

# Sheffield Virtual School for Children Looked After



## Virtual School Training Offer 2021/22



## Virtual School Training Offer

The Sheffield Virtual School ensure that a comprehensive training package is available. This training offer will cover support for professionals involved with Children who are Looked After and those Previously Looked After to Sheffield Local Authority. Training will be advertised in the termly newsletter and emails to schools / settings and social care.

### Booking

To book onto any of the sessions included in this booklet, please complete the booking form (Page 27) and return to [virtuelschool@sheffield.gov.uk](mailto:virtuelschool@sheffield.gov.uk).

Nearer to the training date, further information including conference call log in details will be e-mailed to you.

### Cancellations and non-attendance

We appreciate that you may not be able to attend a session due to unforeseen circumstances. In this case, please inform the Virtual School as soon as possible or check whether another member of staff is able to attend in your place. **No charges will incur if you are not able to attend.**

## **Bespoke Training**

All sessions available from the Virtual School can be offered on a bespoke basis. If you would like tailored training to meet the needs of your setting, school or establishment, please contact us to discuss this further.

For more information on bespoke sessions for Early Years, Primary, Secondary and Post 16, please contact us on [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk).

## **Continued E-learning**

Designated Teachers will be given access to an online course on the 'Role of the Designated Teacher'. Although this is not specific to Sheffield, this will offer an overview of the role in your school / setting.

Other online courses may also be available to you, which will offer further support with the CLA in your school. For full details and menu of available sessions, please see pages 9 and 10.

# Virtual School Training Offer

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# Support for Designated Teachers

## **Your role as Designated Teacher:**

As a new Designated Teacher at your school or setting, you hold responsibility to:

- Promote the educational achievement of Children Looked After and Previously Looked After
- Ensure that an accurate and up to date ePEP is completed on a termly basis
- Promote a culture of high expectations and aspirations
- Ensure that the young person has a voice and their views can be expressed
- Advise staff around teaching strategies, which are suitable for individual children and young people
- Have lead responsibility for the PEP (Personal Education Plan) and manage the use of pupil premium plus
- Have a relationship with the social worker and foster carer, to ensure that education and wellbeing needs are met in the most appropriate way

Please ensure that you read the [statutory guidance from the DfE](#).

## **Links to the Sheffield Virtual School:**

Every school or setting where a Sheffield Child Looked After attends (either in or out of city) has a link Advocate in the Virtual School. Advocates attend some PEP meetings (initial PEP meeting and other PEP meetings if there are concerns), are there to support you with the ePEP system and ensure that appropriate and measurable targets have been set for the young person.

Virtual School Advocates can visit Designated Teachers in school to talk through the Welfare Call system or are available via phone or email. If you need support as a new Designated Teacher, please contact [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk), where we will also share a user guide and timescales on when each termly ePEP should be submitted for quality assurance by the Virtual School.

## **Example of support that takes place:**

To ensure that you are supported with Welfare Call, we hold PEP training sessions via Conference call. Details can be found on page 19.

We also run termly 'Role of the Designated Teacher' training sessions. Please ensure that you enrol on to the 'Role of the Designated Teacher' with AC Education, (details below), and contact the Virtual School if you would like to book on to the Sheffield 'Role of the Designated Teacher' session. Details can be found on page 13.

# Support for Social Workers

## **Support for new Social Workers:**

Please contact the Virtual School if you are a new Social Worker for guidance or support. This may be online PEP training through conference call or to speak with a member of the Virtual School about the 'role of the Virtual School'. Please remember that support is available should you need it.

## **Links to the Sheffield Virtual School:**

Social Workers are responsible for chairing the PEP meeting with school, foster carer and other professionals involved with the child's education. The Virtual School Advocate does not attend every termly PEP meeting, but ensures that the ePEP is of good quality with appropriate targets and holds the pupil voice.

A good quality ePEP (completed by the Social Worker and Designated Teacher) is to be completed every term, and it is the responsibility of the Virtual School Advocate to 'quality assure the ePEP'. For a user guide on how to complete the ePEP, please contact [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk).

## **Examples of support that takes place:**

To ensure that you are supported with Welfare Call and the PEP, we can attend Social Worker morning training sessions or offer one to one guidance if you are a new starter or require a refresher.

We also have Advocates from the team who are linked to each Social Care work site. We will be able to contact you if you require some help with the system. Please do not hesitate to get in touch.

We can also attend 'Newly Qualified Social Worker' training sessions to talk about the role of the Virtual School and share information about the PEP and Pupil Premium Plus. Please contact us if you would like us to attend one of your meetings or briefings sessions. We would be happy to explain more about the Virtual School.



# E-Learning Modules

## Introduction

**AC Education** create engaging, interactive online courses for educators. With over 12 years' experience providing training to education and children's social care, AC Education brings this knowledge and understanding to help teachers support vulnerable and traumatised children.

During the 20/21 academic year, over 160 e-learning modules have been allocated to Designated Teachers and teaching staff.

**Target Group:** New Designated Teachers, existing Designated Teachers, Social Workers

Courses are written by experts such as UCL, Institute of Education and include subjects such as Attachment and Trauma theory and impact on behavior, Mental Health and the Role of the Designated Teacher. Courses include advice for devising strategies to work with vulnerable children, managing behaviors and improving outcomes.

With an extensive library of high-quality learning resources, AC Education offers an effective way of delivering key information with limited time away from the classroom.

### **How can I log on?**

If you are interested in a module, please contact the Virtual School. You will then be sent log on details directly from AC Education.

### **What sessions are available?**

For new Designated Teachers, a course specifically around the 'Role of the Designated Teacher' will be available from AC Education. Please note that this is a generalised e-learning session, and further, specific support is available from the Sheffield Virtual School. The Virtual School will invite new Designated Teachers to undertake this e-learning module.

Further modules are available for Designated Teachers, staff working directly with Children looked After and Previously Looked After and Social Workers. A full menu of available modules is below.

Road to Recovery: Returning to School	Supporting Pupils with Unmet Attachment Needs
Supporting Pupils with Mental Health Difficulties	Emotion Coaching
Understanding Trauma and the Impact on Young People	County Lines
Safeguarding and Child Protection Skills	Introduction to Safeguarding
The Role of the Designated Teacher	Adoption, Post Permanence and the School's Role
Transitions in Education	Communicating with Children and Young People
Equality and Diversity	Pornography and the Potential Impact on Young People
Online Safety and Cyberbullying	Secondary Trauma and Workplace Stress
Drug Awareness	Managing Challenging Behaviour
Supporting Asylum Seeking and Refugee Children	Bullying
Children and Domestic Violence	Children and Parental Mental Health
Children and Parental Substance Misuse	Impulsive Behaviour
Sexual Orientation and Gender Identity	Child Sexual Exploitation
Self-Harming Behaviours	Harmful Sexual Behaviours
Working with a Child who has been Sexually Abused	Bereavement
ADHD	Conduct Disorders
Autism	Foetal Alcohol Spectrum Disorder
Introduction to Mindfulness	Suicide Prevention
Peer on Peer Abuse	

To find out more about the above courses and see learning outcomes, please visit <https://www.ac-education.co.uk/education-training-for-teachers/>. To enrol on to any of the above sessions, please e-mail your first name, surname and name of the module to [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk).

"I found the course to be a really useful refresher which gave a good overview of the different aspects of the role of the DT within school. The case studies were particularly helpful in not only encouraging me to think about different interventions and support that may be appropriate to support a LAC child but also what impact we would hope to see. I feel this refresher will be support me to think slightly differently and be more creative with ideas when writing my next PEP."

*Catherine, Designated Teacher*

# Training and support for our partners

The Virtual School work with a number of key partners, and we try to offer as much support as possible for working with Children Looked After or Previously Looked After:

## Sheffield Music Hub

The Sheffield Music Hub provide one to one music lessons to our Sheffield Children Looked After (who attend a Sheffield school). All music leaders can access the AC Education courses if they find them of interest and helpful for their work with CLA. In addition to this, staff from the Music Hub can attend the Designated Teacher network meetings and PEP training.

## ESCAL Reading Volunteers

The Virtual School run a very successful Reading Volunteer programme: ESCAL Volunteering. We hold one training session per month for new Reading Volunteers, as well as termly drop in sessions to enable networking and sharing of ideas. Volunteers are recruited specifically to support our Children who are Looked After.

## Foster Carers

Foster Carers are invited to a 'The Role of the Foster Carer in Education' training session (EYFS/Primary and Secondary/Post 16 sessions available). This includes creating an environment for learning at home, key questions for school and effective use of pupil premium, as well as supporting reading at home through strategies and games. As well as facilitating these sessions, we have a very positive working relationship with the Fostering Service and are welcomed to their forums and coffee mornings. These sessions are normally held face to face and will resume when able to.

During this time, we are still providing support to carers by:

- Working with Booktrust and ensuring that children in Years 3 to 8 receive 'Letterbox' parcels every month (containing books, maths games and stationery)
- Working with 'Storytime', sending magazines to all CLA from early years to Year 5
- Sending additional resources and booklets electronically to carers, which provide activity ideas, tips and signposting

## Additional support...

We want to ensure that all agencies who work towards the education of Children Looked After have support from the Virtual School. We are always keen to participate with existing training or meetings. We love to see our Independent Reviewing Officers at our network meetings and support our Supervising Social Workers, but please contact us on [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk) if you would like any support, would like us to attend team meetings or deliver training. This might include:

Attending an IRO team meeting (to deliver an insight into Welfare Call), Targeted Youth Support with an insight into Post 16 education, staff meetings in school or support for Governors or PEP training sessions for trainee Social Workers.

# Roles and Responsibilities

## The role of the Designated Teacher (Early Years Foundation Stage / Primary)

**Target Group:** Designated Teachers from EYFS and Primary settings (KS1/2)

**Date:** 18/11/21

**Time:** 3:00 - 5:00pm

**Venue:** Conference call

**THEME:** SEN

**Date:** 17/03/22

**Time:** 3:00 - 5:00pm

**Venue:** Conference call

**THEME:** Exclusions

**Date:** 05/05/22

**Time:** 3:00 - 5:00pm

**Venue:** Conference call

**THEME:** Transitions / placement moves

### **Expected impact of training:**

This training session will enable Designated Teachers to deliver training to their school / setting and be an effective advocate for Children Looked After.

### **Main content of training:**

- Based on new DfE statutory guidance
- Role of the governing body in relation to CLA
- Training opportunities for the DT
- Support for the DT to raise awareness and deliver staff training in their school / setting
- Understanding on processes and systems e.g. SEN / exclusions / admissions
- Links with outside agencies i.e. SENCOs, health and mental support
- Responsibility for and funding of previously looked after children
- Flexibility of policies in relation to CLA
- Closing the attainment gap
- Developing, monitoring and reviewing the Personal Education Plan (PEP)
- How PEPs integrate into the child's wider care plan
- Pupil Premium Plus
- Key statutory timescales
- Clarity of use of B codes / part-time timetable and alternative provision

# Roles and Responsibilities

## The role of the Designated Teacher (Secondary / Post 16)

**Target Group:** Designated Teachers from Secondary and Post 16 settings

**Date:** 17/11/21

**Time:** 3:00 - 5:00pm

**Venue:** Conference call

**THEME:** SEN

**Date:** 15/03/22

**Time:** 3:00 - 5:00pm

**Venue:** Conference call

**THEME:** Exclusions

**Date:** 04/05/22

**Time:** 3:00 - 5:00pm

**Venue:** Conference call

**THEME:** Transitions / placement moves

### **Expected impact of training:**

This training session will enable Designated Teachers to deliver training to their school / setting and be an effective advocate for Children Looked After.

### **Main content of training:**

- Based on new DfE statutory guidance
- Role of the governing body in relation to CLA
- Training opportunities for the DT
- Support for the DT to raise awareness and deliver staff training in their school
- Links with outside agencies i.e. SENCOs, health and mental support
- Responsibility for and funding of previously looked after children
- Flexibility of policies in relation to CLA
- Closing the attainment gap
- Developing, monitoring and reviewing the Personal Education Plan (PEP)
- How PEPs integrate into the child's wider care plan
- Pupil Premium Plus
- Key statutory timescales
- Clarity of use of B codes / part-time timetable and alternative provision

# Roles and Responsibilities

## The role of the Social Worker in education

**Target Group:** Social Workers

**Date:** Bespoke

**Time:** Bespoke

**Venue:** Conference call

### Expected impact of training:

This training session will ensure that Social Workers are confident to run PEP meetings and provide appropriate challenge to schools.

### Main content of training:

- How to run a PEP meeting
- Key questions or challenges to make to schools
- Areas to support with education issues
- Key processes including applying for change of school
- Initiating MyPlans / EHCP and key questions to ask regarding SEND
- Key transition points (e.g. Early years (FEL), primary to secondary, post-16)
- Key questions to ask around Post 16 provision and processes
- Information required by school from social care

Please contact the Virtual School on [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk) to arrange a bespoke training session with the Virtual School.

### Virtual School Advocate Links:

<b>Disabilities team</b>	Nikki Pullinger
<b>Stadia</b>	Helen Fidler / Faye Jeffrey
<b>Permanence and Through Care</b>	Emma Blythe / Hannah Dulieu
<b>Sharrow</b>	Keith Rooney
<b>Sorby House</b>	Denise Bracken / Colleen Middleton

# Roles and Responsibilities

## An introduction to the Virtual School for Social Workers

**Target Group:** Social Workers in the CLA team (as a refresher), Social Workers joining the CLA team

**Date:** Bespoke

**Time:** Bespoke

**Venue:** Conference call

### Expected impact of training:

This training session will ensure that Social Workers are confident to run PEP meetings and provide appropriate challenge to schools. This session may be of particular interest to Children Looked After Social Workers as a refresher and new starters in the Children Looked After team (who may have recently joined from area teams).

### Main content of training:

- How to run a PEP meeting
- Key questions or challenges to make to schools
- Areas to support with education issues
- Key processes including applying for change of school
- Initiating MyPlans / EHCP and key questions to ask regarding SEND
- Key transition points (e.g. Early years (FEL), primary to secondary, post-16)
- Key questions to ask around Post 16 provision and processes
- Information required by school from social care

**Please note:** The Virtual School are able to attend existing training sessions or team meetings for Newly Qualified Social Workers, Social Work area teams, IRO's, Supervising Social Workers and Social Worker Manager meetings. If you would like a member of the Virtual School to attend, please contact [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk).

# Roles and Responsibilities

## The role of the Foster Carer in education (Carers of CLA in EYFS/Primary settings)

**Target Group:** Foster Carers

NOTE: The Autumn term training date will be a question and answer panel with the Virtual School. We hope that this will shape future training as we use questions from carers to influence future sessions and topics covered.

Please note that questions will need to be sent to the Fostering team at [Fosteringtraining@sheffield.gov.uk](mailto:Fosteringtraining@sheffield.gov.uk) with the subject 'panel'. Your question will then be sent to the Virtual School in preparation for the event. The details of the event are:

**Date:** 07/10/21

**Time:** 1:00 – 3:00pm

**Venue:** Conference call

**Further training dates in the academic year:**

**Date:** 10/02/22

**Time:** 10:00 - 12.00pm

**Venue:** Conference call

**Date:** 12/05/22

**Time:** 10:00 - 12:00pm

**Venue:** Conference call

**Expected impact of training:**

This training session will ensure that Foster Carers enhance the learning in the home setting.

**Main content of training:**

- Creating an environment for learning at home
- Key questions or challenges to make to schools
- Effective use of pupil premium funding
- Strategies to support attachment difficulties linked with school



# Roles and Responsibilities

## The role of the Foster Carer in education (Carers of CLA in Secondary / Post 16 settings)

**Target Group:** Foster Carers

NOTE: The Autumn term training date will be a question and answer panel with the Virtual School. We hope that this will shape future training as we use questions from carers to influence future sessions and topics covered.

Please note that questions will need to be sent to the Fostering team at [Fosteringtraining@sheffield.gov.uk](mailto:Fosteringtraining@sheffield.gov.uk) with the subject 'panel'. Your question will then be sent to the Virtual School in preparation for the event. The details of the event are:

**Date:** 07/10/21

**Time:** 1:00 – 3:00pm

**Venue:** Conference call

### Further training dates in the academic year:

**Date:** 08/02/22

**Time:** 10:00 - 12.00pm

**Venue:** Conference call

**Date:** 17/05/22

**Time:** 10:00 - 12:00pm

**Venue:** Conference call

### Expected impact of training:

This training session will ensure that Foster Carers enhance the learning in the home setting.

### Main content of training:

- Creating an environment for learning at home
- Key questions or challenges to make to schools
- Effective use of pupil premium funding
- Strategies to support attachment difficulties linked with school

# Roles and Responsibilities

## The role of the residential home in education

**Target Group:** Residential Home staff

**Date:** 09/11/21

**Time:** 2:00 – 4:00pm

**Venue:** Conference call

**Date:** 22/03/22

**Time:** 2:00 – 4:00pm

**Venue:** Conference call

### **Expected impact of training:**

This training will help residential staff support the educational needs of students in their care.

### **Main content of training:**

#### **Advice and support to Residential Home staff including:**

- The role of the Virtual School
- The school attendance and attainment of CLA
- PEPs, pupil premium, supporting Y11 and FE bursaries
- Additional needs of young people in residential care
- How key workers can support educational attainment
- Alternative provision
- Exclusions
- Liaison with other professionals
- Case studies

# Roles and Responsibilities

## The role of the residential home in education: Aspire Hubs (support for Education leads)

**Target Group:** Educations leads from the Aspire Hubs

**Date:** Bespoke

**Time:** Bespoke

**Venue:** Conference call

### **Expected impact of training:**

This training will support Education leads of the Sheffield Aspire Hubs with the educational needs of students in their care.

### **Main content of training:**

#### **Advice and support to Educations leads including:**

- Supporting key workers and hub staff in engaging young people in Education
- School procedures including: PEP meetings, use of pupil premium, exclusions, reduced timetables, the roles of key staff in schools, and the use of Alternative Provision
- Local Authority procedures including: Role of the Virtual School, school admission procedures, SEN, and the EHCP process

# PEP training

## New users

**Target Group:** New Designated Teachers, Social Workers

**Date:** 23/09/2021

**Time:** 4:00 - 5:30pm

**Venue:** Conference call

**Date:** 13/01/2022

**Time:** 4:00 - 5:30pm

**Venue:** Conference call

**Date:** 28/04/2022

**Time:** 4:00 - 5:30pm

**Venue:** Conference call

### Expected impact of training:

The user will be confident to access Welfare Call and understand how to update the system. This session will guide you through all tabs on the ePEP document.

### Main content of training:

- Accessing the EPEP through Welfare Call
- Log on details / resetting password
- Navigating the system
- Overview of the system's features
- Where to access support

# Post 16 providers

## Supporting Post 16 settings

**Target Group:** Staff in Post 16 settings

**Date:** 21/10/21

**Time:** 3:00 - 4:30pm

**Venue:** Conference call

**Date:** 22/02/22

**Time:** 3:00 - 4:30pm

**Venue:** Conference call

### **Expected impact of training:**

This training is aimed at helping provider staff involved with PEPs meeting and completion of the ePEP document on Welfare Call to understand the process and learn more about the experience of post 16 students who are in care.

### **Main content of training:**

- Welcome to the Virtual School
- Where are our Post 16 CLA young people?
- What might Post 16 CLA students experience?
- Overview of the Personal Education Plan (PEP)
- The ePEP and Welfare Call
- Working together to secure progressions
- Your questions and support requests

If you require any bespoke training we are pleased to help however we can - please contact [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk)

# Early Years Providers

## Supporting Early Years Providers

**Target Group:** Staff in Early Years settings

All early years practitioners are invited to the Designated Teachers' network meetings and training.

Please let us know if you want to attend any of the PEP training and we will ensure someone is on hand to go through the Early Years PEP.

## Supporting reading in the home

**Target Group:** Foster Carers of EYFS / Primary CLA

**Date:** 23/11/21

**Time:** 10:00am - 12:00pm

**Venue:** Conference call

**Date:** 24/03/22

**Time:** 10:00am - 12:00pm

**Venue:** Conference call

### **Expected impact of training:**

This training is aimed at helping Foster Carers relish a love of reading in the home. The Virtual School aim to provide support and guidance to make literacy fun and accessible.

### **Main content of training:**

- Supporting EYFS with their reading
- How do children learn to read?
- Activity and game ideas to support literacy in the home
- How you can support reading as a Foster Carer
- Useful resources and signposting for you to use

# Virtual School network meetings

**Target Group:** Staff in Early Years, Primary, Secondary and Post 16

**Date:** 04/11/21

**Time:** 4:00 - 5:30pm

**Venue:** Conference call

**Date:** 02/03/22

**Time:** 4:00 - 5:30pm

**Venue:** Conference call

**Date:** 08/06/22

**Time:** 4:00 - 5:30pm

**Venue:** Conference call

## **Expected impact of meeting:**

To be up to date with policy changes including new Government guidance.

## **Main content of meeting:**

- Updates from the Virtual School
- Networking opportunities
- Useful Resources
- Key priorities for the Virtual School
- Sharing Good Practice



# SPECIAL EDUCATIONAL NEEDS

## GUIDE FOR DESIGNATED TEACHERS

This guide has been developed to help you, as Designated Teachers, support children and young people with their Special Educational Needs and/Disabilities (SEND) needs. It has been designed by a citywide SENCO, the Virtual School, SEND services, and social care.

### TOP TIPS:

#### 1. Understand the SEND needs of looked after children

- This means the right provision can be put in place.
- Interventions are most successful when they are focused on addressing the underlying needs over the presenting symptoms and behaviours.

#### 2. Work with your SENCO. If you need further support, link with your locality SENCO

- SENCOs are specially trained in special educational needs. They are experts in unpicking needs and co-ordinating the implementation of further SEND support.
- Locality SENCOs can also provide advice and support to designated teachers in Sheffield. Contact them in complex cases via your school SENCO.
- If you work outside Sheffield and need further advice and support, work with the local authority SEND support services in your area and with the virtual school.

#### 3. Understand the impact of the child's identified needs. Work with your SENCO to investigate other areas you are concerned about

- Make sure you have a copy of the child's SEN support plan, MyPlan (or similar extended SEN support plan if outside Sheffield) or EHC Plan.
- If you think they have other needs which should be investigated, talk to your SENCO. Your SENCO is responsible for ensuring that SEND needs are met and as part of this, may themselves action or recommend that you do some of the following:
  - Speak to the child's class teacher(s) around strengths and possible areas of need
  - Refer to the Sheffield Support Grid
  - Take advice from your Virtual School advocate
  - Make a referral to a support service as guided by the Sheffield Support Grid

Exemplification

**4. Proactively monitor to help prevent things reaching a crisis point**

- Link regularly with the SENCO/teacher(s) to make sure things are going well for the child. If they are not, or there are further questions about the child, work with your SENCO to investigate the areas of concern.
- Seek further support via your SENCO from involved external professionals if needed for example EP input, SALT assessments etc.
- Be aware of areas of concern and the outcomes of any extra support that has been actioned so that this can be shared in the termly PEP meeting. An outline for the discussion could include: what is working well for the child and any questions/concerns arising.

**5. If appropriate include PEP targets into the Individual Learner Plan/SEN Support Plan or outcomes from the ILP/SEN Support Plan/EHC Plan into the PEP**

- This will ensure that all staff are aware of the intervention for the term and can support the student to achieve this across the curriculum.
- It will also provide you with feedback via termly SEN reviews.
- It will ensure that there is a single co-ordinated plan to support the child and meet their needs.

**6. Confirm with your SENCO who will lead on any required SEND referrals**

- Record this information in the PEP report.
- This means you will be clear about who will follow things up as needed and when.

**7. Use flowcharts and animations to help explain things to young people, parents and carers**

- In Sheffield we have created animations about: How SEND needs are met; MyPlans and EHC Plans
- We also have flowcharts about: the SSG, MyPlans, EHC needs assessments and annual reviews; and preparing for adulthood.
- These are on:
  - Learn Sheffield website - this includes other resources for schools and SENCOs: [www.learnsheffield.co.uk/inclusiontaskforce](http://www.learnsheffield.co.uk/inclusiontaskforce)
  - Local Offer website - information for young people, parents and carers: [www.sheffielddirectory.org.uk/localoffer](http://www.sheffielddirectory.org.uk/localoffer)
- If you are outside Sheffield, your area may have its own local versions of these on your Local Offer website.

This document can be supplied in alternative formats,  
please contact 0114 203 7790

Sheffield City Council  
[www.sheffield.gov.uk](http://www.sheffield.gov.uk)



## Virtual School training booking form

<b>Name of attendee(s):</b>	
<b>Role:</b>	
<b>Name of setting (if applicable):</b>	
<b>Training session title:</b>	
<b>Date:</b>	
<b>*Your e-mail address:</b>	
<b>Your phone number:</b>	
<b>Additional needs or requirements:</b>	

Please complete the above information and send to [virtualschool@sheffield.gov.uk](mailto:virtualschool@sheffield.gov.uk).

\*A booking confirmation will be sent to this email address.

