

# Designated Safeguarding Lead Update

Issue 6  
Term 2,  
2024-25



The aim of this publication is to share information, useful strategies and ideas to support the work you do with children subject to CIN and CP planning, children who have at some point been open to Children's Social Care and children in kinship care. Please also take time to look at these webpages [Children with a social worker | Oxfordshire County Council](#) [Children in kinship care | Oxfordshire County Council](#) to support your work with these cohorts. If you have any questions/requests regarding content, contact [virtualschool@oxfordshire.gov.uk](mailto:virtualschool@oxfordshire.gov.uk)

## CONTACT US

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## Training Programme 2024/25

**\* BOOK HERE \***

Upcoming training:

Tuesday 12th November

Attachment Theory

Tuesday 14<sup>th</sup> January

Formulation – Planning interventions for complex children

Tues 21st January and Thurs 6<sup>th</sup> February

PACE for School Staff

Tuesday 11th February

Speech, language and communication needs and challenging behaviour

Thurs 6th March and Thurs 13th March

Introduction to Parental Imprisonment

## Anti Bullying Week 2024: *Choose Respect*

Anti-Bullying Week will take place from **Monday 11th to Friday 15th November**. The week starts with Odd Socks Day on Monday 11th November. For more information and resources, [click here](#).

While specific statistics on bullying for children on CIN and CP plans are not always separately reported, children in these categories are generally at higher risk of experiencing bullying due to factors like neglect, abuse, and emotional distress.

## OSCB Training Course

[Training - Oxfordshire Safeguarding Children Board](#)

**The Hidden Cost of Bullying - Uncovering the Brain's Response to Abuse** from The Beacon School's School Behaviour Secrets Podcast

[Click here](#)

## Free downloadable resources

[Click here](#) to view free downloadable behaviour resources from the Beacon School.

# Attendance is everybody's business

## The attendance of children with a social worker is your business

### Average attendance

Status	Year groups 0 - 6			Year groups 7 - 11			All year groups		
	Last year	This year	Change	Last year	This year	Change	Last year	This year	Change
EHCP (all children)	93%	94%	1%	91%	94%	3%	92%	94%	2%
EHCP (children with open cases)	90%	91%	2%	83%	83%	1%	87%	89%	2%
LCSS	94%	95%	1%	85%	86%	2%	92%	94%	2%
Early Help	93%	94%	1%	75%	75%	0%	90%	89%	-1%
Open C&FA	92%	94%	2%	86%	86%	0%	91%	91%	0%
ChIN	92%	94%	2%	82%	88%	6%	90%	91%	1%
CPP	88%	93%	6%	59%	65%	6%	83%	88%	5%
CWCF	96%	98%	2%	95%	96%	1%	95%	97%	2%

Median average. "Last year" includes entirety of last academic year. "This year" includes current academic year to date. "Change" shows difference between the two. Changes of at least +/- 5% are highlighted

Attendance of children in Oxfordshire at the end of Term 1 2024/25

Don't wait until a child's attendance drops below 90% to act! As soon as you see signs of attendance slipping, take action!

### Count of Children

	Year groups 0 - 6	Year groups 7 - 11	All year groups
EHCP (all children)	2468	2164	4632
EHCP (children with open cases)	397	417	814
LCSS	725	409	1134
Early Help	500	359	859
Open C&FA	227	149	376
ChIN	383	352	735
CPP	173	118	291
CWCF	86	123	209

Looking at the data circulated at the end of Term 1 (see above), you can see that the attendance of all vulnerable groups is improving from the year before. This is particularly the case for secondary-aged learners subject to CIN and CP planning - thank you for all that you are doing to engage these children!

You can see from the table above that:

- Primary-aged children subject to EHCNA process are on average absent from school the equivalent of 1 day a fortnight;
- Secondary-aged children subject to Early Help are on average absent from school for the equivalent of 2.5 days a fortnight;
- Secondary-aged children subject to CIN planning are on average absent from school the equivalent of just over 1 day a fortnight; and
- **Secondary-aged children subject to CP planning (the most vulnerable) are on average absent from school for the equivalent of 3.5 days a fortnight – over 4 months!**

*If children are not in school, how can you be sure they are safe? What can you do to make school unmissable?*

**\*\* CALLING ALL SECONDARY SCHOOL DSLs \*\***

**We urge you to uphold your duties to consider every one of your young people with a social worker and work with the team around those young people to find a way forward.**

## Remember, Remember...

**Bonfire night and fireworks** are a big part of November. Please be aware that for some children who have experienced trauma, fireworks can be a cause of distress.

Christmas time can also be a difficult time with lots of feelings flying around. [Click here](#) for a Beacon House resource which explores how to **use PACE at Christmas time**.



For family or friends who  
step up to raise a child.

[Click here](#) for more  
information.

**Any Year 11s with EHCPs** should have had an Annual Review towards the end of Year 10 or have one booked before the end of Term 1 to ensure the EHCP that is sent out to Post-16 providers reflects the most current, accurate picture of the young person and their needs. It is also the opportunity to capture the young person's wishes and pull together everyone's thoughts on preferred Post-16 destinations. Schools can then request that the SEND Team send out consultations to providers as soon as possible before Christmas - allowing plenty of time for places to be agreed before the end of March deadline when the destination is named on the EHCP.

If the Annual Review has not yet happened or been booked, or you are concerned that things have changed significantly, please flag this up with the SENDCo.

## Post 16 Transition

Remember that some of your Year 11s may need additional support with the process of applying to colleges.

Ideas to support children with a social worker or children in kinship care:

- DSL call carer to explain the process (especially for parents/carers who have not had a Year 11 before).
- Time in school researching courses, talking to ex-students and support with application form.
- Flag up open events and identify a member of staff to meet them at college to facilitate the visit.
- Ask college course leader to come in and talk to a group in school.

## What is the SDQ for?

The strengths and difficulties questionnaire is an important tool to help professionals identify emotional and behaviour concerns and to flag up needs for further assessment. It enables professionals to see specific areas which may need targeted intervention. Tracking SDQ data is important as unmet SEMH needs are one of the main reasons for educational underachievement in children with a social worker. For more on strategies to support in meeting SEMH needs in your setting, view the [SEND Ordinarily available toolkit \(oxfordshire.gov.uk\)](#)

**Vulnerable and SEND pupils are more likely to be excluded** and there is an understanding that more compassionate schooling is needed. See this thought-provoking trailer ['Excluded'](#).

[Click here](#) to access a copy of the SDQ and for guidance on how to use it.

# **BE THE DIFFERENCE.**

As educators, you hold the incredible power to shape the futures of your students. The Virtual School want to emphasise the importance of having high aspirations for every child, especially children with a social worker.

Children who are supported by social workers often face unique challenges. These challenges can sometimes overshadow their potential, but it is crucial to remember that every child has the capacity to achieve greatness. Your belief in their abilities can be the catalyst that propels them towards success.

Believe in every child's potential - your high aspirations can transform their future!

