

COGNUS

# SUTTON VIRTUAL SCHOOL

# Designated Teacher Handbook



**SUTTON**  
VIRTUAL SCHOOL

*Aim, Aspire, Achieve*

# INTRODUCING THE TEAM:



Sutton Virtual School is made up of a group of professionals who champion the educational journey of the children and young people who come under our remit: Children Looked After (CLA), Previously Looked After (PCLA), children on kinship orders and children with a social worker so they achieve educational outcomes comparable to their peers.

# Continued...

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Kate holds a MA Education and National Professional Qualification of Senior Leaders (NPQSL) BSc in Sport Science and Leisure Management and a PGCE in Physical Education. She has fifteen years of secondary teaching and leadership experience as well as six years experience working as a Virtual School Head.



Sara holds a Masters in Education, a PGCE, BSc (Joint hon) and a Level 5 diploma in Trauma and Mental Health. Sara has 20 years of experience in education, in teaching and senior leadership in schools, including in headship, and as an education advisor and Deputy Head teacher at the Virtual School. Sara is the strategic lead promoting the education of children who have, or had a social worker, and those in kinship care.



Georgia, CLA Lead, holds a BEd in Primary Education with QTS. She has 4 years of teaching experience in EYFS and KS1. Georgia has now worked as a Virtual School Education Advisor for three years. Georgia also has a postgraduate qualification in 'Education of Care Experienced Children'. Georgia holds a Level 5 Diploma in Trauma and Mental Health. Having been in foster care Georgia has lived experience and sits on the LBS Fostering Panel to prioritise young people's care.



Moira holds a PGCE and BA in Modern Languages and a Level 5 Management Diploma. She has twenty years secondary teaching experience including eight years as Assistant Director of Sixth Form. Moira is an experienced UCAS Advisor, Pastoral Lead and Trained Coach supporting young people to achieve their potential



Kieron holds a BA Hons in English Language and Linguistics and a PGCE in Secondary English Media and Drama. He has over 20 years' experience teaching in mainstream and SEND schools, with extensive experience working with students with SEMH and complex needs.



Laura holds an BSc in Criminology and a PGCE in Primary Education alongside QTS. Laura was a primary school teacher for 10 years where she was a UKS2 Phase Lead and Head of Maths and ECT Mentor. Prior to teaching, Laura gained experience as a Behaviour Mentor and Teaching Assistant. Laura also holds a Level 5 Diploma in Trauma and Mental Health



Amy holds a BEd in Primary Education with QTS. She has eight years of teaching experience from EYFS to KS2 with an English and early reading specialism. Amy is a trained mentor for children looked after and a qualitative research moderator for children



Hannah holds a MSc in Child and Adolescent Mental health, PgDip in teaching children with SEMH and BSc (Hons) in Psychology. With over 20 years of educational experience, Hannah has worked across a variety of sectors; including mainstream education as a Senior Mental Health Lead. Hannah has managed alternative provisions for young people who have experienced trauma and at risk of permanent exclusion.



Robyn holds a Primary Education 5-11 years BA(Hons) with QTS degree and a CACHE Diploma in Childcare. She has over 10 years of experience working with children, ranging from coaching cheerleading, being an Au Pair and teaching abroad.

## MISSION AND VALUES

**OUR MISSION IS TO ENSURE POSITIVE EDUCATIONAL OUTCOMES FOR OUR CHILDREN AND YOUNG PEOPLE.**

## OUR VALUES

**ASPIRE TO BE OUR BEST, ACT WITH INTEGRITY, SHOW COURAGE AND BE KIND.**

## OUR MOTTO

**AIM, ASPIRE, ACHIEVE**

# Children Looked After (CLA)

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## Child Looked After – What do we offer and key information

Sutton Virtual School is a dedicated education service established by local authorities to oversee and improve the educational outcomes of children who are looked after (i.e., children in foster care, residential care, or under local authority care). Unlike traditional schools, it does not provide direct teaching. Instead, it works in partnership with schools, social workers, foster carers, and other professionals to monitor, support, and enhance the learning experiences of children looked after.

### How Virtual Schools Support Children Looked After

#### 1. Monitoring Academic Progress

Sutton Virtual schools track the attendance, progress, and achievements of children looked after, ensuring they receive the necessary support to succeed.

#### 2. Advocacy and Support

We advocate for the needs of children looked after, ensuring schools prioritize these students and provide resources such as tutoring, additional learning support, or access to extracurricular activities.

#### 3. Personal Education Plans (PEPs)

Sutton Virtual school plays a key role in creating and maintaining high-quality Personal Education Plans, which outline tailored strategies to meet the individual needs and aspirations of children.

#### 4. Training and Guidance

We provide training and advice to foster carers, social workers, and schools to improve their understanding of the educational challenges faced by children looked after and how best to address them.

#### 5. Intervention and Funding

Sutton Virtual school uses targeted interventions and allocate specific funding (e.g., Pupil Premium Plus) to address gaps in learning and support access to enrichment opportunities like therapy, mentoring, or specialist tuition.

By coordinating efforts across education, care, and health sectors, we aim to close the achievement gap for children looked after, helping them reach their potential academically, socially, and emotionally.



# Our Offer:

Our Sutton Virtual School offer is underpinned by the development of strong relationships with the families and professionals to support the child

**High quality education provision**  
**Ensuring prompt admissions to good or better schools**



**Support and challenge**  
**Ensuring professionals have the support they need and are challenged to provide the best**



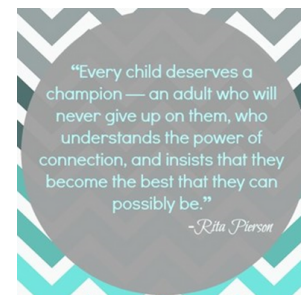
**Aspirations and enrichment**  
**Ensuring young people access a broad education and aim ambitiously high**





# Your role as Designated Teacher:

A Designated Teacher is a specific role in schools, primarily in the UK, responsible for promoting the education and well-being of Children Looked After (CLA) and Children Previously Looked After (PLAC). These are children who are in the care of the local authority (e.g., foster care) or have been adopted from care.



Role and Responsibilities of a Designated Teacher:

- Champion for children Looked After and Previous Children Looked After

Ensure these children receive the support they need to succeed academically and emotionally.

Promote high expectations and aspirations for them.

- Liaison with Key Stakeholders

Work closely with social workers, Sutton Virtual School, and carers to provide coordinated support.

Communicate with parents, guardians, and external agencies.

- Monitoring Academic Progress and Well-being

Track progress, attendance, and engagement.

Ensure the child's needs are met within the school environment.

Advocate for necessary interventions or support.

- Develop and Oversee the Personal Education Plan (PEP)

Ensure every child looked after has a high-quality, regularly updated PEP.

Contribute to setting and reviewing academic and personal development targets.

- Staff Training and Awareness

Provide training to school staff on the challenges faced by children looked after and children previously looked-after.

Raise awareness of attachment and trauma-related issues that may affect behaviour and learning.

- Ensure Use of Pupil Premium Plus (PP+) Funding

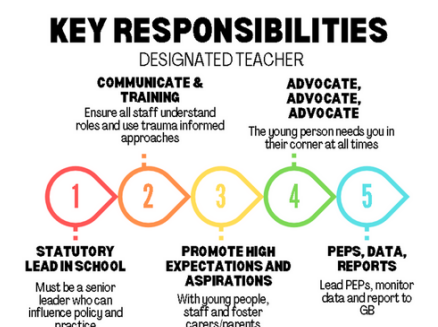
Work with the Sutton Virtual School Head to ensure PP+ funding is used effectively to benefit the child's education.

- Support Transition Between Schools

Help children move smoothly between schools (e.g., from primary to secondary) by ensuring information is shared appropriately.

- Safeguarding Responsibilities

Work alongside the school's Designated Safeguarding Lead (DSL) to ensure these children's safety and well-being.



**The role of a Designated Teacher is crucial in ensuring that looked-after and previously looked-after children have the support they need to overcome barriers and achieve their full potential.**

# Using EPEP

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## Using ePEP for the first time:

Sutton Virtual School use eGOV an online ePEP system for PEPs. All the educational information and decision making is recorded within ePEP.

Social workers, foster carers and Designated Teachers access the ePEP system via a login. When using the system for the first time, you will need to click the green button to register.

Here are details on how to access ePEP for the first time

<https://secure.epeponline.co.uk/login>

If you have any concerns, please call eGOV on **0333 772 0944**

## Designated teachers ePEP guidance

PEPs are education plans discussed at a meeting, either held in school or virtually.

They are a Statutory part of the care planning for each child and must take place termly.

They are designed to ensure that all important decisions, about the education of Children Looked After are made jointly by the corporate parents; this includes all professionals supporting the young person, including the designated teacher.

The PEP is an evolving record of what needs to happen for children looked after, to enable them to make at least expected progress and fulfil their potential.

## Quality assurance of the PEP

Sutton Virtual school believe that all of our children looked after deserve a high-quality PEP to support them in achieving to their full potential.

- **Pre-populate Educational Information:** Ensure all educational information is ready before the PEP meeting.
- **PEP Meeting:** Conduct the PEP meeting with all necessary discussions.
- **Finalisation by Designated Teacher:** The Designated Teacher finalizes the PEP within **7 days** of the meeting.
- **Quality Assurance by Sutton Virtual School:** Sutton Virtual School reviews and quality assures the PEP within **14 days**.
- **Quality Assurance Criteria:** Apply criteria to each section of the PEP to determine the overall grade.
- **Grading:** PEPs must meet a minimum standard of Good. If not, the PEP concern process is initiated.
- **Feedback and Improvement:** Actively seek feedback to improve PEPs towards Outstanding.



# Personal Education Plan (PEP)

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All children looked-after (CLA) must have a care plan, of which the Personal Education Plan (PEP) is an integral part. The PEP (pre-school, to age 18) should be initiated as part of the care plan.

A PEP meeting must take place each term for every Child Looked After.

It is an evolving record of what needs to happen for children looked-after to enable them to make at least expected progress and fulfil their potential.

The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances.

The school, other professionals and the child's carers should use the PEP to support achieving those things.

The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school. Social workers, carers, Sutton Virtual School, designated teachers and, as appropriate, other relevant professionals will need to work closely together to ensure every pep meets the quality assurance criteria.

All of those involved in the PEP process should ensure the child is involved (according to understanding and ability).

Please refer to the PEP section of the statutory guidance for more information.

In Sutton, we use eGOV to record all the information needed for a PEP. eGOV is a web based portal which provides the Virtual School, teachers, social workers and other named professionals access to the child's current and past PEPs.





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## EPEP

Each term, every child looked-after who attends an educational setting has a PEP meeting to discuss educational planning. We use ePEP for all our PEPs. We invite foster carers to contribute to the PEP and be able to access it by visiting the ePEP website ('click here for first time users'). Once you have completed the initial sign up you will be able to access the young person's PEPs.

### The Designated Teacher is responsible for:

- Ensuring the meeting invitation is sent to all attendees (including virtual meetings)
- Ensuring the young person is encouraged to attend their PEP meeting and completing the Young Person section of ePEP.
- Ensuring the ePEP is updated by designated teacher and social worker in advance of the PEP meeting.
- Inform Sutton Virtual School education advisor with any emerging educational concerns as early as possible
- Drafting SMART targets ahead of ePEP meetings
- Chairing the PEP meeting
- Updating the ePEP with additional information / decisions / actions from the meeting
- Ensuring the ePEP is finalised by Designated Teacher and Social Worker within 7 days of the PEP meeting.

### Foster Carer contribution to the PEP

We have created the facility for foster carers to contribute to the PEP meeting in advance. Please access the PEP via your login and click on your young person's PEP. Please write your views in Foster Carer section.



# SMART Targets

## SMART TARGETS:

Targets can be: in-school targets, young person led targets or be identified as a result of the discussion and link to Pupil Premium Funding.

Targets need to be SMART:

	<b>S</b>	<b>Specific:</b> The goal must be very specific and grounded in something that's significant to you.
	<b>M</b>	<b>Measurable:</b> The goal must have some sort of measurement (days, pounds, miles, etc.).
	<b>A</b>	<b>Achievable:</b> The goal must be realistic and reasonable.
	<b>R</b>	<b>Relevant:</b> The goal must relate to what you're hoping to accomplish.
	<b>T</b>	<b>Time-bound:</b> The goal must have a timeframe and that timeframe must be reasonable.

There should be a minimum of one target relating to Pupil Premium Plus. There also needs to be targets linked to literacy (specifically writing in KS1/2), numeracy or at least two academic targets.

An example of a SMART Target:  
Improving School Attendance

To increase Tom's school attendance from the current 60% to 90%. His attendance will be tracked weekly using the school's attendance records. Progress will be reviewed every month to ensure the target is on track.

Tom will receive support from a designated mentor who will check in with them daily to encourage attendance. A reward system will be implemented where Tom can earn small rewards for each week of improved attendance. The target is to achieve 90% attendance by the end of the current school term (e.g., within the next 12 weeks).

# Pupil Premium Funding:

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Pupil Premium Plus (PP+) is additional government funding given to schools in England to help improve the educational outcomes of:

1. Children Looked After (CLA) Children currently in the care of a local authority.
2. Previous Children Looked After (PLAC) “ Children who were in care but have since been adopted, subject to a Special Guardianship Order (SGO), or a Child Arrangements Order (CAO).

The aim of PP+ funding is to close the attainment gap between looked-after and previously looked-after children and their peers by providing additional support tailored to their needs.

It should be used to:

- Improve academic progress and attainment
- Support emotional well-being and mental health
- Enhance engagement and attendance
- Provide additional learning resources or interventions

Sutton Virtual School receives the following PPP per year:

- £2570 for each Child Looked After aged 5-16
- £300 for age 2-4 and post 16 (year 12/13) \*\*CLA in year 12/13 can also claim £1200 Education Bursary from their college / sixth form to support educational costs (transport, food, equipment)
- Requested when SMART targets are set in a PEP
- Previously CLA (adopted / SGO) – school receives £2570

## How Can Schools Use PP+ Funding?

Schools have flexibility in how they use PP+ funding, but it must be used effectively to benefit the child's education. Examples include:

- Academic Support  
1:1 tuition or small group interventions in literacy and numeracy.  
Specialist teaching support for subjects where the child is behind.
- Social, Emotional & Mental Health Support  
Counselling or therapy (e.g., play therapy, art therapy, trauma-informed support).  
Mentoring and coaching to build confidence and resilience.  
Nurture groups or safe spaces in school to support emotional regulation.
- Enhancing Engagement & Attendance  
Behaviour support interventions to prevent exclusions.



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- Training for Staff

Attachment and trauma-informed training to help teachers understand the needs of LAC and PLAC.

Specialist SEND training for staff working with children who have additional needs.

Check out the EEF Toolkit on Pupil Premium Spending:

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

### Who Decides How PP+ is Spent?

For CLA, the Virtual School Head (VSH) oversees PP+ spending and works with schools, social workers, and carers to decide how its used. Schools must request funding from the child's local Virtual School.

For PCLA, the funding goes directly to schools, but they should consult with parents/guardians on its use.

### Accountability & Reporting

Schools must track the impact of PP+ spending and demonstrate how it improves outcomes for eligible pupils.

The school's Designated Teacher for Looked-After Children should ensure PP+ is used effectively.

Schools report on PP+ spending in their Pupil Premium Strategy Statement, published on their website.

### **Key Takeaways**

**PP+ supports education and well-being.**

**Schools must use it to improve progress, engagement, and emotional support.**

**For LAC, PP+ is managed by the Virtual School Head; for PLAC, it goes directly to schools.**

**Schools must track and report how the funding benefits pupils.**



# EDUCATIONAL Transitions

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## Educational transitions

Planning around transitions are key for Children Looked After due to attachment needs. It is important the Designated Teacher takes a proactive role in ensuring any known transitions are well planned for in advance and the young person is well supported into the new setting.

Transitions may include:

- moving to a new Key Stage/class teacher in the same school
- moving to a new Key Stage in a different school/college
- moving to a new school due to a care placement move
- getting ready to leave care either at age 18 or due to end of care status.

Support that may support a young person includes:

- sharing learning information and strategies with new teachers / setting
- building a relationship with new school and inviting them to a PEP meeting to meet the young person and professional network
- ensuring any SEND specific information is handed over to the SENCO
- introducing high aspirations to the young person early and helping them begin to develop career ideas from an early stage
- providing opportunities for Widening Participation visits to university in KS4/5



# Special Educational Needs (SEND)

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Children and young people in care are up to four times more likely to have Special Educational Needs and/or Disabilities (SEND) compared to those not in care.

Most children and young people's SEND can be managed in a mainstream school. The extra support they need is in a SEND Support Plan.



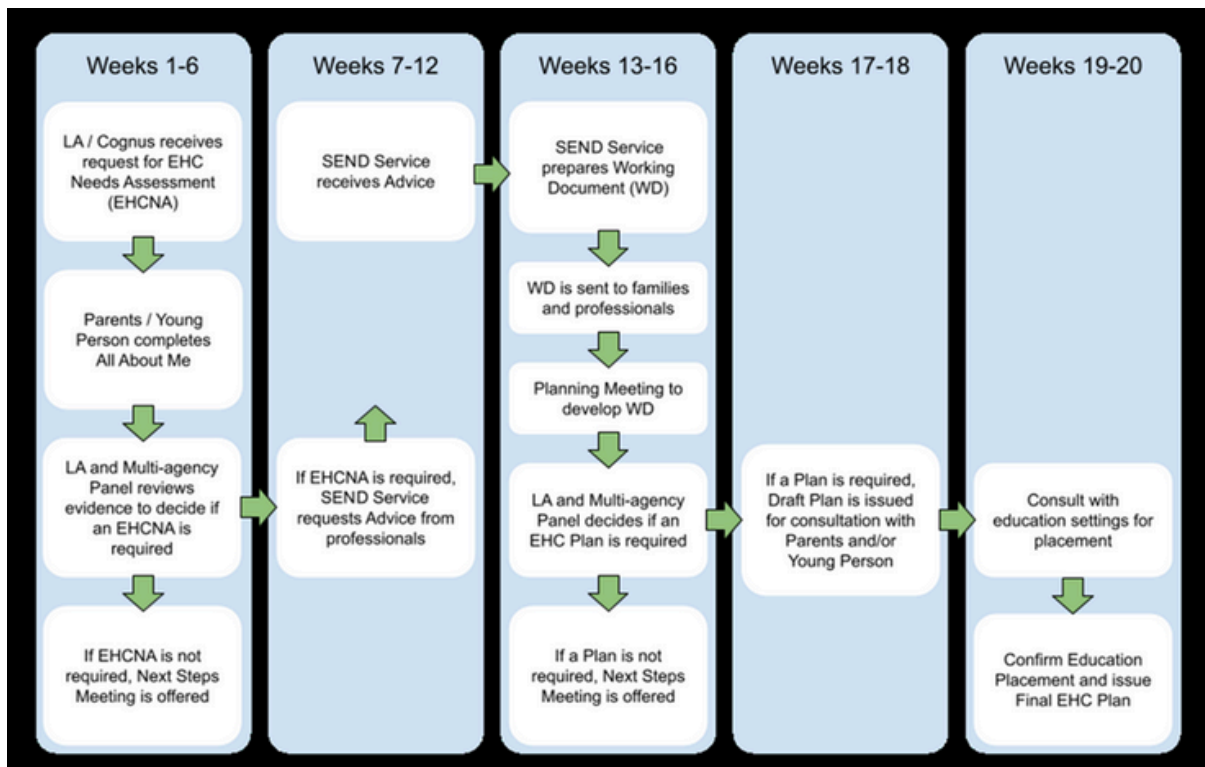
Sometimes, even with extra support in place, a child or young person may require further interventions. The support can go beyond a SEND Support Plan. It may be more appropriate for them to have an Education Health and Care Plan (EHCP).

At this stage, the school, parent/carer or young person can make a request to the local authority for an Education, Health and Care Plan Needs Assessment (EHCNA). Information on how to make a parental request can be found on the Local Offer website.

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## This is the 20 weeks EHCNA Process:



# Admissions:

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## In-year admissions

Where a young person needs to move school / college, we will help find an appropriate setting. The admissions process differs depending on the local authority so we support the application process to the appropriate local authority.

The foster carer and social worker should complete the admissions application forms. They should also inform Sutton Virtual School of the progress of the application.

## End of key stage admissions

Where a young person needs to move school due to an upcoming change in Key Stage, we will ensure early planning. The applications deadline is early January for primary school applications and in October for secondary schools. The process for those applying to special schools can differ.

Most open days at schools take place in October / November in the Autumn term and foster carers should arrange to take the young person to visit the new potential schools. They should discuss the options with social worker and Sutton Virtual School. A final decision is then reached.



# SEND Admissions:

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## SEND ADMISSIONS:

### EHCP in-year admissions

School admissions is different for children and young people with an EHCP. An in year move to a new school usually happens when a child/young person moves to a different area. The local SEND team will make all applications for prospective schools. They will consult with identified settings. Schools have 15 days to respond to a consultation. We suggest that foster carers:

- Use the local authority's 'Local Offer' website to see what schools/colleges may be suitable.
- Consult with a range of setting as many specialist provisions will be full.
- Seek advice from your local Independent/Information Advice & Support Service (IASS).

The new school/college place will be named in the final EHCP.

### EHCP end of key stage admissions:

When a child/young person with an EHCP moves key stage, this may involve a school move. A transition annual review should take place in the summer term. For example, in Year 5 when planning transition to high school. The meeting provides an opportunity to discuss the child/young person's aspirations. Planning to meet needs in the next stage of their education is important. Not all schools can meet the needs of children/young people with SEND. Many specialist provisions have limited spaces. It is advisable to consider a range of prospective settings. In the autumn term, the SEND Case Manager will begin to consult with prospective settings. During the spring term, the school place is confirmed. The SEND Case Manager will update the EHCP naming the new school for September. The deadline to issue the final EHCP is 15th February for EYFS, primary and secondary transfers. It is 31st March for transfers to further education.



# Suspension and Exclusion:

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If a child looked after (CLA) is suspended (fixed-term exclusion) or permanently excluded, schools must follow specific procedures to minimize disruption to the child's education and well-being.

## Before Suspending or Excluding a Child Looked After

- Consult the Virtual School Head (VSH) and Social Worker

Schools must inform and consult the Sutton Virtual School Head (VSH) and social worker before making any exclusion decision.

The VSH can help explore alternative strategies, such as additional support or managed moves.

- Consider Alternative Strategies

Schools should only exclude as a last resort and must consider whether:

Trauma or attachment issues are influencing the behaviour.

The child's Personal Education Plan (PEP) needs updating.

Additional pastoral support or therapeutic interventions are needed.

- Make Reasonable Adjustments

If the child has SEND (Special Educational Needs and Disabilities), the school must consider additional support or an assessment for an Education, Health and Care Plan (EHCP).

## If a CLA is Suspended (Fixed-Term Exclusion)

- Notify Key People Immediately

Inform the Sutton Virtual School Head (VSH), social worker, and carers on the same day.

Provide written notice explaining:

The reason for suspension.

The length of the suspension.

The right to challenge the decision.

- Arrange Alternative Education from Day One

Unlike other pupils (who get alternative provision from Day 6), schools must ensure CLA have full-time education from Day 1 of the suspension.

This may involve:

- On-site provision.
- Virtual learning.
- Support from the local authority's Virtual School.

- Plan for Reintegration

Arrange a reintegration meeting before the child returns.

Update the PEP and put additional support in place to prevent further exclusions.



### If a Child Looked After is Permanently Excluded:

- **Notify Immediately**

Inform the Sutton Virtual School Head, social worker, local authority, and carers immediately. The local authority must arrange alternative full-time education from Day 1.

- **Provide Work Until Alternative Provision is Found**

The school must provide work for the child until a new placement is arranged.

- **Governing Body Review**

The schools governing body must review the exclusion within 15 school days.

The Virtual School Head and social worker can attend and challenge the decision.

- **Consider Managed Moves or Alternative Provision**

The school should work with the local authority to explore alternatives, such as:

A managed move to another school.

placement in a specialist provision or alternative education setting.

- **Appeals and Legal Rights**

The child's carers, social worker, or Sutton Virtual School Head can challenge the exclusion through:

1. The governing body review.

2. An independent review panel (IRP).

If discrimination is suspected (e.g., due to SEND), the First-tier Tribunal (SEND) or Equality and Human Rights Commission can be involved.

### Key Takeaways

- **Exclusions should be a last resort, early intervention and trauma-informed strategies are crucial.**
- **Schools should involve their Designated Teacher from early stage**
- **Where a child looked after is suspended or excluded, the social worker and Virtual School Headteacher must be informed.**
- **Alternative education must be in place from Day 1 of any suspension or exclusion.**
- **Ensure reasonable adjustments/SEN provision are in place.**
- **The professional network should work with the child to understand and improve behaviour after a suspension.**
- **Pupil Premium Plus should be allocated to help prevent suspension and exclusion**
- **SMART targets to be carefully considered and regularly reviewed to support the child's progress**
- **Reintegration support and adjustments should be made to prevent further exclusions.**



# Attendance

School attendance is crucial for children looked after (CLA) because it provides stability, routine, and opportunities for academic and social development. These children often face disruptions in their lives due to changes in placements, trauma, or emotional difficulties, making school a key protective factor for their well-being.

## Why Attendance Matters for CLA:

- Educational Progress & Achievement

Regular attendance helps CLA keep up with their learning, reducing gaps caused by instability.

Poor attendance is linked to lower academic outcomes and fewer qualifications.

- Emotional & Social Stability

School provides structure, positive relationships, and a sense of belonging.

Attendance helps children build friendships and social skills.

- Future Opportunities

Good attendance improves chances of further education, employment, and life stability.

Persistent absence can lead to a cycle of disengagement, increasing risks of exclusion, NEET (Not in Education, Employment, or Training) status, and social isolation.

- Safeguarding & Well-Being

Schools play a crucial role in monitoring well-being and safeguarding.

Absence can be a sign of underlying issues, such as placement instability, mental health struggles, or unmet special educational needs (SEND).

## How to Support School Attendance for Children Looked After:

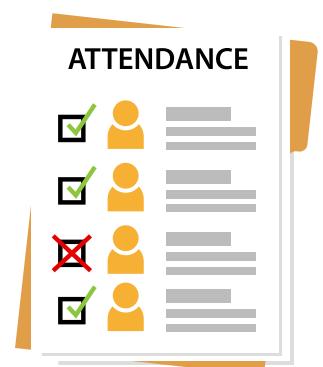
Supporting CLA in attending school regularly requires a multi-agency approach, involving schools, carers, social workers, and the Sutton Virtual School.

- Early Identification & Intervention

Monitor attendance daily and track patterns of absence.

If attendance drops, act quickly by discussing reasons with the child, carers, and professionals.

Consider whether absences relate to trauma, anxiety, bullying, or placement instability.





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- Foster a Positive School Experience

Create a welcoming and inclusive school environment.

Celebrate small achievements to boost confidence and engagement.

Use mentoring or buddy systems to help children feel supported.

- Strengthen Multi-Agency Collaboration

Work closely with the Sutton Virtual School Head (VSH) to develop attendance strategies.

Involve social workers and foster carers in regular attendance discussions.

Use Personal Education Plans (PEPs) to set attendance-related goals.

- Provide Emotional & Mental Health Support

Address school-related anxiety through counselling, nurture groups, or trauma-informed approaches.

Train staff on attachment and trauma-aware teaching to reduce school avoidance.

- Offer Practical Support for Attendance

Ensure transport arrangements are in place, especially if the child has moved placements.

Provide breakfast clubs or safe spaces to help with morning routines.

Offer alternative learning options (e.g., part-time timetables, online learning) if needed but with a plan to return to full-time education.

- Use Attendance Incentives & Recognition

Celebrate improved attendance through certificates, praise, or small rewards.

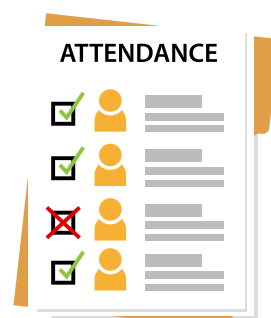
Focus on effort rather than just perfect attendance, recognizing progress.

- Reduce Exclusions & Suspensions

Use restorative approaches rather than punishment to address behaviour linked to trauma.

Consider alternative provision or pastoral support before resorting to exclusions.

For children looked after, school attendance is more than just attending lessons its a pathway to stability, achievement, and future success. Schools must work closely with carers, social workers, and Sutton Virtual School to remove barriers, provide support, and encourage engagement.



# EXTENDED DUTIES

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## PCLA, Kinship and CWSW

### What do we offer:

- please do find a link [here](#) to our booklet for PCLA, Kinship and Children with a social worker.

<https://www.cognus.org.uk/services/suttonvirtualschool/schools/supporting-children-with-a-social-worker/book-a-con>

We run free consultations in relation to a Sutton child or young person under the remit of the Virtual School: Child in Need, Child Protection, Child Looked After, Previously Looked After, has/had involvement from a Social Worker, Kinship, or Special Guardianship. Consultations offer professionals a problem-solving space to work towards tangible next steps to support the young people. To book, complete the consultation form and contact anyone you ask us to invite, so they'll know we'll be in touch. For queries, please contact Eva, the Virtual School Business Support Officer, on [Eva.brown@cognus.org.uk](mailto:Eva.brown@cognus.org.uk).

### Introduction:

Sutton Virtual School acts as a local authority champion to promote the education of Children Looked After (CLA), Previously Looked After (PCLA), children with a social worker and children in kinship care, so they achieve the best educational outcomes.

Sutton Virtual School is available to provide educational advice and guidance to the parents of adopted children and children of Kinship care including those under special guardianship. Our contact details are available on the Sutton Virtual School website.



# EXTENDED DUTIES

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## SUTTON VIRTUAL SCHOOL EDUCATION SUPPORT

Who do we  
support?

We provide schools, social workers and other professionals educational advice and support in relation to young people who have, or had a social worker:

**Children in Need**  
**Child Protection**  
**Previously Looked-After**  
**Kinship**  
**Special Guardianship**

We also provide information and guidance to families of adopted or kinship care children, which can include those in kinship under special guardianship

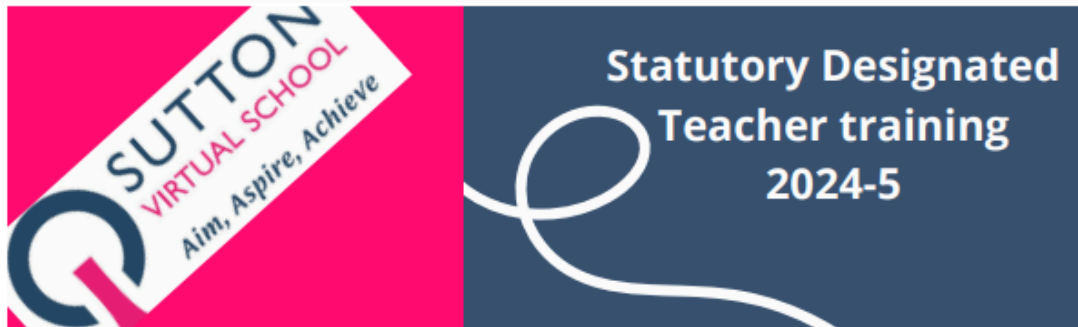


What do  
we offer?

- Training, support and networking for foster carers, PCLA, SGO and Kinship carers
- Resources and guidance on our website [here](#)
- Training, CPD and consultations for schools and social care
- A package to support schools to embed relational practice

<https://www.cognus.org.uk/services/suttonvirtualschool/families/kinship/kinship-advice/>

# Key Dates:



It is a key part of the Statutory role of a Designated Teacher to engage in regular training. Sutton Virtual School have built a programme of Statutory training for all Designated Teachers.

If you are a new Designated Teacher, you must attend the New to Role session at the first available opportunity to get a good understanding of the role requirements.

If you are an established Designated Teacher, you must attend the two network meetings and VS conference throughout the year.

Date	Time	Session	Venue/Link
Tue 1st Oct 2024	9am - 4pm	Sutton Virtual School Conference	Holy Trinity Church, Wallington
Mon 11th Nov 2024	3.30 - 4.30pm	New to Role - Designated Teachers	<a href="#">Online</a>
Thu 16th Jan 2025	3.30 - 4.30pm	New to Role - Designated Teachers	<a href="#">Online</a>
Mon 17th Mar 2025	3.30- 5pm	Designated Teacher network meeting	<a href="#">Online</a>
Thu 12th Jun 2025	3.30- 5pm	Designated Teacher network meeting	<a href="#">Online</a>
Tue 24th June 2025	3.30 - 4.30pm	New to Role - Designated Teachers	<a href="#">Online</a>
Tuesday 7th Oct 2025	9am - 4pm	Sutton Virtual School Conference	Holy Trinity Church, Wallington

**Thank you for being Champions  
for our most vulnerable children!**

