

Improving school attendance - ways to tackle persistent absence



Please make sure someone from your school attends!! Speakers include

Hannah Blausten from the **Education Endowment Fund** will be giving a summary of the Rapid Evidence Assessment into interventions to improve attendance recently published on the EEF website

Ellie Costello from the charity **Square Peg** will talk about the lack of data on persistent absence and what schools can do to make a difference in supporting young people and families.

Dr Ruth Moyse from **Southampton University** will look at how the words we use frame how we understand and address persistent absenteeism with a particular focus on autistic girls

Lauren Jefferson will update about processes and support offered through the **BELs Education Welfare service**

Barnet Family Services will highlight ways that social care can support attendance and discuss examples of best practice between schools and social workers

Amy Gibb and **Parminder Chana** from **BELs Educational Psychology team** will be discussing Emotion Based School Avoidance and ways for schools to support young people affected by this.

Wednesday 27th April 2022 9.15am to 12.15pm This will be a virtual training session.

New Barnet Virtual School 'Post 16 Handbook' Designated Teacher Workshop

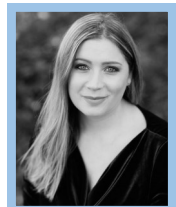
In this workshop, we will be launching our fantastic new resource from Barnet Virtual School:

- Introducing our new 'Post 16 Handbook'
- Understand how the handbook can support you in your role as DT
- How to use the handbook to support you with the PEP process
- Signposting to useful organisations and resources

Wednesday 4th May 2022 9.30am to 11.00am This will be a virtual training session.

An introduction to the impact of relational and developmental trauma on children's bodies and sensory worlds

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.



Karen will be teaching us about the multi-layered impact of trauma, neglect, toxic stress, and disrupted attachment on children, adolescents, and on their surrounding adult's bodies (Physical and sensory world), brains (cognitive and neuropsychological including the in-utero period) and emotions (including emotional regulation). The training draws on the evidence-base and neuroscience findings and attachment, loss, stress, and trauma theory base with a focus of translating the findings into day-to-day work.

Thursday 26th May 2022 9.15am to 12.15pm This will be a virtual training session.

To book any 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

PERSONAL EDUCATION PLANS AND FUNDING

The deadline for statutory PEPs this term is 17th June 2022.

If you have a statutory age child, you can make requests through the PEP for two different sources of funding.

Recovery premium funding

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.** Last term we had requests for funding for books, kindles, instruments and extra clubs so please think about what your children need

Pupil premium funding

This funding is 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

Again Pupil Premium Plus funding is requested through the PEP and should be attached to an outcome for the young person. This outcome should be a clear target for improvement and identify how it is going to be achieved e.g. 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.

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.

We expect every statutory age child to have at least three targets which might be academic or focus on well being or enrichment. If the child's attendance is below 90% there should be a target to try and improve this.

On Welfare Call ...

On the PEP the outcome/target page

The **outcome or target** is what you want the child to achieve (e.g. achieve 75% in end of term maths test)

The **why** is the reason for the target e.g. not currently making expected progress

The **how** is what strategies are going to be put in place by everyone to achieve the target e.g. 1 hour weekly after school tuition with maths teacher, 3 x weekly use of Times Tables Rock Stars at home and weekly maths game to play with foster carer

Please contact your caseworker if you have any questions about the PEP.

Contact us



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 \(bels.org.uk\)](#)



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Virtual School Team Member Profile

Sejal Patel—Caseworker

Hello. My name is Sejal Patel, I am a caseworker working with various year groups throughout Early Years, Primary and Secondary phases. I have been working as a caseworker since November 2021

I have spent my entire career in Barnet, firstly as an NQT and then taking on various roles within schools including class teacher, learning mentor, SENCO and other leadership posts. My most recent position was as Headteacher of a two-form entry school in Barnet.

Working within Barnet's Virtual School has provided me with an amazing opportunity to experience working with multiple professionals. It has been fascinating to see how the social care systems work outside a school setting. The complexities, care and attention given to each individual young person has been particularly revealing. The attention to detail to ensure that young people have the best possible opportunities and outcomes has also been remarkable.

I feel I have personally benefitted from the fantastic training and support that The Virtual School has been able to offer me as part of my induction into my role. I would urge school staff to engage with the training opportunities that are offered through The Virtual School and BEL's.

It has been empowering working alongside a great team of colleagues who are so incredibly nurturing, and trauma informed. Although I miss the day-to-day buzz of school life, I am enjoying the new pace and challenge that working within the Virtual School has been able to offer me.

