

Barnet Virtual School Newsletter

Autumn Term 1 2022

Welcome back to the Autumn Term. We hope the term has started smoothly. This newsletter is aimed at both Designated Teachers and Designated Safeguarding Leads as we have responsibilities for children in care and the wider group of all children with a social worker.

Working together to improve School Attendance

The DfE recently published [Working together to improve school attendance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) explaining the need for stakeholders to work together to maintain high levels of school attendance. The document identifies some key groups including Children with a Social Worker and Children in Care as cohorts in need of targeted support and good school attendance is seen as a protective factor in these cases.

We are currently working with Barnet Family Services to raise awareness about good school attendance with social workers through training and the addition of a target on CP/CiN plans if attendance falls below 95%. As before, if the attendance for a child in care is below 95% (or there were concerns last year at this point in the year), there should be a target on the PEP.

DfE updates to Suspension and Exclusion Legislation

Back in July the DfE updated its guidance [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk). When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision:

- Notify the social worker and/or VSH, as applicable.
- Schools must ensure they have a formal process in place for informing social workers, clearly setting out all reasons for the suspension exclusion.
- Both the social worker and/or VSH, must be informed when a governing board meeting is taking place, in order to share information.

We would ask that you notify both the social worker and the Virtual School of all exclusions to ensure everyone is aware and able to support the child/family.

Key Contacts at the Virtual School

Head Teacher: Sarah.deale@barnet.gov.uk **Deputy Head of School:** Julie.locke@barnet.gov.uk

School Business Manager: Jane.thrift@barnet.gov.uk **Caseworker:** Allan.newby@barnet.gov.uk

PEP Coordinator: Caroline.Gladkow@barnet.gov.uk **Caseworker :** Hannah.hudson@barnet.gov.uk

Caseworker: Ornella.rochfort@barnet.gov.uk **Senior Caseworker:** Frazier.stroud@barnet.gov.uk

Caseworker : Sejal.patel@barnet.gov.uk **Caseworker—Post 16:** Aiysha.iqbal@barnet.gov.uk

Education Lead—children with a social worker: Nicola.axford@barnet.gov.uk

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PEP Completion Guidance

ESSENTIAL READING FOR D.T.s

Over the summer break we have made some changes to the PEP format. Please see below for updates on these and some key reminders.

My Views, Wishes & Feelings—page 2

The pupil voice section is a key component of the PEP. Ideally the pupil voice should be obtained prior to the PEP meeting so that it can inform the discussions within the meeting. However, if this hasn't happened, please do still obtain it and complete this section within the meeting.

When completing Pupil Voice with younger children the questions should be used as a prompt for discussion or a series of observations alongside the child during play and everyday routines, this way all children including non-verbal children can contribute and their 'voice' can be heard.

For Key Stage 3 and 4 pupils discussions around future career aspirations and future plans for education, training or employment should be included within this section.

If you have a young person who will not give their views, please make sure you record this and put why.

KS2 Child Voice

The screenshot shows a form titled 'KS2 Child Voice' with navigation buttons: 'Go to previous page', 'Save page', 'Save page and go to next page', and 'Go to next page'. There are two questions, both marked as mandatory (DT) and locked (lock icon):

- 1 Has the pupil views section been completed? [DT] [lock] [help]
- 2 If the pupil has not completed this section please state why [DT] [lock] [help]

The first question has a dropdown menu below it with a red error message: 'MANDATORY FIELD: This field MUST NOT be empty.'

My PEP Meeting—page 3

The screenshot shows a table titled 'MEETING NOTES' with a sub-header '5 Adult views table'. The table has three columns: 'Adults name', 'Autumn term comments', and 'Adults name'. There are four rows for different roles: Parent/Carer, Social Worker, School, and Other professional and/or adult views. Each cell contains a text input field.

	Autumn term comments	Adults name
Parent/Carer	<input type="text"/>	<input type="text"/>
Social Worker	<input type="text"/>	<input type="text"/>
School	<input type="text"/>	<input type="text"/>
Other professional and/or adult views	<input type="text"/>	<input type="text"/>

A new table has been added into this section to collect the views of for each adult at the meeting – these are included for the Social Worker, Carer, Designated Teacher and any other professionals present. This needs to be completed each term and will provide an overview of the meetings across the year.

There is a section underneath for general notes.

About Me—page 4

This is for the social worker to complete after the meeting.

My Education

Please ensure that the pastoral update has been completed within this section of the PEP.

The screenshot shows a form titled 'PASTORAL UPDATE' with a question: '17 How does the child/young person present in school on a day to day basis? E.g. emotional health and well being, presentation, attitude to learning, social skills'. Below the question is a text input field and a red error message: 'If it is a cause for concern, please ensure it is addressed in the targets/outcomes'. The question is marked as mandatory (DT) and locked (lock icon).

PEP Completion Guidance continued

My Attendance Records

You now only need to provide and overall attendance % in the new PEP template.

If the attendance is below 95% then please do include a specific target around improving attendance in the targets section unless there is an exceptional reason (e.g. beginning of the Autumn Term and young person has had one bout of illness and good attendance the previous year). This target should include a realistic aim and strategies that everyone can do to support the young person to improve their attendance. If there is an emotionally based reason for the attendance issue, there is information on the local offer page which may help: [Barnet Local Offer :: Home / Info and Advice / How to get help / How specialist education services can help / Inclusion Advisory Team \(Formerly HIST\)](#)

My Achievement

Please provide evidence of updated attainment and progress data for each term. Where a PEP takes place at the beginning of a term, it might be appropriate to put end of term data from the previous term. If data is not available this information should be updated in the next PEP and a note made that the data was not available at the time of the meeting. The two general questions should always be answered:

Overall am I making good progress regardless of my attainment			
	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Good Progress	Good Progress	Good Progress
	v	v	v

Attitude to Learning			
	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Attitude	Attitude	Attitude
Attitude to Learning	-	-	-
	v	v	v

Targets / Outcomes

Previous Targets: Please review the outcome of the previous learning targets, where funding has been allocated (Reception – Year 11), please can you ensure the review demonstrates what impact this spend has had on learning.

New Targets: Please include a minimum of 3 learning targets, these can be related to academic achievement, mental health & wellbeing, attendance, transitions, social skills or extra-curricular opportunities. Targets should always be aspirational, challenging and SMART.

In addition to each target the following information should also be included:

- the reason why the target has been set
- the strategies which will be used to help support the child meet their target
- the name of the adult(s) that will be responsible for providing support / overseeing that the targets are actioned

Any pupil with attendance below 95% requires an attendance target to be included within their PEP

Funding

New learning targets that require funding from the Virtual School should include the requested funding amount and how this funding will be used to support the achievement of the learning objective. Please includes a breakdown e.g., 10 x 1-hour sessions per week x £10 p/h.

Please note we do not fund holiday clubs or holiday activities , after school clubs (unless related to learning), things the school's own funding covers, services available to all children. Please talk to your caseworker if you need ideas.

Please contact our PEP co-ordinator Caroline if you have any queries—caroline.gladkow@barnet.gov.uk

Training

New to D.T./New to Barnet Induction Course—remote training sessions.

This is a three part training session to help you with your new role



In these three sessions, we will be covering all the essentials.

Session One: Thursday 15th September 1.30 to 3pm

Understanding the role of the DT

- Who's who in Barnet Virtual School
- Role of the DT and your statutory responsibilities and how to work strategically as a DT

Session Two: Thursday 22nd September 1.30pm to 3pm

A Virtual Tour of the ePEP

- A guided virtual tour of Welfare Call and the ePEP
- How to set targets on the ePEP
- Pupil Premium Plus and the ePEP

Session Three: Thursday 29th September 1.30pm to 3pm

An Introduction to Attachment and how to support in schools

- An introduction to Attachment theory and why it matters
- The importance of the learning relationship and how you can support in school

Leader(s): Samantha Rothwell (Inclusion Advisory Teacher), Ornella Rochfort (Barnet Virtual School)

Understanding Attachment and Trauma - remote training session

This course is relevant to all D.Ts and safeguarding leads.

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. These training sessions will cover:

- The impact of the attachment process on learning
- How to promote positive attachment relationships in schools
- Different strategies in schools to support learning for children with attachment difficulties
- What is trauma and how it affects child development
- Adverse Childhood Experiences
- How do Trauma and ACEs present in behaviour
- How do we support children with trauma in their history

How do we intervene in ACE outcomes

Leader Alun Rees in conjunction with Barnet Virtual School

17th and 24th November 2022 13:30 - 16:00 This will be a remote training session.

To book either of these, please open this link: [CPD Strand-doc v3.9c \(schoolcircular.co.uk\)](https://www.schoolcircular.co.uk/CPD-Strand-doc-v3.9c)

Scroll to the bottom to find Virtual School Training

**Contact
us**



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