

Designated Teacher, Summer term briefing

6/7/23

9:30

Ealing Virtual School

Teaching, Support and Advice for Ealing's
Children Looked After and Care Leavers



We support Ealing's children in care and care leavers with their education at all stages to maximise opportunities for their best possible future outcomes.

We work directly with young people and provide a service to all those people who work with them, including schools, colleges, universities, social workers, carers and enrichment partnerships.

Children's Services

Agenda

- Welcome & arrival
- Introduction – Headteacher, Virtual School.
- Transitions
- Updates
- Summer results collection KS4
- Pupil Premium Plus grant
- Attendance
- Interesting / informative reports
- Early Years – Think Equal
- Children With a Social Worker
- Book Review – Summer reading!?
- Looking ahead – 2023-2024

Please will you...

14 questions asking for:
your views on Ealing Virtual school
and
What you would like to help you support CLA.

Scan the QR code or follow this link:

<https://forms.office.com/e/f1gpWPLCuV>

DT Questionnaire



Andrew Martin – Headteacher, Ealing Virtual School.

- School Governor, Primary & Secondary.
- Been a Chair of Governors, and Chair of resources.
- Director of a Multi Academy Trust of 13 schools: 12 primary and 1 Secondary (Diocese of St Albans Multi Academy Trust).
- Masters Degrees in: Business Administration, Education (SEND) and History.
- Qualified teacher.
- Last job:
 - Hertfordshire Virtual School, Lead Education Adviser Secondary Phase.
 - D&I co-chair for CS

Before that:

- Head of Sixth form – North London
- Assistant Head Teacher – North London
- Director of Studies – North London
- Head of History - East London
- History Teacher & Careers Adviser – South Coast.



Free training available.

Online Training

Understanding and Supporting Children who have Experienced Trauma



Availability is from now until the end of December 2023.

How to book:

Emailing the following details to Nicola Clarke on Clarkeni@ealing.gov.uk

First Name; Surname; School: Position; email address AND

If you would like Course 1, Course 2 or both

Online Training

Understanding and Supporting Children who have Experienced Trauma



This training will help education staff to become more attachment-sensitive and trauma-informed so that some of our most vulnerable pupils can be better supported.

Research evidence highlights that these young people are the most vulnerable in our schools. National statistics show that they are at increased risk of educational failure, mental health difficulties and being permanently excluded from school.

The DfE, Ofsted and NICE guidance strongly advocate that education staff have an understanding of children who have experienced trauma and how to meet their needs.

We are offering two online courses from AC Education, who provide bespoke training for those working with children and young people.

Course 1 - Supporting Pupils with Unmet Attachment Needs

Written in conjunction with the experts at UCL, Institute of Education, this course builds on our 10 years' experience of working with vulnerable children.

Everyone working with children and young people needs to understand attachment and the traumatic impact of abuse, separation and loss. This course enables learners to gain this necessary knowledge and learn how to support pupils within education. It provides strategies to support learning and promote positive attachment relationships in schools.

Learning Outcomes:

- Understand the impact of the attachment process on learning
- Know how to promote positive attachment relationships in schools
- Know about different strategies in schools to support learning for children with attachment difficulties
- Understand how to identify attachment needs and respond in relation to the guidelines identified in the SEN Code of Practice

Course 2 - Understanding Trauma and the Impact on Young People

Children who have experienced traumatic events in their past can have more emotional and mental health needs, as well as more behavioural difficulties than most children. Early life trauma impacts on their brain development. Understanding how this trauma impacts the development of the brain allows us to understand the resulting behaviours.

Stability, security and a good relationship can help children and young people to develop and mature emotionally and can repair some of the damage that has been done as well as be an integral part of the healing process.

Learning Outcomes:

- How the brain is built
- What is trauma?
- Adverse childhood experiences
- How trauma shows up in behaviour
- How we can support children with trauma in their histories
- How we intervene in ACE outcomes
- How we protect ourselves from secondary trauma

Evaluation evidence from schools shows that 97% of course participants have said that they would recommend to others.

Target audience: The courses will be good for TA's but also those staff that have not previously had any trauma training e.g., TAs, LSAs, SENCOs & DSLs.

Time: Approximately 3 hours. **Cost:** Free to Ealing Staff **Venue:** *Online*

How to book:

Emailing the following details to Nicola Clarke on Clarkeni@ealing.gov.uk

First Name; Surname; School; Position; email address AND

If you would like Course 1, Course 2 or both

Certification – On completion, you will receive a certificate.

For further information/queries: Please contact Nicola Clarke on clarkeni@ealing.gov.uk or Andrew Martin on Martina@ealing.gov.uk

School culture

Case study

Celebrating positive behaviour in school

How St Benedict's Catholic High School used the Behaviour Hubs programme to develop a consistent behaviour policy, standards and expectations.

- [Celebrating positive behaviour in school - Case study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/case-studies/celebrating-positive-behaviour-in-school)

From: [Department for Education](https://www.gov.uk/government/organisations/department-for-education)

Published 5 June 2023

Updates

Creating a Culture: How school leaders can optimise behaviour



- [Department for Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- 2017 document that outlines how school culture and ethos supports behaviour.
- Consistency between staff and clarity in expectations.
- Since 2017 – relationships, post-covid recovery approaches: Children feeling valued and understood.
- 2023 Behaviour guidance – reintegration meeting with the Head, following a suspension, indicates a focus on these areas.

- [Teacher and author Dr Emma Kell offers advice on meeting the needs of all learners - BBC Teach](#)

Meeting the needs of all of our learners: some ideas on inclusion

BBC Teach > [Teacher Support](#) > [Articles](#)



Some of the biggest challenges can be overcome by raising young people's self-esteem and making them aware of their strengths.

TEACHER AND AUTHOR DR EMMA KELL OFFERS ADVICE ON MEETING THE NEEDS OF ALL LEARNERS.

Safeguarding

- Pg 44-49 CLA, PLA and CWSW.
- Pg 47&48 – DT must have training and role is to champion education outcomes.

- Pg 48&49 – VSHT role.

[Keeping children safe in education 2023](https://publishing.service.gov.uk)
(publishing.service.gov.uk)

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.

Open consultation

Information sharing advice for safeguarding practitioners



Department
for Education

From: [Department for Education](#)

Published 21 June 2023

DRAFT Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers

[DRAFT Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers \(education.gov.uk\)](#)

[Information sharing advice for safeguarding practitioners - Page 1 of 11 - Department for Education - Citizen Space](#)

KS4 Results Collection 2023



Children and Families

Ealing Council Virtual School for Looked After Children

Termly data collection template for the Summer Term 2022-23

We have a remit to monitor the progress of children who are in the care of London Borough of Ealing. Please complete this template for each child in your school who is in the care of Ealing Council.

This form should be returned to our contracted agency, IRIS Looked After Call: ealing.assessment-tcg@iris.co.uk

Children and Families



Name of Pupil:	
Pupil Date of Birth	
Name of School:	
Name of person completing the form:	
Position:	
Date:	

If grades are anything other than GCSE (Functional Skills etc.) Please can you highlight this in the table below.
Please provide data for all additional subjects the pupil is taking in the table below

Year 11 Pupils Exam Grades			
	Subject	Qualification (eg. GCSE, Functional skills, BTEC, ESOL)	Grade
Compulsory	English Language		
Compulsory	English Literature		
Compulsory	Maths		
*Compulsory	*Combined Science		
Compulsory	Triple Science: Physics		
Compulsory	Triple Science: Biology		
Compulsory	Triple Science: Chemistry		
Option 1			
Option 2			
Option 3			
Option 4			
Option 5			
Option 6			
Option 7			
Option 8			

*students will either sit combined science or triple science

Throughout the year the VS aims to track and report on predicted grades for Year 11. Final Year 11 exam attainment always differs from the predicted grades. Important that we get the Year 11 attainment as quickly and accurately as possible

- *helps us report on attainment*
- *Helps us quickly respond (advise and support) scenarios where our Year 11 did not get expected outcomes*

GCSE results released to schools: **Wednesday 23 August 2023**

GCSE results day for students: **Thursday 24 August 2023**

- **LAC Call** collects the data. They will send a reminder email before the end of term. VS will also send reminders.
- **Jermaine Walker** (KS4 VS Teacher) supports by following up with schools that have not reported on release and reporting day.

*Please do aim to respond to LAC Call/Jermaine as quickly as possible or advise your academic officer (or equivalent staff who will report) to send over the data ASAP on release and/or reporting day.



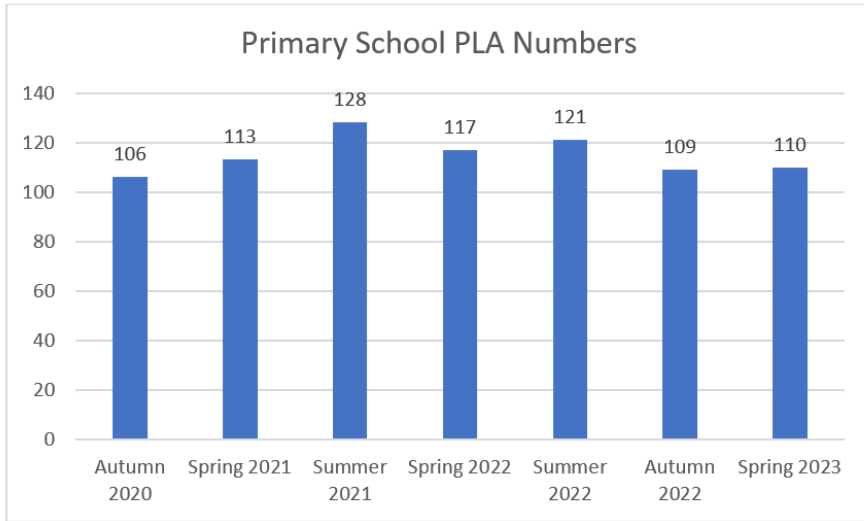
Pupil Premium Plus Grant.

- 2023-2024:
 - Autumn term payment
 - Spring / Summer: second payment following a P5 form
 - New – additional funds request: following conversation with your VSTeacher and return of a **second** P5 form.
 - Small top up funding.

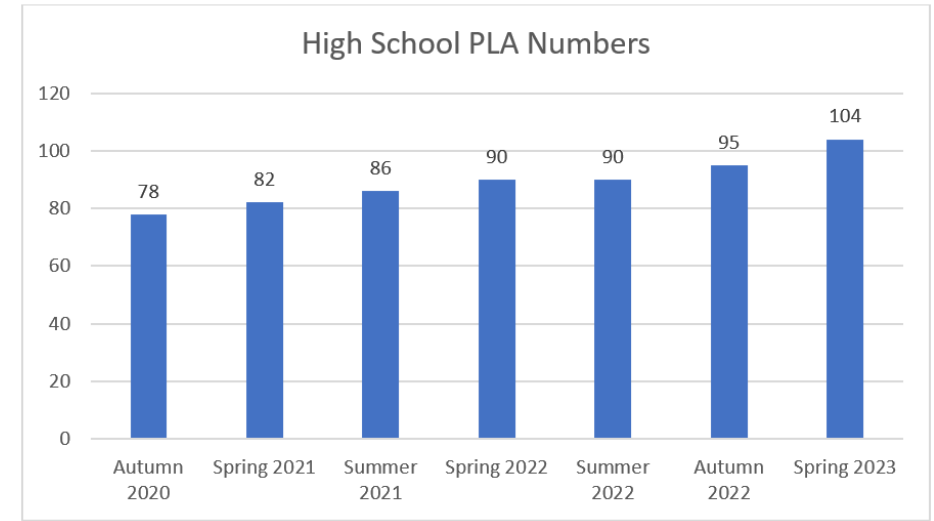
Final decision by VSHT depending on resources available.

*Don't forget – **Previously Looked After Children** need to be recorded on your census. If not, PPP for this cohort will not be paid and there is no retrospective funding process from the DfE.

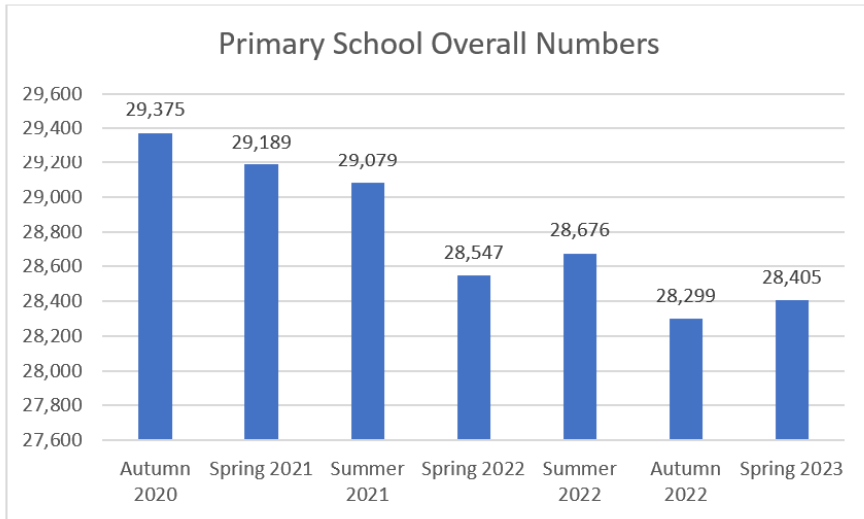
Primary School Numbers by Term



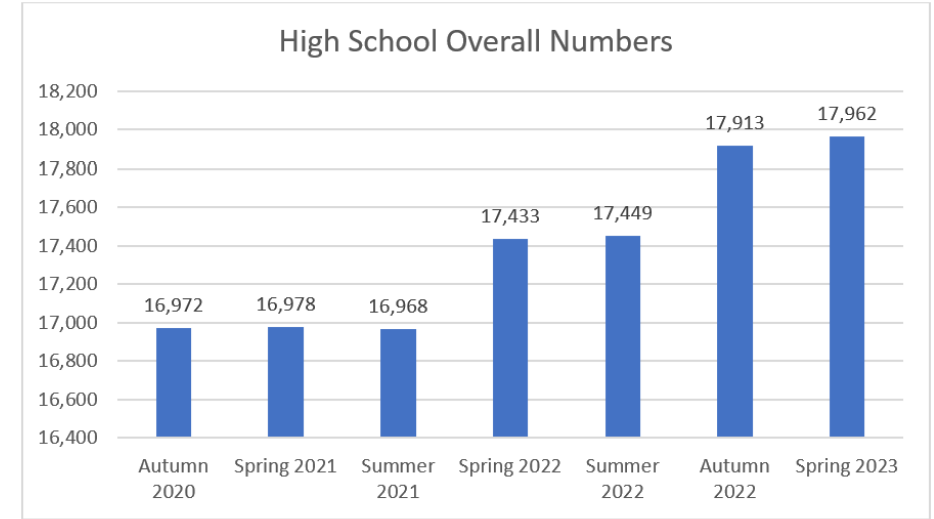
High School Numbers by Term



Primary School Overall Numbers



High School Overall Numbers



HTSI.

How To Spend It.

Using your pupil premium funding effectively

Supporting tools for developing an effective pupil premium strategy.



[Education Endowment Foundation | EEF](#)



1 HIGH QUALITY TEACHING

Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

✓ PPP spend.

Mentoring and coaching

✓ PPP spend.

Recruitment and retention of teaching staff

Technology and other resources focussed on supporting high quality teaching and learning



2 TARGETED ACADEMIC SUPPORT

Intervention to support language development, literacy, and numeracy

✓ PPP spend.

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

✓ PPP spend.

Teaching assistant deployment and interventions

One to one and small group tuition

✓ PPP spend.

Peer tutoring

✓ PPP spend.



3 WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Supporting attendance

Extracurricular activities, including sports, outdoor activities, arts, culture and trips

✓ PPP spend.

Extended school time, including summer schools

Breakfast clubs and meal provision

Communicating with and supporting parents



Further information on the Pupil Premium

This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.

<https://eef.li/pupil-premium/>



Attendance

- What is your CLA attendance figure?
- Do you report this as a discrete figure to your Governing body and CLA Governor?
- What support do you offer to secure CLA attendance?
- How can the Virtual School support you with attendance difficulties?

76%

Attendance for the
year (May)

22%

Persistent non
attenders (May)

6.6%

Not on roll (May)

Interesting / informative reports.

[Special educational needs in England, Academic year 2022/23 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

Headline facts and figures - 2022/23

EHC plans

389,171

pupils in schools in England. Up by 9.5% from 2022

[▶ What is this?](#)

EHC plans (percent)

4.3

percent of pupils with an EHC plan. Up from 4.0% in 2022

[▶ What is this?](#)

SEN support/SEN without an EHC plan

1,183,384

pupils in schools in England. Up by 4.7% from 2022

[▶ What is this?](#)

SEN support/SEN without an EHC plan (percent)

13.0

percent of pupils with SEN support. Up from 12.6% in 2022

[▶ What is this?](#)

Over 1.5 million pupils in England have special educational needs (SEN)

An increase of 87,000 from 2022. Both the number of pupils with an education, health and care (EHC plan) and the number of pupils with SEN support have increased:

- The percentage of pupils with an EHC plan has increased to 4.3%, from 4.0% in 2022.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased to 13.0%, from 12.6% in 2022.

Both continue a trend of increases since 2016.



Ealing

www.ealing.gov.uk

 **CREATING**
GOOD JOBS

 **TACKLING**
THE CLIMATE CRISIS

 **FIGHTING**
INEQUALITY

Looked after children who are not in school

May 2023

CLA characteristics that indicate increased likelihood of being missing from school:

- UASC status
- EHCP status (especially SEMH & ASD)
- Older children (KS4)
- Boys
- Black ethnicity groups

[Looked after children who are not in school | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://www.childrenscommissioner.gov.uk)

Factors related to a child's education:

- Children who missed more than 10% of sessions in autumn term 2021 without authorisation were more likely to be missing school in March 2022;
- Children who previously attended schools rated inadequate by Ofsted were more likely to be missing school; and,

- Looked after children who had previously attended a state-funded alternative provision (AP) were more likely to become not in school than those who previously attended a state-funded mainstream or special school.

Factors related to a child's care placement:

- Children in foster care were much less likely to not be in school than looked after children in fully or semi-independent living;
- Having a higher number of care placements in a year was associated with being not in school; and,
- Looked after children living in placements outside of their home local authority were more likely to not be in school.

Recommendations

- Increasing support for children in need to access education (e.g. 1st day provision for CWSW if excluded/suspended)
- Updating and expanding Pupil Premium Plus (e.g., CiN, and up to 18)
- Ensuring that the education that children receive is high quality and safe (e.g. defining “good quality education” in Statutory guidance)
- Supporting children with particular vulnerabilities to thrive in school
- Ensuring children do not miss out on school (Better data, Ban EHE for CWSW)
- Increasing accountability and collaboration across the system so vulnerable children are safe and supported

(eg extending the power of direction of the VSH to include CWSW and for LA’s to be able to direct academies without having to go to SoS, bind care plan &EHCP with “home” LA responsible)



HM Government

Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan

Right Support, Right Place, Right Time

March 2023



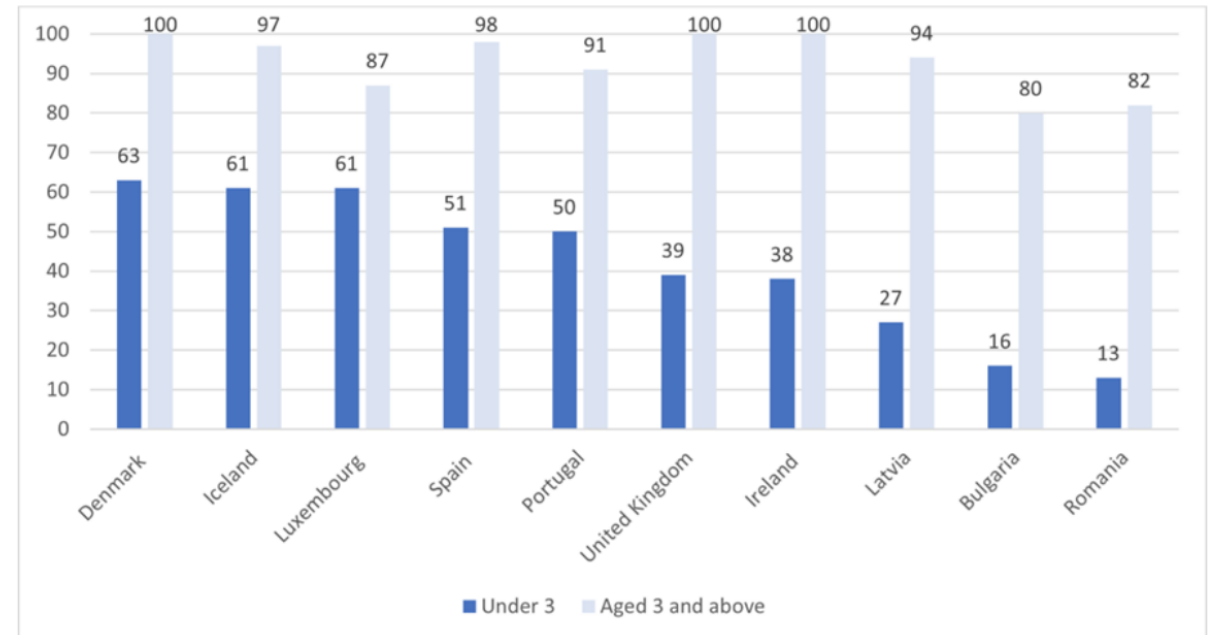
[Special Educational Needs and Disabilities \(SEND\) and Alternative Provision \(AP\) Improvement Plan \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Research and analysis

International perspectives on early years

Published 20 June 2023

Figure 1: Participation of children aged under 3 and aged 3 and above in early years provision across some European countries, as at 2018



[International perspectives on early years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Early Years.

- Sian Hender



THINK EQUAL



A global education charity that is both a movement and a concrete programme, to **lay the positive foundations for individuals and wider societies.**

WELLBEING & MENTAL HEALTH

A COVID response

PSYCHOSOCIAL COMPETENCIES

Self-esteem; empathy...

SOCIAL JUSTICE

Inclusion, gender, race & other equality, environmental stewardship...



Includes three of the best practice examples in the field...

- ▶ Kindness Curriculum from the Center for Healthy Minds (co-created Professor Richard Davidson)
- ▶ SEE Learning Curriculum from Emory University
- ▶ RULER Programme from the Yale Center for Emotional Intelligence.



Our Child-Centered Holistic Approach



TEACHER TRAINING

In order to equip teachers to effectively deliver this programme, we offer 5 hours of digital self-paced teacher training modules. 15 x 20 minute break the training into easy chunks.

We are also in the process of developing additional modules on early years mental health first aid - watch this space!



HOME ITERATIONS

In order to reach children at home, and to facilitate parental engagement in the learning process, we have created home kit activities to compliment the classroom programme, further cementing the learning. Through the teachers, parents are sent 5 x 10 minute activities per week to enhance the classroom learning, and engage the parents in it.



CLASSROOM PROGRAMME

Reaching the children in the classroom, with 30 weeks of evidence-based Social and Emotional Learning for mental health, wellbeing and social justice. We have also developed, with mental health specialists, a further Think Equal classroom programme which is trauma informed for refugee/IDP/conflict affected communities.

Think Equal in the UK Overview

So far we have reached:

Classrooms: 1,200+

Children: 36,000 +

Greater Manchester 2022/3:

Every Reception Classroom -

- ★ Target 1,239 classrooms (33,000+ children).
- ★ Funded through the School Readiness & NHS Mental Health in Schools Programmes.

700+ Nurseries

- ★ Funded through GMCA streams (including the Violence Reduction Unit of the Police) alongside Local Authority buy in for specific localities.

South-West Wales 2022/3:

- ★ 150 Reception classrooms in Y1.
- ★ Expanding to a further 80+ classrooms in Y2.
- ★ Funded and translated by Partneriaeth.

Royal Borough of Kensington and Chelsea:

Classrooms: 33
Reach: 948 children

Tower Hamlets:

Classrooms: 111
Reach to date: 5,355 children

Additional projects:

- **Whole Education Project:**
Classrooms: 100
Reach 2,500 children (approx.)
- **Bounce Forward**
Classrooms: 57
Reach: 1,425 children

We are also currently in exciting conversations with further areas including Plymouth, Devon, the Wirral, Sutton, Hertfordshire and more!



Personal, Social and Emotional Development

- Self regulation
- Managing self
- Building relationships

Communication and language

- Listening attention and understanding
- Speaking

Literacy

- Comprehension
- Word Reading
- Writing

How Think Equal links to the 7 areas of Learning and Development and ELGS

Expressive Arts and design

- Creating with materials
- Being Imaginative and Expressive

Mathematics

- Number

Physical Development

- Gross Motor skills
- Fine Motor Skills

Understanding the World

- Past and present
- People, Culture and Community
- The Natural World



Think Equal's fulfillment of Ofsted Requirements

Key Areas of Inspection	Think Equal's Contribution to this Criteria
Quality of education <i>(Intent, implementation and impact)</i>	The Think Equal programme has been created by global experts in the field of education, psychology, neuroscience and human rights. The detailed, instructional nature of our lesson plans ensures equity of provision of high quality learning across all classrooms.
Behaviour and attitudes	Our programme supports the fostering of a positive, safe, inclusive and respectful relationships and school culture.
Personal development	Our programme supports young children in becoming responsible, respectful and active citizens.
Leadership and Management	Think Equal supports school leadership in sustaining high expectations, Teacher CPD, workload and wellbeing and in engagement of parents and communities

"[These areas of inspection] give pupils the qualities they need to flourish in our society, develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy." OFSTED Guidance for School Inspection Handbook (2022)



THINK EQUAL PROGRAMME

Consists of 3 age-appropriate levels:



LEVEL 1
Ages 3-4



LEVEL 2
Ages 4-5



LEVEL 3
Ages 5-6

Each level comprises:

5hs

DIGITAL
TRAINING

24

NARRATIVE PICTURE
BOOKS

90

LESSON PLANS

50+

RESOURCES

30 WEEKS OF
TERM TIME

30 MINUTE
LESSONS

3 LESSONS
PER WEEK

Interested in developing the Think Equal Curriculum and would like Virtual School support in this?

Please indicate interest in the questionnaire.

Criteria – to have a CLA on roll who will benefit from the programme along with his/her peers.

Webpage available here:

[Think Equal.](#)

*Materials are reused year after year with new child cohorts no further funding required after

Children With a Social Worker.

Type	CWSW Pupils	CWSW Pupils matched to a school	CWSW Pupils matched to an Ealing school
CFA	471	258	243
CIN	2012	1127	970
CLA	307	151	89
CP	258	156	143
CWD	286	238	212
Grand Total	3334	1930	1657

CWSW Recommendations for DfE from Oxford University Rees Centre Research.

Ensure that Ofsted inspection guidance highlights CWSW and links their outcomes to any safeguarding judgement.

Make the CWSW VSH duties statutory as they are for CLA and PLA.

Extend Pupil Premium to all CWSW to strengthen the profile, commitment and longer-term investment in CWSW.

Revise the social work training curriculum to include learning as a protective factor.

Revise guidance on child in need plans and child protection plans to ensure learning as a protective factor is explicitly addressed and that plans reference the views of the child.

Longer-term funding commitment needed from DfE to enable a) quality, continuity and stability of staffing; b) LAs' investment in data; c) LAs' (via schools and MATs) investment in intervention/support programmes.

Children With a Social Worker

Building Belonging through Relationships

The Relational
Approach



Protection

Provide safety and security. Be a source of safety through your relationship and the safety cues you provide. Be predictable, reliable and trustworthy. Provide structure, boundaries and containment.



Connection

Be physically and emotionally available. Be responsive, expressive and interactive. Attune and connect physically and emotionally. Show them you like them and are interested in them. Be playful and have fun.



Understanding

Be curious about their feelings, thoughts and behaviour. Think for them - try to work it out. Accept their feelings and experience, empathise, wonder aloud, validate, show them you 'get it'. Help them to process their feelings.

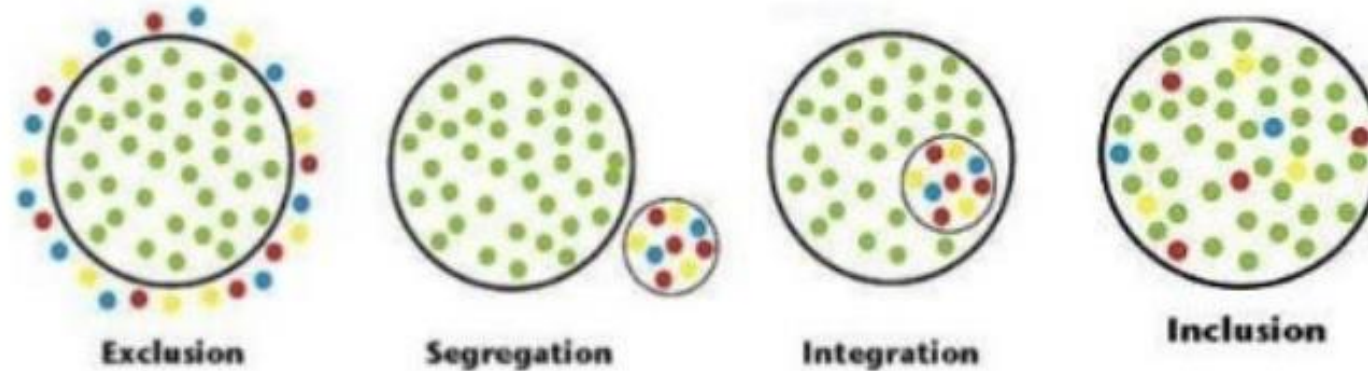


Care

Be loving and compassionate. Show you care, look after their basic needs, soothe and comfort them. Hold them in your mind.



What is Inclusion?



Paradigm shift for education systems to include and serve ALL children

Students with disabilities or different abilities attend regular schools and classrooms

Every child is equal participant in the learning process with the supports they require to succeed

Attachment and trauma informed approaches.

Developing an Attachment Aware Behaviour Regulation Policy:

Guidance for Brighton & Hove Schools
September 2018



'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.'
Dr. Dan J. Siegel

Brighton & Hove
City Council

[Developing an Attachment Aware Behaviour Regulation Policy](#)

brighton-hove.gov.uk

Telford and Wrekin Belonging Strategy

April 2019

'Belonging' is that sense of being somewhere where you can be confident that you will fit in, and feel safe in your identity. As schools are one of the few shared social institutions which can create a sense of belonging or exclusion, it's vital that they are places of welcome and belonging.

A school is just a building. What happens in any school is down to the people in and around it: the children, their families, the staff - and the leaders. How leaders think, decide, act and reflect, and draw on their knowledge to create a roadmap of possibilities is critical to the well-being of children and adults.

Kathryn Riley, Professor of Urban Education, UCL Institute of Education (IOE)

[Guidance for Schools - Telford & Wrekin Council](#)

Principles for Trauma Informed Practice

Bristol, North Somerset & South Gloucestershire



[One City Strategies - Bristol One City](#)



Every child is included and supported:
Getting it right in Glasgow, the Nurturing City

Policy Guidelines

June 2016



Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

[Nurture - Glasgow City Council](#)

www.ealing.gov.uk



Children with a social worker 2023-2024

- Autumn term – school policy to be released.
- Focus groups: DTs, Social Care to explore this area in more depth and propose ways of monitoring and championing CWSW.
- Provision of training to Social Care about school policies and practices.
- On-going monitoring and analysis of data – the data set is becoming increasingly rich.

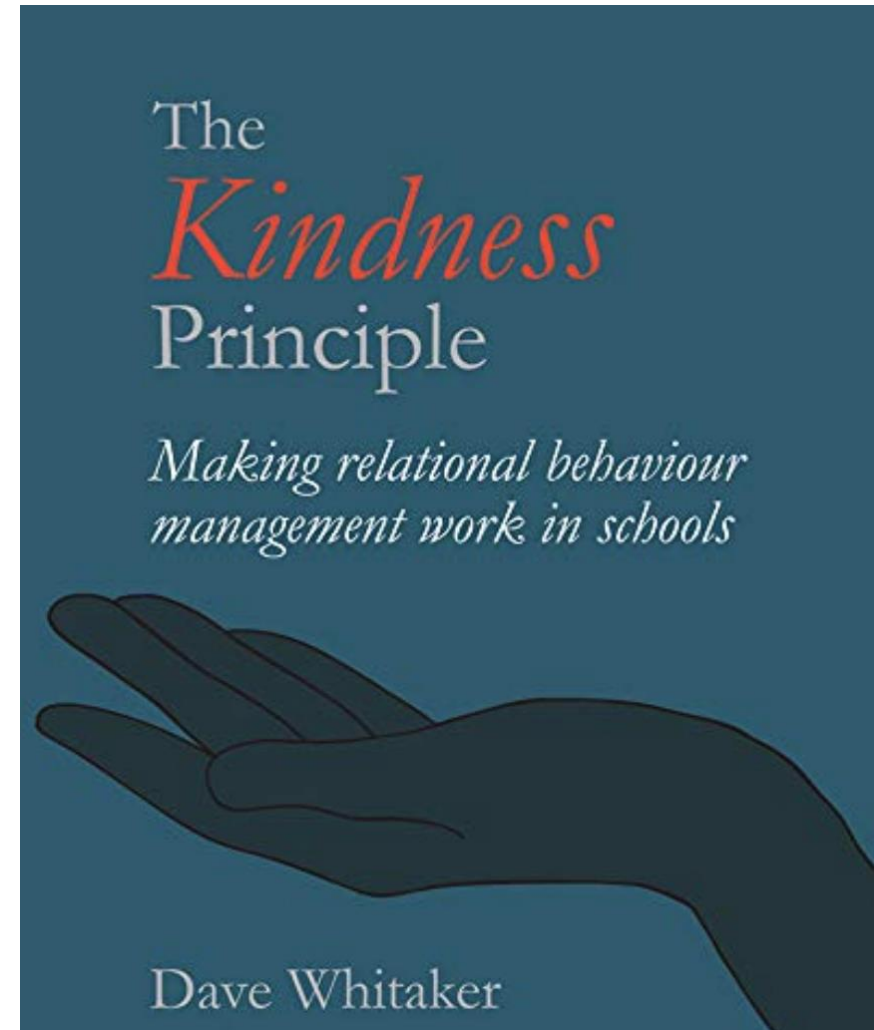
- How do you support CWSW?
- How do you report on this cohort to your Governing body and CLA Governor?
- What support do you offer to secure CWSW outcomes?
- How can the Virtual School support you further?

87.6%

Book review – Dave Whitaker The Kindness Principle.

The Kindness Principle: Making relational behaviour management work in schools by Dave Whitaker

- Explains how schools can establish and sustain a behaviour management approach rooted in values, acceptance and a genuine understanding of children's behaviour.
- Written by Dave Whitaker, *The Kindness Principle: Making relational behaviour management work in schools* advocates a behaviour management approach rooted in values, acceptance and a genuine understanding of children's behaviour. In an education system that too often reaches for the carrot-and-stick approach to dealing with poor pupil behaviour, an approach built on kindness and compassion might just provide the cure.
- The Kindness Principle begins with the idea that relationships should be at the heart of behaviour management and culture, and sets out the ways in which the adoption of relational approaches can help create safer and happier schools. Schools where all staff and learners are valued and understood, where expectations and standards are high, and where kindness and acceptance matter.
- Dave Whitaker explores why it is so important to understand children - offering techniques and advice on how to work effectively with all children (even the most challenging and troubled ones) without resorting to zero-tolerance, no-excuses and consequence-driven practices. Dave also shares a wealth of real-life experiences from some of the most challenging schools in the country, along with research-informed insights that will help teachers understand children's behaviour in a new light. To this end he provides a wealth of guidance to help develop effective practice and learn from people who have actually walked the walk and don't just talk the talk.
- Topics covered in the book include: restorative approaches, unconditional positive regard, building personal resilience, structures and routines, and the ins and outs of rewards and sanctions. Suitable for teachers, school leaders and anyone working with children.



2023 – 2024: what would help you?

• **Autumn Term:**

- DT briefing
- DT Focus group offer (volunteers, please!)
- Develop PEP for school involvement.
- Training for DTs.
- Think Equal offer
- Visits from Virtual School Teachers.
- Visit for the Virtual School Head.

• **Spring & Summer Terms:**

- DT briefings
- Implementation of feedback from VS,CS others.
- Review Think Equal for impact
- Visits from Virtual School Teachers.
- Horizons developments confirmed.
- Possible conference on CLA, CWSW, for DTs, Social Care and Foster carers.

Your feedback matters:

DT Questionnaire



Scan the QR code or follow this link:

<https://forms.office.com/e/f1gpWPLCuV>

Thank you everyone.

Have a wonderful summer.