

Shropshire Virtual School
Autumn term 2026
Training overview for education settings

Training title	Date and time	Venue	Overview	Click the icon below to register
New Governors training	3 rd September 2026 3:30- 5:00pm	Teams	This session will be delivered by members of Shropshire's Virtual School Team. It will cover the statutory duties of governors as well as proven examples of good practice to support governors to better carry out their duties. For example: • Outcomes for Looked after and Previously Looked After Children • The duties and responsibilities of the Designated Teacher for Looked After and Previously Looked After Children • Reporting to governors • Barriers to learning including the impact of trauma • How schools can mitigate the impact of trauma on learning both in whole school practice and in the classroom • Admission and power of direction • Attendance and Exclusion • Preparation for Ofsted Key documents: • Promoting the education of Looked After Children and Previously Looked After Children - statutory guidance for local authorities February 2018 • The designated teacher for Looked After Children and Previously Looked After Children - statutory guidance on their roles and responsibilities February 2018	

DT: New to post/refresher training session 1	7 th September 2026 3:30-5:15pm	Teams	The role of a Designated Teacher is statutory in all schools and academies. They must have appropriate training and the relevant qualifications and experience to carry out their role and must take lead responsibility for raising the attainment of looked-after and previously looked-after children. This training is aimed at equipping newly appointed DTs or those who would like to refresh their practice with the knowledge and understanding needed to support Looked After and Previously Looked After Children and will cover, over two sessions: • The statutory duties of the designated teacher for both looked after and previously looked after children especially as outlined in the guidance to governors • The role of the Virtual School Head and Virtual School Information about children looked after and previously looked after • Supporting staff in mitigating the impact of trauma • The Personal Education Plan (PEP) Meeting, accessing the ePEP system, how to complete and set up a PEP, why it is so important, making it effective, creating SMART targets and actions plans • Pupil Premium Plus Grant and how it may be used • Admission, Attendance and avoiding Exclusion • Reporting outcomes Key documents:	

			The designated teacher for Looked After Children and Previously Looked After Children - statutory guidance on their roles and responsibilities February 2018. It is essential that both sessions are attended in full and that attendees have their cameras on throughout the sessions. Suitable for Primary, Secondary and Specialist settings.	
DT: New to post/refresher training session 2	14 th September 2026 3:30- 5:15pm	Teams	See above	
Making a difference at PEPs – Early years – KS4	17 th September 2026 1:30- 3:00pm	Teams	Every one of our young people deserves a good quality Personal Education Plan (PEP) <i>Come and meet our Virtual School Teacher who leads on PEPs for the Shropshire Virtual School and find out:</i> • <i>all about PEPs – what are they and why are they important?</i> • <i>how the carer's role is key</i> • how you can be well prepared for the PEP meeting <i>Bring along your questions, e.g.:</i> • How do I know if my child is doing well or not? • How can we use Pupil Premium + ?	
Become Charity: Understanding the leaving care process	22 nd September 2026 9:30- 11:30am	Online	Course participants will learn about: • The different types of eligibility of care experienced young people • The Pathway Planning Process	

			• The difference between statutory and local entitlements • The different accommodation routes for care leavers • The financial options for care leavers.	
Flourish: Adoption and permanency	12 th November 2026 3:30- 5:30pm	Teams	Flourish: Adoption, Post Permanence and the Role of Schools • Understand the different permanency options • Consider the “road” to permanency • Statutory guidance and the role of the Virtual School • The impact of trauma, ACEs and attachment • Consider the relationship between emotions and behaviour • Consider the impact of stress on behaviour • Identify ways to help a child calm	TBC
DT Network	13 th November 8.15to 10.30am	Shrewsbury Football Ground	This is <u>essential</u> for ensuring schools/providers are meeting duties for Looked After Children, Previously Looked After Children and Children with a Social Worker. DT NETWORK Celebrating attachment / trauma-responsive and nurture practice in ShropshireA multi-agency networking and breakfast event for School Leaders, Designated Teachers for Looked After Children/PLAC, Social Care, Early Help & LA Education colleagues	

			Join us for a special session featuring Shropshire schools recognised in the 2026 National ARC Timpson Awards and Nurturing awards from Nurture UK. Aligns with Belonging and Inclusion for OFSTED	
Become Charity: Supporting young people with budgeting and finance	17 th November 2026 9:30- 11:30am	Online	Course participants will learn about: • Some of the issues around supporting young people in care and care leavers with budgeting and finance, including the impact of the cost-of-living crisis on care-experienced young people • What a 'Local Offer' is and what the young person's Local Authority offers regarding finances to care experienced young people. • The rights and entitlements for young people in care and care leavers, around education, housing, and financial support. • Ways in which you can support young people in care and care leavers with budgeting and finance. • Signposting to further resources, grant-giving organisations, bursaries and scholarships.	
Become Charity: Supporting the wellbeing of care experienced young people	8 th December 2026 9:30am- 12:30pm	Online	What you'll learn about: • The mental health spectrum and how care experience may impact young people's emotional wellbeing. • Different dimensions of wellbeing and proactive ways we can support in each area. • Supporting young people to recognise and deal with stress. • Developing and maintaining self-esteem. • Identifying and accessing social support	

