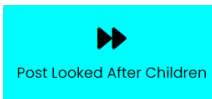




Welcome to October's newsletter. Our website continues to be a place where you will find a wealth of information including our training offer for schools. If you are new to the borough or if you are new to the role of DT or DSL our training offer can be found [here](#). For those that need a reminder our website can be found [here](#).



As the new school year is well underway, we have seen an increasing amount of contact regarding children who have been previously looked after and who are on SGOs. We have guidance on our website regarding this cohort but the funding comes straight to schools through the census data. From the statistics below it is clear that although children may now be in a 'stable home' environment; early childhood trauma significantly impacts them at school. As with a child in care, we would strongly advocate that these children have a PEP-like document to support their journey through education. I

80% of adoptive parents said their child needs more support



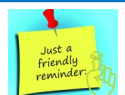
64% of adoptive parents said that teenage years are, or were, the most difficult time for their child at school

59%

of adoptive parents said their child was always trying to catch up at school



75% of parents said their child's experience of neglect/abuse in early life has affected their schooling



The designated teacher guidance for looked after and previously looked-after children states that designated teacher should:

44. ...help raise previously looked-after children's parents' and guardians' awareness of the PP+ and other support for previously looked-after children - this includes encouraging parents of eligible previously looked-after children to tell the school if their child is eligible to attract PP+ funding;

- play a key part in decisions on how the PP+ is used to support previously looked-after children; and
- encourage parents and guardians' involvement in deciding how the PP+ is used to support their child and be the main contact for queries about its use.

The PP+ can be used to facilitate a wide range of educational support for looked after and previously looked-after children. It is important that interventions supported by pupil premium should be evidence based and in the best interests of the child.

Whats On

★ Tuesday 8 October 2024 – 15:30 – 17:00 ATV Training: PACE in Education Part 2 Online via Teams

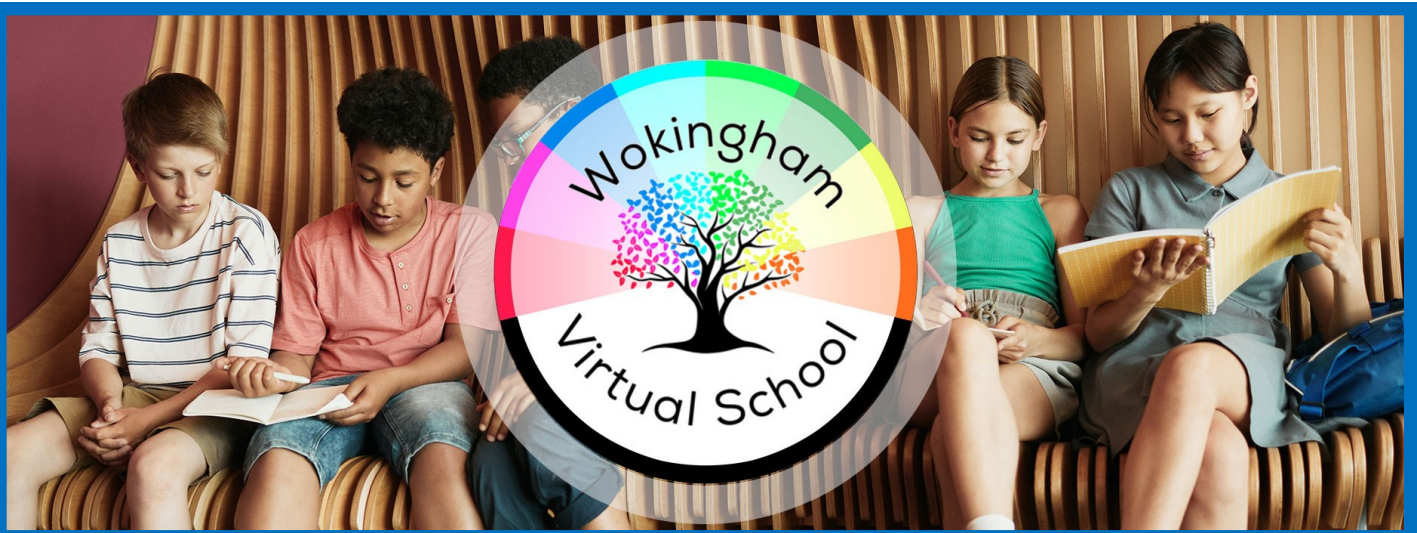
★ Wednesday 9 October 2024 – 09:30 – 14:45

Designated Leads & Deputies for child protection who are new in the role (in person) To understand the role and responsibilities of the Designated Person. To review the Legislative Requirements related to safeguarding children. To recognise how to identify signs of abuse and when it is appropriate to make a referral. Book here:

<https://wsh.wokingham.gov.uk/form/book-early-years-training>

★ Thursday 24 October 2024 – 15:30 – 17:00

CareLeaders Online Training: Dez Holmes – Thinking Critically About Trauma Members only. Online via



RE-STAR is a four-year, interdisciplinary programme being led by Professor Edmund Sonuga-Barke of the Experimental Psychopathology and Neurodevelopment Research Group at King's College London.

Many neurodivergent young people such as those with ADHD or autism traits develop depression during adolescence – but we currently don't know which individuals are at risk, what underlying processes increase that risk or, perhaps most importantly, the best way to intervene to increase resilience to reduce that risk.

RE-STAR will address these gaps by exploring the interplay between autism and/or ADHD traits, exposure to environmental stressors, and emotional responding in neurodivergent young people (NYP), in driving developmental pathways to depression.

RE-STAR's Objectives

Working across disciplines, we have three main objectives:

1. Explore emotional responses to everyday stressors from the young people's point of view and develop new, more authentic ways to measure them
2. Use these new measurement approaches to identify potentially modifiable intervention targets by studying the cognitive/neurophysiological underpinnings of emotional responding in neurodivergent young people and examining why they lead to later depression in some individuals but not others
3. Develop new strategies to arrest the negative progression from early adolescent

neurodivergence to later depression, considering environmental adaptations as well as ways to support young people to manage challenging situations.

Outputs & Impact

The findings from RE-STAR will feed into:

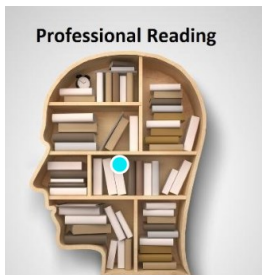


The Anna Freud Association in conjunction with both University City of London and Kings College London, are currently undertaking a survey in aid of their RE-STAR research programme. The programme's objectives are specifically looking at data pertaining to this issue. If interested in giving your views to the programme, then please click [here](#).





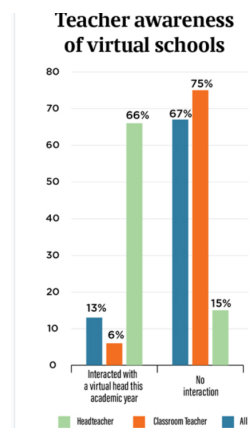
Many of you will be aware of the DfE 'Factors influencing secondary school pupils' educational outcomes: A literature review supporting the Growing Up in the 2020s study' which was published in September 2024. It is well worth a read and can be found [here](#).



SCHOOLS WEEK

We wanted to highlight a recent article regarding Virtual Schools and their role which was highlighted in Schools Week on 30th September. Whilst we hope that all that read this briefing are aware of our role and additionally the extension to our role, it might support professional development to share the article with colleagues within your settings.

The article can be found [here](#).



Don't forget the virtual school are here to assist you should you require any support. You can email us at the following addresses and we promise we will respond within 24 hours.

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