - training for social workers, personal advisors and independent reviewing officers

## Who is this for?

Social workers, personal advisors, independent reviewing officers

## What are the dates?

22 June, 9.30am to 11.30am

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session

There remains a gap between the educational outcomes for children looked after and non-care experienced children.

Considering their statutory duties, social workers have a vital role in improving both educational outcomes and subsequent life chances for looked after children.

This course aims to support social workers, personal advisors and independent reviewing officers in further understanding their role, in working in partnership with AfC Virtual School and educational settings to support their children and young people so that outcomes are improved.

It will also outline the approach that AfC Virtual School Headteacher took in addressing the extended duties in promoting the education for all children with a social worker from September 2021.

### Description

This course will be informative and participatory and aims to share good practice including the effective use of the personal education plan so that it is a working document that leads to improved outcomes.

The course aims to equip social workers with the tools necessary to be able to understand whether a child is attaining in accordance with national expectations, their own starting point and whether they are making adequate progress. In addition, by acquainting social workers with the role of the designated teacher and strategies schools can use to support our children looked after, they will be better able to advocate for our children.

The course will explore ways in which we can fulfil statutory duties and what can be learnt from research and statistical data on educational outcomes. It will support participants in the variety of educational placements there are, their different functions, the different educational pathways they offer, key staff and what they are bound to offer our children and young people.

**Workshops will be delivered by expert AfC Virtual School area leads:**

- an overview of AfC Virtual School and what we do and how we can help
- stability relationships and school belonging
- the virtual college, what we do and how we can help
- maximising the relationship between social care and virtual school - a structured discussion with reference to statutory guidance to enhance understanding and multi-agency practice

**Expected outcomes**

By the end of this training, social workers, independent reviewing officers and personal advisors should have increased knowledge and understanding of:

- statutory duties and recent research regarding the education of children looked after
- AfC Virtual School's approach to the new duties to promote education for all children with a social worker
- educational attainment and progress
- the effective use of the personal education plan
- school structures and key roles
- admission, attendance and exclusion

**Feedback from previous training**

"The training was excellent and informative. It opened up further discussion to enable me to gain further knowledge and information about the work of the Virtual School and get the best for the children in care that I work with."

"Very informative and helpful training about virtual school and how we can support children and young people with their education as social workers. It's very good to have an insight into the virtual school."

"I have a better insight of what PEPs purpose is and what my role would be as a social worker."

"Training has been great and really informative."

# Support for foster carers

AfC Virtual School works with a number of key partners, and we try to offer as much support as possible for working with children looked after or previously looked after.

Foster carers are invited to the 'role of the foster carer in education' training session (EYFS, primary, secondary, post 16 sessions available). This includes creating an environment for learning at home, key questions for school and effective use of pupil premium, as well as supporting reading at home through strategies and games. As well as facilitating these sessions, we have a very positive working relationship with the Fostering Service and are welcomed to their forums and regular meetings.

We also provide support to carers by:

- working with Booktrust and ensuring that children in Years 3 to 8 receive 'Letterbox' parcels every month (containing books, maths games and stationery)
- sending additional resources and booklets electronically to carers, which provide activity ideas, tips and signposting

## Additional support

We want to make sure that all agencies who work towards the education of children looked after have support from AfC Virtual School. We are always keen to participate with existing training or meetings. We love to see our independent reviewing officers at our network meetings and support our supervising social workers, but please contact us on [virtual.school@achievingforchildren.org.uk](mailto:virtual.school@achievingforchildren.org.uk) if you would like any support or would like us to attend team meetings or deliver training. This might include: attending an Independent Reviewing Officer Team meeting (to deliver an insight into Welfare Call), targeted youth support with an insight into post-16 education, staff meetings in school, support for governors or PEP training sessions for trainee social workers.

# Supporting the education of children looked after

## Who is this for?

Foster carers, supervising social workers

## What are the dates?

27 September, 9.30am to 11.30am

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session

Research continues to show that children looked after and previously looked after children often do not attain on a par with other children. However, research also shows that those with foster carers who are engaged with their education have a much higher chance of success than those who do not, highlighting the vital role foster carers can play in supporting the educational success of those young people in their care. Supervising social workers also play an important role in supporting foster carers in this important work.

The aim of this course is to equip foster carers and supervising social worker of primary and secondary aged children with an understanding how to further support their children's academic success and confidence as happy and settled learners.

### Description

Supporting the education of the children in their care is a key function of carers. It requires understanding and skills beyond those needed by parents in the everyday help they provide to their birth children because of the additional challenges children looked after and previously looked after may encounter.

This course will be led by AfC Virtual School Deputy, assistant headteacher and educational psychologists and will include opportunities for reflection, group discussion and sharing of experiences, alongside the delivery of up to date research and evidence based approaches.

The course will include:

- exploring the curriculum and key roles in schools
- exploring a range of 'hidden' ways to support children and young people's learning at home to increase motivation, confidence and engagement

## Expected outcomes

By the end of this course, participants will:

- understand the curriculum and standard expectations for their children and young people at different ages
- understand key roles in school and who might be best to talk to about different issue
- consider a range of creative ways that foster carers can embed hidden learning opportunities into their child's day that will increase confidence and engagement with the learning taking place in school

## Feedback from previous training

"It has given me more information about pupil premium and how it is used by the schools."

"Although the training as planned was changed, it was extremely informative and a great reminder of all the support we have as foster carers in looking after the educational needs of our children."

"Very informative."

"I feel as though I am much more informed and hope with our next placement we can have a close working relationship with AfC Virtual School."

"Now I know if I need to discuss any issues regarding my child I can contact a designated person. Thank you."

"It's reassuring to know that there is a team to offer help, advice and support when it's needed."

"I learn so much from being with other people in the same situation as us. All these courses are really helpful."



# Supporting our children's education

## Who is this for?

Foster carers and supervising social workers

## What are the dates?

18 January, 9.30am to 11.30am

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of event

Research continues to show that children looked after and previously looked after children often do not attain on a par with other children. However, research also shows that those with foster carers who are engaged with their education have a much higher chance of success than those who do not, highlighting the vital role foster carers can play in supporting the educational success of those young people in their care. Supervising social workers also play an important role in supporting foster carers in this important work.

The aim of this course is to equip foster carers and supervising social worker of primary and secondary aged children with an understanding how to further support their children's academic success and confidence as happy and settled learners.

### Description of session

Supporting the education of the children in their care is a key function of carers. It requires understanding and skills beyond those needed by parents in the everyday help they provide to their birth children because of the additional challenges children looked after and previously looked after may encounter.

This course will be led by the AfC Virtual School Deputy, assistant headteacher and guest speaker Stephanie O'Malley.

The course will include:

- an introduction to the work of AfC Virtual College
- ideas to promote good reading habits and using Letterbox effectively
- the importance of good attendance to school further recap from DfE training

### **Guest speaker leading workshop**

Stephanie O'Malley (Desty) leading Part 1 of the workshop on how to support your child at home: Developing resilience in the face of trauma

### **Expected outcomes**

By the end of this course, participants will:

- demonstrate an increased awareness of emotional regulation
- analyse reflective practice
- have had the opportunity to hear and be inspired by a guest speaker
- cascade key themes to partners in multi-agency network supporting children in care

### **Feedback from previous training**

"It has given me more information about pupil premium and how it is used by the schools."

"Although the training as planned was changed, it was extremely informative and a great reminder of all the support we have as foster carers in looking after the educational needs of our children."

"Very informative."

"I feel as though I am much more informed and hope with our next placement we can have a close working relationship with AfC Virtual School."

"Now I know if I need to discuss any issues regarding my child I can contact a designated person. Thank you."

"It's reassuring to know that there is a team to offer help, advice and support when it's needed."

"I learn so much from being with other people in the same situation as us. All these courses are really helpful."

# Supporting our children's education - foster carers

## Who is this for?

Foster carers and supervising social workers

## What are the dates?

2 May, 10am to 12.30pm

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of event

Research continues to show that children looked after and previously looked after children often do not attain on a par with other children. However, research also shows that those with foster carers who are engaged with their education have a much higher chance of success than those who do not, highlighting the vital role foster carers can play in supporting the educational success of those young people in their care. Supervising social workers also play an important role in supporting foster carers in this important work.

The aim of this course is to equip foster carers and supervising social worker of primary and secondary aged children with an understanding how to further support their children's academic success and confidence as happy and settled learners.

### Description of session

Supporting the education of the children in their care is a key function of carers. It requires understanding and skills beyond those needed by parents in the everyday help they provide to their birth children because of the additional challenges children looked after and previously looked after may encounter.

This course will be led by the AfC Virtual School Deputy, assistant headteacher and guest speaker Stephanie O'Malley.

The course will include training from AfC Virtual School area leads on:

- all about PEPs - how to get the best for your child or young person at PEP meetings
- the importance of good attendance to school

### Guest speaker leading workshop:

Stephanie O'Malley (Desty) leading Part 2 of the workshop on how to support your child at home: Developing resilience in the face of trauma.

## Expected outcomes

By the end of this course, participants will:

- demonstrate an increased awareness of emotional regulation
- analyse reflective practice
- have had the opportunity to hear and be inspired by a guest speaker
- cascade key themes to partners in multi-agency network supporting children in care

## Feedback from previous training

“It has given me more information about pupil premium and how it is used by the schools.”

“Although the training as planned was changed, it was extremely informative and a great reminder of all the support we have as foster carers in looking after the educational needs of our children.”

“Very informative.”

“I feel as though I am much more informed and hope with our next placement we can have a close working relationship with AfC Virtual School.”

“Now I know if I need to discuss any issues regarding my child I can contact a designated person. Thank you.”

“It’s reassuring to know that there is a team to offer help, advice and support when it’s needed.”

“I learn so much from being with other people in the same situation as us. All these courses are really helpful.”



# The role of school governors in championing the needs of children looked after (governors)

## Who is this for?

Governors

## What are the dates?

23 November, 6pm to 8pm

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session:

Nationally, educational outcomes of children looked after continue to be lower than those of non-looked after children. It is a duty of the governing boards for maintained schools to delegate the responsibility of monitoring and challenging the support around children looked after to a named governor.

This duty is to ensure the school is supporting and promoting the educational achievement for this vulnerable group of learners. This session will provide governors with an overview of the remit placed on AfC Virtual School and include how it can support the school and its children looked after. Relevant information on statutory guidelines and procedures will be fully covered.

### Description

Education is important for all but especially for children looked after, considering they often have far more challenges to contend with. Historically data tells us that children looked after achieve lower exam pass rates, make poorer progress between key stages and fewer go onto further or higher education.

Children looked after will have many professionals attached to them. Whilst the designated teacher takes the lead responsibility for the children looked after within the school environment, everyone involved in the child's educational achievement should be aware of reasons which may be behind behaviour. Whilst children looked after may require more support than other children, there should be high expectations in terms of what the child is capable of achieving. The governor should ensure the school is appropriately challenged to meet the needs of children looked after.

This highlights the importance placed on governors to effectively monitor and challenge the school to ensure they are meeting the needs of children looked after and ultimately making a positive impact on their educational outcomes. Governors therefore need to obtain an understanding around the different issues that affect how children looked after learn and achieve.

This course will cover the statutory duties of governors as well as proven examples of good practice to support governors to better carry out their duties. For example:

- outcomes for looked after and previously looked after children
- the duties and responsibilities of the designated teacher for looked after and previously looked after children
- reporting to governors
- barriers to learning including the impact of trauma
- how schools can mitigate the impact of trauma on learning in whole school practice and in the classroom
- admission and power of direction
- attendance and exclusion
- preparation for Ofsted

This training will be informative and participatory, with governors sharing their experiences and evaluating their work.

### **Expected outcomes**

By the end of the session governors will be able to:

- effectively support the role of the designated teacher
- explain the role of AfC Virtual school in relation to their own school
- ensure that the governing board and the school is meeting its statutory responsibilities with regards to the looked after children in their school now and in the future
- cascade to their organisation the relevant national and local policies and updates

### **Feedback from previous training**

“Many thanks enjoyed the session immensely.”

“Really inspiring training, thank you.”

“Very informative.”

“It’s reassuring to know that there is a team to offer help, advice and support when it’s needed.”

“I learn so much from being with other people in the same situation as us. All these courses are really helpful.”

# Lead governor training for children with a social worker (governors) (Windsor and Maidenhead)

## Who is this for?

Governors

## What are the dates?

14 March, 7pm to 9pm

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session

Nationally, educational outcomes of children looked after continue to be lower than those of non-looked after children.

Within maintained schools it is the duty of the governing body to delegate the responsibility of monitoring and challenging the support around children looked after to a named governor. This duty is to ensure the school is supporting and promoting the educational achievement for this vulnerable group of learners.

From 2021, Virtual School headteachers will have extended responsibilities beyond children looked after and will be strategically responsible for promoting the education of all children with a social worker.

This session will provide governors with an overview of the remit placed on AfC Virtual School and include how it can support you and the children looked after within your school, relevant information on statutory guidelines and procedures will be covered. The executive headteachers will also set out how AfC Virtual School is undertaking its new responsibilities.

An AfC Virtual School educational psychologist will present an outline and comparison of so called 'zero tolerance' behaviour policies and relational behaviour policies, focusing on the benefits for all children and young people, including children looked after and those children with a social worker, of relational policies.

## **Description**

Education is important for all, but especially for children looked after and those with a social worker as the odds are already stacked against them achieving the same as their peers.

Historically, children looked after have lower exam pass rates, make poorer progress between key stages and fewer go onto further or higher education. This highlights the importance placed on governors to effectively monitor and challenge the school to ensure they are meeting the needs of children looked after and ultimately in making a positive impact on their educational outcomes.

Governors therefore need to obtain an understanding around the different issues which affect how children looked after learn, thrive and achieve.

The session will assist governors in understanding their monitoring role, including how Pupil Premium money is raising achievement, whether school policies address the individual needs of children looked after and personal education plans are effective and in place for every children looked after. Just as important, governors will be briefed on how to actively promote the educational achievement of all the children looked after within the school. The desired outcome will be to ensure that the school as a whole, develops a culture where the learning needs of children looked after, whether personal, emotional or academic are met.

A children looked after will have many professionals working with them and for them. Whilst the designated teacher takes the lead responsibility for the children looked after within the school environment, everyone involved in the child's educational achievement should be aware of how they can support the children and the designated teacher. However, whilst they may require more support than other children, there should be high expectations in terms of what the child is capable of achieving, the governors should ensure the school is appropriately supported and challenged to meet the needs of children looked after.

## **Expected outcomes**

By the end of the session delegates will be able to:

- explain the role of AfC Virtual School in relation to their own school
- support the designated teacher in their role
- recognise the strategic role AfC Virtual School is taking for children with a social worker
- ensure that the governing body and the school is meeting its statutory responsibilities with regards to children in care in their school now and in the future
- describe the benefits of an attachment friendly relational policy that supports children looked after and all pupils
- cascade to their organisation the relevant national and local policies and updates

# Lead governor training for children with a social worker (governors) (Kingston and Richmond)

## Who is this for?

Governors

## What are the dates?

27 March, 6.30pm to 8.30pm

## Online or in person?

Online

## Venue details

Online

## Content of the training

### Outline of session

Nationally, educational outcomes of children looked after continue to be lower than those of non-looked after children.

Within maintained schools it is the duty of the governing body to delegate the responsibility of monitoring and challenging the support around children looked after to a named governor. This duty is to ensure the school is supporting and promoting the educational achievement for this vulnerable group of learners.

From 2021, Virtual School headteachers will have extended responsibilities beyond children looked after and will be strategically responsible for promoting the education of all children with a social worker.

This session will provide governors with an overview of the remit placed on the AfC Virtual School and include how it can support you and the children looked after within your school; relevant information on statutory guidelines and procedures will be covered. The Executive Headteacher will also set out how AfC Virtual School is undertaking its new responsibilities.

An AfC Virtual School educational psychologist will present an outline and comparison of so called 'zero tolerance' behaviour policies and relational behaviour policies, focusing on the benefits for all children and young people, including children looked after and those children with a social worker, of relational policies.

## **Description**

Education is important for all but especially for children looked after and those with a social worker as the odds are already stacked against them achieving the same as their peers.

Historically, children looked after achieve lower exam pass rates, make poorer progress between key stages and fewer go onto further or higher education. With these facts in mind, it highlights the importance placed on governors to effectively monitor and challenge the school to ensure they are meeting the needs of children looked after and ultimately in making a positive impact on their educational outcomes.

Governors therefore need to obtain an understanding around the different issues which affect how children looked after learn, thrive and achieve.

The session will assist governors in understanding their monitoring role, including how Pupil Premium money is raising achievement; whether school policies address the individual needs of children looked after and personal education plans are effective and in place for every child looked after. Just as important governors will be briefed on how to actively promote the educational achievement of all the children looked after within the school. The desired outcome will be to ensure that the school as a whole, develops a culture where the learning needs of children looked after, whether personal, emotional or academic are met.

Children looked after will have many professionals working with them and for them. Whilst the designated teacher takes the lead responsibility for the children looked after within the school environment, everyone involved in the child's educational achievement should be aware of how they can support both the children and the designated teacher. However, whilst they may require more support than other children, there should be high expectations in terms of what the child is capable of achieving, the governors should ensure the school is appropriately supported and challenged to meet the needs of children looked after.

## **Expected outcomes**

By the end of the session delegates will be able to:

- explain the role of AfC Virtual School in relation to their own school
- support the designated teacher in their role
- recognise the strategic role AfC Virtual School is taking for children with a social worker
- ensure that the governing body and the school is meeting its statutory responsibilities with regards to children in care in their school now and in the future
- describe the benefits of an attachment friendly relational policy that supports children looked after and all pupils
- cascade to their organisation the relevant national and local policies and updates

## Previously looked after children forum

### Who is this for?

Adoptive parents

### What are the dates?

13 June, 9.30am to 11.30am and 6pm to 8pm

### Online or in person?

Online

### Venue details

Online

### Content of the training

This event will explain the role of virtual schools for parents of adopted children, special guardians and those with care orders.

We will also look at end of year transitions for previously looked after children between year groups, key stages and new schools and colleges, exploring how to support your child and being aware of what their school or college could offer to make them feel more secure.

There will also be an opportunity to engage with other parents and guardians and to discuss general questions about the education of your child.

### Feedback from previous training

“The advice and guidance from the PLAC co-ordinator has been fantastic. I have been able to access support from various high quality organisations after being signposted to this from the lead for this area.”

“The detailed understanding of the needs of children who are previously looked after children and the theory shared in workshops and bespoke sessions delivered by the team have been of an excellent quality. Thank you for the support.”

# Attendance and exclusion of children with a social worker

## Who is this for?

Education

## What are the dates?

6 February, 20 April

## Online or in person?

Online

## Venue details

Online

## Content of the training

### The aim is to:

- improve attendance and boost progress for this cohort of children
- reduce the number of exclusions
- support schools and social care professionals to achieve measurable outcomes
- ensure communication and sharing of best practice across boroughs for children in need and child protection students

We will share how we intend to support the education of children in need. Discuss ways that we will be working collaboratively with social workers to support them in the work that they do, ensuring that they have all the information that they need to help a child engage and access education. We will prioritise training so that social workers can develop their skills further and feel equipped with clear strategies and tools to improve attendance.

Training for schools will also be a priority under this new duty and we will be the link between schools and social workers to advocate for this cohort of children. We will support colleagues working around the child in developing attachment aware and trauma informed strategies and skills to help eng4age children in education and boost attendance.

# Children in need and child protection social worker clinics

## Who is this for?

Social workers

## What are the dates?

9 November, 14 November, 23 November, 7 December

14 November, 9 January, 25 January, 10 February

## Online or in person?

In person

## Venue details

Maidenhead Town Hall

Twickenham York House

## Content of the training

### What's the aim?

The aim of this service is to promote a joined-up problem solving approach to supporting the education of children who have a social worker.

AfC Virtual School extended duties education consultation clinics have now been set up for social workers supporting a child or young person who has either a child in need or child protection plan. The extended duties education consultation clinics are coordinated by Ruth Gusterson, Assistant Headteacher - Extended Duties and Joanna Western, Lead Advisory Teacher - Extended Duties and facilitated by an educational psychologist. They may also involve other members of the AfC Virtual School team. You will be notified when and where the consultation clinics are taking place and invited to sign up for a 50 minute session.

Consultation is a process based on a joint problem solving approach whereby the expertise of others is combined with the educational psychologist's expertise and knowledge of psychology and child development. A consultation meeting involves the people most concerned to think together to develop explanations and understanding of presenting problems and explore a range of options for initiating change for the young person.

# Improving attendance and reducing exclusion for children with a social worker

## Who is this for?

Social workers

## What are the dates?

9 December, 23 March, 6 July

## Online or in person?

Online

## Venue details

Online

## Content of the training

To support social care professionals to achieve measurable outcomes

### What's the aim?

- To improve attendance and boost progress for students on a children in need or child protection plan.
- To reduce the number of exclusions - discuss strategies for students.
- To ensure communication and sharing of best practice across boroughs for children in need or child protection students.
- To ensure plans include education and attendance on them.
- Show attendance strategies to enable students to access education.

# Supporting the education of children in need and on a child protection plan

## Who is this for?

Designated safeguarding leads in schools and colleges

## What are the dates?

28 September, 9 November, 16 November, 25 January, 1 February

## Online or in person?

Online

## Venue details

Online

## Content of the training

AfC Virtual School Extended Duties team attends regular designated school lead meetings in Kingston, Richmond, and Windsor and Maidenhead. This is the forum where we will share updates, learning and offer support.

Under the new duty for virtual schools, Ruth Gusteron, Assistant Headteacher - Extended Duties and Joanna Western, Lead Advisory Teacher - Extended Duties, work collaboratively with designated safeguarding leads, sharing information, data and providing necessary support and training.

A strategic approach for ensuring that children with a child in need or child protection plan are accessing education and attending school is the main priority. We will give designated safeguarding leads s necessary updates and information to support them in their work with the young people and their families, acting as the link between school and home, so that this cohort feel a sense of belonging and engage positively with their school community.

Update item: latest offers from extended duties to be shared at designated safeguarding leads meetings

Ruth Gusteron and Joanna Western on agenda at designated safeguarding leads, safeguarding and social care meetings

# Moving from NEET to EET for care leavers

## Who is this for?

Social workers and personal advisor

## What are the dates?

12 October 10am to 12pm

## Online or in person?

Online

## Venue details

Link to the virtual session will be sent once registered

## Content of the training

The session will explore the following key areas:

- understanding the structure of the UK education system
- reviewing the context of our young people within this system
- develop how to provide early-stage careers advice
- know what services can support young people internally and externally

## Feedback from previous training

“As a new social worker, this really helped me understand how I can support my young people with education and work. It also helped me to understand the different levels of education our young people take and the routes they can follow.”



# Aiming high for post-16 care leavers

## Who is this for?

Designated teachers in sixth form and college

## What are the dates?

17 January, 4pm to 5pm

## Online or in person?

Online

## Venue details

Link will be provided once registered

## Content of the training

The session will explore the following key areas.

- Understanding the structure of the UK education system for key stage 5 and above.
- Knowing the importance of key stage 4 outcomes.
- Expanding knowledge of offers and opportunities.
- Understand the choices for young people in care who apply for university.

## Feedback from previous training

“I am a teacher in secondary school, but this session really helped me to understand the importance I play for a young person in care in regards to post-16 and beyond.”

# Supporting young people with education and employment

## Who is this for?

Foster carers and key workers

## What are the dates?

17 May, 9.30am to 11.30.am

## On line or in person?

Online

## Venue details

Link to the virtual session will be sent once registered

## Content of the training

The session will explore the following key areas.

- Understanding the structure of the UK education system.
- Reviewing the context of our young people within this system.
- Develop how to provide early-stage careers advice.
- Know how to source and support young people into education.
- Know how to prepare young people for employment.

## Feedback from previous training

“I felt a little lost when it came to helping my young person access education, especially as colleges had initially said they weren’t taking any more young people. This course helped me to overcome that and I now feel much more confident in this area.”

# How do I register for a training course?

Please access the learning portal at <https://afclearningportal.co.uk>.

- Your username is your email address.
- Password: click 'forgotten password' on the login page.
- You will be sent an email with a temporary password which you will be prompted to change.

All of the system's emails and alerts will be sent from Achieving for Children's Learning Portal ([support@frontlinedata.co.uk](mailto:support@frontlinedata.co.uk)) email address. This email address is not monitored and should not be replied to, but if you save this and add it to your contacts list, it will ensure all notifications from the system are received. This is important as some of the alerts can look like spam to your ICT security set-up, especially this first email which will include a random set of characters as a temporary password.

If you do not have an account, please fill in the sign up request form at the top of the webpage.

All booking requests must be checked out by the authoriser for that setting before they become a confirmed place. Unconfirmed places will not receive a joining link.



# Contacts in AfC Virtual School

**Suzanne Parrott, Executive Headteacher**

**Associate Director, Education Standards, Children with a Social Worker**

E: [Suzanne.parrott@achievingforchildren.org.uk](mailto:Suzanne.parrott@achievingforchildren.org.uk)

T: 020 8831 6037

**Tav Juttla, School Business Manager**

E: [tav.juttla@achievingforchildren.org.uk](mailto:tav.juttla@achievingforchildren.org.uk)

**Francis Markall, Deputy Headteacher Richmond**

M: 07894 237264

E: [Francis.markall@achievingforchildren.org.uk](mailto:Francis.markall@achievingforchildren.org.uk)

**Sairah Shah, Assistant Headteacher RBWM and Lead for Training**

E: [sairah.shah@achievingforchildren.org.uk](mailto:sairah.shah@achievingforchildren.org.uk)

M: 07772 152048

**Clare Farley, Assistant Headteacher Kingston**

M: 07776 481860

E: [clare.farley@achievingforchildren.org.uk](mailto:clare.farley@achievingforchildren.org.uk)

**Michael Guard, Deputy Headteacher Virtual College (16 to 18 years)**

E: [michael.guard@achievingforchildren.org.uk](mailto:michael.guard@achievingforchildren.org.uk)

M: 07912 488944

**Ruth Gusterson, Assistant Headteacher Extended Duties**

E: [ruth.gusterson@achievingforchildren.org.uk](mailto:ruth.gusterson@achievingforchildren.org.uk)

T: 07732 823911

**Marc Hack-Davies, VS Data Manager is (Welfare Cloud)**

E: [marc.hack-davies@achievingforchildren.org.uk](mailto:marc.hack-davies@achievingforchildren.org.uk)

M: 07912488825

## Resources to support your work supporting the education of children with a social worker

To find out more about how you can support the needs of children and young people in your settings, please refer to the resources available on AfC Virtual School website

<https://www.afcvirtualschool.org.uk>.