

Service Provision	Focus of Service											Delivery of Service				
	Virtual School	Educational Attainment	Transition	Behaviour	Mental Health	Attachment	Social and Emotional Understanding	Peer Relationships	Family Relationships	Placement Stability	Other	Provided for	Level of provision	Provided by	Professionals involved	Contact details
Schools:																
DIRECT SUPPORT TO SCHOOLS - many VS expressed the fact that their key focus was to work directly with schools to raise attainment, assess needs, provide challenge and to give ongoing support, advice and guidance. These aspects of the work are discussed in our paper, but provision maps have been limited to include specific examples of provision. See LAC provision maps for the direct teaching and mentoring support provided to schools.																
Training / CPD for schools (excluding training specifically for Designated Teachers / Governors or Training for Attachment / Trauma / Behaviour - see below)																
Whole school training on the issues that affect looked-after children	Norfolk	X	X	X	X	X	X					Senior Management, SENCOs/INCOs, Class teachers and TAs	Whole school	VS directly	VS deputy head and Advisory teachers	tricia.clappara@norfolk.gov.uk
Input during school INSETs on looked-after children and related issues; Training to schools delivered by Educational Psychologists (VSH also a senior EP in the EPS)	Enfield	X	X		X	X	X	X				SENCOs/INCOs/ DTs / Class teachers /Tas	Individuals, groups, classes, whole school, clusters of schools across the LA	VS directly and other service providers within LA	VS staff, EPs	jon.harris@enfield.gov.uk
Training on raising awareness of the needs of looked-after and adopted children including Protective Behaviours and relationship based play.	Worcestershire	X	X	X	X	X	X	X		X		Senior management, SENCOs/INCOs, Class teachers, TAs, Governors, Early Years	Individuals, groups, classes, whole school, clusters of schools across the LA	VS directly		eballard@worcestershire.gov.uk
Training for schools on how to run the programme 'Zippy's Friends', created by Partnership for Children. The programme runs for 24 weekly one hour sessions after school for children identified as having need in managing their emotions and requiring further support to develop strategies which promote positive mental health.	Croydon		X	X	X		X	X				School staff		VS directly	Social workers and foster carers	sairah.shah@croydon.gov.uk
Annual CPD event	Bracknell Forest											Senior management, SENCOs/INCOs, Class teacher, TAs and Governors	Clusters of schools across the LA	VS directly		kashif-nawaz@bracknell-forest.gov.uk
Bespoke Individual Training for teachers of looked-after children in their school settings. This is identified and prioritised through data and then tailored to support the area of need accordingly for an individual school. This personalised support is demand led; much of the training has been focused around strategies to raise achievement and promote positive mental health for looked-after children.	Croydon	X		X	X		X					Senior management, Class teachers, TAs	Individuals, groups, whole school, across LA	VS directly	VSH and Officers	sairah.shah@croydon.gov.uk
Many different training packages - always run termly; briefing for LAC Co-ordinators (DTs), Governors, Social Workers, TA's etc.	Coventry	X										Senior management, SENCOs/INCOs, Class teachers, TAs, Governors, DTs and Social Workers	Individuals, groups, whole school, clusters of schools across the LA	VS directly, other service providers within the LA and private agency		jayne.heavey@coventry.gov.uk
NQT training	Haringey											NQTs				tracey.hutchings@haringey.gov.uk

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Schools:																	
Training to primary school trainee teachers at local university.	East Sussex												Trainee teachers		VS directly		anna.brookes@eastsussex.gov.uk
Conferences																	
Annual Education Matters Conference	Norfolk	X											Senior Management, SENCOs/INCOs, DTs	Across the LA	VS directly	VS deputy Head; foster carers on steering group	tricia.ciappara@norfolk.gov.uk
Casework/Support																	
Casework with schools to prevent exclusion, raise attainment, monitor attendance and identify appropriate provision. Looked-after children are also prioritised by the Educational Psychology service (VSH also a Senior EP) and can provide assessments, consultation and direct work.	Enfield	X	X	X	X	X	X	X					SENCOs/INCOs/ Class teachers /Tas	Individuals, groups, classes, whole school	VS directly and other service providers within LA	EPs	jon.harris@enfield.gov.uk
Every school in the local authority has an identified VS worker attached to it, even if they don't currently have a looked-after pupil. Role: build up a positive working relationship with school; ensure appropriate support is in place; attend the PEP wherever possible; always be a direct route to the social worker ensuring that all parties are appropriately informed; refer on to other services; seek additional funding Via Pupil Premium funds to meet the needs of child; ensure school admission forms are completed; that school based plans are in place if appropriate; PEPs are carried out; LAC receiving entitlement to CIAG etc; that school/college choices are made at key transition times.	East Sussex	X	X	X		X	X			X	Educational stability/continuity	Designated Teachers	Individuals and groups	VS directly	VS staff with Social Worker		anna.brookes@eastsussex.gov.uk
Regular planning meetings with school staff and after school drop-in sessions for staff support.	Wigan	X	X	X	X	X	X	X		X					VS directly		m.amberry@wigan.gov.uk
SUPPORT WITH ATTACHMENT / EARLY TRAUMA / BEHAVIOUR																	
Training																	
Half days training offered by VS on attachment awareness. ESBAS (Education Support, Behaviour and Attendance Service) also offer some attachment training	East Sussex					X							All school staff		VS directly		anna.brookes@eastsussex.gov.uk
Cluster training on attachment	Norfolk	X	X	X	X	X	X	X					Senior Management, SENCOs/INCOs, Class teachers, TAs.	Clusters of schools	VS directly	VS deputy head and advisors	tricia.ciappara@norfolk.gov.uk

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Schools:																	
Attachment and trauma training provided free to schools on request	South Gloucestershire		X	X	X	X	X	X				Senior Management, SENCOs/INCOs, Class teachers, TAs, Governors	Groups, whole school, clusters of schools	VS directly			jo.hiam@southglos.gov.uk
Attachment theory training, offered three times every 12 weeks in different parts of county.	Oxfordshire					X						All school staff	Whole school, clusters of schools across the LA	Private agency	Social workers, carers, teachers and school staff		lucy.mettyear@oxfordshire.gov.uk
Whole school or groups of schools attachment training	Dorset	X	X	X	X	X	X	X	X	X		Senior Management, SENCOs/INCOs, Class teachers, TAs, Governors	Individuals, groups, whole school, clusters of schools across the LA	VS directly and other service providers within LA	VS project teacher and SENCO, link EP, Clinical psychologist		d.alderson@dorsetcc.gov.uk
Twilight training around practical strategies for working with children with attachment difficulties	Wigan	X	X	X	X	X	X	X		X		Senior Management, SENCOs/INCOs, DTs, Class teachers, TAs, Governors	Groups, whole school, clusters of schools across the LA	VS directly			m.amberry@wigan.gov.uk
Annual training for inclusion workers in schools re attachment/disruption	West Sussex	X	X	X	X	X	X			X		Inclusion workers	Across the LA	VS directly / private agency	SW, LAC nurses, teachers, TAs		jill.dyson@westsussex.gov.uk
Attachment training run by the Virtual School but led by a national expert	Plymouth					X	X					Senior Management, DTs	Across the LA	VS team and expert			Simon Mower virtualschoolteam@plymouth.gov.uk
Comprehensive full year training programme on attachment and learning run in partnership with Bath University and Kate Cairns Associates	Bath & North East Somerset	X					X	X				Senior management, SENCOs/INCOs	Groups	Private agency	Teachers and TAs in schools		michael.gorman@bathnes.gov.uk
Other support with attachment / trauma / behaviour																	
Work with schools to enable them to use the Observational Checklist to help identify attachment style and appropriate behavioural interventions and strategies	Worcestershire	X	X	X	X	X	X	X		X		Senior Management, SENCOs/INCOs, Class teachers, TAs, Governors, Early Years	Individuals, groups, classes, whole school, clusters of schools across the LA	VS directly			eballard@worcestershire.gov.uk
Attachment Friendly Schools - Pilot run by Sunderland University involving four initial schools providing training; e-Learning; further conference access. New website hub is available for all carers and professionals	Sunderland		X	X		X	X					Senior management, SENCOs/INCOs	Individuals and whole school	VS directly and other service providers within LA	VS staff and Sunderland University		dawn.shearsmith@sunderland.gov.uk
Conferences around the impact of early trauma and loss on behaviour and behavioural support strategies	Sunderland		X	X		X	X					Senior management, SENCOs/INCOs, Class teachers, TAs, Governors	Across the LA	VS directly and other service providers within LA	VSH and Sunderland University		dawn.shearsmith@sunderland.gov.uk

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THRIVE approach' - 3 VS staff are trained Thrive practitioners as well as ESBAS Staff. Supporting schools to train staff to become Thrive Practitioners is key to developing schools and learning environments to be more attachment friendly and able to start supporting the child at where they are rather than using the linear, chronological system. VS staff are able to model Thrive approaches, carry out assessments and both financially support and offer mentoring to schools who want to become Thrive schools. The VS and other involved services is supporting placement support workers to be come Thrive practitioners as well as providing resources for activity within Thrive or Nurture Groups .	East Sussex			X		X			X				Teachers, School based practitioners	Across the LA	VS directly and other service providers within LA	Teachers, Caseworkers, Thrive Practitioners from ESBAS, Placement support	anna.brookes@eastsussex.gov.uk
Designated teachers invited to multi-agency "LAC Development Days" which address a range of issues re the attachment needs, mental health & emotional well-being of looked-after children (run every 6 to 9 months)	Enfield	X	X		X	X	X						Designated teachers	Across the LA	VS directly and other service providers within LA	VS staff, CAMHS, SWs	jon.harris@enfield.gov.uk
Work with third party providers to provide additional support such as 'Space to Reflect' - a support service for professionals supporting looked-after children in school who have challenging behaviours	East Sussex			X													anna.brookes@eastsussex.gov.uk
DESIGNATED TEACHER SUPPORT																	
Designated Teacher Training																	
Training specifically for DTs was mentioned by twelve respondents. Where frequency was mentioned, six said termly/regularly, two said bi-annually and one annually. Where focus was mentioned it was often on: new DTs; statutory responsibilities; PEPs; updates on issues affecting looked-after children.	Bath & North East Somerset, Dorset, East Sussex, Enfield, Plymouth, Solihull, West Sussex, Portsmouth and four not publicly listed	11	8	6	6	10	10	5	3	4			Designated teachers		VS directly and sometimes other service providers within LA		see other sections for individual emails
Designated Teacher Forums / Briefings / Network Meetings																	
These were mentioned by eleven respondents; of the seven respondents who stated frequency, all said these took place termly. Focus where mentioned included: updates on issues in education and support; promoting positive mental health; supporting emotional needs effectively.	Haringey; Bracknell Forest; Solihull; Dorset; Wigan; Solihull; Luton; Croydon and three not publicly listed	9	9	8	7	9	9	8	3	6	2(Local and national updates; insights into SW role and decision making process)		Designated teachers		VS directly and sometimes other service providers within LA		see other sections for individual emails

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Advice and support for DTs																
Advisory support for DTs and termly newsletters	Luton	X	X	X	X	X	X	X	X	X		Designated teachers	Individuals, groups, whole school, across LA	VS directly		rosalind.paul@luton.gov.uk
Individual advice and guidance for DTs about their role	Enfield	X	X		X	X	X					Designated teachers		VS directly		jon.harris@enfield.gov.uk
Conferences for Designated Teachers																
Provided by three VS. Although the target group is DTs, the conferences are open to other professionals supporting LAC or adopted children in schools.	Haringey; East Sussex; and one not publicly listed	2	2	1	1	2	1	1				Designated teachers /other school professionals		VS directly		see other sections for individual emails
GOVERNOR SUPPORT																
Eleven respondents provided specific training, support or network meetings for school governors. Few respondents mentioned the focus of the training, but where it was mentioned, the statutory duties of the school and use of PP+ funding were the focus.	Norfolk; Haringey; Solihull; Croydon; Dorset; Bath & North-East Somerset; Coventry; Plymouth and three not publicly listed	8	4	4	3	5	6	3	2	2	1 (Legal duties)	School governors		VS directly and sometimes other service providers within LA	VS staff; sometimes Governor Services, Safeguarding Officer, Private Agency	see other sections for individual emails
TRANSITION SUPPORT - four VS mentioned supporting or briefing schools with issues to do with transition. One specific example is given.																
Year Six Transition Planning and Transition Workshops - throughout the year in liaison with schools to assist most vulnerable children as they approach transition. The lead teacher from the school works with VS staff to ensure that the child is given full support in terms of planning, sessions to prepare them for transition, visits to schools and group work around managing this change	Croydon															sairah.shah@croydon.gov.uk
TRAINING TO OTHER PROFESSIONALS																
Provision of training and information days on a range of subjects- contributing at PEP meetings, applying to colleges, apprenticeships etc	Bolton	X	X			X						Social workers, foster carers, partner agencies	Groups	VS directly		bob.horrocks@bolton.gov.uk

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Schools:																	
Many different training packages - always run termly; briefing for LAC Co-ordinators (DTs), Governors, Social Workers, TA's etc.	Coventry	X											Senior management, SENCOs/INCOs, Class teachers, TAs, Governors, DTs and Social Workers	Individuals, groups, whole school, clusters of schools across the LA	VS directly, other service providers within the LA and private agency		jayne.heavey@coventry.gov.uk
SUPPORT WITH PEPs AND PUPIL PREMIUM; POLICY UPDATES AND BRIEFINGS																	
Six monthly half day multi-agency PEP training; a working group of DTs also devised the new PEP format	Norfolk	X											Senior Management, SENCOs/INCOs, DTs, Class teachers, TAs, Governors, IROs, Foster carers, Social Workers	Across the LA	VS directly	VS deputy head	tricia.clappara@norfolk.gov.uk
Attending the PEPs / LAC meetings of the most vulnerable pupils	Luton	X	X	X	X	X	X	X	X	X			DTs	Individuals across the LA	VS directly and other service providers within LA	SWs, EPs	rosalind.paul@luton.gov.uk
Attendance and provision of support at PEP meetings	Wigan	X	X	X	X	X	X	X	X						VS directly		m.amberry@wigan.gov.uk
Six monthly half day multi agency PEP training for IRO's, Social Workers, DTs. Foster carers also involved.	Norfolk	X	X								To improve compliance with PEPs and improve multi agency working and relationships	Foster carers, SWs, DTs, IROs		VS directly	VS Deputy Head	tricia.clappara@norfolk.gov.uk	
LACES workers are responsible for organising the PEP and follow up education meetings and actions arising from these; support for schools is offered via these meetings	Solihull	X	X	X		X	X	X					Senior management, Governors, DTs	Groups; across the LA	VS directly and other service providers within LA	VSH, LACES, Children's Services, EP, SAS	icameron@solihull.gov.uk
Attendance at PEP meetings; also school visits by VS staff for observation, feedback, discussion of needs, advice - behavioural, social, emotional or academic.	South Gloucestershire	X	X	X		X	X	X					Senior management, SENCOs, INCOs, Class teachers, TAs	Individuals	VS directly		jo.hiam@southglos.gov.uk
PEP meetings and their organisation. Learning mentors will often attend these meetings. A monthly district based education referral meeting discusses the outcome of PEP meetings and allocates resources and information support for social workers who feel their young person is underachieving.	Bolton	X	X	X	X	X	X	X	X	X	Barriers to learning; destinations	Senior management, SENCOs, INCOs, Class teachers, TAs, SWs, EPs, LAC learning mentors	Individuals	VS directly	Carers, SWs, Mentors, EP	bob.horrocks@bolton.gov.uk	
Termly briefings on changes nationally, safeguarding of CLA, reducing exclusions, moving school. Monthly representation on the secondary Head Teachers Meetings.	Sunderland	X	X										Senior management; SENCOs/INCOs	Across the LA	VS directly, private agency	Safeguarding First / VSH	dawn.shearsmith@sunderland.gov.uk
Input at Head Teachers' meetings focussed on educational attainment, Pupil Premium and other relevant legislation relating to looked-after children	Portsmouth	X											Senior management	Across the LA	VS directly	VSH	helen.thomson@portsmouth.gov.uk

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Schools:																	
Advice and guidance, immediate access to a member of the Virtual School when needed, guidance notes and policy updates	Bracknell Forest											Senior management, SENCOs/INCOs, Governors, Class Teachers, TAs	Individuals, groups, whole school, clusters of schools across the LA	VS directly			kashif-nawaz@bracknell-forest.gov.uk
DATA MONITORING / USING DATA TO INFORM INTERVENTIONS, ADVICE AND PEP CYCLES																	
Seven respondents mentioned that they supported schools and other agencies by monitoring data on progress, attendance and exclusions; intervening where necessary; bringing issues to the attention of schools/Social Workers; using data to inform PEP cycles and the support provided as a result. Bolton VS explained they did this through the Virtual Schools Portal- a web based platform which asks schools to upload young peoples attainment levels/progress 3 times per year.	Bolton; Croydon; East Sussex; Solihull; Croydon and two others not publicly listed	5	3	3	1	2	2					Senior Management, Class teachers, Teaching Assistants	Individuals, groups, classes, whole school, clusters of schools across the LA	VS directly, other service providers within the LA, Service providers from another LA	SWs, Mentors, EPs, teachers, VS attached head teachers, Fostering and Adoption team,		see other sections for individual emails