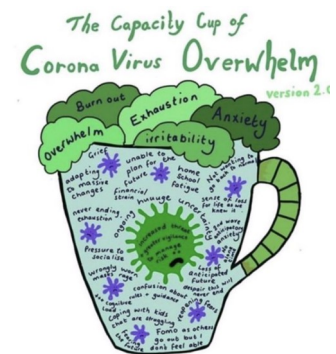


Welcome to the first of our Spring Term newsletters. I hope you all manage to have a good break and things are settling down a little in school. Someone shared this image with me recently which is a good reminder why both us as adults as well as our children and young people may be continuing to find things difficult and what it might result in us feeling.



The deadline for statutory PEPs this term is 23rd February. Please ensure all PEPs are completed by this date.

You should recently have had an email from us to remind you that we have been given **recovery premium funding for looked after children**. This is £145 for children in mainstream schools and £290 for children in SEN units, schools, Pupil Referral Units and hospital schools. The grant is to be used to benefit looked-after child's educational needs as described in their personal education plan. **Please make sure that you write a target in the PEP with funding costs to access this funding for your child – there is a drop down option within the funding source box saying recovery funding.**

You can also request pupil premium funding to improve outcomes for your looked after child e.g.

- Raising levels of achievement and progress (e.g. tuition)
- Supporting achievement in an area where a child is gifted and talented (e.g. clubs or enrichment)
- Improving attendance
- Supporting emotional wellbeing (e.g. play therapy)
- Promoting inclusion (by reducing internal and external exclusion)
- Developing social skills (e.g. lego therapy)
- Supporting a smooth transition into the next key stage or new place of learning

The PEP action plan should demonstrate targets for improvement, expected outcomes, strategies and costs of support. We do not have a set amount we allocate as children's needs vary and we therefore allocate on the amount of support needed on an individual basis. On average, it is around £500 a term. **However, we do have additional funds available so please do be imaginative in your requests.**

Please remember Pupil Premium Plus funding cannot be used to double fund or to fund provision that is the right of any child e.g. class teacher, SENCo, class TA. Please ask your caseworker if you are unsure.

Working with children/young people who are hurting: Trauma and the developing brain

- Outline how trauma impacts on children's development, wellbeing and learning
- Consider the impact of covid-19 on children in care's resilience
- Explore trauma sensitive practice

Wednesday 9th March 9.30—12.00

This will be a virtual training session and all schools with a Barnet Child in Care are welcome to join whether you are an in borough school or not.

Please follow open this link to book: [Barnet CE Strand-doc v3.9.1](#)

Click on Designated Teacher training.



Working with newly separated children—UASC

Newly separated children are children and young people who have left their home country and arrive to the UK alone. Most are aged 14-17 and have fled their home country out of fear. Some have been trafficked to the UK.

Experiences of separated children (most common)

Before leaving their homeland

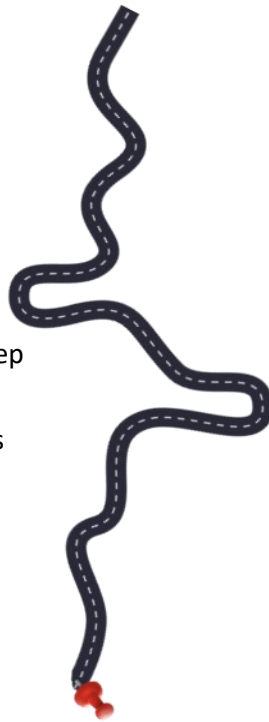
- For some, limited education due to poverty, war, views on education for girls
- War, political persecution
- Abuse or neglect from caregivers
- Poverty, malnourishment
- Grief & loss

During their journey to the UK

- Abuse e.g. from traffickers
- Fear, uncertainty
- Poverty, malnourishment & disrupted sleep
- Physical exhaustion
- Isolation & separation from family/friends
- Grief & loss
- Prejudice

Once arrived in the UK

- Racism and prejudice
- Loss & grief
- Distress (natural response to trauma)
- Feelings of safety and relief
- Anxiety and uncertainty about their future e.g. right to remain in the UK)
- Age assessments (where the child's age is disputed)
- Stress of paying back traffickers or sending money home
- Unknown customs and norms
- Language barriers
- Exhaustion, sleep difficulties, malnourishment (impacts learning and mental health)
- Isolation



Key facts & figures

Most separated children arrive to the UK from Sudan, Eritrea, Afghanistan, Vietnam, Iraq, Iran, Albania, Ethiopia, and Syria.

Separated children are often granted 2 ½ years leave to remain in the UK. This creates anxiety and uncertainty about their future (Refugee Council)

- 65% arrive malnourished
- 70% experienced violence and abuse before/during their journey to the UK
- 30% were trafficked to the UK
- 20% have experienced a violent bereavement
- 27% disclose thoughts of suicide & self-harm
- 65% had 2+ years of schooling in their home country (often part-time and/or with frequent disruption)

(data shared by London Asylum Seekers Consortium, Dec 2021)

Further information and resources

[Schools of Sanctuary](#)

[NALDIC](#)

[The Bell Foundation](#)

[Refugee Education UK \(REUK\)](#)

[UASC Health](#)

[New Citizen's Gateway](#)

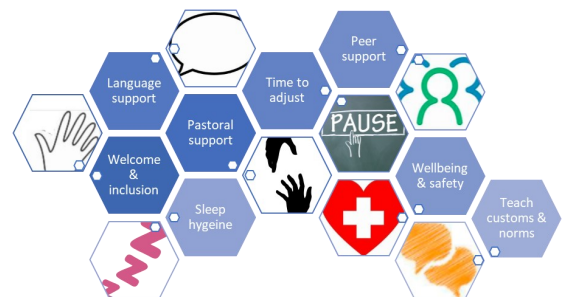
Refugee Education UK offer some fantastic training and recently held one called 'Supporting Afghan Children in Educational Settings'. It is really informative and is well worth putting aside an hour to watch. You can find the recording here: [Supporting Afghan Students in Schools - Schools of Sanctuary and Refugee Education UK - YouTube](#)

Supporting Afghan children in schools

3 November 2021
Refugee Education UK

Ways education settings can support separated children

- Creating safety within the body: teaching regulating techniques, help the YP to communicate feelings via words, images and activities e.g. body map exercises
- Provide safe spaces in school
- Assign key adults—think about who may be the best person
- Buddy systems - preferably similar cultural/linguistic background
- Welcoming environment (e.g. visible signs to celebrate diversity) - remember this could be their first experience of education
- Involve in extra-curricular activities—let the foster carer and social worker know what is on offer
- EAL support & use of interpretation services/software -
- Explain school customs & systems (e.g. uniform, what the register is) and education routes
- Share cultural norms e.g. clocks changing, gender values
- Teach sleep hygiene—you can find out more about sleep packs here: [Mental health – UASC Health](#)
- Ask about early education experiences
- Additional education input—remember the Virtual School may be able to provide some additional ESOL
- Recognise the child's strengths and resilience
- Liaise with local organisations which offer support. In Barnet it is [New Citizen's Gateway](#)

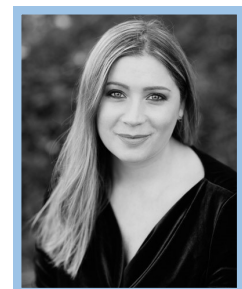


SAVE THE DATE

Friday 26th May - all day!

By popular demand we have arranged for:

Dr Karen Treisman



to return to Barnet to deliver more training for us. This will be free and delivered virtually.

Those of you who attended her training last year will remember what an inspirational speaker she was and we are pleased to be able to act on your requests for more of her! Dr Karen Treisman, MBE, is a Highly Specialist Clinical Psychologist who has worked in the National Health System and children's services for several years. .

Her session will be on: **Trauma and the impact on the body, including introducing body-based and sensory approaches.**

Booking details will be circulated nearer the time!

Contact us

FOLLOW

Follow us on Twitter to keep up with news and opportunities to support our young people. **@barnetvs**



You can read more about the Virtual School and find useful resources by going to [Virtual School | Barnet Education & Learning Service | London \(bels.org.uk\)](#)



Tel: 020 8359 4534



email:

Barnet.virtualschool@barnet.gov.uk

Key Contacts at the Virtual School

Head Teacher: Sarah.deale@barnet.gov.uk

Deputy Head of School:

Julie.locke@barnet.gov.uk

Virtual School Business Manager:

Jane.thrift@barnet.gov.uk

PEP Coordinator:

Vacant

Caseworker:

Allan.newby@barnet.gov.uk

Caseworker :

Hannah.hudson@barnet.gov.uk

Caseworker:

Ornella.rochfort@barnet.gov.uk

Caseworker:

Sejal.patel@barnet.gov.uk

Caseworker—Post 16:

Frazier.stroud@barnet.gov.uk

Caseworker—Post 16:

Aiysha.iqbal@barnet.gov.uk

Education Lead—children with a social worker:

Nicola.axford@barnet.gov.uk

Virtual School Team Member Profile

Nicola Axford — Education Lead for Children with a Social Worker

Hello, my name is Nicola Axford and I am the Education Lead for Children with a Social Worker at the Virtual School. Back in June, the Department for Education announced that Virtual Schools would take a strategic lead in monitoring and raising outcomes for all children with a social worker in a pilot project. My role was created in response to the new guidelines and I started at Barnet in September.



I trained as a Secondary teacher and have worked in schools across London in various teaching and management roles. I believe passionately in providing all young people with the best life chances and it is great to be part of the Virtual school team where inclusion is at the heart of everything that they do. Before joining Barnet, I was Head of School at a KS4 Pupil Referral Unit in Ipswich where I enjoyed working collaboratively to find positive strategies to help children who had been excluded create their own personal success stories and close the gap that often exists. Although I miss working directly with young people and families, it has been fantastic to work more closely with social care teams and schools across the borough. I am learning so much from the BELs networks already in place and it is both impressive and inspiring to see the quality of work that schools and social care teams do every day to support our most vulnerable learners.

The first phase of the Children with a Social Worker project has been an information gathering exercise to identify the cohort and their educational placements. I'd like to say a massive thank you to everyone who has aided with this process! The next phase is looking at what support can be offered to schools and social care teams and I will be in touch again soon to update and share the programme. In the meantime, if you have any questions regarding the project or you would like to discuss any specific issues, please get in touch.