

EDUCATION FACTSHEETS FOR FOSTER CARERS, ADOPTIVE PARENTS AND SGO CARERS



source: www.clker.com

The Virtual School, Oxford
“Looking after Learning”

CONTENTS

1.	Support for Learning.....	4
2.	Starting a New School.....	6
3.	The Early Years Literacy	9
4.	The Early Years Maths.....	11
5.	The Primary Years Literacy	12
6.	The Primary Years Maths.....	14
7.	The Secondary Years Literacy/Englsh	15
8.	The Secondary Years Maths.....	16
9.	Executive Function.....	17
10.	Developmental Trauma	21
11.	Positive Home-School Communication and Information Sharing	24
12.	Attendance	27
13.	SEN Processes	30
14.	What to Expect from a PEP Meeting	35
15.	Moving up to Secondary School	37
16.	Planning for the Future.....	42
17.	Who to go to in Services	44

1. SUPPORT FOR LEARNING

SCHOOLS and early years' settings often put on workshops for parents and carers to outline how to support children with learning at home. Please try and attend even if you have been before because ideas about learning are updated all the time and schools will be adapting their approach. In addition, there are constantly new ideas and expectations coming from central government which

Children who have experienced abuse, neglect and trauma will continue to need help and support with homework and learning activities throughout their school life

schools/EY settings have to incorporate into their teaching.

Working together is key when support and developing children's confidence and curiosity about learning

If your foster child is coming home with work that they are habitually struggling with or that is too easy, then please feedback as soon as possible to the class teacher/form tutor or subject teacher. Issues such as this can have a profound effect on a young person's engagement and enjoyment of school and set up ongoing issues for the future. If the problem is ignored it can often become more difficult to overcome than if there is early intervention.

Contact the school swiftly if your child is habitually struggling with homework. Early intervention can prevent ongoing issues for the future



HOME learning is not just restricted to supporting with homework; it also extends to all aspects of home life. Discuss the plots and issues in television programmes, research areas of interest together, attend local museums and free events. Encourage your foster child to join a number of after school clubs and activities out of school. These develop confidence, skills and relationships. Promote engagement in sport, music and art. Many children and young people are reluctant to join



new things (usually because they lack confidence) and need some careful encouragement to engage. If necessary, stay with them for the first few sessions to ensure they feel secure and gradually withdraw as their confidence grows. Encourage them when their enthusiasm flags – discuss the value of perseverance and resilience. Having

a range of interests and skills is invaluable for future life. Play board games, word games, counting games, do crosswords and Sudoku with your child or young person.



2. STARTING A NEW SCHOOL

Plan *how* your child will start:

- Do they need a graduated start to get used to the environment?
- Would it help to allocate a 'Buddy' from the class to help them to settle?
- How can the class teacher help your child start to make friends at school? Can they help you to approach other parents to arrange playdates or find out more about local activities your child could join?
- Do they need a named adult with whom they can start to build a trusting relationship as a secure base in school? Can that be their class teacher, or a teaching assistant if they need someone who can be available to them when needed?
- Do they need a safe space they can use if they are feeling overwhelmed and need to calm and regulate?

WHILST every effort is made to maintain stability for children in care or who no longer live with their birth families, they often experience frequent school moves, often arriving in the middle of the school year. Some children may experience a placement and school move at the same time, which is particularly disorienting and stressful. They may move a long way from their original home or placement, leaving behind friends, family and other important connections. This is almost always the case for children who are adopted. Supporting your child to settle quickly at their new school, so that they can start to make friends and be ready to learn, is *really* important.



Children who do not live with their birth families tell us that they want to be treated just like the other children in the school. They don't want to be singled out for special treatment. However, we find that there often needs to be sensitive thinking, careful planning and some special treatment in the background in order to make this possible. When the adults work together and plan actively

to support the child it can be possible for them to feel that they are just the same as everyone else.

Arrange to meet with the school's Designated Teacher and your child's class teacher (and the Special Educational Needs Coordinator or SENCO if your child has additional learning needs), ideally before your child starts at the school so that you can:



- Introduce your child: their likes and dislikes, what they love to do at home, and their strengths and interests (you may not have your child with you at this initial meeting, but you can share this information about them)
- Start to build your relationship with key members of staff
- Decide what information to share about your child's experiences, how many schools they have attended, and any key information the school will need to support them sensitively. Agree how this information will be kept confidential.
- Ask the school to provide you with key information, and photographs, of the people who will be working with your child. It can be helpful to put this on the wall or the fridge at home.
- Find out from the Designated Teacher what information has been shared with your child's previous school about their learning and development, and what support was in place for them. If necessary, share this information yourself.
- Make sure key school staff are aware of any adults who may pose a threat to your child, and who can and cannot collect them from school.



THE ESSENTIALS

- Arrange to meet with the school's Designated Teacher, your child's class teacher, and if necessary, the SENCO before your child starts so you can plan the best possible start.
- Work with the school to help your child to make friends and join in with activities in the local community
- Arrange regular meetings with your child's teacher and the DT to monitor their learning and emotional development.

MORE ADVICE ...

- See our factsheet on SEN Processes and Understanding EHCPs
- See our factsheets on Home-School Communication and Supporting your child's learning at home
- The Virtual School Website has a checklist for schools to help them welcome an adopted child to their school, and an audit tool to think about their provision for Looked After Children.

MORE SUPPORT ...

- Contact the Virtual School in the first instance if you need more advice and support (see below)

Contact us for more information on:

The Virtual School, Oxford

Phone: 01865 328550

E-mail: virtualschool.LAC@oxfordshire.gov.uk

3. THE EARLY YEARS



LITERACY: Developing vocabulary and speech is absolutely vital in these early years. Remember children learn to talk a long time before they learn to read. To help children reflect upon and explain events as much as possible comment to describe what a child is doing. “You are choosing the blue crayon”. “I can see that you are enjoying climbing that tree” “Those puddles are fantastic for splashing in”. To help children expand on what they have to say

model sentences by responding and repeating what the child says and then add new words.

Support your children to express a wide range of feelings orally by modelling and encouraging them to copy “...makes me feel

Share books with children from birth. Talk about the pictures and comment on what is happening. Build up concentration by starting with one or two pages and gradually increase. Try using different voices to add variety and fun to the

experience. Reinforce the aspects of the book: the title, first page, second page etc, link the picture to the text by pointing out details in the picture “Look there is the lion” and then next time “Can you find the lion?”. Model for your child and then encourage them to do independently with your support. Take your time and wait for the child’s response, remember their reactions to what they are seeing and hearing may be slower than you expect. Think about using props such as puppets, soft toys to add interest and help bring the words alive.

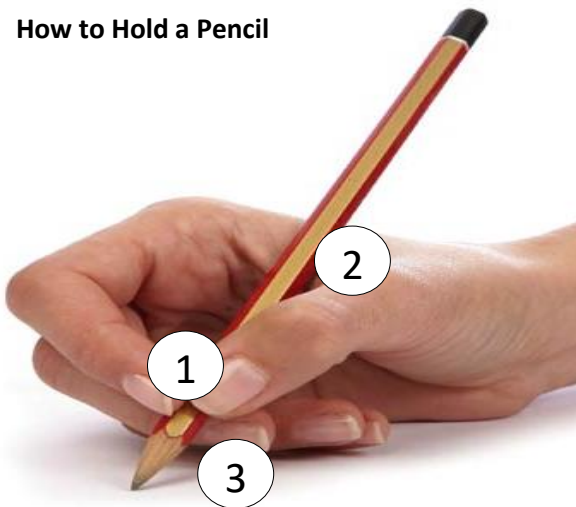
Sing nursery rhymes; the repetitive language of songs and rhymes will help stimulate early language. Play word, letter, sound



games, I Spy, memory games such as 'I went to market and bought ...' and matching pairs.

It is essential that your foster child does not get into bad habits with pencil grip. Please ensure they use a tripod grip when holding a pencil or crayon from as early as possible. Persist in supporting them to adopt this grip by gently changing grip every time they pick up a pencil.

How to Hold a Pencil



1. Put your thumb and forefinger just above the cone shaped part of the pencil
2. Let the pencil rest between your thumb and forefinger
3. Then put your middle finger underneath for support

Credit: <https://stphilipsprek-4.wikispaces.com/>

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4. THE EARLY YEARS

MATHS: In everyday situations use opportunities for grouping objects together for example sorting the washing, laying the table, getting dressed

Help children develop their understanding of quantities by using words such as lots/few, light/heavy, more/less, small/large.

Use pictures and objects to illustrate the number symbols. Read books/stories which support mathematical concepts, play games such as snap, lotto, board games with a dice.

By singing counting songs and rhymes this will help to develop the child have a great understanding of number order as well as addition and subtraction. Think about using props to act out counting.

Talk about number patterns through activities such as ordering of events eg identifying the days of the week and the months of the year, use a clock face to illustrate time of the day.

Provide opportunities to create patterns for example activities such as threading beads, making icing patterns on cakes/biscuits. Think about ways language is used to describe measure, shape, position in everyday life. Play with shapes and model their names “Let’s make a tower with all the cubes”, “I have a

triangle can you find two more triangles”
“How many circles can you find in this picture?”

Try to model and encourage the use of number language in meaningful everyday situations to encourage the child’s understanding of mathematical concepts eg counting, patterning, shapes, measure

Encourage and value children’s ability to problem solve and estimate. For example, sharing out: suppose there were three people to share between instead of two, how many do you think we need – is that enough?

Use practical activities to write number symbols and/or use a tally system as a way to record.



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5. THE PRIMARY YEARS

LITERACY:

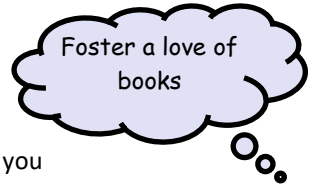
Reading: It is difficult for a child struggling with reading to get a sense of the story so being read to regularly is essential. Discuss the content and story of any book: “What do you think will happen next?”; “Why do you think the character did that?”; “Do you think the lion was happy or sad when that happened?” As they get older:



“Why do you think Polly helped the old man across the road?”; “Why did the author end the chapter in that way?”; “What were your favourite bits of this story?”

Reading should be enjoyable! Try not to interrupt, prompt or comment within a sentence, except where the child is clearly absolutely stuck (count to 6 before intervening). Children will often get to the end of the sentence and go back and self-correct if we allow them. Schools will be doing the teaching of reading so home reading is just a consolidation of this learning.

Praise good reading behaviours such as using phonic skills to break down a word, reading for meaning, using the picture for clues and self-correction: “I really liked the way you used the sounds of the letters to work out what that word said”; “It was really good when you corrected yourself when you realised that that word didn’t make sense.” This sort of praise is much more effective than “well done” or “good”.



Practising spellings: many schools send home spellings for children to learn at home.



The best way to learn these is to look at the word together, talking about any patterns, cover the word and get the child to write from memory and then check. If a child is struggling with spellings it can help to use plastic letters to make the words, to write in sand, to write invisibly on the table and with their eyes shut. If they continue to struggle,

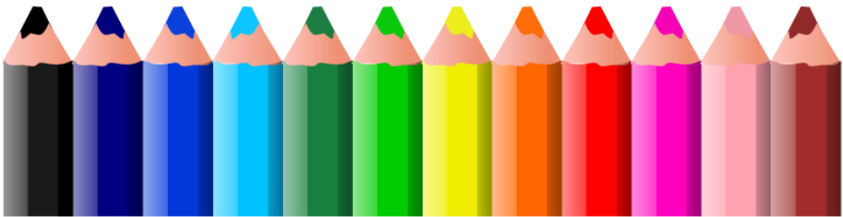
discuss this with class teacher whether they need some easier spellings.

Writing: build writing activities into everyday activities, for example writing lists, instructions, birthday cards, writing a holiday diary, etc. If your child has a writing homework assignment, discuss the topic with them

and help them plan what they are going to say but get them to do their own work so that teachers are able to evaluate the impact of their learning. If they ask for a spelling, use a variety of strategies for them to work these out for themselves but give the word or even write it for them in their books (so teachers know that they were helped) – for instance ‘marmalade’ or ‘library’ are spellings not expected of a KS1 child!

It is important that you continue to share books throughout the primary years, both listening to your foster child and reading to him/her, even when they are good at reading. This helps to continue to develop vocabulary and reading fluency. It also fosters a love of books.

Vocabulary: the acquisition and understanding of vocabulary is an essential part of literacy learning. Talk to your child as much as possible about a range of topics. Build on their interests by researching topics together and visit local museums. Explore Letterbox activities together.



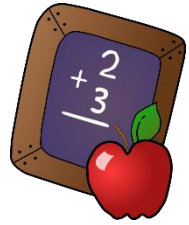
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6. THE PRIMARY YEARS



MATHS: See activities for Early Years – all these activities remain relevant for most children in KS1. You can build in challenge as they start to find these easier.

Promote mental maths – support your child to learn their times tables. Schools will be able to give you tips on how best to do this depending on their particular methods. There is evidence that songs and frequent repetition helps secure times tables to memory.



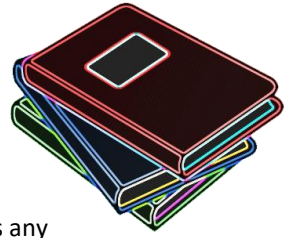
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7. THE SECONDARY YEARS



LITERACY/ENGLISH: English activities become more complex as your child continues through secondary school. The most effective support is to discuss any assignment in detail with your child, help them make a plan – mind mapping is often very effective to support this [Tony Buzan - Mind-Mapping](#) is a useful website. Mind mapping helps to order thoughts and to keep focusing on the key points.

Build independence by encouraging your child to complete a few sentences without support and then give them feedback for improvement before they work on the next

few sentences. It is often really helpful to

encourage them to work on scrap paper

initially and then to practise their

handwriting by copying up their work into their exercise book.

Play board games. Uno, Snakes and Ladders, Connect Four, Rummy Cub, draughts and chess are particularly good to embed mathematical

Writing is a very complex activity; we have to think what to say, we need to be able to

understand grammar, be able to spell and to have

handwriting that is easily decipherable. No wonder many children

struggle to master writing. It helps if distractions are kept to a minimum. Try

writing a really difficult letter whilst talking to someone else and using your non-

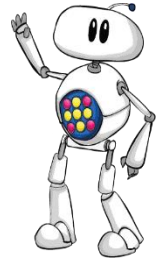
dominant hand to write with and you will soon experience some of the barriers our

young people encounter. It is difficult for children and adults alike to master all these

skills and produce perfect work without some element of redrafting.

Some children struggle to reach the expected standard in reading and writing at the end of primary school for a variety of reasons. These children will continue to benefit from many of the primary activities such as reading aloud, listening to stories, playing word games, practising spellings and writing in a range of every day contexts.

8. THE SECONDARY YEARS



MATHS: Many secondary schools use My Maths as a home learning website to support the curriculum. Encourage your child to use any suggested maths websites regularly to build their skills.

Maths is built on building blocks of learning so poor attendance has a particular effect on a child's ability to access work. If your child has missed school, it is important that they are supported to catch up with the learning

Contact your child's maths teacher if you have concerns about the suitability of the work they are doing and ask for a meeting as lack of confidence in maths is often due to gaps in learning rather than a lack of ability to master the concepts.



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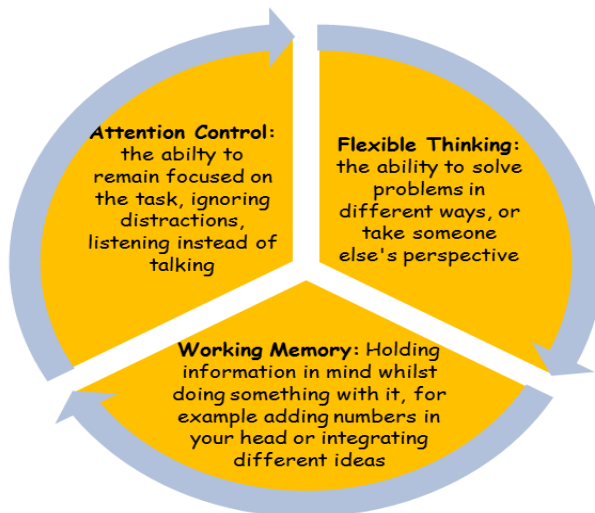
9. EXECUTIVE FUNCTION

EXECUTIVE Function (EF) covers a set of skills that have a direct impact on learning: focusing attention, retaining knowledge, resisting distraction, using prior knowledge, planning for the future, setting goals, and thinking through the consequences of behaviour or actions. These skills are closely associated with being ready to learn, doing well at school, and better social skills in adolescence. Difficulties with executive function are associated with emotional and behavioural difficulties, Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder.

Children learn EF skills from infancy onwards through:

- The **relationships** they form with those around them
- The **games and activities** in which they participate
- The **environment** in which they live

Stress, poverty and disadvantage impact negatively on EF skills, but positive experiences such as supportive caregiving, high quality education in the early years and practice can improve them.



These skills are also influenced by your child's motivation, resilience, openness to learning and conscientiousness, and also by other learning skills such as self-control, the capacity to reflect, emotion regulation, perseverance and active problem solving skills. High levels of stress undermine these capabilities.

Stress and anxiety have a significant impact on EF skills: the parts of the brain associated with focus, attention and planning are influenced by the body's response to stress and emotion. High levels of stress or overwhelming emotional responses disrupt the attentional system. A loud, chaotic classroom, or emotional factors rooted in things going on in your child's life or past may also affect how well they can use their EF skills.

Children who have been in care, who have had difficult early life experiences, may have had fewer opportunities to develop these skills, and strong emotional reactions may make it harder for them to use them, especially if school feels like a difficult and stressful environment.

WHAT YOU CAN DO TO SUPPORT YOUR CHILD:

In general:

- Play games appropriate to your child's developmental level that promote these skills. There is a link below to a resource with suggested activities from infancy to adolescence.
- Develop a trusting relationship in which you and your child can enjoy these activities together
- Help your child to develop greater independence in small steps, encouraging problem solving, reflection and planning
- Reduce stress and anxiety in your child's life as much as possible, and maintain a sense of safety and security in their home and school environment



- Help your child to develop trust in their teacher and peers, and to trust themselves

With school work:

Ask yourself:

- Does my child know what they need to do?
- Do they know why they are being asked to do it: what is the relevance of this task?
- Do they feel confident that they have the necessary skills and support to learn/complete this task?

Help your child to think through:

- What am I being asked to do? What do I think the problem is?
- What information do I already have?
- What materials will I need?
- When have I done something like this before and what did I do then?
- What do I need to do first?
- What do I need to do next?

Encourage Reflection on learning:

- Let's stop and look carefully at what you're doing.
- Yes, that is right. How did you know it was right?
- Why is it better than this one?
- What could be wrong about this one?
- Can you show me how you found the right answer?
- Tell me how you did that.



THE ESSENTIALS

- Executive function skills are fostered within relationships and are affected by the environment in which your child is developing
- Executive function describes a person's ability to focus their attention, keep themselves from being distracted and from reacting 'in the moment', and their problem-solving skills. All these abilities are central to learning.
- You can help your child to improve their skills through the relationship you build with them, the activities you share together, and the ways in which you support their learning

MORE ADVICE ...

This resource, [Activities Guide: Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#), written by the Center on the Developing Child at Harvard University, provides an overview of Executive Function and lots of games and activities you can use to foster development in this area

MORE SUPPORT ...

Talk to your child's teacher about working together to help your child to develop these skills

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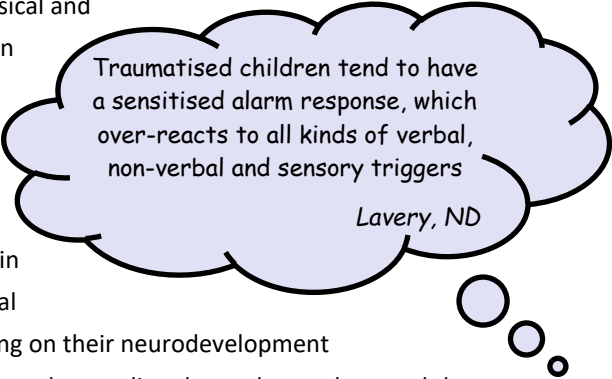
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10. DEVELOPMENTAL TRAUMA

Trauma is an event or series of events such as abuse, neglect, maltreatment or tragedy that causes a profound experience of helplessness, leading to terror.

Institute of Recovery from Child Trauma, 2015

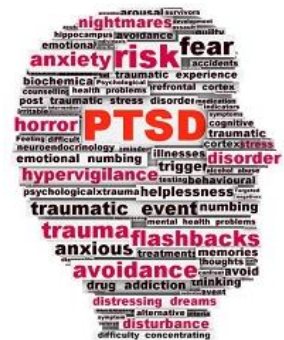
WHEN we think about how to help children who have had a very difficult start to life we put relationship building at the centre of that help. This is because nurturing relationships in the earliest days, months and years of a child’s life foster all the key elements of healthy physical and emotional development. Children growing up in abusive and/or neglectful relationships may experience ‘Relational Trauma’ or ‘Developmental Trauma’. Chronic trauma that occurs within the child’s earliest developmental experiences with others impacting on their neurodevelopment and their cognitive blueprints for understanding themselves, others and the world.



Traumatised children tend to have a sensitised alarm response, which over-reacts to all kinds of verbal, non-verbal and sensory triggers

Lavery, ND

We often think of trauma as following a frightening, one off event such as an accident or attack. However, some children experience chronic trauma; care that is neglectful, frightening or abusive most of the time. Emotional, physical and sexual abuse, parenting that is physically and emotionally neglectful, parental substance misuse, and losses such as being taken away from the birth family and subsequent carers, are all traumas experienced within relationships. A child may experience many of these on a



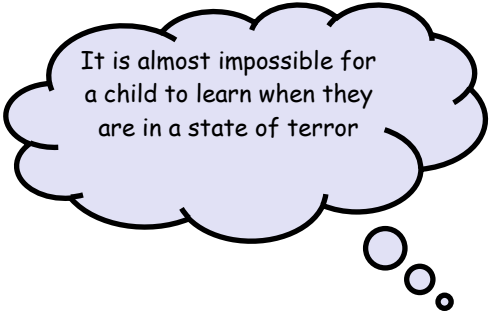
daily basis, over a number of years. The effects on children are a form of complex Post Traumatic Stress Disorder (PTSD). They may experience flashbacks, heightened arousal, and may avoid reminders of the trauma.

Traumatized children can appear very confusing and challenging to their new carers and teachers at school. Carers and teachers may be unaware of the child's trauma triggers: triggers such as smell, touch, sound, sight, unrelated to what is happening in



the child's present but which activate trauma memories often can cause a child to react to situations in the present as if they were in the past e.g. lashing out at someone trying to help them. During such a heightened state, children may have sudden explosive outbursts, seek attention for inappropriate behaviour, or hide away from others. Traumatized children may be operating in their 'survival brain' much of the time; this is the fight/flight/freeze response triggered by feeling in danger. This effectively shuts down the parts of the brain that are not involved in survival. Children who have experienced developmental trauma may have:

- Difficulties concentrating
- Difficulties regulating feelings
- High levels of fear and anxiety
- Low self-esteem
- Apparently aggressive behaviours
- Self-destructive behaviours
- Self-harm
- Difficulty making and maintaining friendships or relationships with others: children who have experienced trauma in their relationships they may not have an understanding of adults as being able to provide safety and care when they are in a distressed and/or vulnerable state. They may be unable to signal their needs or allow others to meet their needs.

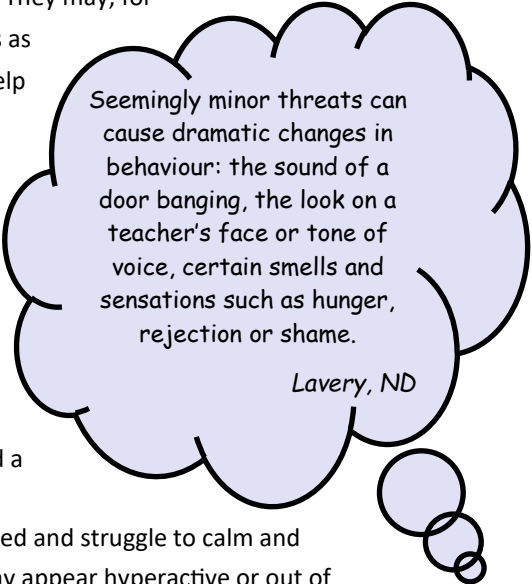


It is almost impossible for a child to learn when they are in a state of terror

There is a growing body of neuroscientific evidence which helps us to understand why these behaviours develop as a response to feeling frightened and helpless much of the time. When managing feelings of fear or even terror, on a daily basis, becomes 'the norm', the brain develops in particular ways in order to prioritise safety and survival.

Children who have experienced Developmental Trauma may respond to perceived stress and fear in different ways. In addition, such trauma can lead to children perceiving threat where there is none. They may, for example, interpret neutral expressions as aggressive or hostile, or attempts to help as threatening.

- Most regress to an earlier stage of development. For many, parts of the brain are immature relative to the child's age in years.
- The brain's alarm system is triggered, prompting a 'Fight, Flight or Freeze' response and a rush of adrenalin.
- Some become very over-excited and struggle to calm and regulate themselves. They may appear hyperactive or out of control.
- Some retreat into themselves and 'shut down'.
- Many become controlling of others and their environment, and may appear defiant, wilful, rude or demanding
- Many children experience shame and confusion if they feel they have over-reacted to what was actually happening.



Seemingly minor threats can cause dramatic changes in behaviour: the sound of a door banging, the look on a teacher's face or tone of voice, certain smells and sensations such as hunger, rejection or shame.

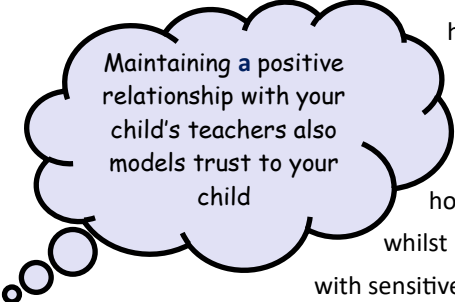
Lavery, ND

11. POSITIVE HOME-SCHOOL COMMUNICATION AND INFORMATION SHARING



YOUR child will spend a huge amount of time in school – seven hours a day in term time. They will form important relationships with school staff and peers which will contribute to their development and wellbeing. Clear, positive, open communication with school is essential to helping your child to thrive, and for you to

have the information and support you need to help your child at school. The school will also need some key information about your child, but it can be hard to know what to share, how to start those conversations, and how to maintain confidentiality for your child whilst making sure that school staff can provide with sensitive support.



Maintaining a positive relationship with your child's teachers also models trust to your child

Positive Communication: Maintain communication even when things are going well: it is important to recognise and celebrate success, and to have a strong working relationship if things become tricky. Trying to build your relationship with the school when things are not going well can give both you and the school the sense that your child is only seen as a problem, when in fact there may be many positives to share. It is also easy for blame to creep in when things are tough: carers feel blamed for the problems in school, and teachers feel accused of not doing enough.

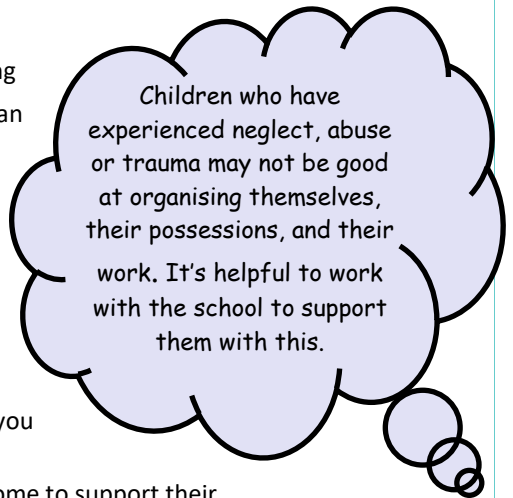


Children can be very different at school and at home, and you and your child's teacher may face very different challenges in caring for the same child. Teachers and carers have different demands on their time, and different areas of expertise. You have valuable

information about your child's character and experiences, and may also have expertise in understanding trauma, loss and the effects of abuse and neglect on development. The school has expertise in teaching, learning and their own setting. Schools can also provide welcome support and advice, signpost you to other services where necessary, and coordinate involvement from different professionals. Keeping clear channels of communication is the best way to bring these different perspectives together, and also makes sure that misunderstandings do not arise. Through good communication, everyone can work together, with as much information as they need to do their best for your child.

It is helpful to start each year with a meeting with your child's new teacher so that you can start to build a relationship. Arrange to review progress, both academic and emotional, at regular points over the year. You may want to ask for information about:

- What your child will be learning over the course of the term or year so that you can support their learning
- What your child is expected to do at home to support their learning
- School trips over the course of the year which might need careful thought and special planning
- How to keep each other informed of day-to-day successes and concerns: parents sometimes feel that communication from school is always negative, and sometimes publicly negative. Teachers can feel overwhelmed by lots of communication from home. It's helpful to agree how best to share information.



Information Sharing: The circumstances that have led to your child coming in to care are sensitive and deeply personal. Many young people feel that lots of adults already know a lot of very personal information, and this can feel intrusive. Children and young people also have a right for their confidentiality to be maintained. However, it is helpful for staff who work closely with your child to have some basic information about the fact that they are in care, and that they may have

experienced neglect, abuse and trauma. Some children have experienced numerous placements and school moves. Knowing this enables school staff to:

- Make an extra effort to build a positive relationship with your child, and with you as their carer
- Have high aspirations for what your child can achieve at school and put in the extra support that will enable them to succeed
- Respond sensitively and thoughtfully to unexpected behaviour
- Think in advance about areas of the curriculum that might need to be adapted (you may want to make one member of staff, for example the Designated Teacher or SENCO, aware of specific information which may be relevant, for example experiences of alcohol or drug abuse, or sensitivities around sex education, so that they can make sure your child is supported sensitively)
- Provide additional support for learning if your child has spent time out of school and has missed out
- Help your child with their organisational skills
- Support the development of friendships: children in care often struggle to make and maintain friendships, and frequent school moves will have compounded this
- Help your child to answer questions from other children about who they live with and why
- Make sure that your child is a priority for school trips and other enriching experiences, and know who needs to sign the consent form in case extra time needs to be built in to contact your child's social worker



Arrange to have a meeting with the Designated Teacher at your child's school when they start so that you can share what you feel is appropriate and helpful, and agree how that information can be used at school.

Contact us for more information on:

The Virtual School, Oxford

Phone: 01865 328550

E-mail: virtualschool.LAC@oxfordshire.gov.uk

12. ATTENDANCE

ATTENDANCE at all key stages including at nursery and reception has a profound effect on pupil outcomes. Many subjects are sequential in learning such as maths, languages, phonics, grammar and science so missing one class can lead to



Contact the school as soon as your child shows any signs of reluctance to go to school so that habits and patterns don't become a habit.

confusion and big gaps in learning which are sometimes hard to make up.

Generally, our looked after pupils and those adopted attend very well especially at primary school. We are grateful for parents and carers efforts in getting children to school on time and regularly. As children get older and especially if they have unmet mental health difficulties attendance can drop off. We all need to support pupils to attend very regularly in order to give them the maximum chances in future life. If your child starts to be reluctant to go to school, please act swiftly and contact the school to formulate a plan to support.

Some children attend regularly but are often late; this can also have a profound effect on outcomes. In addition, some pupils attend doctors, dentists and other appointments during school time. If at all possible, organise appointments after school or in the holidays.

Reluctance to attend school is often a symptom of something troubling the child or young person so it is important to unpick the causes and support change rather than setting the young person targets and ultimatums.

Lateness = Lost Learning*(Figures below are calculated over a school year)	
5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

Danger Zone: As few as 17 missed days over the school year reduces chances of success. GCSE results could drop by one grade across all subjects!

If your child is on a part-time timetable, please contact the Virtual School so we can ensure that all the relevant teams are involved to support your child back to school full-time.

What is good attendance: 95 – 100% is good attendance, below 95% some action should be taken to improve attendance, below 90% is counted as persistent absence and a clear action plan should be drawn up to support your child to attend school regularly.

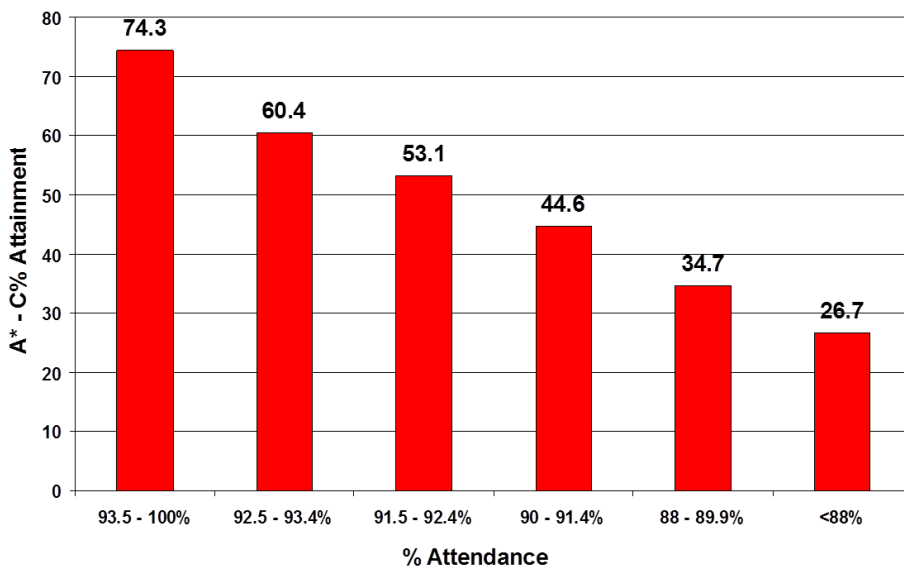
Below you can see the number of days lost at different % points.

If your child is on a part-time timetable, please contact the Virtual School so we can ensure that all the relevant teams are involved to support your child back to school full-time.

Attendance	Approximate Days missed in Academic Year
100%	0
95%	10
90%	20
85%	30
80%	40

Much research has been done on the relationship between attendance and outcomes in public exams – see graph below. In addition, if your child is often away from school it will make it more difficult for them to sustain and maintain their friendships and social relationships.

Chances of Success at GCSE



13. SEN PROCESSES



LOCAL OFFER

The Oxfordshire Local Offer sets out clear definitions and SEN processes in Oxfordshire.

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

THERE is a clear legal framework for how Special Educational Needs are identified and addressed. The definition of Special Educational Needs and how those needs should be met are set out in the Children and Families Act 2014. There is also a Code of Practice for SEN and Disability (2014) which provides guidance on what the Children and Families Act requires organisations that work with and support children and young people to do in relation to SEN and Disability.

According to the SEND Code of Practice a child or young person is described as having Special Educational Needs (SEN) if they:

- have a learning difficulty or disability which calls for special educational provision to be made for him or her
- have a significantly greater difficulty in learning than the most other pupils of the same age



In addition, the Code of Practice states “many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled

child or young person requires special educational provision, they will also be covered by the SEN definition.”

Special Educational Needs are divided by the Code of Practice into four broad areas: Cognition and Learning; Communication and Interaction; Sensory and/or Physical needs; and Social, Emotional and Mental Health needs. Children may have needs in one or more of these areas. The SEND legislation introduced in 2014 no longer includes Behavioural, Social and Emotional Difficulties as a category of SEN: challenging behaviour is understood as a possible sign of unmet SEN, which could include a child’s Social, Emotional and Mental Health needs.



All schools have a duty to identify children with SEN through their regular monitoring and evaluation of pupil progress. Schools must also make sure that they address SEN through quality teaching, targeted intervention and – where necessary – advice from outside professionals. They must

take care that pupils with SEN are included in activities alongside their peers: the SEND Code of Practice highlights the responsibility that class teachers must take for meeting the needs of pupils with SEN in their class: every teacher is a teacher of SEN.

Most children and young people with SEN are educated in mainstream settings and their needs are met through the expertise and resources available to the school. In Oxfordshire, the Local Authority gives funding to schools to meet the needs of children with SEN.

The Local Offer provides information on how much money is available to schools each year for pupils with identified needs. Primary schools can apply for additional funding from the Local Authority if the resources already provided have been used and are not enough. Secondary schools in Oxfordshire receive a higher level of funding, and can only request additional funds in exceptional circumstances.

Up to 70% of children in care in England are identified as having SEN, which is more than three times higher than SEN in children who are not in care. For many children in care their SEN is related to Social, Emotional and Mental Health needs.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Most children with SEN are supported at school without the need for an Education, Health and Care Plan (EHCP). As many as one-in-five school-aged children will be identified as having SEN, but only a small proportion of them will meet the criteria for an EHCP. An EHCP is needed when a child has long term and complex needs that require the Local Authority to be involved in identifying their barriers to learning, and planning and resourcing appropriate provision. Children in Oxfordshire need an EHCP in order to

Information on the process of requesting an assessment, application forms, and advice on how to complete sections of the application can be found on the Oxfordshire Local Offer website



access special schools. Nationally, between 2% and 3% of school aged children are identified as needing an EHCP, whilst up to 20% of children will be identified as having SEN.

EHCPs replaced Statements of Special Educational Need in September 2014. The title of this new document reflects the duty of local Education, Health and Social Care services to work together to identify and meet the needs of children and young people

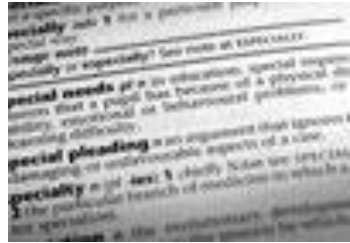
with Special Educational Needs and Disabilities (SEND).

A request for an EHC assessment is usually made by the school, college or other educational setting. Carers and young people aged 16-

25 can also request an assessment. For Looked After Children, the request must come from your child's school or Social Worker and the Social Worker will need to give signed consent as the Local Authority holds Parental responsibility. The Local Authority will look carefully at the evidence presented as to why the assessment is necessary, and make a decision about whether or not to go ahead.

The Oxfordshire Special Educational Needs and Disability Information, Advice and Support Service (**SENDIASS**) can provide you with information, support and advice about SEN and EHCP processes

If the Local Authority agrees that an assessment is necessary, the SEN team at the Local Authority will seek advice from all professionals involved with your child. You and your child will also be asked to share your views, concerns, hopes and aspirations. For Looked After Children, the child's Social Worker will be asked to contribute to this section because the LA has Parental Responsibility. Depending on the needs identified through this assessment process, an EHCP will be drawn up which is a legal document issued by the Local Authority. The EHCP sets out the strengths and needs of your child, their views and aspirations, and yours too. It also sets out the provision needed to meet your child's needs, who will be involved in providing appropriate support, and the outcomes that support is intended to achieve over the next year and in the future.



The process of requesting an EHCP, carrying out the assessment, and drawing up the plan is lengthy: the process takes 20 weeks from start to finish. Because the timelines are set out in the Children and Families Act 2014 there is no way to speed up the assessment process, or the writing of the plan. The EHCP is a legally binding document and it is good to take the time to make sure that it is an accurate reflection of your child's needs, what you and they would like to achieve in the future, and how they will be supported to achieve their goals.

The progress your child is making towards the outcomes set out in the EHCP should be reviewed by the school with you and your child three times per year. Once a year there must be a formal Annual Review of the plan, in which you and your child will be




involved. Outside professionals who support your child may also be invited to contribute to this review process, which will include a meeting at school. The notes of this Annual Review are sent to the SEN Officer at the Local Authority, and, if necessary, an updated plan will be issued which reflects how your child has developed, and new outcomes in terms of the progress they are expected to make over the next year are agreed. An updated plan may not be necessary every year.

THE ESSENTIALS

- There is a clear legal framework that sets out how SEN should be identified and supported in schools and other organisations that work with and support children and young people
- Not all children with SEN need an EHCP: most children with SEN are supported using the school's expertise and the SEN funding given to them by the Local Authority
- Talk to your child's teacher and the school's SENCO if you think your child may have SEN
- Seek further advice and support from the Virtual School or from SENDIASS if you need to

MORE ADVICE ...

- Look at the website of your child's school and talk to the Special Educational Needs Coordinator (SENCO) to find out more about what provision there is for pupils with SEN.
-  Look at the Oxfordshire Local Offer to see what is expected of schools, what services are available in Oxfordshire, and what funding schools have to support children and young people – [Local Offer](#)
- The National Association of Special Educational Needs ([Nasen](#)) has produced a useful guide to the SEND Code of Practice 2014. It is available to download.

MORE SUPPORT ...

If you are concerned about how your child's Special Educational Needs (SEN) are being supported in school, contact the Virtual School in the first instance. If they are not able to help they may direct you to the Special Educational Needs and Disability Information, Advice and Support Service ([SENDIASS](#))

Contact us for more information on:

[The Virtual School, Oxford](#)

Phone: 01865 328550

E-mail: virtualschool.LAC@oxfordshire.gov.uk

14. WHAT TO EXPECT FROM A PEP MEETING



PEP meetings take place at least twice a year and give you a chance to explore all aspects of your child's educational provision

PERSONAL Education Plan (PEP) meetings are held at least twice a year to give all the professionals a chance to evaluate your child's strengths, any barriers to their learning, the provision at the school, and how everyone concerned is working together to support your child. It is an opportunity to celebrate all that is going well, look carefully at your child's progress, and ensure that the provision matches your child's needs. PEPs are a legal part of the Care Plan for all LAC who are in education up to the age of 18. Increasingly schools are running a diluted version of the PEP for those that have been adopted or are subject to a Special Guardianship Order (SGO).

The PEP meeting should be arranged by the child's social worker. The Designated Teacher (DT), the foster carers, parents and the Virtual School are all invited to this meeting. It is usually held at the school. The Designated Teacher will usually chair the meeting and write up the notes afterwards. The PEP document is electronic and is generally completed after the meeting. The social worker should send you a copy as soon as it is finalised so that you are able to refer to it as necessary.



The Virtual School teacher will try to attend if the school requests their presence, and you can also ask for someone to come if you have concerns. They always try to attend the first meeting and any future meetings where there are issues. If you feel that you would like support from the Virtual School at a PEP

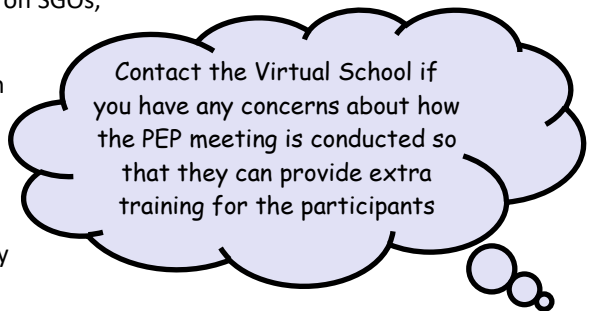
meeting it would be helpful if you could contact them directly; please give them plenty of notice so that the VS teacher can prioritise their time. Teachers in the Virtual School have caseloads of around 150 pupils so they are unable to attend every PEP.

The PEP covers current attainment, progress, future hopes and dreams, strengths and barriers to achievement, and should review the outcomes set at the previous PEP meeting so that it is an evolving record of your child's progress and provision. The meeting should be positive even if there are difficult issues to discuss. The focus should be on solutions to problems and there should be no hint of blame of the pupil during the meeting but a willingness to

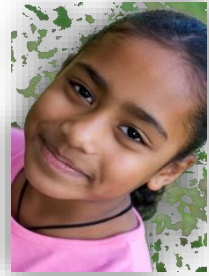


understand their needs and support them to overcome any barriers to their learning. Your child should attend at least some of the meeting so that they can express their views and opinions. It can be helpful to talk to the school beforehand about when would be the best time for your child to join the meeting: at the beginning or the end? Would they feel more comfortable if professionals joined them in the room at the start of the meeting, or are they happy to come into to a room of adults once the meeting is underway? Decide together who will prepare your child for the meeting and help them to think in advance about what they want to say. Your child should be the centre of the meeting and actively listened to, so it is important that they are supported to share their views in person or, if necessary, in writing.

For children who are adopted or on SGOs, discuss with schools about what additional meeting time they can provide to ensure that your child is fully planned for and their needs are met. Do contact the Virtual School if you have any concerns.



15. MOVING UP TO SECONDARY SCHOOL



Equipping Looked-After young people with the skills they need to manage the primary-to-secondary should be part of a wider package of support to reduce the frequently experienced exclusion, adversity and upheaval in their lives ... so that they can become happy, healthy, financially independent adults, who are fully included in society.

Brewin & Statham, 2011¹

THE CHALLENGES:

THE transition from primary to secondary school is one of the most difficult periods in education for all children. The challenges are the same for all children, but those who have experiences of being in care and who no longer live with their birth parents are at particular risk during this period for a number of reasons:

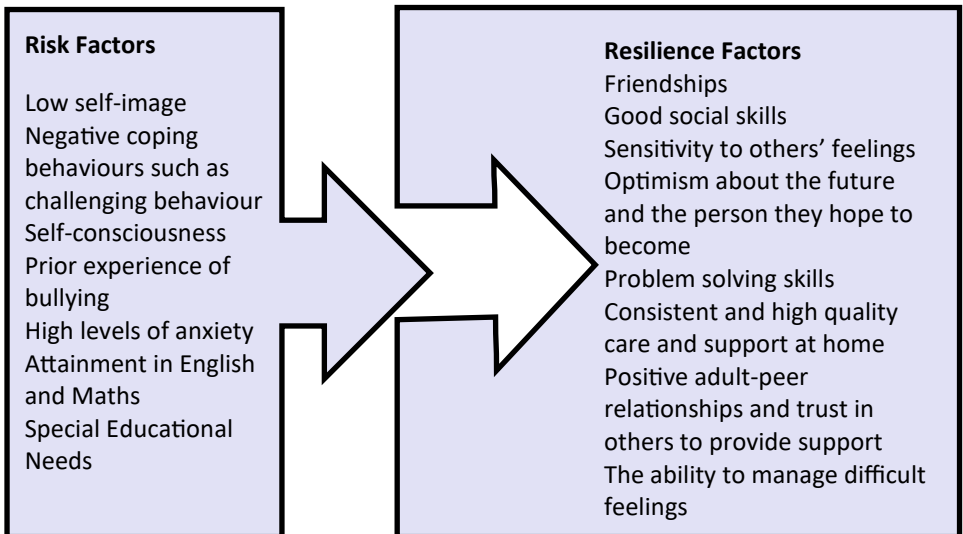
- Children who have experienced care, who are Looked After or Adopted, often have lower attainment than their peers. Children with lower attainment often find making the transition to secondary school more difficult. Many young people experience a dip in their educational attainment during Year 7, which may in part be due to young people getting used to new teaching styles and higher expectations
- Being bullied is a key concern of many children and carers when they start Year 7, and being bullied is unsurprisingly associated with less positive transition experiences. Children in care are up to



¹ Supporting the transition from primary to secondary school for children who are Looked After; Brewin, M. and Statham, J. *Educational Psychology in Practice* 27 (4), pp 365- 381

twice as likely to experience bullying as other children.

- Looked After and Adopted children and those subject to SGOs often experience more difficulty making and maintaining friendships and in their social interactions with adults. This can make the transition to secondary school, which involves making new friends and getting to know a large number of new teachers, especially challenging.
- Children who have had adverse early life experiences tend to show more challenging behaviour and their behaviour may deteriorate at times of stress: the transition to secondary school is stressful and Looked After, Adopted and children subject to SGOs may present with challenging behaviour when they start at their new school, which can affect their ongoing relationships with school staff and peers.
- Pupils with Special Educational Needs, who may have built close relationships with support staff at primary school, find transition to secondary school challenging. SEN support is organised differently in secondary schools, and pupils often feel less support, and have less opportunity to develop close, trusting relationships with familiar support staff.



These factors combine in complex ways, which is why careful thought and planning, based on individual need, is essential.

WHY IT'S IMPORTANT TO GET IT RIGHT:

Children who have experienced care often particularly value friendships as they can offer social support usually provided by families. This is particularly true in adolescence

For some vulnerable children, a positive experience at transition can be a 'turning point', increasing their resilience and the ability to cope with challenges in the future. Putting thought and planning into the following areas can help transition to be a positive experience with opportunities for personal development:

- **PEER RELATIONSHIPS:** Peers are a really important part of successful transition, both being accompanied by existing friends and making new friends at secondary school. Friends help to foster self-esteem and enhance wellbeing, and young people can support one another in managing the transition they are all experiencing. Your child's new school could help your child to access activities which will help them to make friends, and perhaps assign all new Year 7s a buddy to help them settle. The new school could also work with you to help your child join in with activities in the local community which will support and expand their peer networks.



- **RELATIONSHIPS WITH SCHOOL STAFF:** building positive relationships with key members of school staff, and developing a wider network of supportive adults at school, is an important factor in successful transition for vulnerable learners. It is helpful for your child to be assigned a key adult who will make an extra effort to get to know your child and support their first months after transition. It might be helpful to discuss the behaviours your child might show when they feel anxious

or stressed so that the school can manage behaviour proactively by recognising the signs of distress early

Whilst support should be discrete, school transitions for all children who are Looked After, Adopted or subject to SGOs should involve careful thought and planning.

Talk to the Designated Teacher at your child's primary school or their class teacher and start planning together.

- **TRANSITION**

ACTIVITIES: activities

organised by secondary schools help children adjust to their new environment. Pupils and carers have said that

they are worried about getting lost in the new school, getting lost on the way to school,

not knowing where they need to be,

managing homework, and making new friends. The transition activities

organised by the new school will help to reassure all pupils who will be joining Year 7. Your child may need extra transition visits to their new school, but this should be handled sensitively. Children who are Adopted, Looked After or subject to SGOs want to be treated like everyone else, so they may prefer to participate

only in activities available to other children as well. Nevertheless, careful planning and preparation, involving all those involved with your child is essential.

This support in the background will make sure that your child does not feel treated differently or singled out in front of their peers, whilst ensuring that staff at the new school have the information they need to help your child make a successful start.

Pupils themselves really value these transition activities. Make sure that your child takes part. If they are moving on to a different secondary school from most of the other children at their primary school, you may have to make an extra effort to make sure they can access transition activities.



THE ESSENTIALS

- Transition support needs to be holistic, involving all who are involved with your child and supporting their individual needs in a range of areas:
 - In-depth Information sharing and careful planning should take place well before transition and continue afterwards so that the new school has the necessary information to provide sensitive support and involve the right people
 - Plans should be made to address any learning needs
 - Developing relationships with key adults at the new school will make a big difference to the success of transition
 - Helping your child to make friends and develop links to the wider community through after-school activities will also support them through transition and into adolescence

MORE ADVICE ...

- See our factsheets on [Starting a New School](#), [Information Sharing and Home-School Communication](#), and [Supporting your child's learning at home](#)
- The [Virtual School Website](#) has a checklist for schools to help them welcome an adopted child to their school, and an audit tool to think about their provision for Looked After Children
- The [Educational Psychology Service](#) has produced a checklist to help families and schools plan for transition

MORE SUPPORT ...

- Contact the Virtual School in the first instance if you need more advice and support
- Talk to your child's teacher or the Designated Teacher at your child's primary school to start planning for transition well in advance

Contact us for more information on:

The Virtual School, Oxford

Phone: 01865 328550

E-mail: virtualschool.LAC@oxfordshire.gov.uk

16. PLANNING FOR THE FUTURE



IT IS almost never too early to start discussing the future. Research has shown that most of us have already formed our core interests in childhood and these rarely change throughout our adult lives. We suggest that schools and carers start bringing in **early discussions about careers** from year 5 (aged approximately 10 years old). It helps for children to have a sense of what they can be working towards even if they change their minds many times between year 5 and the time they leave education.

'Growth mindset' is an approach to learning which emphasises how effort can increase what we can achieve (our potential) so we can expand our potential rather than just aiming to fulfil it. Instead of saying 'try your hardest' or 'do your best' (which implies a limit where 'I've done enough' or 'I've done as much as I can') we can encourage children and young people with phrases like 'You'd be amazed what you can achieve if you really work at it...'

Be **aspirational** for your young people. Let them discover their limits, don't let anyone else impose them. Challenge them with 'why?' when they say they can't do something. We hear the phrases 'stupid', 'useless', 'not for you', and care experienced young people continually tell us that they are affected negatively by these words just as much as they are positively affected and encouraged by hearing 'well done!', 'that was great' (even if they don't show it at the time).

It will help if you can observe, discuss and nurture particular skills, passions and talents. What kind of activities and places do they naturally gravitate towards (we call these career clues – do they seek out others and interaction, do they lose themselves in building/decorating/working things out on their own, do they prefer being

outdoors or active)? It is also so important for children to understand the link between outcomes and hard work. If your child really wants to achieve at something, then they will need to put in lots of hard work and will need plenty of encouragement. This is what we mean by **resilience** (the ability to still get up and head to work on a rainy day and to stick at a tricky task until it is complete) and this is an attribute learned from role models and experience that is essential for successful careers and the many challenges of adult life.

It is difficult for young people to aspire to careers and ambitions they are not familiar with. Exposure to **a wide range of career options** is essential to broaden their horizons and ensure GCSE and course choices do not limit opportunities. Make use of family and friends with different jobs and professions. Who do you know who loves what they do and naturally inspires others with their enthusiasm and ability to explain their working life? Ask them to chat to your children and young people about what they do and how they got there, try to arrange a 'take your child to work day' or some work experience, play games like charades which involve team work, presentations, communication, creativity, problem solving and FUN...



Visits to colleges and universities can also be very inspirational and the universities often put on events and open days for younger people, including primary aged children. You can find information on their websites. The Virtual School also have links with the colleges and universities, so please contact us if you would like to arrange something more bespoke for your young person, even just to sow the seed of curiosity and belief that they can get to university if they want to.

Contact us for more information on:

The Virtual School, Oxford

Phone: 01865 328550

E-mail: virtualschool.LAC@oxfordshire.gov.uk

17. WHO TO GO TO IN SERVICES

Name of Service	Brief Description	Who makes the referral to this service
<i>Virtual School for Looked After Children (VSLAC)</i>	Our role is to support and challenge educational settings to ensure the best possible provision for pupils in care. We also quality assure all the PEPs and allocate Pupil Premium Plus according to our Pupil Premium Plus Policy.	Every LAC is automatically picked up by our service as soon as they come into care.
<i>Attendance Team</i>	We aim to help schools to address poor attendance, improve systems and protocols and develop an effective whole school approach. We provide challenge to settings to ensure all children receive their entitlement and use the legal framework to ensure good attendance and improve outcomes .	Schools and other professionals are able to refer to the team.
<i>Exclusion and Reintegration Team</i>	We primarily advise schools, families and partner agencies on matters relating to exclusion from school and aim to ensure DfE Exclusion Guidance and local procedures are followed when pupils are permanently excluded. We carry out the LA’s statutory duties around exclusion including arranging education provision and reintegration into school following permanent exclusion. We build and maintain relationships with schools and academies aiming to prevent and reduce school exclusion.	We field queries from parents/carers, schools and partner agencies
SENSS	SENSS is a countywide Special Educational Needs (SEN) teaching and advisory support service. Our aim is that children and young people with SEN make good progress, achieve well and enjoy school, family and community life. We support children and young people with:	Schools and other professionals are able to refer to the teams. The referral document is available on the Local Offer.

	<ul style="list-style-type: none"> • Hearing impairments • Visual impairments • Multi-sensory impairments • Communication and interaction difficulties (includes autism, speech, language and communication needs) • Down’s syndrome and complex needs • Physical disabilities <p>SEN ICT Augmentative and Alternative Communication (using technology to support access to the curriculum)</p>	
<i>The Educational Psychology Service</i>	<p>The Educational Psychology Service works with children, parents and teachers and schools to promote children’s learning and development</p> <p>The Educational Psychology Service is responsible for statutory SEN functions and also offers non- statutory Traded Services. Educational Psychologists (EPs) have the training and expertise to assess and provide strategies to enable children and young people with Special Educational Needs (SEN) and Additional Education Needs (AEN) to make good progress. EPs provide a distinctive psychological contribution at an individual, group or whole school strategic level.</p>	<p>Requests for EP involvement are usually made by a child or young person’s: school, early years providers or college.</p>
<i>The ATTACH Team</i>	<p>The Attaining Therapeutic Attachments for Children (ATTACH) Team offer advice, consultation and direct work with looked after children, their families and carers.</p> <p>Our team comprises clinical psychologists, senior practitioners and an educational psychologist with specialisms in the field of attachment theory and the impact of abuse and neglect. We are employed to help Oxfordshire children and young people who are in foster care, special guardianship placements or living in adoptive families.</p> <p>Our service works with:</p>	<p>You can discuss your concerns to see if we can help by contacting us: 01865 897083</p> <p>attach.team@oxfordshire.gov.uk</p>

	<ul style="list-style-type: none"> • young people • foster carers • social workers • adoptive parents and special guardians • social workers • schools • professionals from a range of agencies <p>ATTACH can offer support to adopted and SGO children until they are 18 years of age and young people in the care system up until they leave care.</p>	
<i>The Primary Child and Adolescent Mental Health Service</i>	<p>This is the first level of help for children and young people with emotional or mental health difficulties.</p> <p>In PCAMHS (sometimes referred to as ‘Tier 2’) we will usually see children and young people up to six times. Normally one professional would be involved, called a primary mental health worker, who will often have a background in nursing, social work, or occupational therapy.</p> <p>We offer the children or young people opportunities to learn new skills which should help them to be able to help themselves. PCAMHS could also help parents and carers by offering them support with regards to their child’s mental health.</p>	<p>Full information about the service and the referrals process can be found here:</p> <p>PCAMHS</p>
<i>The Child and Adolescent Mental Health Service (CAMHS)</i>	<p>CAMHS (sometimes referred to as ‘Tier 3’) is different from PCAMHS because we treat children and young people who may need help over a longer period of time, and may need more professionals to be involved. This might be because of something significant which has happened in their life, or they may not know the cause.</p> <p>It’s different for everyone, and we try to treat everyone as an individual.</p>	<p>Full information about the service and the referrals process can be found here:</p> <p>CAMHS</p>

	<p>CAMHS will also treat children or young people in an emergency if they need help for a serious mental illness, like if they are feeling very low and have been thinking about harming themselves.</p> <p>Their parents or carers may need support too, and CAMHS can help with this as well.</p> <p>The treatments we offer are evidence-based, which means they have been tested to ensure that they work. Children and young people might be seen individually, with a family member or in a group with other young people who have similar difficulties. We will ask them which they prefer.</p>	
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Oxfordshire Childrens Integrated Therapies: Children’s therapies in Oxfordshire include [occupational therapy](#), [physiotherapy](#), and [speech & language therapy](#). Parents/carers can refer a child, as can GPs. For referral information to our service please see information and links to our referral forms on our website [Children and Young People, Oxon, Integrated Therapies](#)

Contact details for Childrens Integrated Therapies are below:
 General enquiries email oxonchildrens.therapies@oxfordhealth.nhs.uk

To contact the Childrens Integrated Therapies admin office
 or refer a child via email contact:

South Oxfordshire: Tel 01865 904113

Southchildrens.therapies@oxfordhealth.nhs.uk

Central Oxfordshire: Tel 01865 904464

Centralchildrens.therapies@oxfordhealth.nhs.uk

North Oxfordshire: Tel 01865 904435

Northchildrens.therapies@oxfordhealth.nhs.uk

<p><i>The Oxford Health Speech and Language Therapy Service</i></p>	<p>The Oxford Health children’s speech and language therapy service works with children of all ages, to help children and young people develop speech, language or alternative means of communication such as signing.</p>
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	<p>We will work with the child, their family and educational staff, including training and advising people, and seeing the child within small groups or working one-to-one.</p> <p>We also work closely with colleagues in education and other health settings.</p>
<p><i>The Oxford Health Occupational Therapy Service</i></p>	<p>Occupational Therapy (OT) helps children and young people to achieve their full potential in their ability to play, learn and look after themselves. The aim is to improve a child’s level of independence and quality of life. For children this means playing, socialising and making the most of school as well as being able to brush their own teeth or hold a pen.</p> <p>The Children’s Community Occupational Therapy service provides assessment and a range of therapeutic interventions for children who have a complex, severe or enduring physical and/or developmental condition that significantly affects their ability to achieve their potential in activities of daily living.</p> <p>Therapists work in schools, nurseries, homes and hospitals. Our aim is to enable each child to discover just how much they can do for themselves. Following an assessment, children are offered advice and information, reports, liaison with a child’s nursery or school, or possibly therapy intervention.</p> <p>Activity programmes are often developed to be put in place at home or in an educational setting. As a child’s confidence improves, so does their independence and their chance to lead a more fulfilling life. Parents and carers will have full involvement during and after the assessment.</p>
<p><i>The Oxford Health Physiotherapy Service</i></p>	<p>We work closely with other services and families so that input can be integrated and holistic and together we can set appropriate and meaningful objectives. Each child’s situation is unique and it is vital we make plans relevant to the individual’s needs. We primarily treat children and young people with physical disabilities of neurological origin who are aged 0-18 years.</p> <p>We may visit children and young people at home or at school, or may ask for them to come to see us at a local hospital or children’s centre. Children may work on their own with a physiotherapist or in a group with others.</p>