

## Oxfordshire Virtual School Training and Support Programme 2023-2024

The Virtual School delivers training and offers support for a range of partners including school staff, social care staff and carers/guardians.

We are happy to discuss training needs with educational settings and professionals who work with Children We Care For, Previously Cared For Children and children with a social worker. If you have a training or support need that is not covered as part of our 2023-24 training programme, please get in touch with us ([virtualschool.lac@oxfordshire.gov.uk](mailto:virtualschool.lac@oxfordshire.gov.uk)). Where there is a cost associated with training, educational settings may choose to use Pupil Premium money to fund training that will better enable their staff to meet the needs of care experienced children and young people.

We do not charge for Designated Teacher (DT) training and encourage DTs to participate in what we have to offer. DTs should be aware that they have a statutory duty to report annually to governors on their training.

Children's Social Care professionals can also access training on Education, Health and Care (EHC) Needs Assessments and Plans, The Role of Social Care in SEND, Education as a Protective Factor and Restorative Practice via the [Learning Zone](#).

Please book on the below courses by visiting: <https://educationservices.oxfordshire.gov.uk/>

You will need to create a user account by selecting 'sign up'.

Email any booking queries to [OxfordshireEducationServices@oxfordshire.gov.uk](mailto:OxfordshireEducationServices@oxfordshire.gov.uk) or call 03300 249046.

Please check our website for updates: [Virtual School for Looked After Children and Care Leavers, 0-25 | Oxfordshire County Council](#)

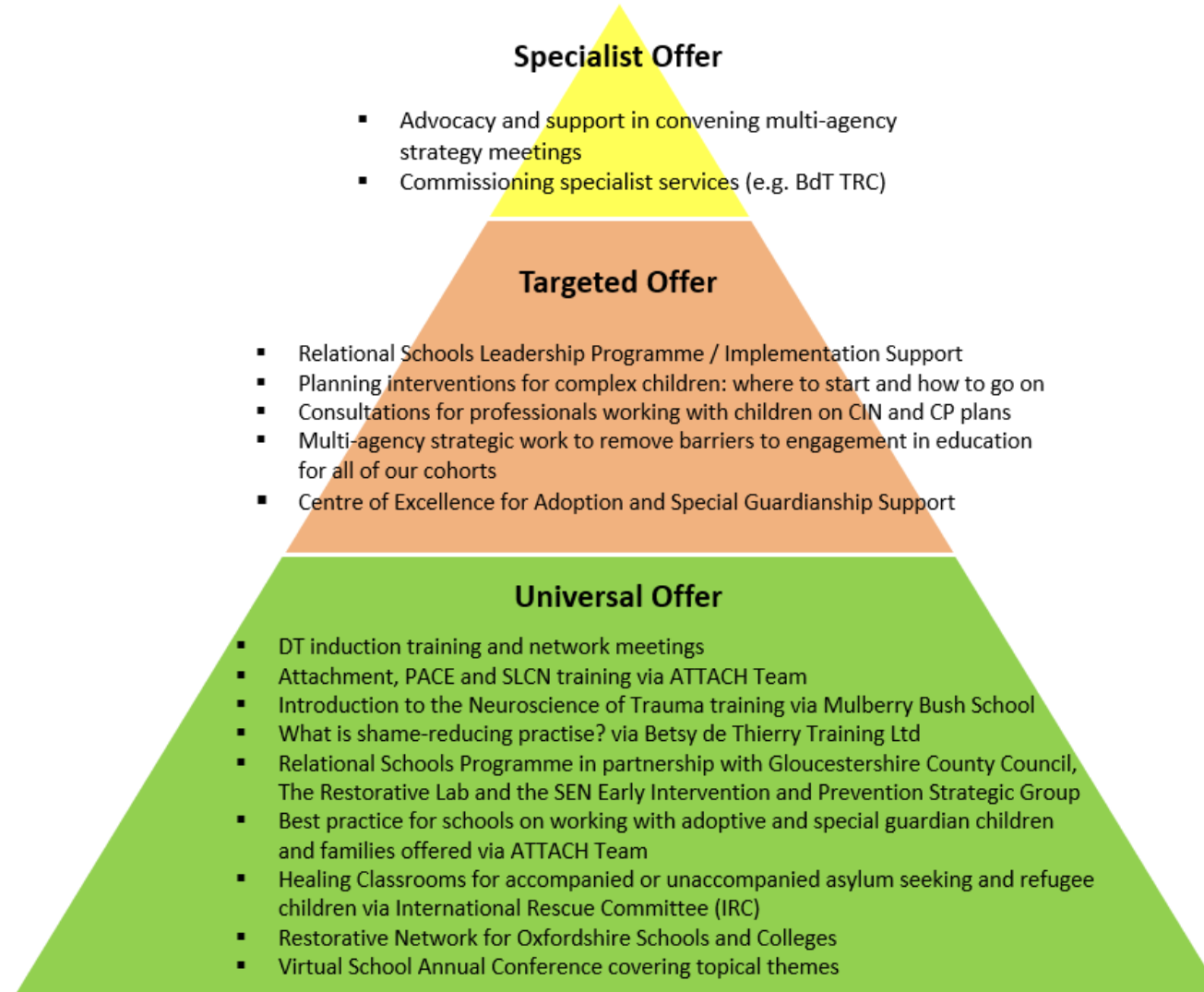
**\* Where there is no Microsoft Teams link, the link will be sent to you in advance of the training by Oxfordshire Education Services. Therefore, you must ensure you are booked on.**

Click on the following links for more specific information regarding [Previously Cared for Children](#) and [Children with a social worker](#)

[Click here](#) for more on the Oxfordshire Relational Schools Programme.

## Goal of Oxfordshire Virtual School's Training and Support Offer:

- **CARING** - All schools in Oxfordshire are places Children We Care For, care-experienced children and children with a social worker belong and feel cared for.
- **COLLABORATIVE** - All schools are supported and sustained in their work with Children We Care For, care-experienced children and children with a social worker.
- **COMPETENT** - All schools in Oxfordshire are trauma-informed and attachment-aware.



Date and time	Venue	Topic	Trainer(s) / Organisation	Capacity
Tues 19 <sup>th</sup> Sept, 1 – 3pm	Microsoft Teams online training*	<p><b><u>Designated Teacher Induction / Refresher training including ePEP and Pupil Premium Plus</u></b>            Everything a DT needs to know about the role, their statutory duties and corporate parent responsibilities. How to run good PEP meetings, write ePEPs and plan effective use of Pupil Premium funding.</p>	Sarah Hazell and Hazel Fleming, OCC Virtual School	No limit
Mon 2 <sup>nd</sup> Oct, 1 - 3pm	Microsoft Teams online training*	<p><b><u>Planning interventions for complex children: where to start and how to go on</u></b>            In this session we will explore developing a formulation of a child's needs: a formulation links theory and practice and should guide intervention and evaluation. It is a way of exploring what we know and don't yet know, reflecting on how we construct our understanding, and generating hypotheses to test through intervention. This can be a helpful way to think about children who have a number of different needs and is a way to involve the child, their family and other professionals in your thinking and planning.</p>	Dr Hester Riviere Senior Educational Psychologist, ATTACH Team	Max 30
Thurs 5 <sup>th</sup> Oct, 9.30am - 12pm	Didcot Civic Hall, Britwell Road, Didcot, OX11 7JN	<p><b><u>IN-PERSON: Introduction to the Neuroscience of Trauma</u></b>            This training, delivered by The Mulberry Bush Outreach Service*, will look at how trauma in early childhood can affect the development of growing brains. The aim of this session is to gain an insight into and think about the neuroscience of trauma and toxic stress and the consequences for children's social, emotional and executive functioning and behaviour regulation.</p> <p>* The Mulberry Bush School in Oxfordshire offers outstanding 38-week and 52-week residential care and education to children who have suffered early years trauma and have severe social, emotional and mental health difficulties.</p>	The Mulberry Bush Outreach Service	Max 30

<p><b>Tues 10<sup>th</sup> Oct, 1 – 4pm</b></p>	<p><b>Didcot Civic Hall, Britwell Road, Didcot, OX11 7JN</b></p>	<p><b><u>IN-PERSON: PACE for School Staff</u></b>          PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.</p> <p>Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach. It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and TAs to learn more about this approach and practice using it over the course of the afternoon workshop.</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>Max 30</b></p>
<p><b>Tues 17<sup>th</sup> Oct, 3.30 - 5pm</b></p>	<p><b>Microsoft Teams online training*</b></p>	<p><b><u>1<sup>st</sup> Designated Teacher Network Meeting</u></b>          A relaxed and informal drop-in session for staff working with Children We Care For and Care Leavers 0-25. Come along (virtually) and meet staff from other schools/settings to share ideas and best practice peer to peer. VS staff will facilitate this session and introduce up to date talking points.</p>	<p><b>Mark Walker, OCC Virtual School</b></p>	<p><b>No limit</b></p>
<p><b>Weds 8<sup>th</sup>, 15<sup>th</sup> and 22<sup>nd</sup> Nov, 4 - 5.30pm</b></p>	<p><b>For this training, book on via this link: <a href="#">Healing Classrooms Online training (November) (office.com)</a></b></p>	<p><b><u>Healing Classrooms Programme</u></b>          The training consists of three 90-minute sessions led by an IRC education specialist who has experience of the English education system as well as having worked with refugees both in this country and abroad. The sessions will provide you with an opportunity to learn about the Healing Classrooms model and to share expertise with other educators.</p> <p>Whether or not you have accompanied or unaccompanied asylum seeking and refugee children at your school, we encourage all schools to participate on this training which will support you in working with those who have experienced considerable trauma and loss.</p>	<p><b>International Rescue Committee (IRC)</b></p>	<p><b>No limit</b></p>

<p><b>Tues 14<sup>th</sup> Nov, 1 - 4pm</b></p>	<p><b>Didcot Civic Hall, Britwell Road, Didcot, OX11 7JN</b></p>	<p><b><u>IN-PERSON: Attachment Theory</u></b> Attachment describes the various behaviours and psychological strategies a child uses to manage their relationship with their parents or caregivers and other important relationships like teachers and TAs. Attachment security is also a key part of being able to engage in learning most effectively. This session will cover Attachment Theory and how our attachments affect us across our lifespan. Understanding attachment can help participants to learn more about how adults help children to understand the emotions they are experiencing, how children can experience positive relationships with peers and adults, and how they can build positive interactions and trust. We will reflect on how understanding attachment changes how we interact with children, and how we look after ourselves.</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>Max 30</b></p>
<p><b>Thurs 16<sup>th</sup> Nov, 1-4pm</b></p>	<p><b>Microsoft Teams online training*</b></p>	<p><b><u>What is shame-reducing practise?</u></b> Shame has the same neurobiological response as terror and yet so many methods within a school can be using shame to motivate a child. This session will explore how to motivate a child without using shame, which whilst it may have quick results in the short term, we know can cause long term damage to a child's nervous system, learning, relationships, emotions and mental health. Shame reducing environments are healthier for everyone and a part of a trauma informed practice.</p>	<p><b>Betsy deThierry Psychotherapist, author and trainer founder of TRC</b></p>	<p><b>No limit</b></p>
<p><b>Weds 22<sup>nd</sup> Nov, 3:45 – 4:45pm</b></p>	<p><b>Microsoft Teams online training*</b></p>	<p><b><u>Designated Teachers for Year 11</u></b> Making the most of PEP meetings in Year 11 to target effective evidence-based interventions and ensure robust transition planning. This session will focus on best use of data to support PEP meetings, planning for post 16 progression and transition support as well as an opportunity to hear and share best practice both within Oxfordshire and beyond. Additionally, you will hear about data trends for KS4 across our cohort and how this can inform interventions for your students.</p>	<p><b>Hazel Fleming and Isabel Crowther, OCC Virtual School</b></p>	<p><b>No limit</b></p>

<p><b>Thurs 11<sup>th</sup>, 18<sup>th</sup> and 25<sup>th</sup> Jan, 4 - 5.30pm</b></p>	<p><b>For this training, book on via this link:</b>  <a href="#">Healing Classrooms Online training (January) (office.com)</a></p>	<p><b><u>Healing Classrooms Programme</u></b>  The training consists of three 90-minute sessions led by an IRC education specialist who has experience of the English education system as well as having worked with refugees both in this country and abroad. The sessions will provide you with an opportunity to learn about the Healing Classrooms model and to share expertise with other educators.</p> <p>Whether or not you have accompanied or unaccompanied asylum seeking and refugee children at your school, we encourage all schools to participate on this training which will support you in working with those who have experienced considerable trauma and loss.</p>	<p><b>International Rescue Committee (IRC)</b></p>	<p><b>No limit</b></p>
<p><b>Weds 17<sup>th</sup> Jan, 1-3pm</b></p>	<p><b>Microsoft Teams online training*</b></p>	<p><b><u>Planning interventions for complex children: where to start and how to go on</u></b></p> <p>In this session we will explore developing a formulation of a child's needs: a formulation links theory and practice and should guide intervention and evaluation. It is a way of exploring what we know and don't yet know, reflecting on how we construct our understanding, and generating hypotheses to test through intervention. This can be a helpful way to think about children who have a number of different needs and is a way to involve the child, their family and other professionals in your thinking and planning.</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>Max 30</b></p>

<p><b>Tues 30<sup>th</sup> Jan, 9.30-12.30</b></p>	<p><b>Unipart House, Garsington Road, Cowley, OX4 2PG</b></p>	<p><b><u>IN-PERSON: PACE for School Staff</u></b></p> <p>PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.</p> <p>Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach. It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and Tas to learn more about this approach and practice using it over the course of the afternoon workshop.</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>Max 30</b></p>
<p><b>Tues 6<sup>th</sup> Feb, 3.30 - 5pm</b></p>	<p><b>Microsoft Teams online training*</b></p>	<p><b><u>Speech, Language and Communication Needs and challenging behaviour</u></b></p> <p>There is a well-researched and clearly demonstrated link between Speech, Language and Communication Needs (SLCN) and challenging behaviour. Research also shows us that care experienced children are much more likely than their peers to experience SLCN. We know that addressing SLCN, which are often hidden needs, can reduce challenging behaviour by meeting the underlying need. This session will introduce you to some of the reasons for the higher incidence of SLCN in children we care for in terms of how language and communication develop. We will present some resources we have developed with a range of services across the Local Authority to support schools in identifying and addressing these needs.</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>Max 30</b></p>
<p><b>Tues 20<sup>th</sup> Feb, 1 – 4pm</b></p>	<p><b>Microsoft Teams online training*</b></p>	<p><b><u>Best practice for schools on working with adoptive and special guardian children and families</u></b></p> <p>Adopted and special guardian children bring with them a history of loss and change. For some, this includes experiences of abuse, neglect, and trauma. It might feel difficult to understand the impact of these experiences, particularly if a child has been living in a safe and secure</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>No limit</b></p>

		<p>environment for some time.</p> <p>It is not inevitable that children who have been adopted or are in special guardianship arrangements will experience extra difficulties. But by learning about the potential impact of children's earliest experiences on their development and strategies to support, school staff will be in a better position to identify and respond to difficulties if they do emerge.</p>		
<b>Tues 5<sup>th</sup> March, 3.30-5pm</b>	<b>Microsoft Teams online training*</b>	<p><b><u>2<sup>nd</sup> Designated Teacher Network Meeting</u></b></p> <p>A relaxed and informal drop-in session for staff working with Children We Care For and Care Leavers 0-25. Come along (virtually) and meet staff from other schools/settings to share ideas and best practice peer to peer. VS staff will facilitate this session and introduce up to date talking points.</p>	<b>Hazel Fleming, OCC Virtual School</b>	<b>No limit</b>
<b>Wed 20<sup>th</sup> March, 1 – 3pm</b>	<b>Didcot Civic Hall, Britwell Road, Didcot, OX11 7JN</b>	<p><b><u>IN-PERSON: Designated Teacher Induction / Refresher training including ePEP and Pupil Premium Plus</u></b></p> <p>Everything a DT needs to know about the role, their statutory duties and corporate parent responsibilities. How to run good PEP meetings, write ePEPs and plan effective use of Pupil Premium funding.</p>	<b>Sarah Hazell and Hazel Fleming, OCC Virtual School</b>	<b>Max 30</b>
<b>Thurs 18<sup>th</sup> April, 1 – 3pm</b>	<b>Microsoft Teams online training*</b>	<p><b><u>Introduction to the Neuroscience of Trauma</u></b></p> <p>This training, delivered by The Mulberry Bush Outreach Service*, will look at how trauma in early childhood can affect the development of growing brains. The aim of this session is to gain an insight into and think about the neuroscience of trauma and toxic stress and the consequences for children's social, emotional and executive functioning and behaviour regulation.</p> <p>* The Mulberry Bush School in Oxfordshire offers outstanding 38-week and 52-week residential care and education to children who have suffered early years trauma and have severe social, emotional and mental health difficulties.</p>	<b>The Mulberry Bush Outreach Service</b>	<b>No limit</b>



<p><b>Tues 23<sup>rd</sup> April, 1 – 4pm</b></p>	<p><b>Unipart House, Garsington Road, Cowley, OX4 2PG</b></p>	<p><b><u>IN-PERSON: PACE for School Staff</u></b>          PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.</p> <p>Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach. It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and TAs to learn more about this approach and practice using it over the course of the afternoon workshop.</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>Max 30</b></p>
<p><b>Tues 7<sup>th</sup> May, 3.30-5pm</b></p>	<p><b>Microsoft Teams online training*</b></p>	<p><b><u>3<sup>rd</sup> Designated Teacher Network Meeting</u></b>          A relaxed and informal drop-in session for staff working with Children We Care For and Care Leavers 0-25. Come along (virtually) and meet staff from other schools/settings to share ideas and best practice peer to peer. VS staff will facilitate this session and introduce up to date talking points.</p>	<p><b>Sarah Hazell, OCC Virtual School</b></p>	<p><b>No limit</b></p>
<p><b>Tues 18<sup>th</sup> June, 9.30-12.30</b></p>	<p><b>Unipart House, Garsington Road, Cowley, OX4 2PG</b></p>	<p><b><u>IN-PERSON: PACE for School Staff</u></b>          PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.</p> <p>Being PACEful enables you to have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach. It is a useful classroom tool for all children, not just those who have had a difficult start to life. This session is designed to help teachers and TAs to learn more about this approach and practice using it over the course of the afternoon workshop.</p>	<p><b>Dr Hester Riviere Senior Educational Psychologist, ATTACH Team</b></p>	<p><b>Max 30</b></p>

<p><b>Thurs 27<sup>th</sup> June, 9.00 - 3.30pm</b></p>	<p><b>Kassam Conference and Events Centre Grenoble Road, Oxford OX4 4XP</b></p>	<p><b><u>IN-PERSON: 2024 Oxfordshire Virtual School Conference</u></b></p> <p><b>Theme: <i>Nurturing a strong sense of identity and belonging in care-experienced children</i></b></p> <p>Speakers will include:</p> <ul style="list-style-type: none"> <li>▪ Lisa Cherry – Lisa is an author, researcher and leading international trainer and consultant, specialising in assisting schools, services and systems to create change that supports working with the legacy of trauma.</li> <li>▪ Professor Amanda Kirby - Amanda has an international reputation in the field of Neurodiversity. She is the current chair of the ADHD Foundation, in the UK works closely with the BDA, Dyspraxia Foundation and several Autism charities.</li> </ul> <p>There will be input from the Children in Care Council, 3 workshops, a panel Q&amp;A, time for networking, a prize draw and refreshments.</p>	<p><b>OCC Virtual School Team and partners</b></p>	<p><b>Max 200</b></p>
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