Guide

to PEPs, Pupil Premium, Statutory Duties and much more...

For Designated Teachers, Social Workers, Carers and others working with care experienced children.

Hampshire & Isle of Wight Virtual Schools

Making the difference

"The education setting is probably the greatest opportunity we have, outside the family, to promote and maintain children's well being."

(Geddes, 2006)

My teacher gave me the best gift of all…
Believing in me!

Contents

Making the difference

The guide aims to put together key information and guidance for Designated Teachers, Social Workers, Carers and all those who support care experienced children.

Principally focused on Hampshire and IOW Schools, this guide covers all children in care to Hampshire CC and Isle of Wight Council, placed out of county.

Whilst this guidance sets out to provide a simple and consistent set of advice; we appreciate in some situations and circumstances an individual approach is needed in unique circumstances.

Virtual School staff are always available to help and support in any way we can, to support the education and development of Hampshire children. Please contact us at any time.

This document has many references and links to webpages and documents. Whilst every effort has been made to ensure these are still live, some links might break. Please google the document if the link no longer works.

This guidance is up to date based on the referenced guidance and dated documents. These may be updated by Government and its Departments at any time. Please check Government websites for any updated guidance. This document is up to date as of 31 August 2023.

If a child can't learn the way we teach, maybe we should teach the way they learn

Making the difference

Planning ideas, questions and notes

*Children learn more from who you
are than what you teach…*

Making the difference

Planning ideas, questions and notes

Who are my children (cohort of CIC and PLAC) in school ?

How are they doing – progress & achievement?

What are their barriers, difficulties and needs ?

What are the individual and collective interventions and support needed ?
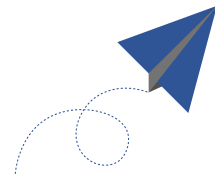
SMART plans/targets and use of PP+ for CIC children?

SMART plans/targets and use of PLAC PP for PLAC children?

Children learn best when they like their teacher and when they think their teachers likes them – Gordon Neufeld

Our Vision

Hampshire & Isle of Wight Virtual School

Working in partnership, all children we care for will have high quality education and support so they are prepared for life.

The Virtual School promotes a culture of high aspirations, progress and achievements for all our vulnerable children and young people.

Our Purpose

Our Values

Collaborative
We work with stakeholders, internally and externally, creating a supportive, aspirational and active network that benefits the child.

Problem Solvers
We identify and provide creative solutions to complex scenarios related to our children's education

Passionate
We make a difference. We are knowledgeable, motivated, tenacious and energetic in the work we do for our children
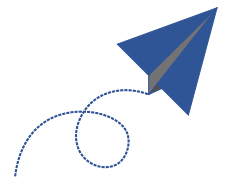
Dedicated
We are committed to enabling a positive shift for our children, ensuring they have a high quality education that is right for them

Resilient
We are unfaltering in supporting and challenging ourselves, each other, and our stakeholders, ensuring our children achieve their educational goals

Virtual Schools

Virtual Schools exist across the country to help improve the educational outcomes of children who are looked after.

The attainment and progress of this group of children continues to be considerably lower than that of their peers. Since September 2014, it has been statutory that local authorities appoint a Virtual School Head teacher. The head teacher is often supported by a Virtual School team but this aspect is not statutory.

The Virtual School approach is to work with looked after children as if they were in a single school, providing support and challenge to the schools they attend, tracking their progress and supporting them to achieve as well as possible.

As the Virtual School, we work in partnership with schools, carers, social workers, Independent Reviewing Officers and a wide range of other professionals to:

- remove barriers and inequalities in educational achievement for children and young people in the care of Hampshire Local Authority and the Isle of Wight Council;
- ensure that there is suitable education in place for all children looked after by the local authorities;
- make sure each child receives the help and support they need to be a successful learner;
- prioritise schools judged by Ofsted to be 'good' or 'outstanding' for looked after children in need of a new school in line with statutory guidance and our Admissions Protocol 2023/24;
- ensure that there is effective and timely communication between all professionals, particularly in relation to possible education placement changes, admissions and exclusions;
- challenge low expectations, stereotypes and misconceptions around this group of children and young people;
- implementing pupil premium arrangements for looked after children in accordance with the latest conditions of grant published by the DfE.
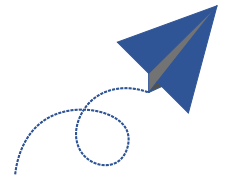
Children Previously Looked After

Since September 2018, Virtual Schools have a statutory duty towards children 'previously looked after'. The Virtual School is not the corporate parent for this cohort and does not track their education progress or take up specific casework. The duty requires Virtual Schools to "promote their educational achievement through the provision of information and advice" (Statutory Guidance 2018).

Local authorities have a duty under section 23ZZA of the Children Act 1989 to promote the educational achievement of previously looked-after children in their area by providing information and advice to:

- any person that has parental responsibility for the child;
- providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies;
- any other person the authority considers appropriate for promoting the educational achievement of relevant children.

Children with a Social Worker

Since September 2021, Virtual Schools have an extended duty towards children with a social worker. The extended Virtual School Head role will;

- make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children;
- promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm:
- level up children's outcomes and narrow the attainment gap so every child can reach their potential.

Staff Structure
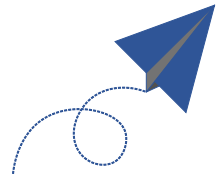
Senior Leadership Team
Virtual Head - Michelle Nye
Deputy Head (CIC) – Matthew Hunt
Deputy Head (Extended Duties) - Tamsin Austoni

Admin. Team
Aiysha Clubley, Charlene McManus, Jennifer Todd, Jack Lampard

Area 1	Area 2	Area 3
Gillian Foote	Matthew Hunt	Natalie Hope
Fiona Smith	Barbara Steward	Trudi Taylor
Elizabeth Deller / Stephanie Curtis-Horsfall	Tessa Hurst / Joanne Coats	Alex Lowe / Rosie Davis

Education Advisor CWSW
Nicola Forsyth

Education Officers PLAC
Jaqueline Marsh
Matthew bell

PEP Quality Advisor
Shan Ratcliffe

Sarah Riley
UASC/Post 16

Rebecca Price

Victoria Betts
Advisor EYs

Faraley Cruz

Education Advisor
Isle of Wight CIC
Rosie Lister

Education Officer
Prue Paddon

Hazel Pither

Senior Leaders

Education Advisors

Education Officers

Case Workers

Senior Leadership Team

Leadership & Management Cohort Level

Strategic planning and oversight
Management of Corporate Parent Visits and escalations
Management escalation and oversight (cohort/case)
Identifying trends and implementing intervention across the whole cohort
Business reporting
Stakeholder management and collaboration (HCC wide and beyond)
Financial (PPPG) budgeting, management and reporting
Systems strategic development, oversight and management

Focus/Priorities
Progress/Attainment
Effective use PPG
Cohort Interventions
High Risk (PX) Cases
Cohort SEND Needs
Cohort Management & Reporting

Education Advisor

Planned Intervention & Support School/Cohort Level

Area Cohort/ UASC, Post 16, EYS oversight
Designated Teacher Networks
Support with complex cases escalated by EO or SLT
Corporate Parent Visits
Lead on training and consultations as directed by SLT
Focus on increasing engagement and attainment
Support RI/Inadequate settings following agreed process
Manage EO and CW
PEP QA and feedback

Education Officer

Targeted Intervention & Support Case Level

Ensure all young people have appropriate education placement
Triage and lead on complex cases (inc. SEN, CYP at risk of PEX) to ensure appropriate provision
Support with key transition process / in year / complex admissions.
Attend PEPs/EPMs as appropriate
Placement Meetings/Strat Support with referrals to other agencies Meetings (where appropriate)
Support with training and wider VS offer
Advocate for YPs (Top-Up funding requests/EP etc)

Focus/Priorities
School Places
Attendance
Engagement
Exclusions
SEND Needs
Child Data

Education Caseworker

Early Identification & Intervention Case Level

Ensure all young people have appropriate education placement
Data and information oversight of the area cohort
Support SW with finding school placements (if appropriate/needed)
Support with key transition process / main round admissions
Liaise with Admin Team to ensure cohort information is up to date
Early interventions in case of Suspension/Attendance
Support with referrals to other agencies i.e. Future You
Attend PEPs/EPMs as appropriate/directed by EO/EA
Monitor attendance/suspensions

Virtual School Duties

Designated Teacher Duties		Children With a Social Worker
Children in Care Looked After Child Child Looked After (CIC / LAC / CLA)	**Previously Looked After Child** (PLAC) Adopted Children Child Arrangement Order (CAO) Special Guardianship Orders (SGO)	Child Protection (CP) Child in Need (CIN)
1200+ School age in Hants 210+ Isle of Wight	1500+ School age in Hants 160+ Isle of Wight	7000+ School age in Hants 1800+ Isle of Wight

Approx figures as of May 2023

Remove barriers and inequalities in educational achievement for children looked after by Hampshire County Council Local Authority	Ensure there is suitable education in place for our children and that transitions are supported and well planned	Prioritise schools judged to by Ofsted to be 'good' or 'outstanding' for children requiring a new school place in line with DfE statutory guidance and the virtual school's 'Best Provision Protocol'.
Work in partnership with social care colleagues to ensure every child has a high quality and effective Personal Education Plan (PEP). This should ensure each child receives the help and support they need to be a successful learner	Implement pupil premium arrangements for children in care in accordance with the DfE conditions of grant	Track and monitor attendance, exclusions, progress and attainment to ensure support and intervention is targeted.
Provide specialist advice, training and support for schools, designated teachers and social workers	Provide advice and guidance around children previously in care (PLAC) and children with a social worker (CWSW)	

PLAC & CIC Children In Hampshire Districts

Hampshire schools are twice as likely to have PLAC children in school than CIC, as a large proportion of CIC children (around 1/3) are placed out of Hampshire and therefore attend other counties schools.

PLAC & CIC Cohorts by District Summer (May) 2023
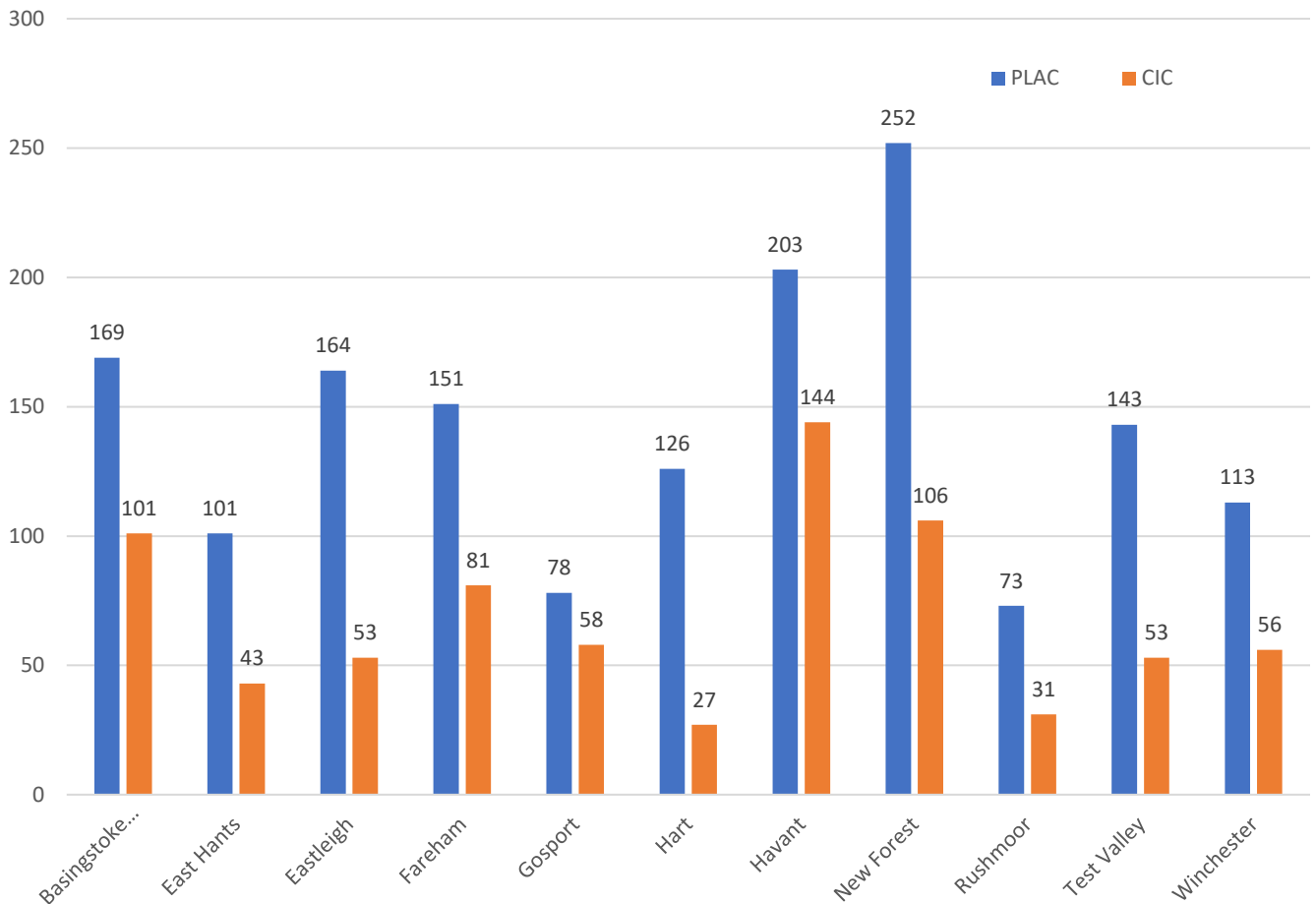
Unaccompanied Asylum-Seeking Children (UASC)

- 130+ UASC school age children open to Hampshire (May 2023)
- The majority are placed out of county within connected communities
- Sarah Riley Virtual School Advisor Lead for UASC, please contact her for support Sarah.Riley@hants.gov.uk
- Hampshire schools should seek advice & support through EMTAS Team
- Social Care Refugee Team hold all UASC children

Hampshire Services
EMTAS

The Virtual School Teams work is aligned to Hampshire and IOW children social care teams. The CAST and CIC Teams where children sit, determines which area and team within the Virtual School supports them. For example, a child might sit within Basingstoke CIC (Area 1), however attends school in Winchester (Area 2). The Area 1 Team would support this child.
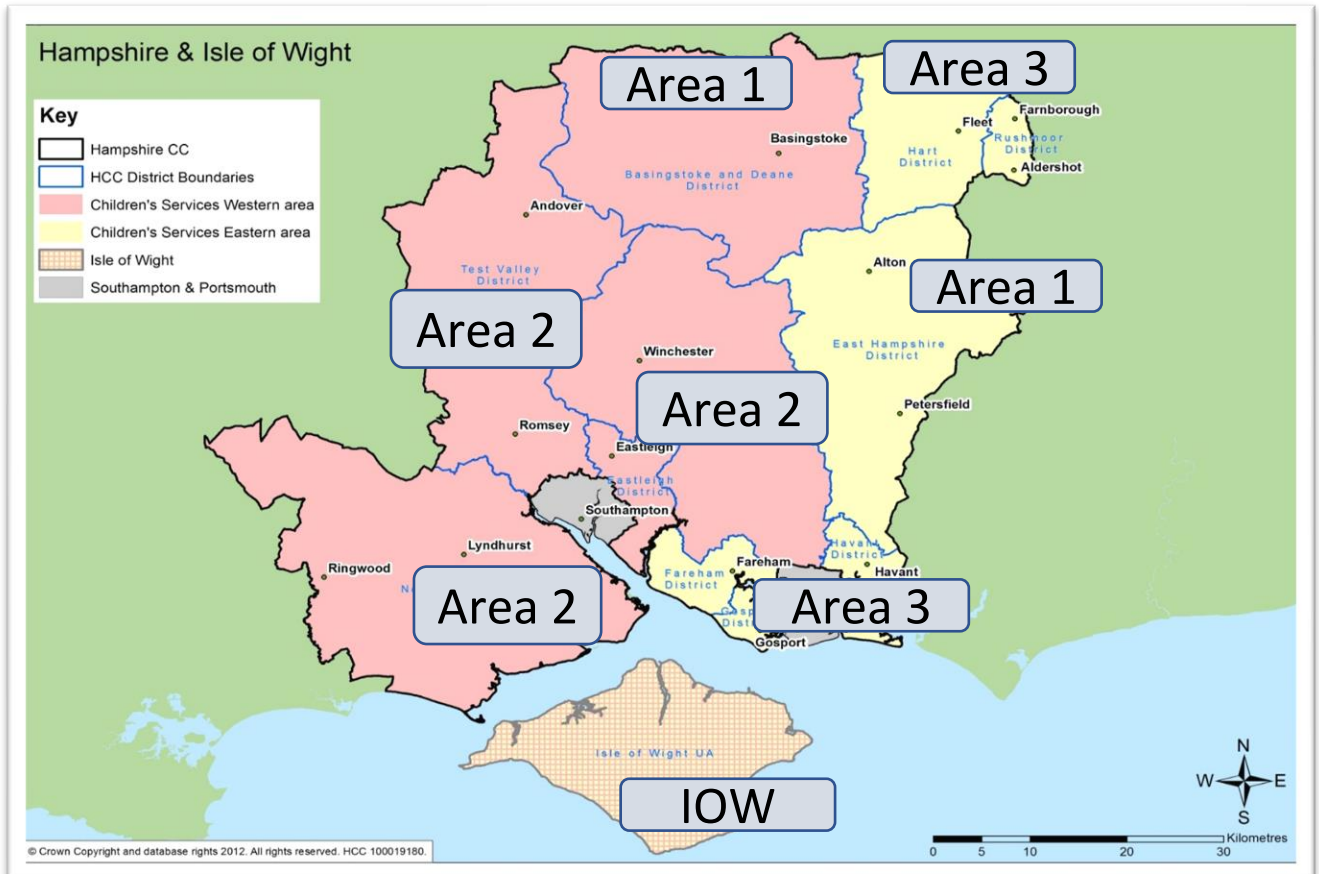
Area	Key Contact
Area 1 Basingstoke & Dean East Hants	virtualschool@hants.gov.uk
Area 2 Test Valley New Forest Winchester & Eastleigh	virtualschool@hants.gov.uk
Area 3 Fareham, Gosport Havant Hart & Rushmoor	virtualschool@hants.gov.uk
Isle of Wight	virtual.school@iow.gov.uk

Don't worry if you don't know which team supports a child, please just email the virtual school inbox with some identifying details and we will get the right member of staff to reply to you.

A Section 47 enquiry is initiated to decide whether and what type of action is required to safeguard and promote the welfare of a child who is suspected of, or likely to be, suffering significant harm, this can lead to a child being subject to a Child Protection Plan or in some circumstances taken into care.

In legal terms, children can become looked after through three main routes:

1. Care orders made by the courts under section 31 of the *Children Act 1989*

Where children are subject to a care order, parental responsibilities are vested in the local authority through its social services department

2. Voluntary accommodation arrangements under section 20 of the *Children Act 1989*

If a child is accommodated under a voluntary arrangement, the local authority does not acquire parental responsibility, although they undertake day-to-day parental responsibilities for the child on behalf of the child's parents and any other adult, who has parental responsibility for the child.

3. Police protection or involvement with the youth justice system

Homepage - Hampshire SCP

Isle of Wight Safeguarding Children Partnership : Isle of Wight Safeguarding Children Partnership (iowscp.org.uk)

Child protection system for England | NSPCC Learning

Schools have a crucial role in safeguarding vulnerable children. DTs and Designated Safeguarding Leads (DSL) should work in close collaboration.

Schools should always follow their safeguarding policy and practice, irrespective of a child's status.

There may be additional protocols in place around your most vulnerable children to ensure they are safeguarded. For example, children in care who might be frequently missing, may have an agreed plan/protocol around them which needs to be followed.

If you are ever in doubt about a situation or circumstance speak with your DSL.

Hampshire Children Services

Monday to Thursday 8.30am to 5pm
Friday 8.30am to 4.30pm, phone 0300 555 1384

At all other times, contact the out-of-hours service, phone 0300 555 1373

Professionals should complete the Inter Agency Referral Form (IARF) to report child welfare and safeguarding concerns.

Department for Education

Keeping children safe in education 2023

Statutory guidance for schools and colleges

The 2022 version of the guidance is currently in force. The 2023 version will come into force on 1 September 2023.

Keeping children safe in education - GOV.UK (www.gov.uk)

Safeguarding children and young people | Children and Families | Hampshire County Council (hants.gov.uk)

Safeguarding children in education | Hampshire County Council (hants.gov.uk)

Report child abuse | Children and Families | Hampshire County Council (hants.gov.uk)

Safeguarding guidance | Hampshire County Council (hants.gov.uk)

'Research suggests that when looked after children are compared with children who have not been in care, they tend to have poorer outcomes in a number of areas such as educational attainment and mental and physical health'

(Rahilly and Hendry, 2014, taken from NSPCC Looked after children | NSPCC Learning).

Average Attainment 8 score by social care group, England 2018/19 to 2021/22

Data from DfE 30th March 2023

- All pupils comparison
- CIN at 31 March
- CINO at 31 March
- CPPO at 31 March
- CLA 12 months at 31 March
- CLA less than 12 months at 31 March
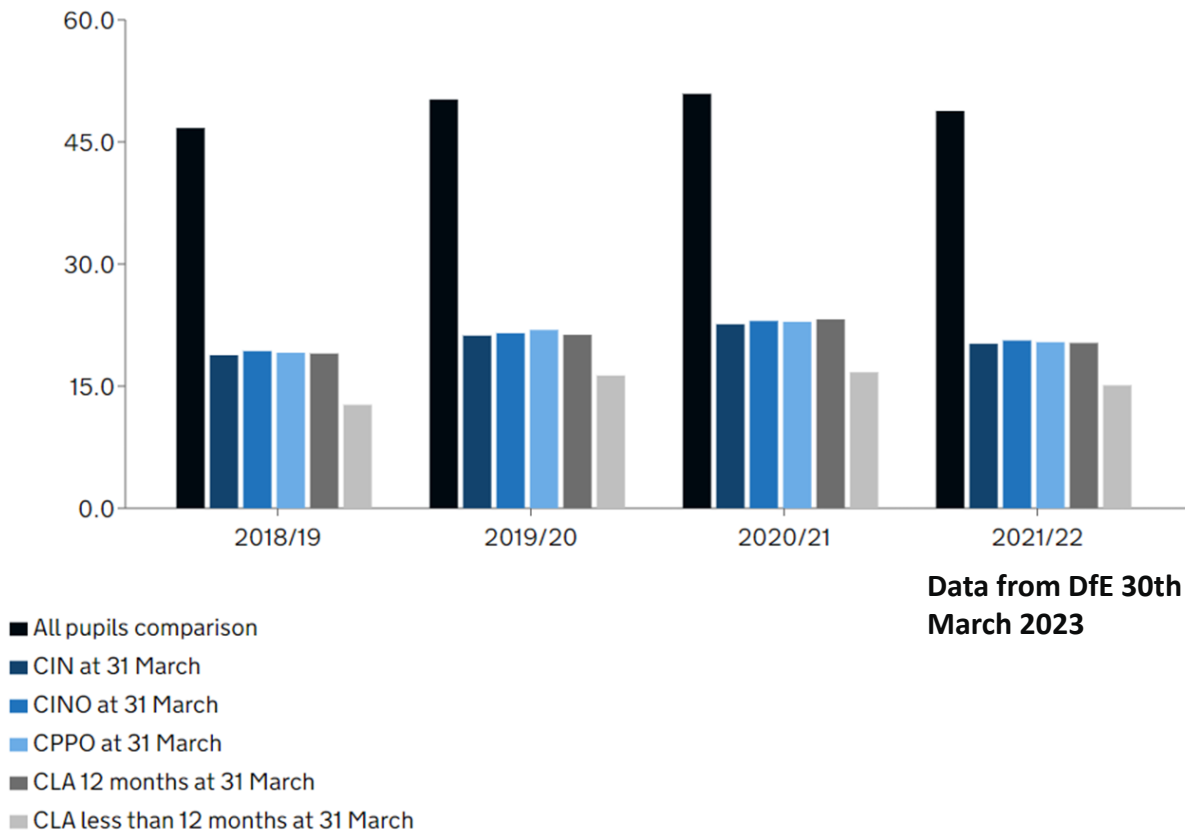
Attainment 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects including English and Maths.

The nature and environments many children have grown up in has significant impact on their development and learning. This graph clearly shows the impact that being in care can have on a child's education.

The impact is not just limited to those in care but also children on Child In Need and Child Protection Plans. Care experienced children progress and achieve significantly lower than all children and this creates life-long disadvantage.

Virtual Schools exist to ensure the best possible outcomes can be achieved by all care experienced children.

The Virtual School was created as a direct response to the impact that being in care can have on a child's education.

- **Time in care.** Young people who have been in longer-term care do better than those 'in need' but not in care, and better than those who have only been in short term care – so it appears that care may protect them educationally.
- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School changes.** Young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School suspensions.** For every additional day of school missed due to fixed-term exclusions, young people in care scored one-sixth of a grade less at GCSE.
- **Placement type.** Young people living in residential or another form of care at age 16 scored over six grades less than those who were in kinship or foster care.
- **Educational support.** Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively.

[The Educational Progress of Looked After Children in England: Linking Care and Educational Data](#) 301411.pdf (ox.ac.uk)

Department for Education

The designated teacher for looked-after and previously looked-after children

Statutory guidance on their roles and responsibilities

February 2018

Children and Social Work Act 2017

CHAPTER 16

Explanatory Notes have been produced to assist in the understanding of this Act and are available separately

newbook.book (socialworkengland.org.uk)

Department for Education

Promoting the education of looked-after children and previously looked-after children

Statutory guidance for local authoritie[s]

February 2018

Department for Education

Promoting the education of children with a social worker

Virtual School Head role extension

June 2022

Promoting The Education of Looked After Children and Previously Looked After Children

Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)

Promoting the education of children with a social worker (publishing.service.gov.uk)

All schools **must have a designated teacher, they must be a qualified teacher** and where possible should be a member of the senior team.

- **As well as Children in Care, the Designated Teacher has responsibility for promoting the educational achievement of previously looked-after pupils who are no longer looked after** in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales;

- The Governing Body should ensure the Designated Teacher undertakes appropriate training.

- The Governing Body should ensure they and the designated teacher has regard any guidance issued by the Secretary of State.

- The Designated Teacher should report to the Governing Board on the attendance and attainment of CLA children. They should also report on how the Pupil Premium money is spent.

*The most effective Designated Teachers have a **leadership role** in promoting the educational achievement of every looked-after and previously looked-after child on the school's roll. This involves, working with Virtual Schools to promote the education of looked-after and previously looked-after children and **promoting a whole school culture where the personalised learning needs** of every looked-after and previously looked-after child matters and their **personal, emotional and academic needs are prioritised.***

燉
Department
for Education

The designated teacher for looked-after and previously looked-after children

Statutory guidance on their roles and responsibilities

February 2018

Promoting The Education of Looked After Children and Previously Looked After Children

Key tasks of Designated Teacher might look like, but not limited to:

- Contribute to the development and review of whole school policies
- Be a source of advice for teachers, HLTAs
- Work directly with LAC and PLAC and their parents, carers and guardians
- Lead responsibility for the PEP (Education Plans for PLAC)
- Act a lead professional for cohort internally and externally
- Monitor, support and report on cohort progress/attainment
- Work in close collaboration with senior leaders, SENCO, DSL to ensure needs of cohort are assessed, understood and addressed effectively

The role of the DT is to build the network around the child in school.

CLA Students are significantly more likely to have SEN needs.

SENCO

Designated Teacher

TUTOR

The Child

Key Person

CLASSROOM TEACHER

HEAD OF KEYSTAGE
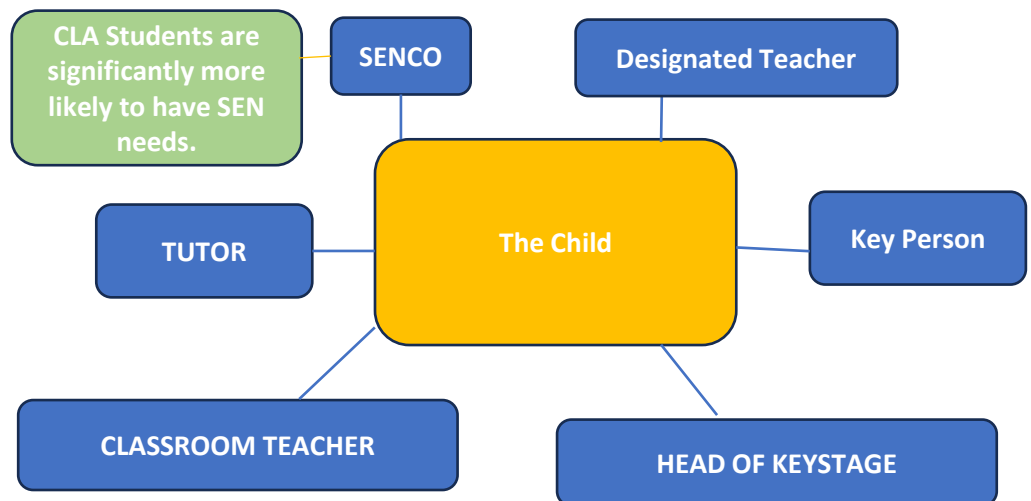
And to lead on Education for the wider team around the child.

Designated Teacher The School

Foster Carer

Social Worker

The Child

Virtual School

Other Agencies
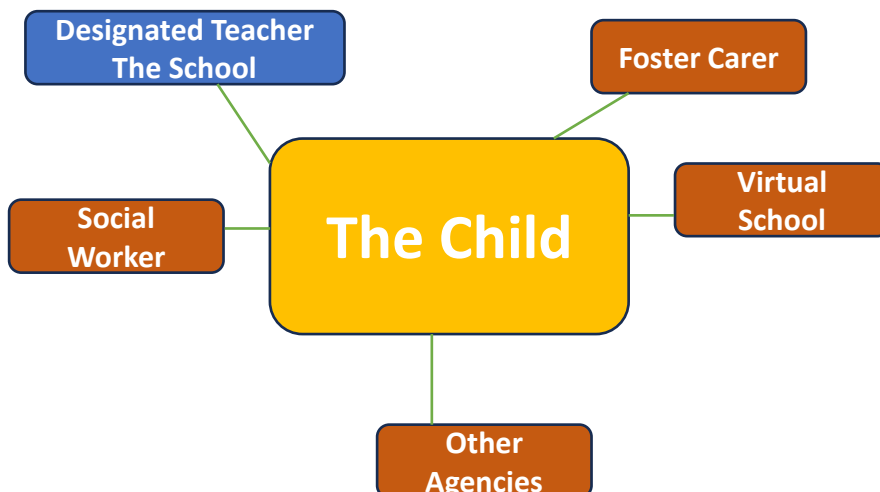
A school admission application for a Hampshire and IOW CLA pupil should be made by the Social Worker. In some other authorities, applications may be made directly by the Virtual School.

It should clearly state on the application that the child is looked after. This enables the school to liaise with the Social Worker/Virtual School to make sure that an appropriate transition takes place, and all the relevant information is transferred between schools.

As the corporate parent we want the best for the child and will always look to find the school that best supports a child's needs.

Schools can go over PAN to take Looked After Children.

If necessary, the Virtual School/LA and Secretary of State can direct a school to admit a young person.

The most important thing is that the team around the child work together to support that child and give them every opportunity to succeed.

1.7 All schools must have oversubscription criteria for each 'relevant age group' and the highest priority must be given, unless otherwise provided in this Code, to looked after children and all previously looked after children.

3.26 A local authority also has the power to direct the admission authority for any maintained school in England (other than a school for which they are the admission authority) to admit a child who is looked after by the local authority, even when the school is full.

3.29 Where a local authority considers that an Academy will best meet the needs of any child, it can ask the Academy to admit that child but has no power to direct it to do so. The local authority and the Academy will usually come to an agreement, but if the Academy refuses to admit the child, the local authority can ask the Secretary of State to intervene. The Secretary of State has the power under an Academy's Funding Agreement to direct the Academy to admit a child

Department for Education

School Admissions Code

Mandatory requirements and statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels

September 2021

School admissions code - GOV.UK (www.gov.uk)

The Virtual School understands and recognises that some challenging situations can occur with children which leads school to consider using their suspensions and exclusions policies.

We work with DTs and schools to ensure that needs are fully understood and met to minimise any likelihood of incidents leading to suspensions and exclusions.

We ask that DTs take proactive steps to communicate difficulties early with the Virtual School and a child's Social Worker, so that collective effort can ensure the best outcomes are achieved.

With our training and support on offer to schools we work to ensure a trauma informed approach can be put in place to provide the best and most skilled responses to children needs.

The Virtual School expects DTs/Head Teachers to ensure DfE guidance is followed with respect to notifications of suspensions and working together to improve outcomes.

77. Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC*, of the period of the suspension or permanent exclusion and the reason(s) for it. The information in paragraphs 65 to 68 must be provided in writing to the local authority.

*If the pupil is previously looked-after (PLAC) the VSH should provide advice and information, upon request from relevant parties (DT, parents, etc) but does not have a corporate parent role that they have for LAC.

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)](publishing.service.gov.uk)

Department for Education

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
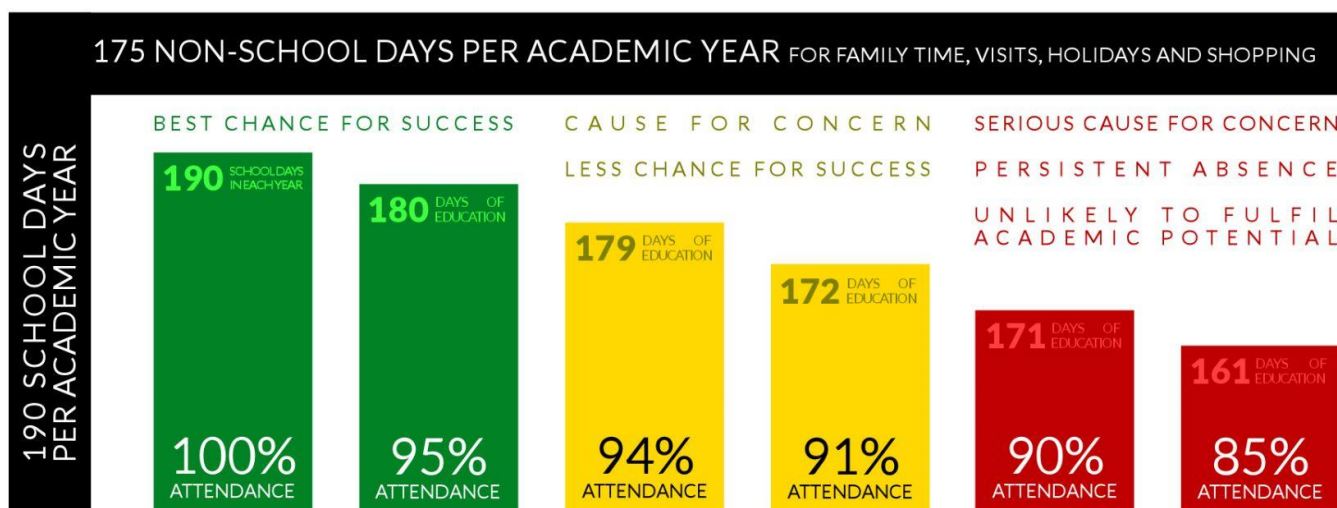
Guidance for maintained schools, academies, and pupil referral units in England

September 2022

The Virtual School understands the importance of school attendance each day of term. We ask that DTs and all those involved with a child in care support without hesitation full school attendance.

GOOD ATTENDANCE MEANS

BEING IN SCHOOL AT LEAST 95% OF THE TIME (BETWEEN 180 & 190 DAYS)

175 NON-SCHOOL DAYS PER ACADEMIC YEAR FOR FAMILY TIME, VISITS, HOLIDAYS AND SHOPPING

190 SCHOOL DAYS PER ACADEMIC YEAR

BEST CHANCE FOR SUCCESS

190 SCHOOL DAYS IN EACH YEAR — 100% ATTENDANCE

180 DAYS OF EDUCATION — 95% ATTENDANCE

CAUSE FOR CONCERN
LESS CHANCE FOR SUCCESS

179 DAYS OF EDUCATION — 94% ATTENDANCE

172 DAYS OF EDUCATION — 91% ATTENDANCE

SERIOUS CAUSE FOR CONCERN
PERSISTENT ABSENCE
UNLIKELY TO FULFIL ACADEMIC POTENTIAL

171 DAYS OF EDUCATION — 90% ATTENDANCE

161 DAYS OF EDUCATION — 85% ATTENDANCE

Brookfield Community School - Attendance (brookfieldcs.org.uk)

7. Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Department for Education

Working together to improve school attendance

Guidance for maintained schools, academies, independent schools, and local authorities

Published: May 2022

Applies from: September 2022

Working together to improve school attendance (publishing.service.gov.uk)

Making the difference

Notes & Actions

Notes

Actions

Making the difference

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."

Stuart Guest

Barriers to Learning

This section covers a lot!

This is intended to plant seeds of knowledge for you to grow and nurture, into future skills and expertise.

Remember…

Children aren't giving you a hard time, children are having a hard time.

Recognise and Understand Behaviour is Communication

Experiences: abuse / neglect / trauma / stress

Unmet needs: biological / physical, emotional, social, cognitive, sensory

Internal working model: beliefs, values, attitudes, hopes, fears & dreams

Every child's early life experiences shape their view of themselves, the adults and world around them. This in turn shapes how they communicate and interact with the world. This interaction is driven by their needs and seen through their (mal)adapted behaviours.
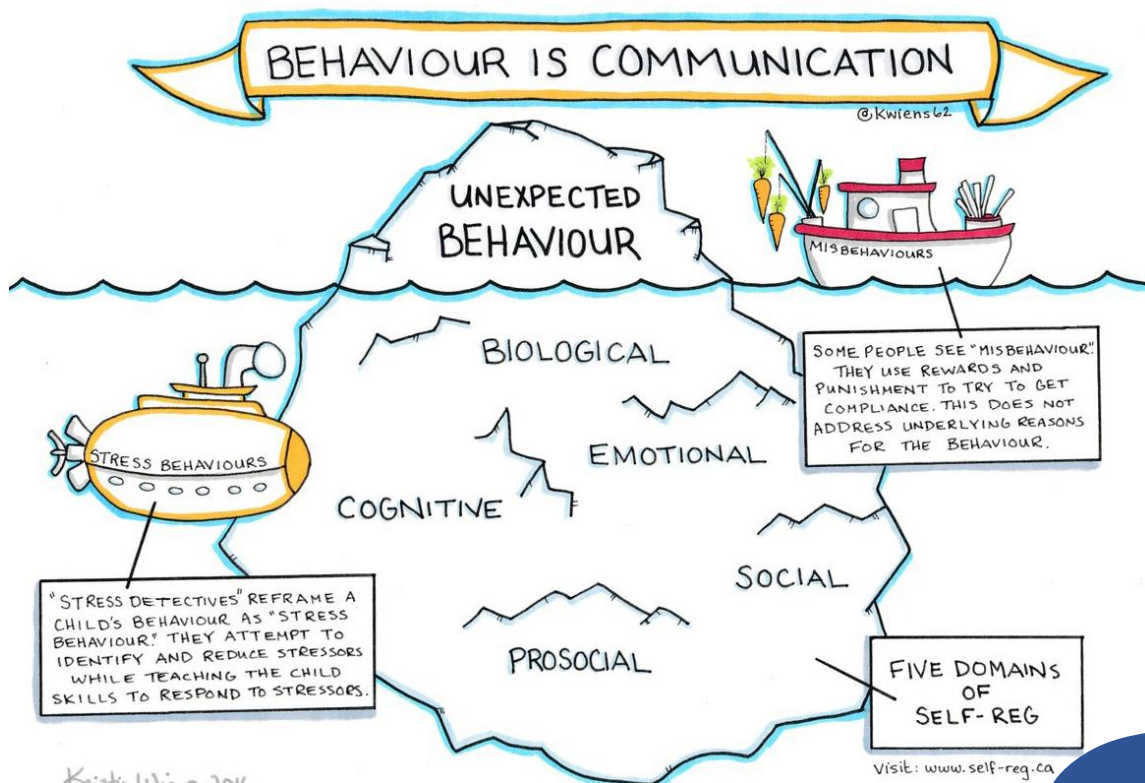
Barriers to Learning

Iceberg Model of Trauma Behaviours

The Iceberg Model suggests that many of the behaviours care-experienced children and young people develop arise from a place of stress and fear and are automatic responses to the child's **perception** of threat and danger.

Our job is to see beyond the surface behaviours and try to understand what they can tell us about that young person.

A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see: What's under the surface

SOCIAL SKILLS · BASIC NEEDS · PHYSICAL SAFETY · NEED TO BELONG · SECURITY · THOUGHTS · EXECUTIVE FUNCTIONING · HUNGER · ATTACHMENT · ENVIRONMENTAL STRESSORS · SLEEP · NEED FOR CONNECTION · POWER · ATTENTION · SENSORY NEEDS · EMOTIONS
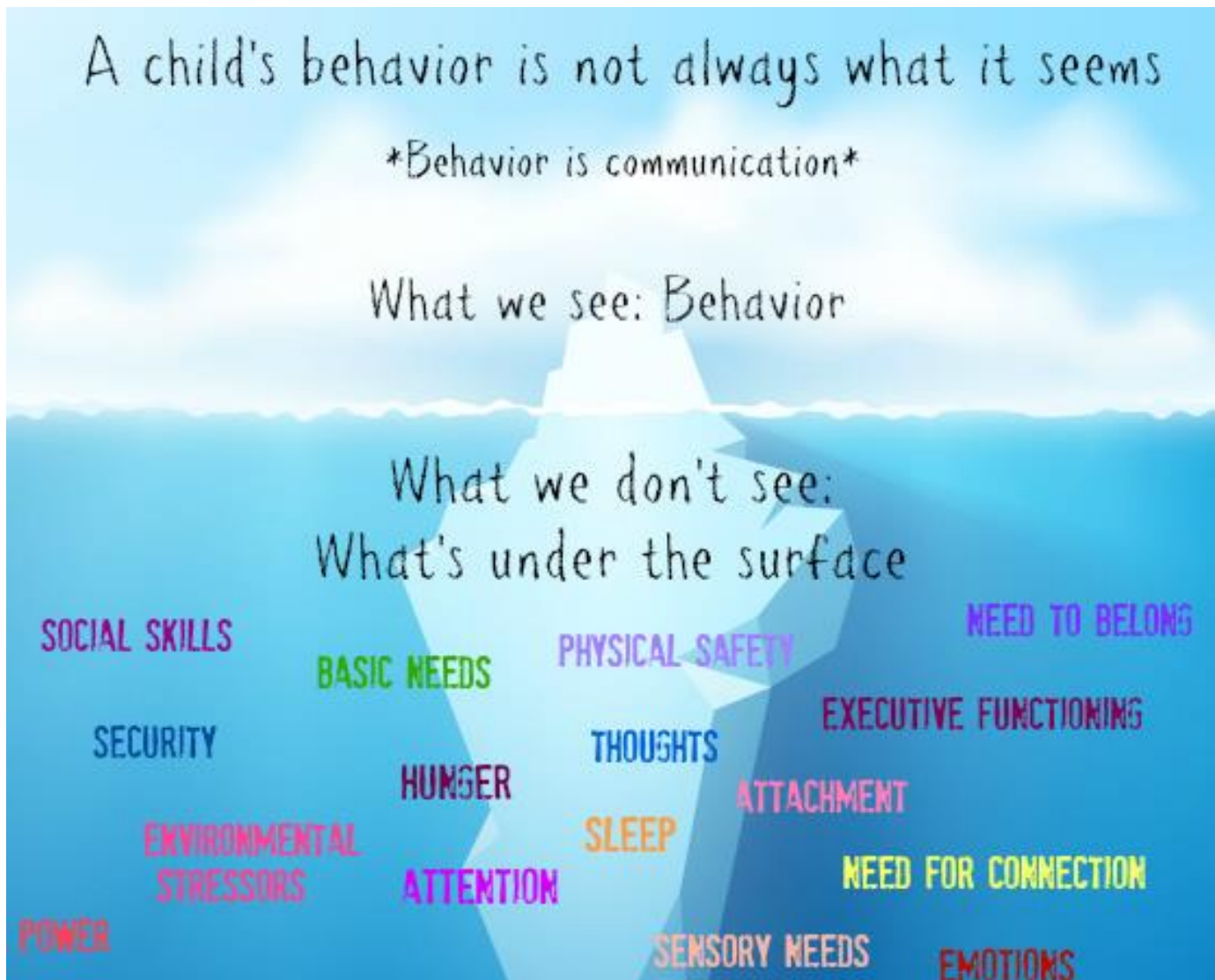
This Australian guide is a useful read and reference point.

Practice Approach: Trauma lens for children and young people Iceberg Model A trauma-informed approach to understanding and managing traumatised children and young people's behaviours.

Iceberg-Model.pdf (childprotection.sa.gov.au)

We hope for 'good enough' parenting

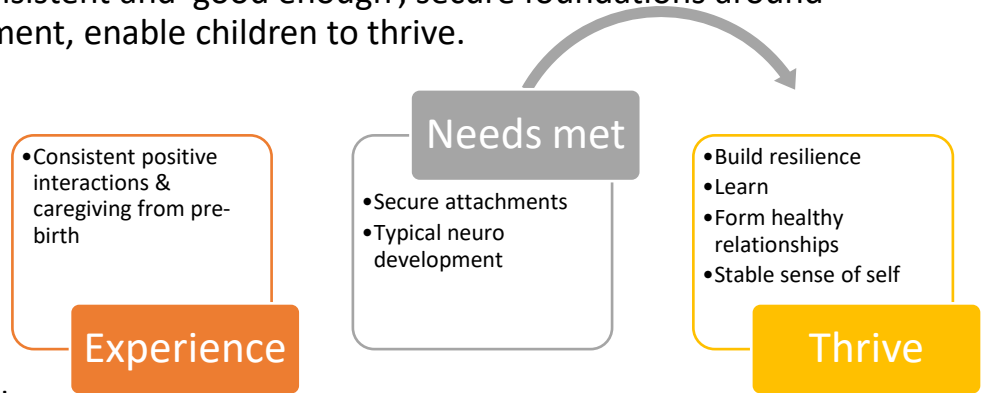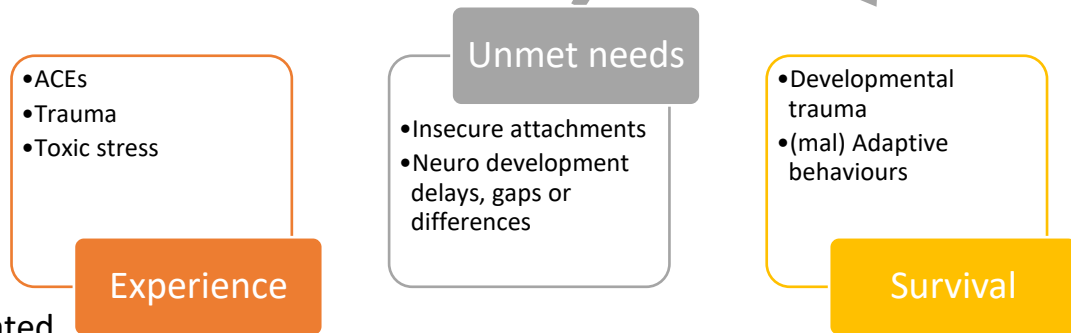Where care needs are consistent and 'good enough', secure foundations around attachment and development, enable children to thrive.

Experience
- Consistent positive interactions & caregiving from pre-birth

Needs met
- Secure attachments
- Typical neuro development

Thrive
- Build resilience
- Learn
- Form healthy relationships
- Stable sense of self

Where care needs are not consistent or not 'good enough' and left unmet, children are left only surviving.

Experience
- ACEs
- Trauma
- Toxic stress

Unmet needs
- Insecure attachments
- Neuro development delays, gaps or differences

Survival
- Developmental trauma
- (mal) Adaptive behaviours

The impact of repeated trauma (e.g. abuse or severe neglect), can lead to significant needs.

Repeated experiences which ensure the brain is wired/focused purely on survival, means a child is not thriving.

Maslow's Hierarchy of Needs — Self-actualization, Esteem, Love/Belonging, Safety, Physiological

verywell

Maslow's pyramid of human needs, proposed in **1943**, has been one of the most cognitively contagious ideas in the behavioral sciences. Anticipating later evolutionary views of human motivation and cognition, Maslow viewed human motives as based in innate and universal predispositions.

Adverse Childhood Experiences

(ACEs) are stressful events occurring in childhood.

The term was originally developed in the US for the Adverse Childhood Experiences survey which found that as the number of ACEs increased in the population studied, so did the risk of experiencing a range of health conditions in adulthood. There have been numerous other studies which have found similar findings including in the UK.

ACEs are common. The original study found almost two thirds of participants experienced 1 or more ACE and more than 1 in 5 experienced 3 or more ACEs. Research has found that a relationship with one trusted adult during childhood can mitigate the impacts of ACEs on mental and physical wellbeing.

Source: Overview of ACEs - Adverse Childhood Experiences (ACEs) - Children - Population groups - Public Health Scotland

Many of our care experienced children will have experienced several ACEs over a prolonged time.

Infographics | WAVE Trust
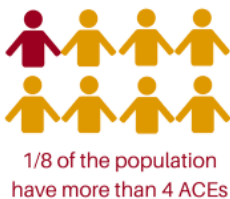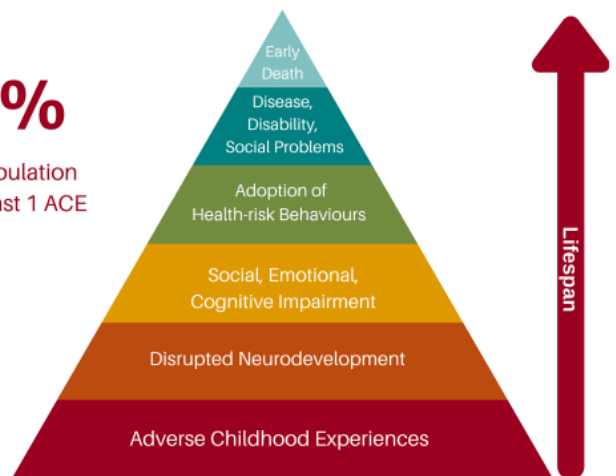
Barriers to Learning

Trauma

Trauma means injury – trauma is a normal part of human life. Trauma is a subset of **stress**… we all recognise stress in some way and its essential.

We all experience trauma in some way; good enough parenting can help us to overcome this… we all will experience some toxic stress and most will recover due to three key factors:
Safety: meaning physical safety
Security: in relationships or attachment
Stability (or narrative): a cognitive understanding of what effects trauma is so we can understand why we do what we do - so that we can feel understood learn and move forward.

Trauma: What it is and how to cope - Kids Help Phone

How Trauma Affects Child Brain Development | ISP Fostering

Trauma

Positive stress response: This is the body's response to temporary stress. Stress hormones (cortisol) help the body do what's needed in the moment. Once the event passes, the stress response turns off and the body goes back to its normal state. For example, starting a new child care arrangement or getting shots might lead to a positive stress response. Children can gain confidence and learn coping skills when supported through this type of stress.

Tolerable stress response: This is the body's response to more lasting and serious stress. With tolerable stress, a child needs the help of a supportive caregiver to help her stay calm and turn down the stress response. With this support in place, the body can more easily return to its normal state. Tolerable stress can occur during events like an injury or natural disaster.

Toxic stress response: This is the body's response to lasting and serious stress, without enough support from a caregiver. When a child doesn't get the help he needs, his body can't turn off the stress response normally. This lasting stress can harm a child's body and brain and can cause lifelong health problems. This type of stress results from exposure to things like abuse and neglect.

Source: What Is Toxic Stress? (acesaware.org)
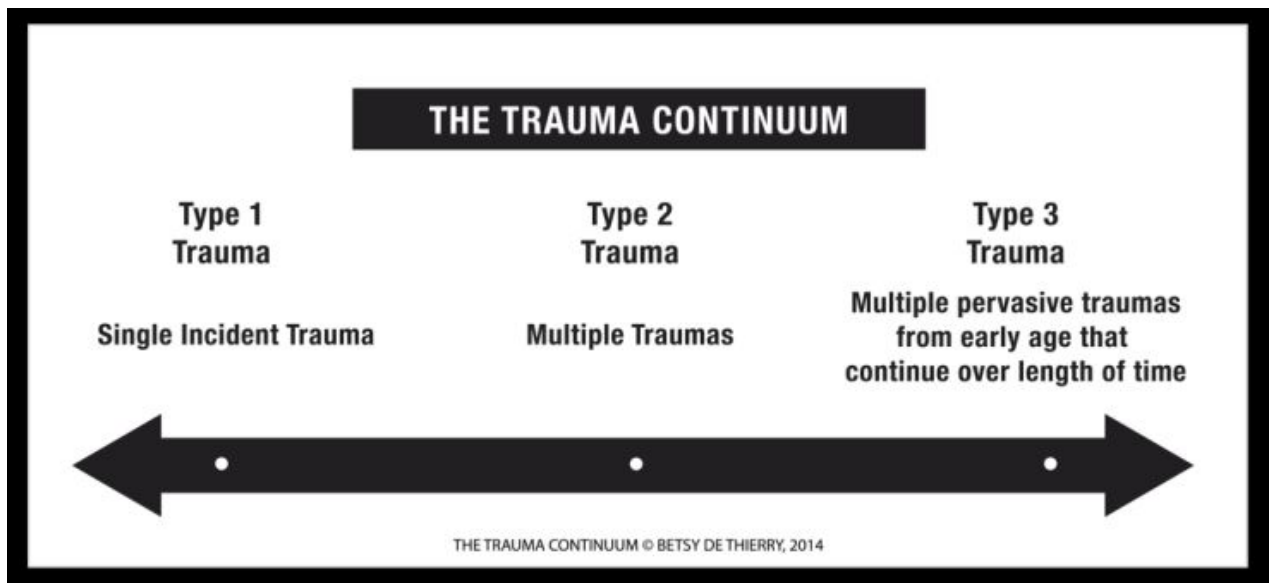
Betsy de Thierry: The Trauma
Continuum

Books & Resources | Betsy Training UK

Barriers to Learning

Bottom up model of brain development

- Primitive brain
- Limbic brain
- Cortical brain

Cortical brain: thinking, learning, language and inhibiting (develops last)

Limbic brain: attachment & emotional development (develops second)

Primitive brain: sensory motor input & survival (develops first)

Develops Third — Cortical Brain
Thinking, learning, language and inhibiting

Develops Second — Limbic Brain
Attachment and emotional development

Develops First — Brainstem (Primitive Brain)
Sensory motor input and survival
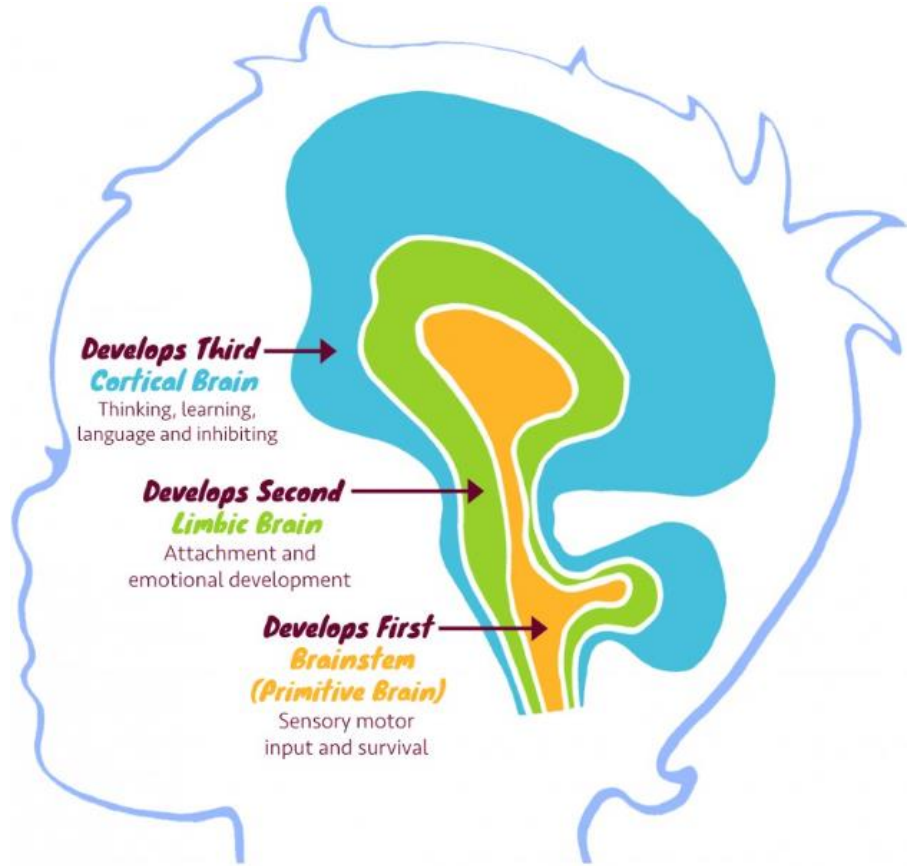
Resources (beaconhouse.org.uk)

Some amazing brain facts:

1. At birth, the brain is about one quarter of the size of an adult brain. Now begins a period of huge brain growth. By age 2, the brain is about 80% of its adult size, as neuron circuitry matures and protective glial cells are born.
2. At age 14, the brain reaches its full size, but the circuitry continues to rewire until early adulthood (we know that teenage brains seem to travel all over the place!.
3. By age 25, the brain is hardwired with its neural connections, but can still adapt because of its plasticity—the ability of neurons to strengthen or weaken their connections in response to information.

Source: Timeline of brain development (uq.edu.au)

Attachment

Babies are born with a biological drive to seek proximity to a protective adult for survival. They are dependent on the physical and emotional availability of the key adults who take care of them.

Their relationships with adults are crucial to their trust of other people, their understanding of relationships generally and their feelings about themselves (Simmonds, 2004). The drive for closeness promotes attachment behaviours, which helps children feel safe.

The theory of attachment (Bowlby, 1969)

1. Pre-attachment		Birth to 6 weeks
2. Attachment-in-the-making		6 weeks to 6-8 months
3. Clear-cut attachment		6-8 months to 18-24 months
4. Goal-corrected partnership		24 months on

Babies are born with behaviours that grab the attention of adults to make sure they can survive! Humans are born to connect, mirror and match.

It takes 25 years for the brain to reach maturity – attachment needs are lifelong to keep brains working well. In adolescence, primary attachments switch from adult caregivers to peers.

Attachment starts in the womb (consider Previously Looked After Children, removed at birth, thought in the past they'll be ok, but they have lost heartbeat and voice of that mother who has carried them).

CHILDHOOD ATTACHMENT STYLES

CONTENT ENGAGED ON TASK

WITHDRAWN QUIET ANXIOUS

ANXIOUS NOT FOCUSED INSECURE ASKING A LOT OF QUESTIONS

ANGRY DEPRESSED NOT FOLLOWING DIRECTIONS SHORT FUSE DIFFICULTY MAKING FRIENDS

SECURE   AVOIDANT   AMBIVALENT   DISORGANIZED

Where attachments have been disrupted or insecure, we see different life-long patterns emerging.

Attachment Styles

- Secure
- Avoidant
- Ambivalent
- Disorganised

Understanding childhood attachment & its impact on future relationships (brightmindslk.com)

Barriers to Learning

Attachment

How children view themselves comes from the attachment experiences they have early on. This is because attachment is formed from reciprocal interactions and building relationships, if the attachment is broken or disrupted then a negative cycle can occur.
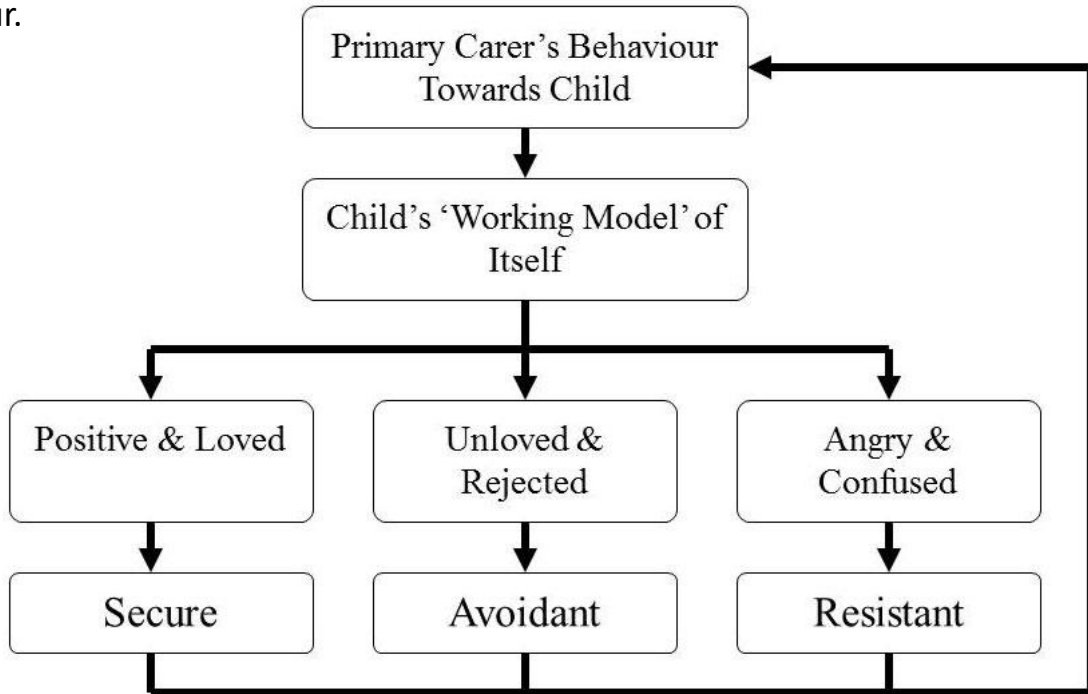
A psychiatrist, Professor Bessel Van der Kolk, showed us that early trauma creates an 'assault' on the child's development over time. Not only do traumatised children develop a range of unhealthy coping strategies which is how they adapted to threat, they also do not develop the essential daily living skills that children need, such as being able to manage impulses, solve problems or learn new information.

The bottom line is: a child who does not feel safe primarily 'lives' in their fight/flight/freeze/collapse responses in order to survive the real or perceived danger they face.

Developmental trauma (trauma that impacts development)

- Somantic (physiological) / sensory
- Attachment
- Emotional regulation
- Behavioural regulation (maladaptive behaviours)
- Self-esteem
- Dissociation
- Cognitive problems

Beacon House
Therapeutic Services and Trauma Team

Developmental Trauma

Moves up to

Brain Area:
Limbic Brain

Developmental Trauma:
2. Attachment
3. Emotional regulation
4. Behavioural regulation

Examples:

Attachment
- Clinging
- Oppositional
- Rejecting
- Distrustful
- Overly compliant
- Loss of expectancy of protection by others
- Loss of trust in social agencies

Emotional Regulation
- Heightened emotions: anger, rage, fear, sadness, excitement, joy
- Deadened emotions: numbness, emptiness, low mood

Behavioural Regulation
- Re-creating traumatic situations
- Self-harming
- Aggression
- Running
- Hiding

Brain Area
Cortical Brain

Developmental Trauma
5. Self esteem
6. Dissociation
7. Cognitive problems

Examples

Cognitive problems
- Information processing impairments
- Executive dysfunction (problems in planning, organising and executing)
- Inadequate problem solving
- Remembering and recalling information

Dissociation
- Identity confusion
- Flashbacks
- Disorientation
- Memory lapses

Self esteem
- Self hate
- Self blame
- Self loathing
- Self doubt
- Worthlessness
- Helplessness

Moves up to

Brain Area:
Brainstem (Primitive Brain)

Developmental Trauma:
1. Somatic/Sensory

Examples:
- Sensory processing difficulties
- High or low arousal (fight/flight/freeze/submit)
- Impulsivity and pervasive anxiety
- Impaired sleep patterns
- Poor muscle tone and co-ordination
- Taste and texture preferences
- Heart rate difficulties
- Abnormal breathing
- Unexplained medical symptoms
- Body flashbacks to states of fear

Cortical Brain
Limbic Brain
Brainstem

Bessel Van Der Kolk
© www.beaconhouse.org.uk

Barriers to Learning

Common Trauma Triggers

- Unpredictability or sudden change
- Loss of control
- Feelings of vulnerability or rejections
- Confrontation, authority, or limit setting
- Sensory overload
- Situations perceived as unfair or unjust

Trauma Responses

Fight: Confront the threat.
anger
rage
confrontation
high energy

Flight: Run away from the threat.
anxiety
panic
avoidance
high energy

Freeze: Shut down to block out the threat.
dissociation
numbness
shutdown
low energy

Fawn: Appease the threat.
people-pleasing
codependency
lack of boundaries

PsychCentral

Fawn Response: Adding to The Fight, Flight, or Freeze Framework (psychcentral.com)

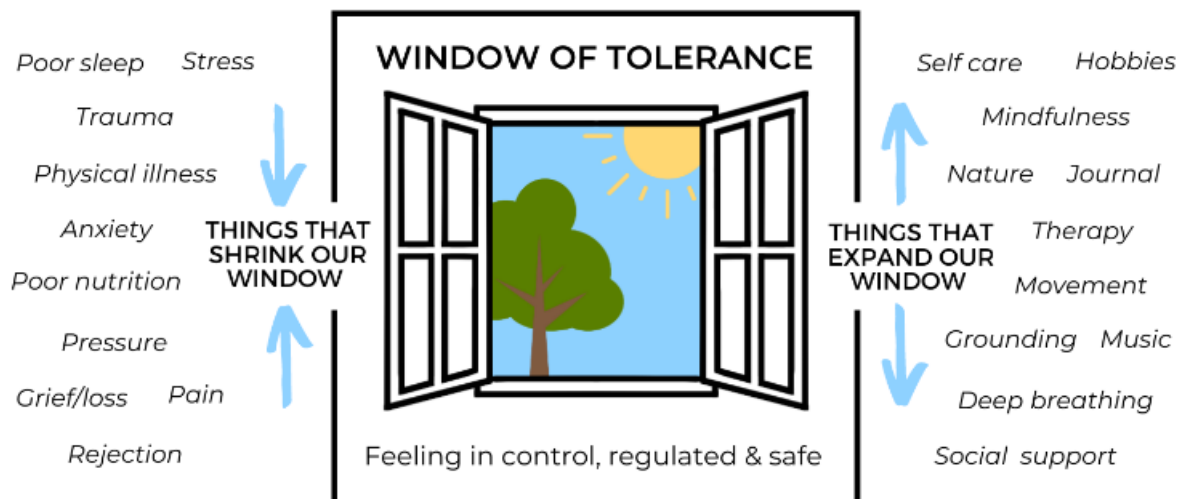## Window of Tolerance (Dan Siegel)

- Hyper-arousal (fight / flight)

- Hypo-arousal (freeze / fawn)

- *Keep in it, keep it wide, keep it open!*

Developed by Dan Siegel, a Clinical Professor of Psychiatry, the Window of Tolerance describes the best state of 'arousal' or stimulation in which we are able to function and thrive in everyday life. When we exist within this window, we are able to learn effectively, play, and relate well to ourselves and others.

HYPER AROUSAL
Feeling overwhelmed, anxious or out of control
Experiencing the urge to fight or engage in conflict
Wanting to run way or avoid the situation
Physiological feelings: hyperventilating, shaking, etc

DYSREGULATION
Feeling increasingly frustrated and/or agitated
Getting urges to explode or isolate
Uncomfortable feelings increase but still in control

Poor sleep   Stress

Trauma

Physical illness

Anxiety

Poor nutrition

Pressure

Grief/loss   Pain

Rejection

THINGS THAT SHRINK OUR WINDOW

WINDOW OF TOLERANCE

Feeling in control, regulated & safe

THINGS THAT EXPAND OUR WINDOW

Self care   Hobbies

Mindfulness

Nature   Journal

Therapy

Movement

Grounding   Music

Deep breathing

Social support

DYSREGULATION
Feeling increasingly demotivated or lethargic
Getting close to shutting down or zoning out
Uncomfortable feelings increase, but still in control

HYPO AROUSAL
Feeling numb, empty or frozen, inability to take action
Disconnected or zoned out, difficulties with motivation
Staring at nothing, dissociated/detached from self
Physiological feelings: lethargic, low energy, etc

Adapted from NICABM (2019) by Monumental Health

Hand Model of the Brain (Dan Siegal)

Why we 'flip our lid' or 'lose it'

- In the hand model of the brain, your fingers and thumb open and close in response to your internal body signals and your interpretation of the world around you.
- Bodily stress and distress, anxiety and fear make the fingers and thumb open up.
- Bodily safety, contentment and calm make the fingers and thumb close again.

Increasing stress, distress, anxiety, fear, anger etc

Calm Mindful Engaged

Overloaded with stress, distress, anxiety. fear. rage etc - survival instinct

Putting my lid back on - *De-escalation*

- Vagus nerve
    - oxytocin, dopamine, etc.
    - lowering blood pressure
    - deeper breathing
    - reduced muscle tension

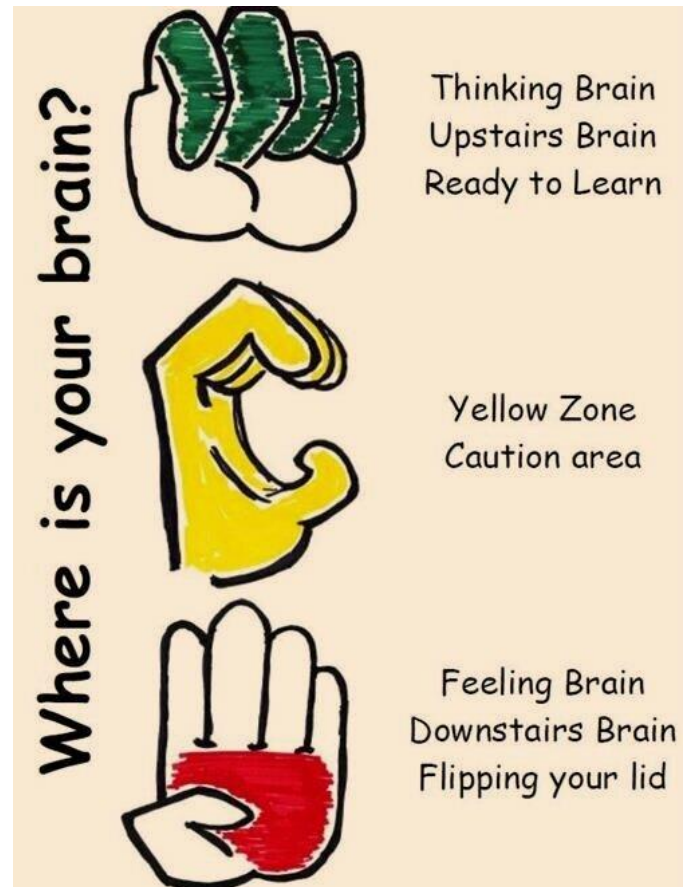The upstairs brain is back in action

SAFETY

Flip our lid - *Escalation*

- HPA (stress) axis
    - adrenaline, cortisol, etc. – rising blood pressure
    - shallow breathing
    - increased muscle tension

The downstairs brain is in charge

SURVIVAL (mode)

Where is your brain?

Thinking Brain
Upstairs Brain
Ready to Learn

Yellow Zone
Caution area

Feeling Brain
Downstairs Brain
Flipping your lid
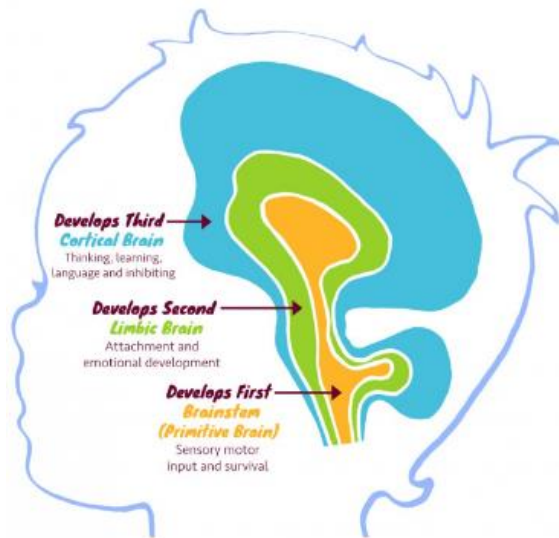
Barriers to Learning

Recovery & Repair

- Developmental trauma can be overcome

- Attachment needs can be met

- Internal working models can be 'reprogrammed'
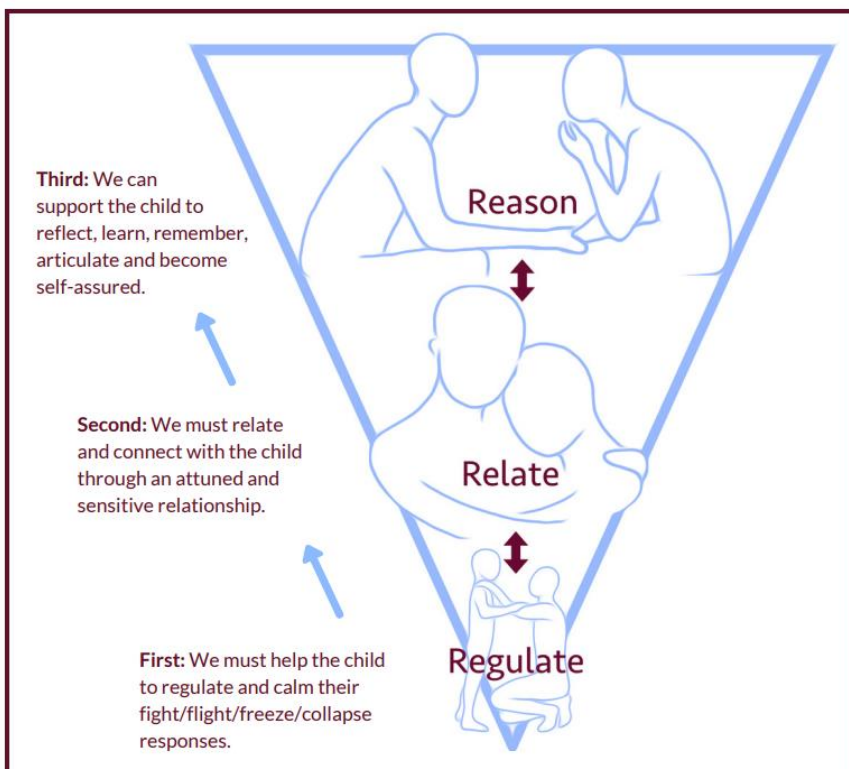
- Brains can be 'rewired'

Just as the brain develops from the bottom-up, so we must support recovery in the same way too.

Home (beaconhouse.org.uk)

1. Regulate (calm the primitive brain)
2. Relate (connect, attune, validate feelings through relationship)
3. Reason – only then can we support the child to reflect, learn and develop self-assurance

When children experience consistent safety, security and stability over time, the damage done in earlier years can be repaired. In some cases, it may require specialist, therapeutic intervention. Foster carers, adoptive parents, and kinship carers, can all provide therapeutic parenting approaches that move a child from fear to love.

Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Reason

Second: We must relate and connect with the child through an attuned and sensitive relationship.

Relate

First: We must help the child to regulate and calm their fight/flight/freeze/collapse responses.

Regulate

Attachment aware and trauma informed school settings who take a therapeutic, relational approach, do the same, supporting relational repair.

Relational repair enables the best outcomes, with a strong consistent team around the child, all supporting in the same way.

Home (beaconhouse.org.uk)

Barriers to Learning

Recovery & Repair

It is a very simple message; **relational repair supports recovery from relational trauma.**

For those working in school with children every day, again it is a very simple message; **every interaction is an intervention**.

The simple, kind, considerate and compassionate things you say and do each day; cumulate to make a massive difference.
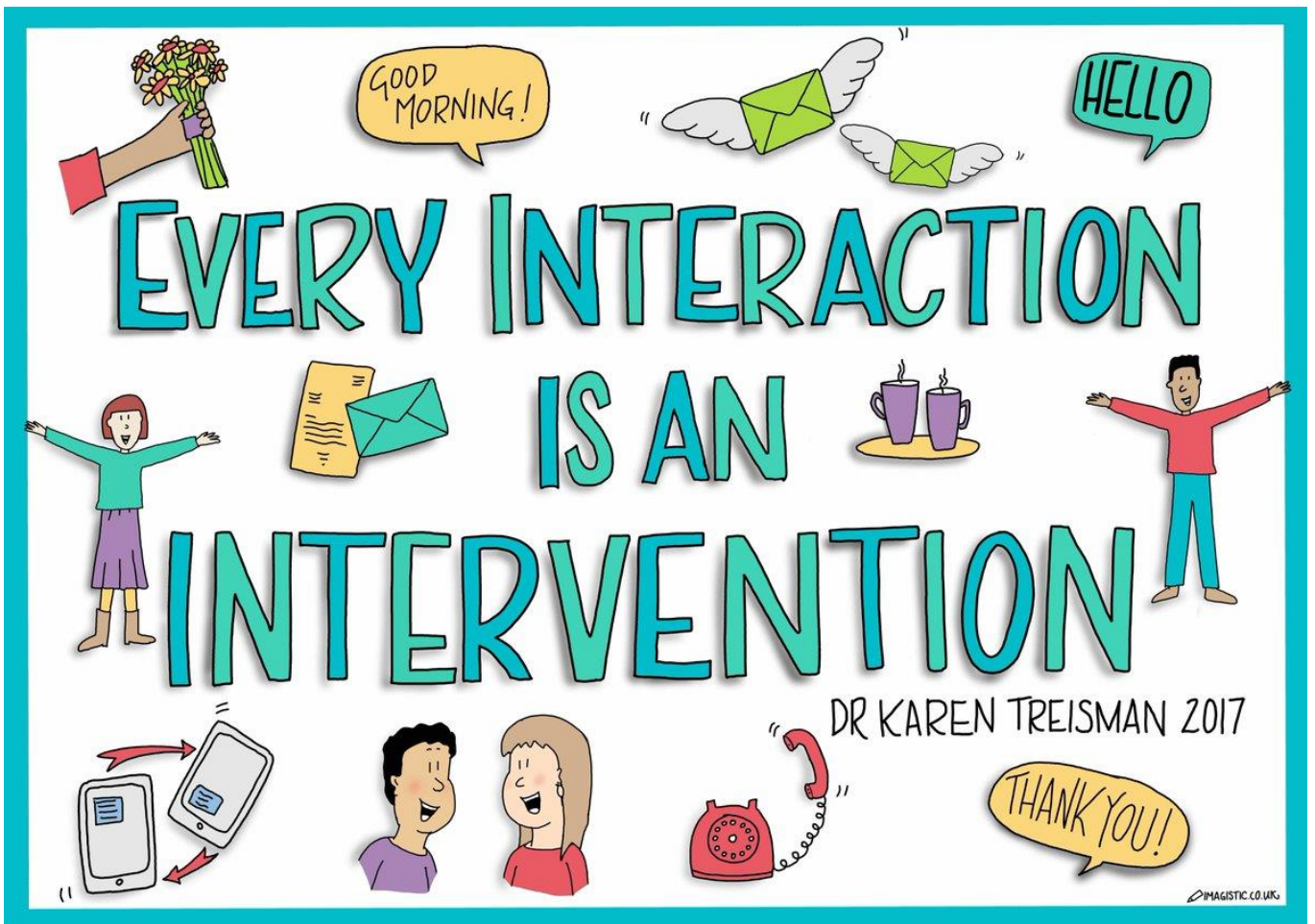
Safe Hands Thinking Minds | Relational and developmental trauma in children

Recovery & Repair

Take time to 'wonder why', understand what behaviour is communicating, and how you can respond differently?

Think about what support and interventions can be put in place for your most vulnerable children.

If you think and act differently, you will see and facilitate change .

'Bad' Behaviour Iceberg

What we see
What might be underneath
Context

CONTROL WETTING HOARDING RAGE Swearing Hitting LYING Refusal Smearing Biting ANGER SHOUTING Tears.

COMMUNICATING DISTRESS
ANXiety Stress at home sensory overload
STRESS in school TIRED
SHAME Past trauma triggered
Disempowered BORED
Discomfort
Anticipating rejection feeling threatened Sadness Hunger

LIFE Pressure
creative clinical psychologist
AVAILABLE SUPPORT
©Juliet Young

FAMILY DYNAMICS
peers
HARM TO SOCIETAL NARRATIVES
CULTURE

Your role in school is not to change the past, but influence and reshape the future.

Relationships are key – connect before you correct	Supported transitions	Change the narrative – think iceberg!	PACE (Dan Hughes)
Five to Thrive (KCA)	Emotion coaching	Name it to tame it (Bruce Perry)	'Good enough' parenting / teaching
Exploration of speech & language needs	I wonder if…	Relational behaviour policies	

Barriers to Learning

Secondary trauma

When we work daily with CYP who have suffered trauma, we can't help but be impacted by it ourselves. School staff, social care teams, therapeutic staff, carers, family members are all at risk of secondary trauma.

In school you must share the burden, be open about the impact and seek help and support as necessary, for ourselves and our teams.

'Secondary' means that although the original (primary) trauma happened to someone else, the impact it's having in your life is traumatic for you. It doesn't mean it's any less significant than any other kind of [trauma], or any easier to deal with.

Source: mind.org.uk

Trauma & Mental Health | Guide For Parents | YoungMinds
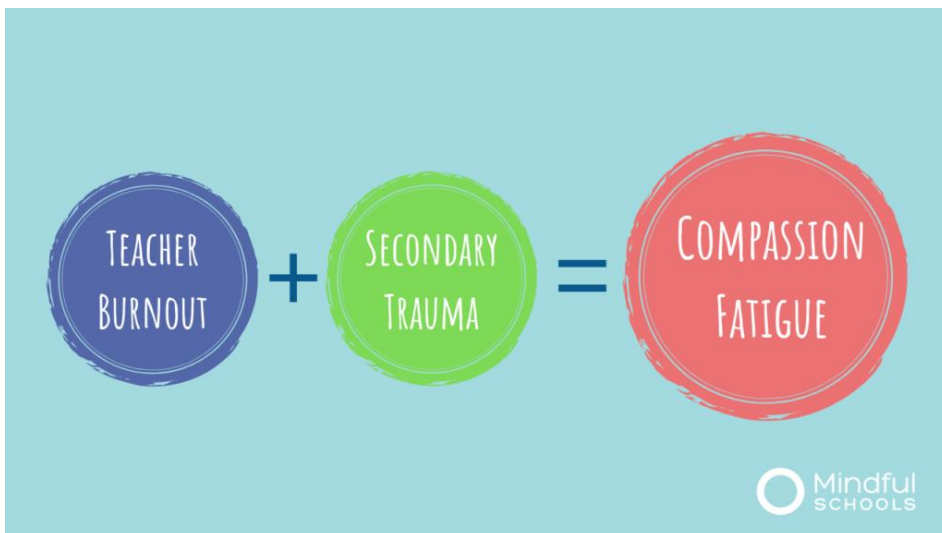
Making the difference

Notes & Actions

Notes

Actions

Making the difference

Understand and help me
Regulate and relate to me
Assist and teach me

Reframe your thinking
Reshape your actions

Repair and reshape my future

Recovery and Repair

Re-thinking, re-framing and re-shaping the future…

Your role in school is not to change the past, but influence and reshape the future.

- Relational trauma needs relational repair
- The biggest gift you can give is time
- The best outcomes and impact come from highly repetitive small acts
- Relational approaches built on trust are at the centre of success
- Behaviourist approaches are generally not successful

Be a STAR for the child

kca.

- Stop -pause don't react or speak straightaway. Notice feelings the child's behaviour may be bringing up in you

- Think – what feeling might lie underneath the behaviour I'm seeing? What is going on for the child right now

- Attune – attune to the feeling by putting yourself in the child's shoes

- Reflect – what would be an equivalent situation for you that would cause you to feel that way?

Gilbert, Gus and Rose Emotion Coaching 2019

Effective schools support for vulnerable children:

- Doing the things they do for all children but more so
- Making it a priority to know the children well and to build strong relationships
- Developing strong partnerships with carers, local authorities and specialist agencies
- Balancing high levels of support with real challenge
- Skilfully linking each child to a key person they relate well to
- Making things happen and seeing things through
- Ensuring consistency as well as discrete flexibility
- Actively extending the horizons of each child
- Planning for future transitions

Support and Foster Growth Mindset

GROWTH MINDSET & SELF-REGULATION

INSTEAD OF THINKING... (FIXED MINDSET)

- HE NEEDS TO LEARN SOME SELF-CONTROL.
- SHE KEEPS GIVING ME A HARD TIME.
- MY CLASSROOM WORKS FINE FOR ALL THE OTHER STUDENTS.
- HIS BEHAVIOUR COMES OUT OF THE BLUE.
- NOTHING WORKS FOR THIS CHILD.
- SHE JUST NEEDS TO CALM DOWN.
- HE WON'T EVER LEARN SELF-REGULATION.

TRY THINKING... (GROWTH MINDSET)

- HE NEEDS HELP WITH SELF-REGULATION.
- SHE IS HAVING A HARD TIME. HOW CAN I HELP?
- EVERY STUDENT IS UNIQUE. WHAT CHANGES CAN I MAKE TO SUPPORT THIS STUDENT?
- LET'S LOOK DEEPER FOR PATTERNS AND SETTING EVENTS.
- WHAT ELSE CAN I TRY?
- DOES SHE EVEN KNOW WHAT CALM FEELS LIKE?
- HOW CAN I HELP HIM LEARN SELF-REGULATION?

GROWTH MINDSET AND SELF-REGULATION DECREASE JUDGEMENT AND INCREASE CURIOSITY
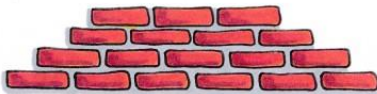
FREE DOWNLOAD: northstarpaths.com

Graphics - Free Downloads - North Star PathsNorth Star Paths

"Failure is an opportunity to grow"
GROWTH MINDSET
"I can learn to do anything I want"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I am inspired by the success of others"
"I like to try new things"

"Failure is the limit of my abilities"
FIXED MINDSET
"I'm either good at it or I'm not"
"My abilities are unchanging"
"I don't like to be challenged"
"I can either do it, or I can't"
"My potential is predetermined"
"When I'm frustrated, I give up"
"Feedback and criticism are personal"
"I stick to what I know"

Understanding the Growth Mindset – Academic Skills Center Blog (dartmouth.edu)   © Big Change

Recovery and Repair
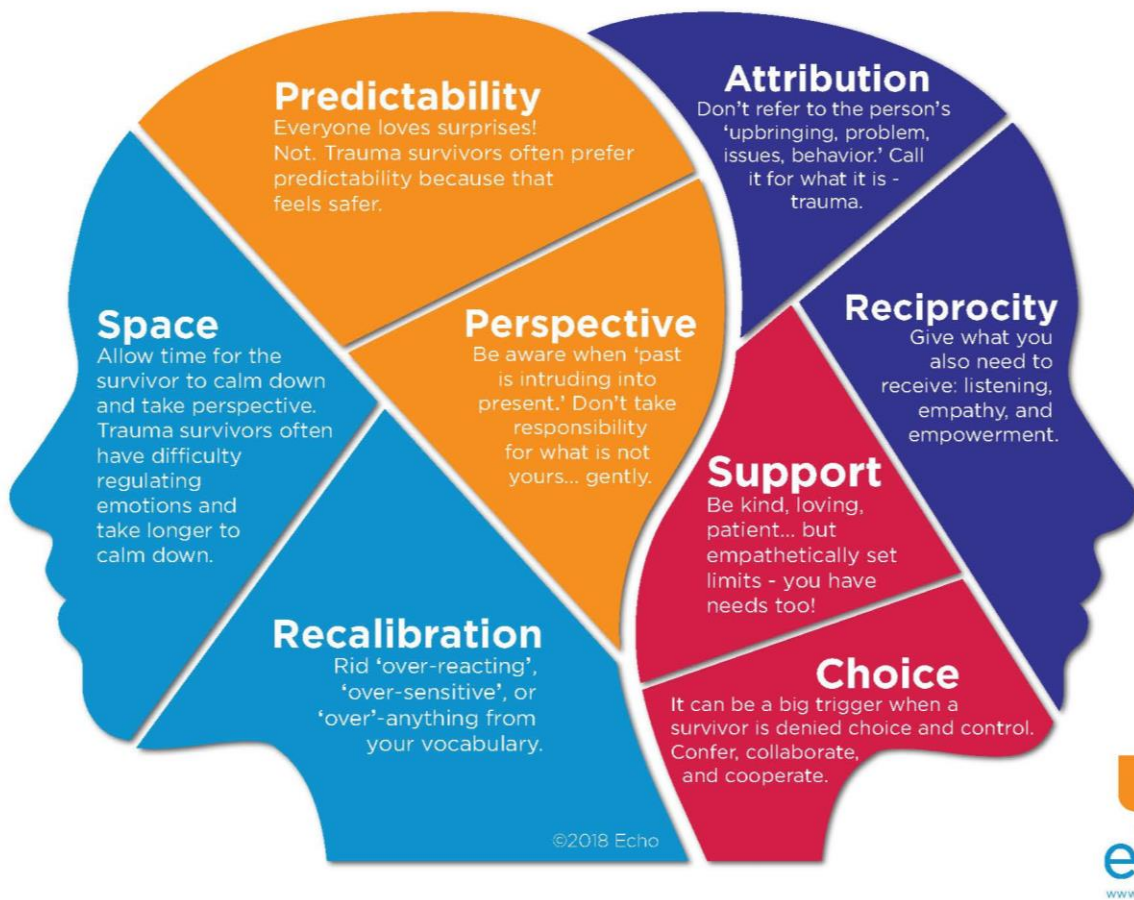
Top Tips for Support
- 3 Rs Routine, Repetition, Relate
- Consistent relational focus boundaries and consequences
- Assess and understand needs fully (think full breadth of SEND needs)
- Support strengths-based approach (think growth mindsets)
- Use PACE and emotion coaching approach
- Recognise and respond (reward) effort more than achievement

Infographics - Echo (echotraining.org)

Identify & Understand Needs

Recovery and Repair – understanding Behaviours

What lies beneath behavior?

Underlying *basic human need?*

Developmental stage?

Current state of the *nervous system*?

Survival response: *fight? flight? freeze? appease?*

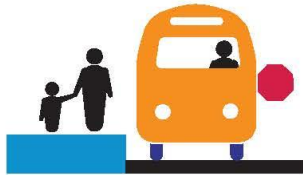*Coping strategy* that no longer works?

echo
www.echotraining.org

Structural changes in the *brain*?

How is this "problem" the child's *solution*?

Trauma-induced *thinking & conditioning*?

©2017 echo

Infographics - Echo (echotraining.org)

DOs AND DON'Ts OF A

TRAUMA-INFORMED
COMPASSIONATE CLASSROOM

CREATE A SAFE SPACE
Consider not only physical safety but the children's emotional safety as well.

1

2

ESTABLISH PREDICTABILITY
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.

BUILD A SENSE OF TRUST
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

3

4

OFFER CHOICES
Empower students and offer "power with" rather than "power over" strategies.
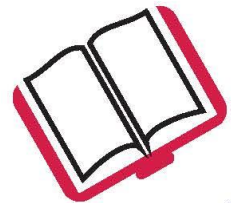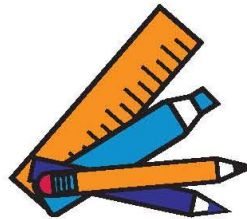
STAY REGULATED
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

5

There's really only one **DON'T** Let's not punish kids for behaviors that are trauma symptoms.

echo
www.echotraining.org

©2017 echo

"What do I do?"
Trauma-Informed Support for Children

1 Create safety
If the child is overwhelmed, perhaps guide them to a quiet corner or allow them to decompress by visiting the restroom. If you are in a classroom, maybe you have a peace corner that you've outfitted with blankets or a screen so that it feels like a safe place.

2 Regulate the nervous system
Stress brings a predictable pattern of physiological responses and anyone who has suffered toxic stress or trauma is going to be quickly stressed into hyperarousal (explosive, jittery, irritable) or hypoarousal (depressed, withdrawn, zombie-like). No matter how ingenious our regulation strategies, how artsy-crafty we get with tools, the child has to find what works for them.

3 Build a connected relationship
This is the number one way to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. If we stay connected, then eventually the calm discussion of each person's feelings and needs can take place.

4 Support development of coherent narrative
Creating predictability through structure, routines and the presence of reliable adults helps reduce the chaos a child may feel and allows them to start creating the kind of logical sequential connections that not only help them understand their own narrative, but are also the fundamental requirement of many types of learning.

5 Practice 'power-with' strategies
One of the hallmarks of trauma is a loss of power and control. When someone is wielding power over you with no regard to your thoughts or feelings, the toxic shame of the original trauma may come flooding back. As adults, we should use our power well. If we model a 'power-with' relationship with children it's our best chance of creating adults who will treat others with dignity and respect.

6 Build social emotional and resiliency skills
Trauma robs us of time spent developing social and emotional skills. The brain is too occupied with survival to devote much of its energy to learning how to build relationships and it's a good chance we didn't see those skills modeled for us. Learning to care for one another is the most important job we have growing up.

7 Foster post-traumatic growth
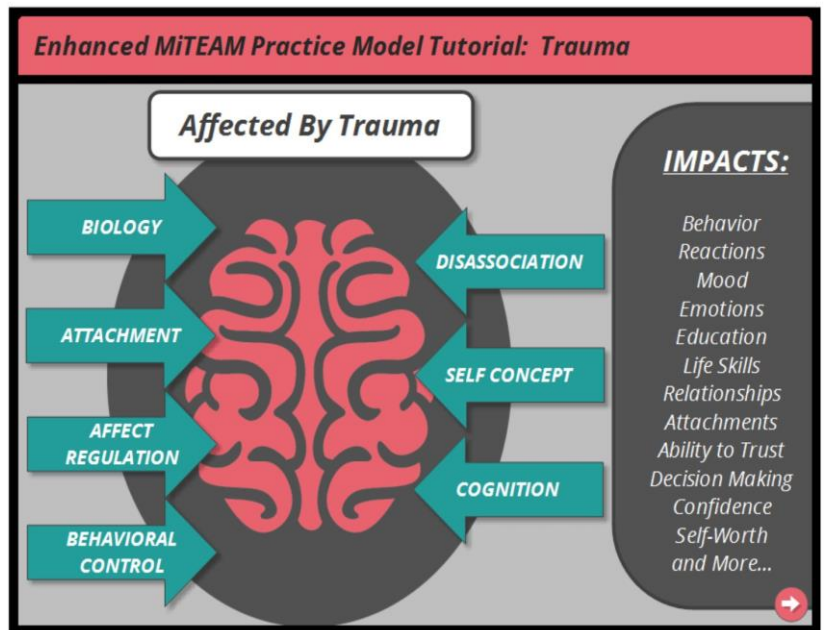We know that there are qualities and skills that allow people to overcome the most devastating trauma and not just survive but find new purpose and meaning in their lives. Problem solving, planning, maintaining focus despite discomfort, self-control and seeking support are all known to lead to post-traumatic growth and are skills we can foster in children.

echo
www.echotraining.org

Infographics - Echo (echotraining.org)

New Thinking

When we are looking at our most vulnerable children, we must have some key knowledge and understanding of their context and history.

Our experiences, our relationships with others and our living environment, all shapes us.

For those who have lived with neglect, emotional or physical harm, domestic violence, family dysfunction, parental mental health and other similar situations on an ongoing basis; this shapes the mind and body.

Enhanced MiTEAM Practice Model Tutorial: Trauma

Affected By Trauma

BIOLOGY · ATTACHMENT · AFFECT REGULATION · BEHAVIORAL CONTROL · DISASSOCIATION · SELF CONCEPT · COGNITION

IMPACTS: Behavior Reactions, Mood, Emotions, Education, Life Skills, Relationships, Attachments, Ability to Trust, Decision Making, Confidence, Self-Worth and More...

Trauma Module Resources | MiTEAM Virtual Learning Site (michigan.gov)

Early life experiences shape a child view of themselves, adults around them and the environments in which they live.

To best support a child with trauma and attachments needs, we need to see and understand the world through their eyes.

Using a trauma LENS

ACEs — Adverse Childhood Experiences — Be the Change

L LOOK	• Behaviour • Body language • Environment
E EXPLORE	• Think what may have happened • Think how YOU can help • Think about safety
N NEEDS	• Basic needs • Understanding • Explanation
S SUPPORT	• Support • Signpost • Safeguard

PACE

Playfulness
Acceptance
Curiosity
Empathy

Developed by Dr Dan Hughes

The following two pages were adapted from this guide:
PACE sheet english (cardiffhigh.cardiff.sch.uk)

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is communicating using these elements together flexibly, not as a step by step process. PACE focuses on the whole child, not just the behaviour.

P.A.C.E. (danielhughes.org)
What is meant by PACE? - DDP Network
Using PACE in School (oxfordshire.gov.uk)

Playfulness

Playfulness is NOT about being funny or making jokes all the time but having fun and being playful when it feels right. It is about expressing...pleasure, joy, hope, fun…

By using a light tone in your voice like you would when reading a story to a child. Be careful with sarcasm, some children and young people may not understand when something is intended to be a joke and when something isn't.

And setting time aside for playfulness, providing opportunities for relational activities or games - for example, start the lesson off with a fun quiz, storytelling or high energy game.

Acceptance

Acceptance is NOT about accepting harmful behaviour, boundaries around behaviour are still very important and safety should always be prioritised. It is about accepting the child or teen's inner experience. Including their; thoughts, wishes, needs, feelings and motivations.

Behaviours are often what you see on the surface.

Thoughts, feelings, wishes, motivations, needs are often the underlying reasons for behaviour

"I just want to go home"

"I bet it's really difficult when you have to come to school even though you're feeling so sad"

"It's not fair, I don't get why I can't sit next to my friend"

It's so unfair not being able to sit by your friends like you used to. I know how frustrating you must find it "… "But we have to follow the rules to keep each other safe"

Acceptance of feelings, but boundary behaviours.

Curiosity

Is wondering about the reasons behind the behaviour, in a non-judgemental way and often without anticipating a response. Being curious avoids directly asking "why did you....?" It often leads to a better understanding.

Ask yourself... "What was that behaviour communicating?" "What might be going on for them?"

Are they...

Out of routine? Bored?
Anxious and confused about the new rules?
Frightened about coming back to school and leaving parents?

"I don't want to come back to school"

Do they ...
Want to hug their friends?
Need a break or some space?
Need some time to play and burn off energy?
Miss being at home worried about a parent ?

"I wonder if you're feeling a bit scared or worried about what's going to happen when you get here. I bet it feels like there are so many things you missed?"

Empathy

Empathy is about actively showing that you understand and have compassion for the child or young person's experience. It is standing in their shoes and staying with them throughout their emotional experience.

Empathy drives connection.

"I really miss my old teacher"

"It's so hard when things change. I know how much you liked Mr Jones'. You didn't get to spend as much time in his class as you wanted."

"I don't understand why I can't go to the play area"

"It's so confusing. You feel like you can't have fun anymore. That must be really rubbish."

"I guess I just feel a bit anxious some days"

"Thank you for telling me how you're feeling. I know it can be hard to talk about our emotions sometimes. Everything seems so uncertain."

Playfulness Use a light tone of voice
Acceptance Accept the child or young person's feelings or emotions, but not harmful behaviour
Curiosity Wonder about what's beneath the behaviour
Empathy Show the child or young person that their experience is important to you and that they are not alone.

And if we get it wrong, that's okay too.

"I think I got it wrong earlier. Would you help me to understand what's going on for you?"
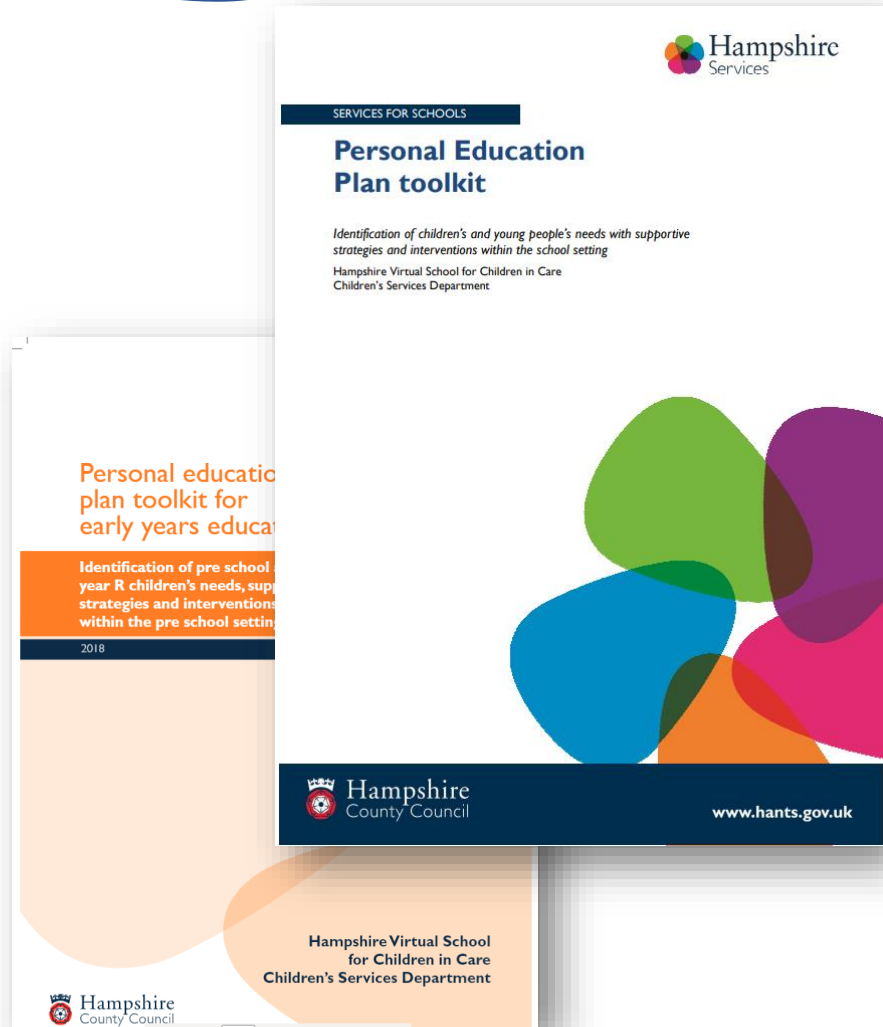
Identify & Understand Needs

PEP Toolkit

Use the PEP Toolkit to assess, identify and understand needs across 7 key areas.

Use the guidance and strategies in the toolkit and through other resources to plan support and interventions to meet needs.

Use toolkit to identify and assess ('wonder why') presenting behaviours are communicating in terms of needs.

SERVICES FOR SCHOOLS

Personal Education Plan toolkit

Identification of children's and young people's needs with supportive strategies and interventions within the school setting
Hampshire Virtual School for Children in Care
Children's Services Department

Hampshire Services

Personal education plan toolkit for early years educa...

Identification of pre school year R children's needs, sup... strategies and interventions within the pre school setting

2018

Hampshire Virtual School for Children in Care
Children's Services Department

Hampshire County Council

www.hants.gov.uk

Adult relationships	Peer relationships	Self regulation
Executive functioning	Motivation and locus of control	Sense of self
	Language development	

Executive Functioning

Executive function is an umbrella term in neuroscience to describe the neurological processes involving mental control and self-regulation.

Executive functions control and regulate cognitive and social behaviours like controlling impulses, paying attention, remembering information, planning and organizing time and materials, and responding appropriately to social situations and stressful situations.

Experts believe executive function is regulated by the frontal lobe of the brain—the prefrontal cortex. Because humans are born with brains that are not fully developed, children are not born with these skills, but they have the potential to develop them.

Some students do not develop executive functions to the same degree as their peers. For these students with deficits, additional support in the classroom may improve their development of executive function.

EXECUTIVE FUNCTIONING

Flexible Thinking — Adjust behavior to unexpected changes — 03

Working Memory — keep key information in mind will using it — 04

Self – Monitoring — Self-awareness to how one is doing in the moment — 05

Emotional Control — keep feelings in check — 02

Planning and Prioritizing — To set and meet goals — 06

Impulse Control — Think before acting — 01

Task Iniation — Take action to get started on tasks — 07

Organization — keep track of things physically and mentally — 08

www.addvantageslearningcenter.com

How to support:
- Visual timetables, visual guides and resources
- Concrete examples and resources
- Verbal and physical modelling of applications
- Checklists, mnemonics, guides
- Greater chunking of tasks, sequence guides
- Appropriate scaffolding for learning
- Regular adult check in, feedback and reflection

What is Executive Function? - Twinkl

Executive Functioning Skills for Kids to Adults - The OT Toolbox

Activities Guide: Enhancing & Practicing Executive Function Skills (harvard.edu)

Reach2Teach app

Welcome to Reach2Teach - Assessment for Inclusion Tool (AFIT)

REACH 2 TEACH
AWARENESS & BEHAVIOUR APP

A web-based tool / app to identify and understand needs through presenting behaviours. 40 behaviours each with an understanding of the presenting needs, potential attachment pattern, children needs and suggested approach's and actions.

Free tool for all Hampshire DTs, just email and request link for login.

Can't follow instructions

Home screen / Reset	🏠
Potential Attachment pattern	
Disorganised	🔴
Child's needs	💗
Approaches / Actions	🧭
General principles	🏛

CourseWeDo

Highly anxious	Argues about rules or can't follow	Seeks to control the teacher	Hates & rejects praise
Denies need for support	Can't organise or forgets work	Overly dependent	Resists teacher's guidance
Continually avoids work	Clingy	Can't sit still	Rubbishing teacher's work
Rubbishes or rips up work	Doesn't want adults being close	Appears manipulative	Wants to work on their own
Rapid mood changes	Resists difficult conversations	Runs out	Misinterprets others' behaviour
Sulks if not picked	Can't follow instructions	Overly argumentative	Finds transitions & endings difficult
Appears arrogant & controlling	Does not talk about feelings	Easily distracted	Appears indifferent or uncaring
Insists on going first	Talks about feelings alot	Lies and fabricates	Angry & aggressive
Steals or gorges food	Gets upset easily	Avoids eye contact	Hypervigilant
Needs constant reassurance	Risky behaviour	Limited imagination	Attention seeking

MARK INCOMPLETE   CONTINUE →

SEND Needs

Care experienced children are 3-4 times more likely to have SEND needs.

Ensure your work closely with your school SENCO to fully assess children across the four main areas of needs:

- Cognition and Learning
- Communications and Interaction
- Social Emotional and Mental Health (SEMH)
- Sensory / Physical Health

Make sure your SEND records are linked to PEP – key priorities, targets and action plan.

Child Focused (Asses / Plan / Do / Review)

Some common areas to explore and think about…remember to assess, plan, do & review.

- Receptive and expressive language
- Language comprehension
- Working memory
- Auditory processing
- Visual processing
- Dyslexia / Dyscalculia
- Emotional dysregulation
- Executive functioning
- Sensory needs
- Attachment needs
- Neurodiversity
- Developmental delay

Royal College and Speech and Language Therapist – Guides:
RCSLT_Adversity_Trauma_A4_4pp_FINAL.pdf
5-good-standards-a4-2019.pdf (rcslt.org)

Hampshire SEND Pathway
Pathway for special educational needs support | Children and Families | Hampshire County Council (hants.gov.uk)

Hampshire Services
HIAS SCHOOL IMPROVEMENT

SERVICES FOR SCHOOLS

SEN Support Guidance for Schools

Hampshire County Council

ISLE of WIGHT COUNCIL

sen-support.pdf (hants.gov.uk)

Education Health Care Plan EHCP

The legal test for when a child or young person requires a statutory Education Health and Care Needs Assessment is set out in the Children and Families Act 2014:

The local authority must secure an EHC needs assessment if the authority is of the opinion that the child or young person may have special educational needs, and it may be necessary for special educational provision to be made in accordance with an EHC plan.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress.

EHC needs assessment Timeline

You request an EHC needs assessment...

By 6 Weeks The LA must tell you if they will or will not be assessing your child

By 16 Weeks The LA must finish the assessment and tell you if they think your child needs an EHC Plan

Between 16-20 Weeks The LA will send you a draft EHC Plan. You have 15 days to comment and request a specific school

By 20 Weeks The LA must complete the final draft of your child's EHC Plan

Every 12 Months The LA must review your child's EHC Plan

The EHC Needs Assessment Process

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Making an EHC NA Request	LA decides whether to assess	The Assessment	Draft EHCP/No Plan	Final EHCP	Annual Review

An EHC assessment will:

•identify the child's SEND, and any related health and social care needs.
•provide advice to the local authority about the child's needs and the provision required to meet those. It should also detail any related health and social care needs and provision.
•assist the local authority to determine if it is required to issue an EHC Plan.

The legal test for when a child or young person requires an EHCP is set out in the Children and Families Act 2014:

•Where, in the light of an EHC needs assessment, it is necessary for special educational provision to be made for a child or young person in accordance with an EHC plan, the local authority must secure that an EHC plan is prepared for the child or young person.

Family Information and Services Hub | Assessment of SEN and Issuing of Education Health and Care (EHC) Plans (hants.gov.uk)

Emotionally Based School Avoidance

Worrying or anxiety is a normal feeling that we all experience from time to time. It can even keep us safe from harm or help us perform in difficult situations.

However, sometimes anxiety or excessive worrying can become a problem especially when it stops us doing what we want or need to do. Many children and young people worry about school. This is normal.

Anxieties are part of life and learning to deal with them is part of growing up. However sometimes our feelings can make us not want to attend school. If you have high levels of anxiety and worry about attending school, you may be experiencing Emotionally Based School Avoidance (EBSA).

Signs of EBSA could include:

• fearfulness, anxiety, tantrums or expression of negative feelings, when faced with the prospect of attending school
• complaints of abdominal pain, headache, sore throat, often with no signs of actual physical illness
• complaints of anxiety symptoms that include a racing heart, shaking, sweating, difficulty breathing, butterflies in the tummy or nausea, pins and needles.

The symptoms are typically worse on weekday mornings and absent at weekends and school holidays.

Emotionally Based School Avoidance
Information booklet for young people

January 2021
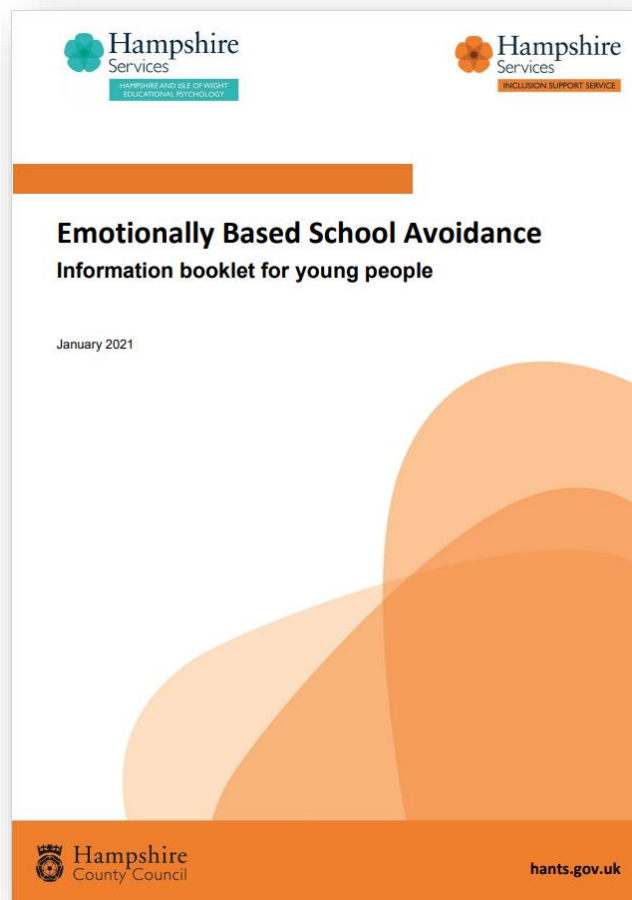
EBSA-CYP-Information.pdf (hants.gov.uk)

EBSA-Parents-and-Carers-Information.pdf (hants.gov.uk)

Further useful documents from Hampshire and IOW EP Service
Educational Psychology policies and documents | Hampshire County Council (hants.gov.uk)

Making the difference

Making the difference

Personal Education Plan

Education and training are the greatest tools to support social mobility and life-time outcomes.

The principle aim of the Virtual School is to improve the educational outcome and life chances for children in care. The PEP is the tool through which to achieve this.

A **Personal Education Plan** (**PEP**) is a statutory active document for a looked-after **child**. It forms the education part of the **child's Care** Plan.

The PEP document should be a dynamic and active tool in ensuring individual needs are assessed, understood and met.

The PEP should drive support and interventions to ensure measurable outcomes are achieved and the best progress and attainment is achieved.

Department for Education

The designated teacher for looked-after and previously looked-after children
Statutory guidance on their roles and responsibilities

February 2018

Department for Education

The Children Act 1989 guidance a...
regulations

Volume 2: care planning, placement and case review

June 2015

Personal Education Plan

It is vital that the PEP is not seen in isolation from other parts of the care plan. As is the case with other parts of the plan, the PEP should interrelate with other strands of the care plan, particularly those relating to health, emotional and behavioural development, identity and family and social relationships. Given that there is a greater likelihood that a looked after child will move education placements more than other children, the PEP is the core document which enables children and their social workers, carers and teachers to reach a shared and agreed understanding of what needs to be done, how, and by whom (including services and named people) to implement the plan.

Department for Education

The Children Act 1989 guidance and regulations

Volume 2: care planning, placement and case review

June 2015

Young person comes into the care of the Local Authority or experiences a change of placement.	
Application for a school if required	The care placement allows the young person to remain on the roll of the current school

Initial PEP is held within 10 working days	
Led by Social Worker	Relevant sections of the PEP should be reviewed by the Social Worker prior to this meeting. Carers and Pupil's views should be completed

Specialist PEPs	
EHCP/ Reduced Hours Provision/ Not yet on a school roll	UASC/Dual Roll

Personal Education Plan

Quick Guide

high aspirations
support and challenge progress
celebrate achievements

The Personal Education Plan is a statutory element of Care Plan.
It is an evolving record of what needs to happen for looked-after children to fulfil their potential.

As Corporate Parent we need to ensure we achieve best possible outcomes.

The PEP should be focused on needs and measure progress and outcomes.

The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances.

Social Workers are a key piece of puzzle supporting a child's education and progress.

Questions to ask :

Enjoyment
How is the child doing at school?
What are they enjoying ?
What are their strengths ?
What are their interest/passions/views ?

Progress & Achievements
What is the level of progress from last PEP ?
Is the child making a good level of progress ?
If not, why not, and what is being done to address this ?
Is the child at Age Related Expectations ARE ?
What are the gaps in progress/achievement?
What interventions and support are in place to close gaps ?

Needs Assessment
Are there any SEN needs ?
Are there any social and emotional needs ?
What does the PEP toolkit highlight in terms of needs ?
Any other needs identified ?

Use of Pupil Premium
What are the key interventions and support to meet needs ?
What is the support and intervention plan ?
How is the Pupil Premium being used to address needs ?

Enjoyment

Child focused

Strengths

Voice of child

Opportunities

Progress

Achievements

Needs

Support

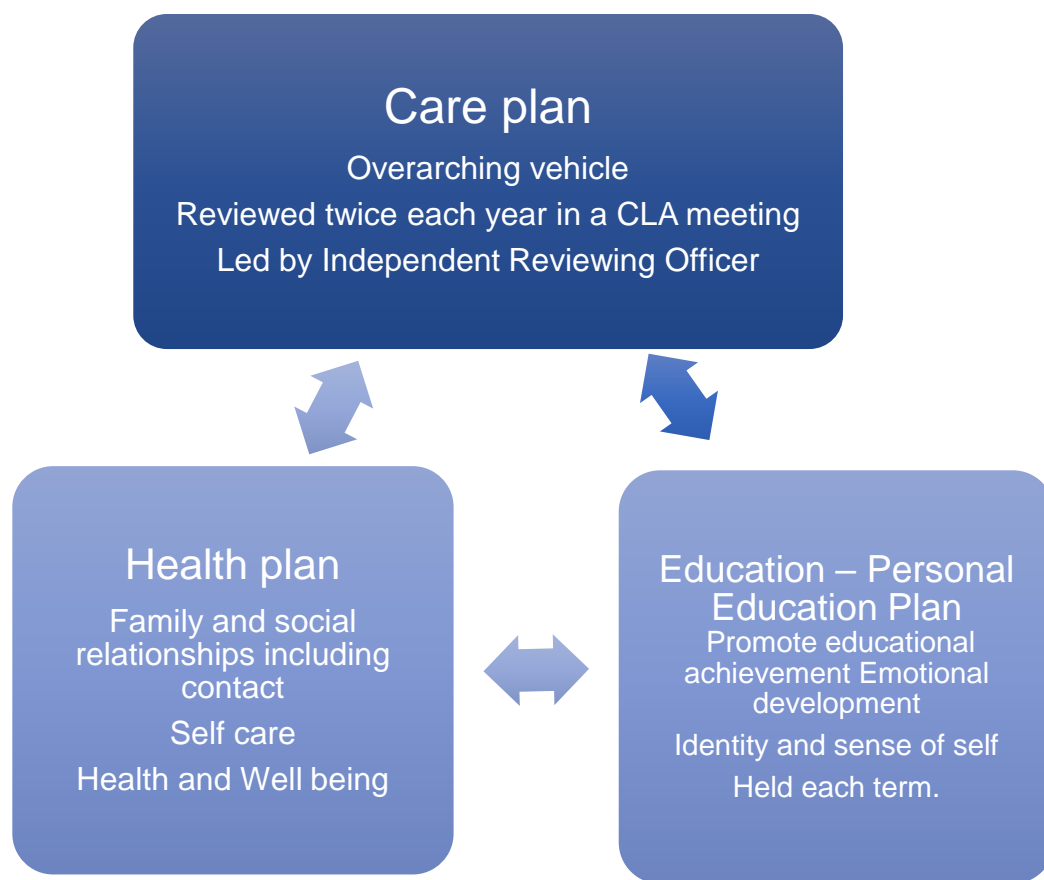**PEP Toolkit**

Use of PP

Action Plan

Measure

Success

Personal Education Plan

The Personal Education Plan should be treated as a live document to keep up to date, relevant and used to monitor progress and achievement.

As children in care are more likely to move schools their PEP should enable any move to be supported by the most up to date set of information, to ensure consistency of support.

Care plan
Overarching vehicle
Reviewed twice each year in a CLA meeting
Led by Independent Reviewing Officer

Health plan
Family and social relationships including contact
Self care
Health and Well being

Education – Personal Education Plan
Promote educational achievement Emotional development
Identity and sense of self
Held each term.

High aspirations are crucial to successful planning for the future.

The PEP should be formally reviewed and updated via a PEP meeting each term and submitted to Hampshire Virtual School via online PEP system Asset.

The PEP should have clearly identifiable needs for each child and a SMART action plan to address these through interventions and support. These interventions and support will be costed against the Pupil Premium funding.

ASSET®

Personal Education Plan

The PEP should cover the full range of education and development needs including:

- access to a nursery/high quality early years provision that is appropriate to needs
- on-going catch-up support for those who have fallen behind with school work
- provision of immediate suitable education where a child is not in school
- transition support where needed, such as when a child starts attending a new school
- school attendance and, where appropriate, behaviour support
- support needed to help the child realise their short and long-term academic achievements and aspirations.

The PEP should:

- be a 'living', evolving, comprehensive and enduring record of the child's experience, progress and achievement
- inform any discussion about education during statutory reviews
- be linked to, but not duplicate or conflict with, information in any other plans
- identify developmental (including any related to attachment and past trauma) and educational needs in relation to skills, knowledge, subject areas and experiences;
- say what will happen or is already happening to identify and support any mental health needs

All looked after children on your roll must have PEPs	Designated Leads and a wider team in school can support the DT	DTs monitor and evaluate progress. Identify barriers to learning and any needs
Begin to address need with SMART targets	Allocate spending to support engagement and achievement	

Think BIG... Plan SMART

Role of Social Worker in PEP

Social Workers should ensure the first PEP is called and in place prior to the initial Child in Care Review, this should be within 10 days of care status starting.

The Social Worker is likely to already be in close contact with the education setting, unless the child moves immediately whilst coming into care.

The Social Worker should ensure school and others involved are aware and knowledgeable about relevant case history and context.

They should ensure all appropriate permissions (and delegated permissions) are known to an education setting.

They should ensure all relevant safeguarding information is shared in the initial PEP meeting.

They should support and ensure the key needs and priorities for child are looked at and agreed in the PEP.

They should support the decisions around support, interventions and use of Pupil Premium in the PEP meeting.

They should complete all their sections of the PEP prior to or immediately after the PEP meeting.

They should update the school with any significant changes as they occur.

Share details in the Care plan	Permissions and any safeguarding concerns	Identify key professionals to date
Lead the Initial PEP meeting	SDQ	
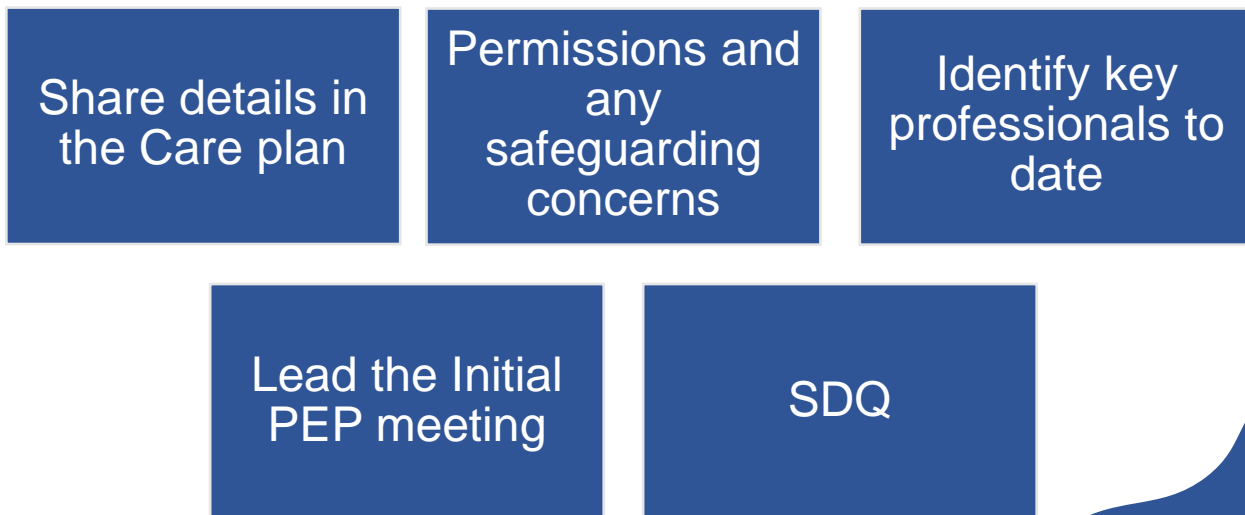
PEP Meeting

The PEP meeting is not just about filling in the PEP document.

The meeting should focus on and ensure:

- Key needs are understood and shared
- Information on progress and attainment is shared
- Agree a set of priority needs and actions
- Set out a SMART action plan
- Agree use of PP in line with PEP SMART Plan and priority needs

Update attainment data

Gather information from key staff and professionals

Pupil voice

Carer voice

Agree who is to attend and for all or part of the meeting.

Social worker contribution/update

Prior to the meeting
- Gather most accurate data and record pupil's and carer's voice.
- Invite relevant persons

At the meeting
- Discuss and share
- Agree needs, barriers and SMART targets
- Decide date of next PEP

After the meeting
- Ensure the PEP is updated and is complete.
- Complete within 2 weeks of the meeting.

PEP FAQs

Do I need to initiate the first PEP meeting?
The Social Worker should ensure the first PEP meeting is set up and takes place within 10 days of coming into care or moving schools. The Designated Teacher in school is integral to all PEP meetings, so make sure you have spoken in advance of the meeting.

Do I need to attend all of the PEP meetings?
If you are involved in the life of a looked after child then you should contribute to the PEP process and meetings. You need to ensure the best possible support and outcomes are achieved. Remember the PEP is a statutory part of care plan.

Do we need to have a PEP meeting every term?
The Hampshire & Isle of Wight Virtual School set out that a PEP meeting each term is our best practice approach. The Annual PEP meeting should be early in Autumn Term to set out plan and goals for the year. It should then be reviewed each term.

As a child Social Worker, what do I need to ask at the PEP meetings?
As a child's Social Worker you need to ensure you fulfil your corporate parenting responsibilities and ensure all of the child's education needs are being fully supported in school. You should take a strengths based approach to ask how they are progressing ? What difficulties or gaps in learning they might have ? What addition support and interventions are in place to address needs and gaps ?

How do I get support with a tricky PEP meeting?
Please make sure you speak to a member of the Virtual School staff well in advance of the meeting. They will be able to support and guide you. They will if needed support by attending the PEP meeting, if they are available.

What is the action plan at the back of the PEP?
The action plan should provide clear details of the assessed education needs of the child. The plan should then detail all of the extra support and interventions provided by the school to support the child. The plan should also detail how the Pupil Premium is being used.

Does the Virtual School monitor PEPs?
The Virtual School completes a quality assurance process across each term on all or a selection of PEPs. This process supports feedback and development for schools and DTs.

Think BIG… Plan SMART
- Thing about long term aspirations and educational pathways
- Think about careers advice and guidance
- Think about Further (College) and Higher Education (University)
- Assess needs and plan for short term and long term support and interventions
- What is the current level of attainment and progress?
- If they are not at Age Related Expectations what extra support and interventions will be put in place?
- Make sure plans are specific, measurable, attainable, relevant and time specific

Making the difference

Notes & Actions

Hampshire & IOW PEP

The Hampshire and IOW PEP is online via Asset. All DTs and other relevant professionals will have an individual log-in and access to all their children.

As a DT you will have access to all your Hampshire and/or IOW Children's PEP in one place.

The online PEP is sectioned via a Tab menu on the left-hand side of the screen. The sections and questions are self-explanatory and relate to the key information that has always made up a PEP.

The online system enables both DTs in School and the Virtual School a much more efficient system to manage and monitor PEPs.

There are multiple online guides and videos to support all the questions and sections of the PEP.

Advanced Statistical System Evaluation Tool
(assetforschools.com)
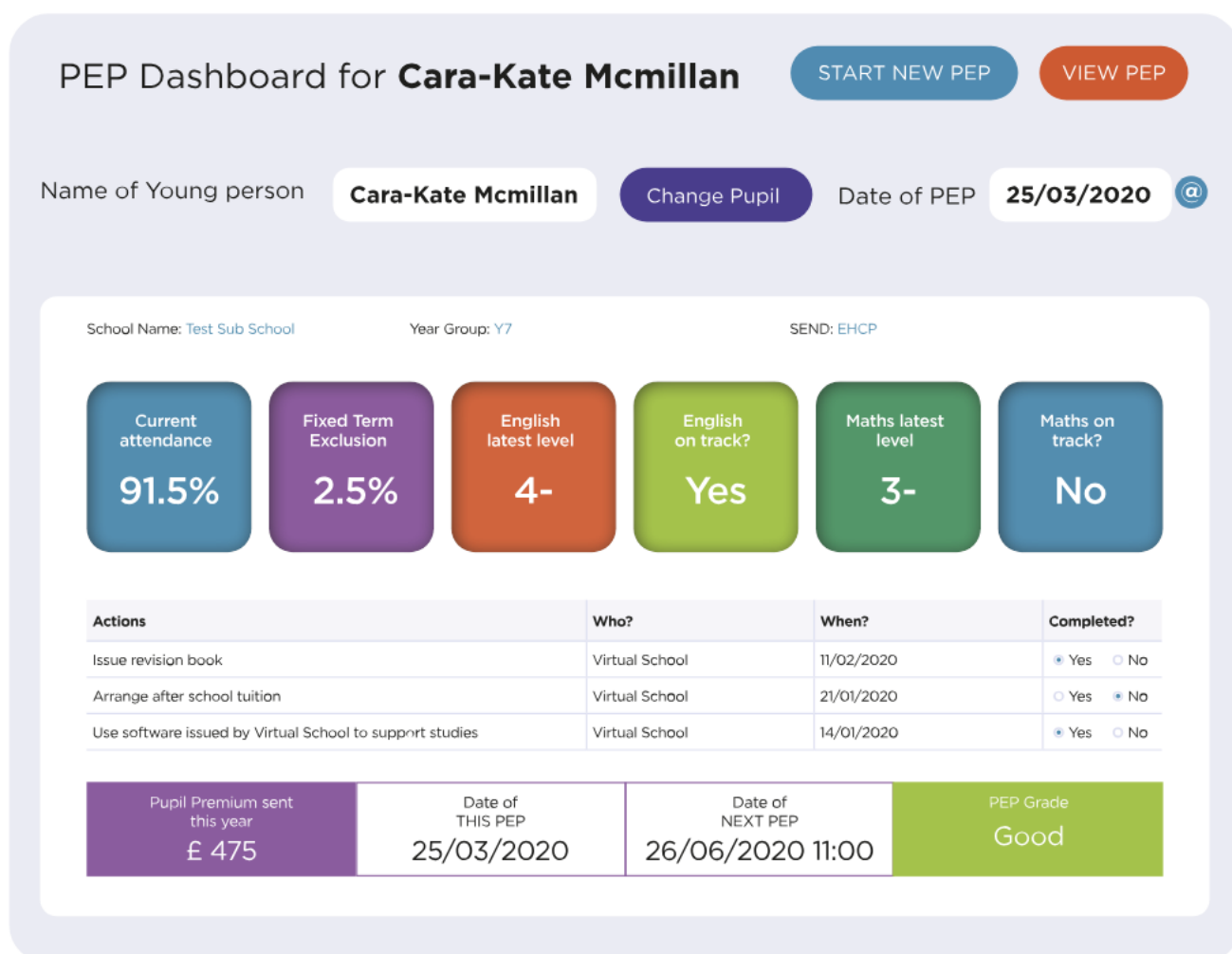
Hampshire & IOW PEP

There are several standard summary screens for each child and cohort to support your work in schools.

The system also allows for communication between DTs and Social Workers and Virtual School.

This online system enables DTs to add and update any PEP swiftly at any point across the year.

Individual completed PEPs can be download as a PDF to be share with any other relevant people.

[Advanced Statistical System Evaluation Tool (assetforschools.com)](assetforschools.com)

Pupil Premium +

"Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils."

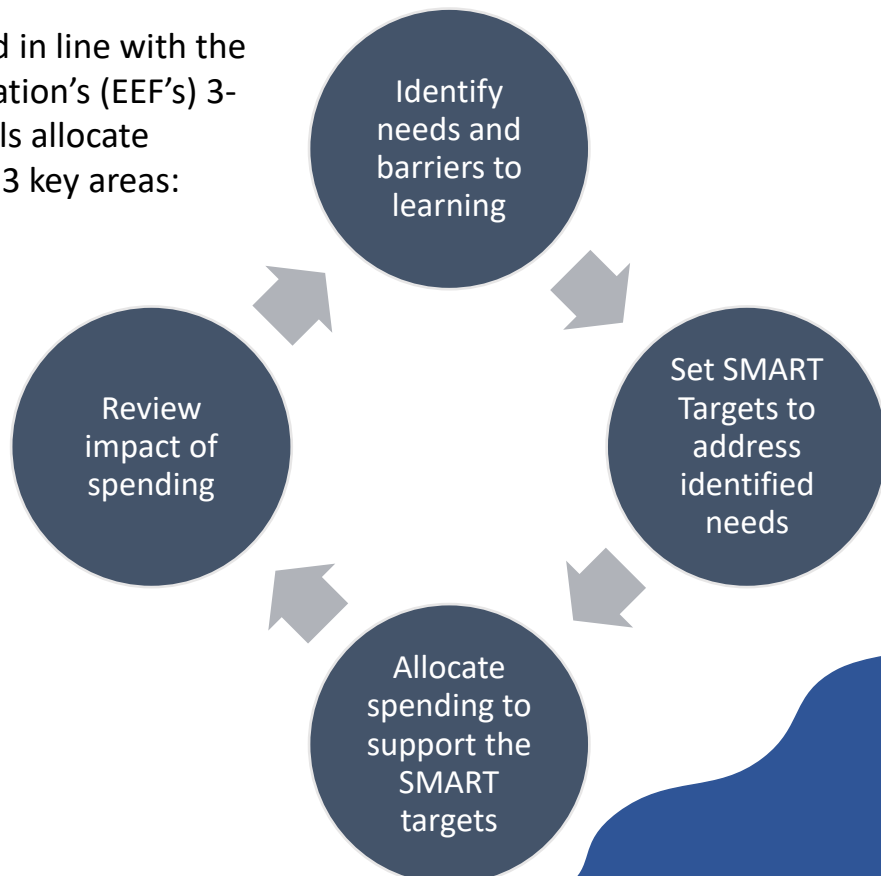- Department for Education

EFFECTIVE USE OF PUPIL PREMIUM PLUS

Using pupil premium | EEF (educationendowmentfoundation.org.uk)

Schools should ensure PP grant is focused on effective approaches to raising the educational attainment of eligible pupils, schools must use their PP grant in line with the 'menu of approaches' set by the Department for Education (DfE).

The menu of approaches is in the using pupil premium guidance.

The menu has been developed in line with the Education Endowment Foundation's (EEF's) 3-tiered approach to help schools allocate spending across the following 3 key areas:

• support high-quality teaching, such as staff professional development
• provide targeted academic support, such as tutoring, including through the National Tutoring Programme (NTP)
• tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

Identify needs and barriers to learning

Set SMART Targets to address identified needs

Allocate spending to support the SMART targets

Review impact of spending

Pupil Premium +

Pupil Premium for Looked After Children LAC (Children in Care) is managed and monitored through the Virtual School. Some of these funds are used to provide central provision and services through the Virtual School .

The amount available for each LAC pupil (Hampshire & IOW) is £1600. This is paid at the end of each term to schools £600 (summer term), £550 (autumn term) and £450 (spring term).

The pupil premium grant is for the educational benefit of pupils and spend should be clearly linked to children's needs and educational targets.

Pupil Premium
- Based on of number of disadvantaged students
- Not a personal budget
- Paid directly to schools
- Based on Oct Census Return

Pupil Premium Plus PP+
- Paid to the Local Authority
- Managed by the Virtual School HT
- VS Top Slice for Central Services for CIC
- Paid Termly to Schools with Hampshire CIC

Effective Practice in include approaches that are:

- Individually tailored to the needs and strengths of each pupil, and keep their views central; consistent but also flexible and responsive
- Based on evidence of what works
- Focussed on clear short-term goals giving opportunities for pupils to experience success
- Include regular, high quality feedback from teaching staff
- Engage parents/carers in arrangements for education support (e.g. via the PEP)
- Supporting pupil transitions (e.g. primary-secondary/KS3-4)
- Raising aspirations through access to high-quality educational experiences
- Promote the young person's awareness and understanding of their own thought process (metacognition) and help to develop problem-solving strategies
- Relationship-building, both with appropriate adults and with peers
- A joined-up approach involving social worker/carer/other professionals
- Relevance and related to pupil's interests; make it matter to them
- A child centred approach to assessment for learning
- Positive reinforcement & building self-esteem
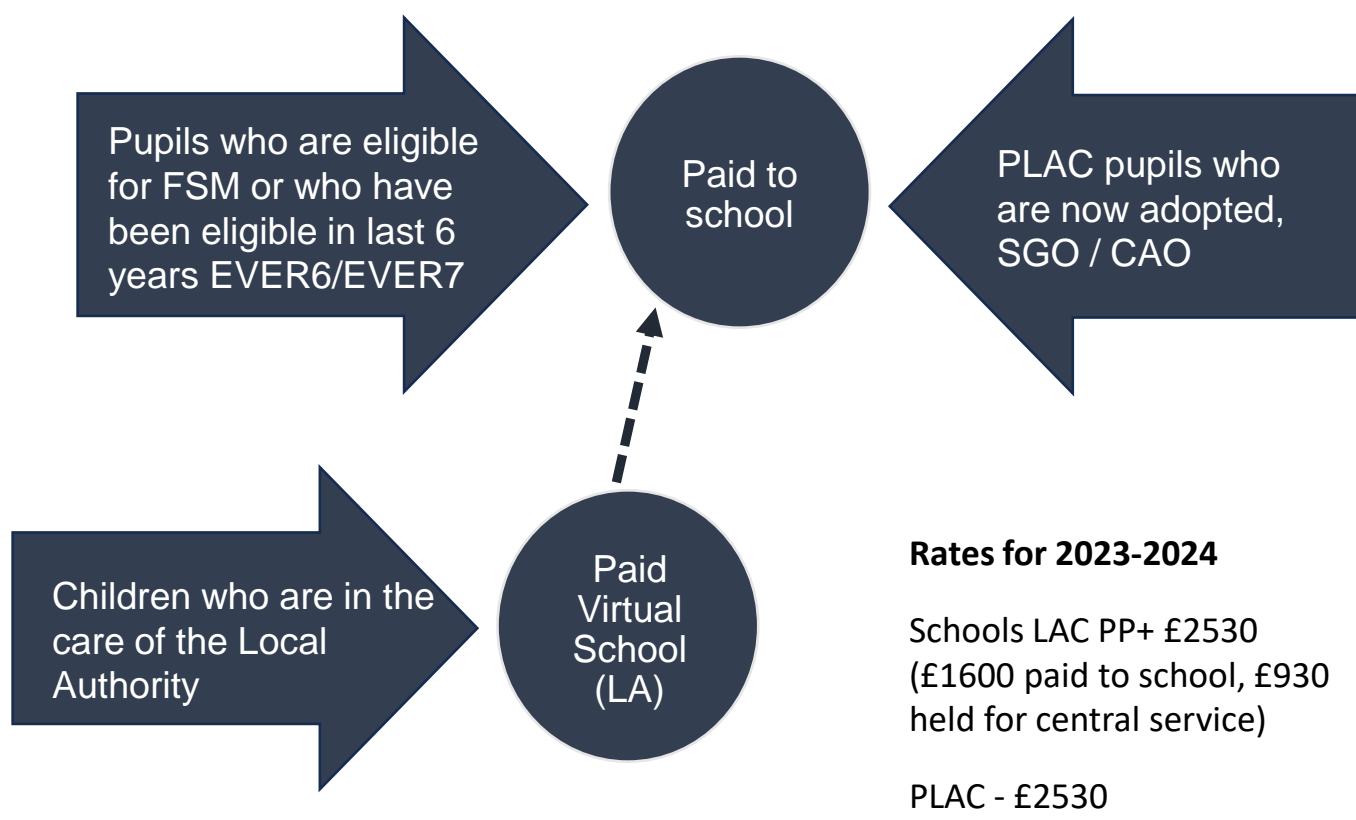- An emotionally-intelligent approach

Pupil Premium +

Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors, and the PP grant is no exception.

The designated teacher has a key role in ensuring that the specific needs of children in care and previously looked-after are reflected in how you use your pupil premium.

Schools designated teacher should:
• ensure adoptive parents and guardians are aware that they can declare their child eligible for pupil premium and work with them in deciding how the funding should be used
• consult the Virtual School Head on how to use the funding effectively, where appropriate
• be the main contact for queries about how pupil premium is being used to support previously looked-after children

Pupils who are eligible for FSM or who have been eligible in last 6 years EVER6/EVER7 → Paid to school ← PLAC pupils who are now adopted, SGO / CAO

Children who are in the care of the Local Authority → Paid Virtual School (LA) ⇢ Paid to school

Rates for 2023-2024

Schools LAC PP+ £2530 (£1600 paid to school, £930 held for central service)

PLAC - £2530

Pupil premium 2023-24: conditions of grant for academies and free schools - GOV.UK (www.gov.uk)

Pupil premium 2023-24: technical note - GOV.UK (www.gov.uk)

Using pupil premium: guidance for school leaders (publishing.service.gov.uk)

Can PP be used to fund school uniform or transport ?
No PP should not be used to fund any basic items, equipment, school uniform or transport to school. Any of these basis care needs and getting a child to school, should be funded through the care placement or care support for a child. A child might be eligible for school transport dependent on the situation and their individual circumstances.

Can PP be used to fund an after school club?
Possibly - if the club supports the development or needs of child identified in the PEP then this could be appropriate. The club (and any support/interventions) should be detailed in the SMART plan in the PEP and meets the priority needs identified.

Can PP be used to fund additional English or Maths tuition?
Yes - if this is a priority area agreed in the PEP and forms part of the SMART plan.

Can PP be used to fund a small school trip?
Possibly - again if this meets a priority need in the PEP and is in the SMART plan. School should take a consistent approach to using PP to subsidise trips across the school. We would advise taking an appropriate proportion of PP and ask for a parental/carer contribution through their carers allowance.

Can PP be used to fund an expensive residential trip?
Possibly - again if this meets a priority need in the PEP and is in the SMART plan. School should take a consistent approach to using PP to subsidise residential trips across the school. We would advice PP is used only as an appropriate proportion towards the cost, seeking some level of parental/carer contribution through their carers allowance, and seeking some level of support via the child social worker (child in care resources).

Course: Pupil Premium (hants.gov.uk)

Pupil Premium Grant should be used to:

• Narrow the attainment gap
• Support progress and achievement
• Address identified learning needs
• Be focused, targeted and specific
• Provide direct educational interventions
• Support pupils reach their full potential

Early Years Funding

Free Early Years Education (EYE) funding for 2 year old Children in Care
This is a scheme that allows 2 year old children in care to receive free early education from the term **after** their second birthday. This funding also applies to those children who have left care under an Adoption order, Special Guardianship order or a Child Arrangement order.

The funding will be offered for up to 15 free early years education hours per week for 38 weeks, totalling 570 hours per year. You can also choose a childcare provider who is open for more than 38 weeks, and may be able to "stretch" the free hours across your child's funding year to cover most school holidays.

Childcare providers that offer 2-year-old places will need to have an Ofsted rating of '**Good**' or '**Outstanding**' and/or have been assessed by Services for Young Children (SfYC) as meeting the standards required.

Free Early Years Education (EYE) funding for 3 and 4 year olds
Free Early Years Education places are available in Ofsted registered school nursery classes, state or private nursery schools (including independent schools), day nurseries, playgroups or pre-schools and childminders. They need to be approved by the local authority to deliver EYE. The entitlement to free Early Years Education starts in the funding period (term) which follows the child's third birthday. Children become entitled on 1 January, 1 April and 1 September.

Please note this information and advice relates principally to Hampshire, other LA may have different arrangements.

> **Social Workers–** what questions should you be asking to a preschool, nursery or childminder ?
>
> - Is your setting rated 'Good' or 'Outstanding' by Ofsted?
> - Do you take Early Years Education (EYE) Funding?
> - Have you had Looked After Children in this setting before?
> - Do you have a Designated Lead for Children in Care in the setting? What are their contact details? When were they trained by Virtual School?
> - Do you offer 'stretched' hours across the year or are you 'term time' only?
> - What is your Special Education Needs offer? How do you best support children with SEND?
> - What kind of Key Person system do you run? (will the child have the same 'key adult' caring for them and 'holding them in mind')
> - Do you use electronic learning journeys or paper copies? (consider confidentiality and photographs)

Early Years Funding

30 hours funding

In some cases, additional funding can be agreed for those children in care who are 3&4 years old and placed with Foster families. There are criteria that need to be met including that the Foster carer (and partner if applicable) engages in paid work outside of their fostering role. The child's care plan needs to show a need to access extended hours and that meeting the child's needs are placed at the centre of the process and decision making.

An application form must be completed by the foster parent(s) and discussed and approved by both their Social Worker and the child's Social Worker. It is not anticipated that the working outside fostering will be suitable for a large number of foster parents of children under 5 but will probably be suitable mainly for kinship carers.

Information can be found through the Children and Families Toolkit on Hantsweb.
Early Years Pupil Premium(EYPP)

The purpose of the Early Years Pupil Premium funding (£353 per year) is to ensure that children who are inexperienced make accelerated progress. In effect, EYPP is used to close the gap between the child's progress and that of their less disadvantaged peers. This is paid directly to the setting and is monitored through the Personal Education Plan (PEP)

Can a child attend preschool/nursery after they are due to start school?
Yes – a child can defer or decelerate and attend a setting up until the term after they are 5 years old.

Both deferment and deceleration need careful consideration and there are a range of short and long term implications which need discussion and assessing; in terms of what is in the best interests of the child.

For children in care the Virtual School should be involved in these discussions. Please contact the virtual school for advice in this instance.

Children and Families Toolkit for 30 hours
https://int-www.hants.gov.uk/children-families-toolkit/search?q=30+hours+childcare&search

Hampshire County Council – EYE funding for 2,3 and 4 year olds
https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/payingforchildcare/freechildcare/eyefunding

Early Years Premium

The purpose of the Early Years Pupil Premium funding is to ensure that children who are inexperienced make accelerated progress. In effect, EYPP is used to close the gap between the child's progress and that of their less disadvantaged peers.

Care experienced children who are aged between 3 and 4 years old and have been 'in care' for 1 day or more can receive EYPP as:
they are currently being looked after by a Local Authority in England or Wales
or they have left care in England or Wales through an Adoption Order, a Special Guardianship Order or a Child Arrangement Order.

If a child qualifies for EYPP under more than one set of criteria they will only attract the funding once. The Early Years Pupil Premium is for the educational benefit of pupils and spend should be clearly linked to children's needs and educational targets.

How much is EYPP?
Children who are 3 and 4 and who meet the eligibility criteria will be funded at a rate of 63p an hour which equates to £353 per year. If a child in Local Authority care is attending a setting in a different Local Authority, it is the responsibility of the Local Authority in which the setting is based to fund the EYPP

Parents/Carers, Social Workers, Designated Leads, Independent Reviewing Officer – what questions should we be asking ?

- Is the pupil at Age Related Expectations (ARE)? Are they 'on track' level for their age and stage of development in the Prime and Specific areas of learning? Are they making progress?
- If they are not at ARE, what is being done to address any gaps in the Prime areas and Literacy and Mathematics?
- What progress is being made in Personal Social and Emotional Development (PSED)?
- Are there specific strands in any of the 7 areas of learning that need specific support?
- If they are not making good progress in a strand or area of learning, what interventions can be offered?
- Are there any additional Special Educational Needs and Disability? Does an EHCP application need to be made?
- Are there any long term needs? Or requirements for therapeutic support?

Early Years Premium - FAQs

Can the Early Years Pupil Premium be spent on a Computer / Outings ?
What is the educational benefit? What are the identified needs and actions in the Personal Education Plan (PEP)and how would this spending support these? If a pupil is not on track, then what is being done to address this ? How is the EYPP being used to meet the child's needs?

Can a child also receive DAF funding if they get EYPP?
Yes, the child can also receive the Disability Access fund if they are in receipt of the Disability Living Allowance.

If the child attends for more than 15 hours, can they receive additional EYPP funding? No, the maximum EYPP a child can receive is £353 per year. The EYPP is payment is worked out by how many hours the child attends the setting - up to a maximum of 15hours a week.

Can Early Years Pupil Premium be pooled within a setting or group of settings?
Yes – as the EYPP is not a large sum of money, it can be pooled to provide training and resources. Any money spent must be based on meeting individual children's' needs.

Can a childminder claim for EYPP? Yes - All Early Years providers who are eligible to receive funding for the three and four year old Early Years Education (EYE) entitlement are also eligible to receive the EYPP if they have a Looked After Child on roll.

Who chooses how the EYPP is spent?
The choice of **how to spend** the **EYPP** is for the setting and social worker to agree, but this **must** be based on the needs of the eligible children at the setting.

Early Years Pupil Premium should be used to:
- Narrow the attainment gap
- Support progress and achievement
- Address identified learning needs
- Be focused, targeted and specific
- Provide direct educational interventions
- Support pupils reach their full potential

Hampshire County Council – EYPP Information for Providers
https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/providers/eye-eynff/early-years-pupil-premium

Early Years Entitlements – Operational Guide 2019-2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/758271/EYNFF_Operational_Guide_-_2019-20_Final.pdf

Previously Looked After Child

Virtual School

The remit of the Virtual School is to provide advice, guidance and signposting (not to case hold)

Designated Teacher

Primarily, your role is to advocate and champion the needs of this vulnerable cohort. Many looked-after and previously looked-after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN).

For a pupil to be a Post/Previously Looked After Child they will have been in care, and to have immediately moved to a new order of permanency through:

- Adoption

- Special Guardianship Order (SGO)

- Residency Order (RO) ceased 2014

- Child Arrangement Order (CAO)

(Reunification does not meet criteria for PLAC)

Nearly all Adopted children are care experienced children are removed from their birth families for significant and serious reasons.

The number of PLAC children in Hampshire and Isle of Wight is based on School Census data. This may not be the total number as parents do not have to declare.

The number of children with SEN needs and ECHPs is much higher than average. (May 2023 data)

Department for Education

The designated teacher for looked-after and previously looked-after children
Statutory guidance on their roles and responsibilities

February 2018

The designated teacher for looked-after and previously looked-after children (publishing.service.gov.uk)

PLAC category	Hampshire (May 2023)	IOW (May 2023)
Adoption	959	92
SGO	483	53
CAO	96	15
RO	18	1
	1556	161

Hampshire	SEN Support	EHCP	Receiving either
Non PLAC	12.5%	5%	17.5%
PLAC	25.6%	19.9%	45.6%

PLAC Pupils

As a DT/School you need to firstly make sure you know which children qualify for PLAC status. You may wish to make sure your school enrolment paperwork ask parents to declare this.

- PLAC Pupil Premium is the largest PP (£2530 a year)
- Parental choice to self-declare their children's status to schools
- School should ask and be satisfied they qualify and have seen evidence (court order)
- Schools/DTs should ensure PLAC children are recorded on Oct Census, as this determined PP funding
- Hampshire best practice – Education Plans for Adopted Children EPAC (and similar for SGO/CAO)
- EPAC – like PEPs identify need, make SMART target, action plan and determine how using PP
- Consultation with parents and other professionals is crucial for success
- Many adopted parents are skilled professionals and can greatly contribute to their child's success in school

Check out our PLAC Pages to find our more:
Hampshire Virtual School and College: All courses (hants.gov.uk)

Information and guidance on school census:
Complete the school census - Data items 2023 to 2024 - Guidance - GOV.UK (www.gov.uk)

- We can provide generalised advice anonymously, or specifically with parental consent

- Our training offer is for schools with LAC and/or PLAC see the Virtual School Training Brochure for details

- We work closely with other county services eg HIEPs, PBS, ISS, STAS, DQC, SEN etc

PLAC Officers:

Hampshire : Jacqueline Marsh jacqueline.marsh@hants.gov.uk

Hampshire & Isle of Wight: Matthew Bell matthew.bell@hants.gov.uk

Children With a Social Worker

The extended duties of the virtual school

Since September 2021, Virtual Schools have an extended duty towards children with a social worker. The extended Virtual School Head role will;

- make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children;
- promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm:
- level up children's outcomes and narrow the attainment gap so every child can reach their potential.

煉 Department for Education

Promoting the education of children with a social worker

Virtual School Head role extension

June 2022

Promoting the education of children with a social worker (publishing.service.gov.uk)

Desired outcomes

Raised attendance

Reduced exclusions and suspensions

Improved outcomes

Strategic intentions

Enhancing partnerships between education and social care

Providing advice and guidance

Using data to inform interventions

This strategic role is lead by Deputy Head (Extended Duties) - Tamsin Austoni. Please contact:
Tamsin.Austoni@hants.gov.uk

Imagination Library

Dolly Parton's Imagination Library is a free source of books for children under 5-year-old.

All looked after children can be signed up to receive free books across the year.

Now CIN, CP and PLAC children under 5 can all now take part in this scheme.

For more information, please pass the link below to parents/carers to find out more about the scheme: Imagination Library Sign up leaflet for CIN,CP,LAC,PLAC children and families (office.com)

Those with parental responsibilities can go straight to sign up :

https://forms.office.com/e/H3EmyAZYik

United Kingdom - Dolly Parton's Imagination Library

Foster Carer – Role in PEP

As a foster carer you will be one of the closest adults to a child, who will have a good understanding of their needs and views. Make sure you take some time before a PEP meeting to think about what questions you might want to ask?

- Listen and record views of the child either in child voice section or carer section
- Attend and complete their parts of the PEP
- Conversations with school about progress, how 'active' a learner the child is
- Ask 'good' questions as a 'good parent' e.g. What other interventions are available? What other activities or exercises would help my young person's development at home?

Are targets achievable within a term?	Can you see progress in PEPs?	Is the child's voice represented in targets?
Does the carer have a voice in the targets?	Would the PEP be good enough for YOUR child?	

Make sure you…

- Ask questions
- Ask others to explain things or any jargon used
- Ensure needs and targets for the child are right
- Raise questions or concerns on behalf of child
- Ask about additional support or interventions where needed
- If needed ask more difficult or challenging questions, championing needs of child
- Don't leave meeting with un-answered questions
- Seek advice and support from Social Worker or Virtual School when needed

Foster Carer – How do I support?

You don't need to be an expert in learning to support children to enjoy and be successful with their education. You just need to take some time, show an interest and support in lots of little ways…

- Talk up education and learning
- Have high aspirations and support these
- Ensure space and resources for learning
- Encourage reading and talking daily
- Plan trips, activities and opportunities
- Broaden horizons and experiences
- Play games and puzzles
- Encourage hobbies, clubs and sports
- Keep up to date with school
- Celebrate achievements regularly
- Ask and talk about school each day
- Keep things calm and relaxed and support any stress
- Make sure you look after yourself as much as the child you are looking after!

Think about the little things you can do…

- Step by step (help break things into smaller chunks which feel less of a challenge)
- Side by side (sit down and support with some time and energy)
- Simple resources (do a little googling or ask someone for things that might help)
- Small repetitive acts (just giving some time or making a drink to show you understand some things are hard)
- With a purpose (give real life opportunities for children to learn and develop skills)
- With a passion (be a really positive role model)
- With a plan (help them organise and make a plan)
- With some fuel (feed their brain and growth with a good diet)
- Each and everyday (take time to talk, when the child is ready)
- With care and compassion (prepare bucket loads of care/compassion)
- Focus on and understand needs and wants (take time to wonder why and understand what might be going on for a child)
- Never stop learning yourself!

Designated Teacher – Check List

Know Your Children

- Know who each and every child in care is
- Know who each and every PLAC child is
- Assess and understands their needs fully
- Know their progress, achievements and current working levels
- Understand and explore all SEND needs

Relate Connect Trust

- Connect a team of adults around each child
- Ensure several key adults build secure and trusting relationships
- Ensure every teacher knows/understands needs of child
- Ensure child is secure with trusted adults
- Ensure child has access to trusted adults as they need

Plan Routine Support

- Ensure priority needs and SMART plan in place for each child
- Ensure support, interventions and catch-up in weekly routine
- Ensure each child is confident learner, has high aspirations and builds self-esteem and confidence
- Ensure adults use consistent approach/strategies

Check-In Monitor Track

- Ensure trusted adults have regular check-ins (as needed)
- Ensure trusted adults use coaching strategies
- Ensure emotional well-being is supported
- Ensure monitoring/tracking is in place and used
- Ensure review with adults/teachers takes place to champion child

Review Reflect Renew

- Review and reflect with key adults on progress/difficulties
- Ensure key trusted adults review and reflect with child
- Ensure relational repair is put in place to address any issues
- Keep focused on Plan, Do, Review cycle

Recognise Reward Celebrate

- Ensure progress and effort is recognised and communicated frequently to child – build growth mindset / confident learner
- Celebrate bigger achievements/effort in appropriate way for child
- Reward effort with quality time/experience with trusted adult
- Ensure wider team around child (out of school) is kept up to date and involved

Social Worker– Check List

Know Your Children

- What are their interest and ambitions
- Who are their trusted adults in school
- How are they doing academically in school
- How are they doing socially & emotionally at school
- Do they have any SEND needs

Relate Connect Trust

- Do you have any shared interests or topics to connect with
- What regular means of communication do you have in place
- Ensure you have regular and positive conversations around education, aspirations and interests

Plan Routine Support

- Ensure priority needs and SMART plan in PEP
- Ensure support, interventions from agencies outside of school in place
- Ensure space and resources are available in home to support learning & development
- Ensure clubs, activities and enrichment takes place

Check-In Monitor Track

- Keep informed and up to date with education progress and achievement
- Ensure review with adults/teachers takes place to champion child
- Ensure corporate parentings duties fulfilled
- Ensure swift action takes place to address issues

Review Reflect Renew

- Review and reflect with key adults on progress/difficulties
- Ensure key trusted adults review and reflect with child
- Ensure relational repair is put in place to address any issues
- Keep focused on Plan, Do, Review cycle

Recognise Reward Celebrate

- Ensure progress and effort is recognised and communicated frequently to child – build growth mindset / confident learner
- Celebrate bigger achievements/effort in appropriate way for child
- Reward effort with quality time/experience with trusted adult
- Ensure wider team around child (out of school) is kept up to date and involved

Know Your Children

- What are their interest and ambitions
- Who are their trusted adults in school
- How are they doing academically in school
- How are they doing socially & emotionally at school
- Do they have any SEND needs

Relate Connect Trust

- Do you have any shared interests or topics to connect with
- Establish positive daily routines and rituals
- Ensure you have regular and positive conversations around education, aspirations and interests

Plan Routine Support

- Support priority needs and SMART plan in PEP
- Support interventions from agencies outside of school
- Ensure space and resources are available in home to support learning & development
- Ensure clubs, activities and enrichment takes place

Check-In Monitor Track

- Keep informed and up to date with education progress and achievement
- Ensure review with adults/teachers takes place to champion child
- Ensure swift action takes place to address issues

Review Reflect Renew

- Review and reflect with key adults on progress/difficulties
- Ensure key trusted adults review and reflect with child
- Ensure relational repair is put in place to address any issues

Recognise Reward Celebrate

- Ensure progress and effort is recognised and communicated frequently to child to support confidence and self-esteem
- Celebrate bigger achievements/effort in appropriate way for child
- Reward effort with quality time/experience with trusted adult
- Ensure wider team around child (out of school) is kept up to date

Glossary

CIC / LAC / CLA
Child in Care, Looked After Child, Child Looked After

PLAC
Previously Looked After Child

PEP
Personal Education Plan

EPAC
Education Plan for Adopted Child

SEND / SEN
Special Educational Needs & Disabilities

ARE
Age Related Expectations (expected point of educational achievement for age)

EHCP
Education Health Care Plan

EYFS
Early Years Foundation Stage

KS1, KS2, KS3, KS4
Key Stage 1, 2, 3, 4

PACE
Playful Acceptance Curiosity Empathy

School Stages

Age	Year Group	Key Stage	Assessment
3-4	Nursery/Pre-School	**Early Years Foundation Stage (EYFS)**	EYFS Profile Assessment 17 strands in 7 areas of learning
4-5	Reception		
5-6	1	**Key Stage 1**	Phonics Screening
6-7	2		
7-8	3	**Key Stage 2**	End of KS2 SAT Tests Yr6
8-9	4		
9-10	5		
10-11	6		
11-12	7	**Key Stage 3**	
12-13	8		
13-14	9		
14-15	10	**Key Stage 4**	GCSE Exams
15-16	11		
16-17	12	**Key Stage 5 / Post 16**	A-Levels T-Levels NVQs / BTECs
17-18	13		

Making the difference

Notes & Actions

Notes

Actions

Resources & Links

A range of resources to watch, read and review. To help support your knowledge, understanding and skills in supporting vulnerable children.

To read: Why-are-these-kids-different.pdf (beaconhouse.org.uk)
To watch: Adverse Childhood Experiences (ACEs) (Wales) – YouTube

- Hampshire Virtual School and College (hants.gov.uk)

- Hampshire SEN Support Guide

- Hampshire Emotionally Based School Avoidance Guide

- Educational Psychology | Hampshire County Council (hants.gov.uk)

- Children's Therapy Service | Solent NHS – Schools Resources Pack (at bottom of page)

- Resources (beaconhouse.org.uk)

- Our services for educators & professionals | Adoption UK Charity

- Betsy de Thierry (author): Simple Guides to Trauma…

- Louise Bomber (author): Settling to Learn, Inside I'm Hurting, Know Me to Teach Me, etc.

- Dan Siegel (author): The Whole Brain Child, Brainstorm, etc.

- Kim Golding (author): Working with Relational Trauma in Schools, etc.

- Margot Sunderland (author): Conversations that Matter, etc.

- Rebecca Brooks (author): The Trauma & Attachment-Aware Classroom

- Rendle & Messengers (author): Curious not Furious

- Sarah Naish (author): A-Z of Therapeutic Parenting (Professional Companion), etc.

- The ARC - Attachment Aware schools - YouTube

- How childhood trauma affects health across a lifetime | Nadine Burke Harris - YouTube

- Dr Daniel Siegel presenting a Hand Model of the Brain – YouTube

- Understanding Trauma: Learning Brain vs Survival Brain – YouTube

- Childhood Trauma and the Brain (with English subtitles) | UK Trauma Council – YouTube

- ReMoved – YouTube

- Remember My Story - ReMoved Part 2 – YouTube

- Ian Wright's teacher gave him direction and purpose during his turbulent upbringing - BBC - YouTube

- https://vimeo.com/321701224

- I LAC NOTHING – YouTube

- BraveHeart Education

- Adverse Childhood Experiences - NHS Health Scotland - YouTube

Contact us

Hampshire & Isle of Wight Virtual School

Hampshire Virtual School
Children's Services Department
Hampshire County Council
4th Floor EII Court North
Winchester
Hampshire
SO23 8UG

Virtual School office telephone numbers:
01962 835227
Hampshire Virtual School shared mailbox:
virtualschool@hants.gov.uk
Virtual School website:
https://www.hants.gov.uk/educationandlearning/virtual-school
Virtual School Moodle: https://virtualschool.hants.gov.uk/

Isle of Wight Virtual School
Directorate for Childrens Services
Isle of Wight Council Floor 4
County Hall Newport
Isle of Wight
PO30 1UD

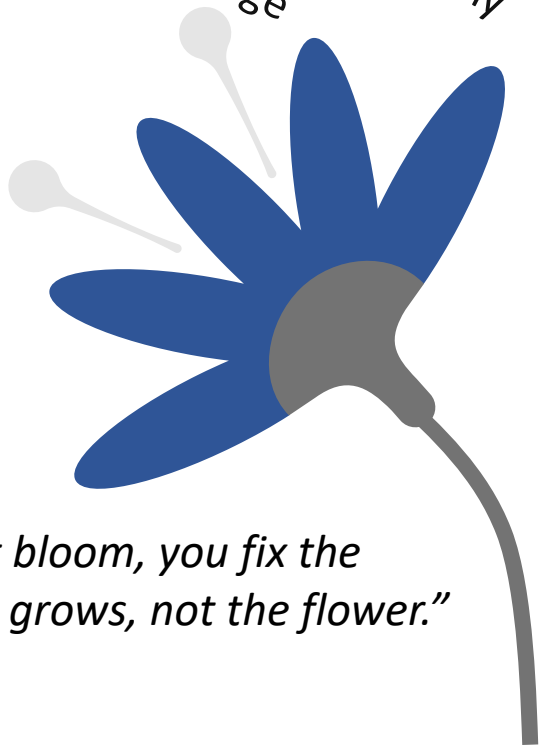Virtual School office telephone numbers:
01983 814680
IOW Virtual School shared mailbox:
virtual.school@iow.gov.uk
Virtual School website: www.iow.gov.uk/virtualschool

unconditional positive regard

playfulness, acceptance, curiosity, empathy

assess, understanding, acknowledge

connect, relate, regulate

safety, trust, engage

Kindness, care, compassion

"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

Alexander Den Heijer

Hampshire
Services
VIRTUAL SCHOOL CiC

ISLE *of*
WIGHT
COUNCIL