

Appendix 1	Training Report 2018-19			
Training	Objective (s)	Date	No. of participants	Evaluation/ Impact / Participant Comments
Foster Carer Training <ul style="list-style-type: none"> • Transitions • Supporting with revision and exams 	<u>Transitions</u> Awareness of strategies to support young people around key school transitions. Understanding of transitions and barriers faced by looked after children. <u>Supporting with Revision and Exams</u> Getting motivated to revise Getting organized Tips for boosting recall Managing exam stress Using Mind Mapping	4 April 2019 3 June 2019	6 5	Carers commented on the fact that it was helpful to know what options young people have after 18 and generally finding out about the different types of transitions. One carer noted the 'practical tips on moving to secondary' was particularly helpful for her.
TAMHS Foster Carer Group x2 six weekly groups	Help carers support each other and understand attachment Develop ways of looking at the way their young people behave and try out new ways of supporting them	1 Nov 2018 28 Feb 2019	6 6	Reflective feedback from carers: "The course has given me the tools to help and understand my young person". "Relaxed atmosphere, feel at ease to talk and share experiences". "I think this course would have been helpful for me earlier" "How to turn moaning into reflection, need facilitator to help me to do that". "It's refreshing to be able to talk about our own children, safe space to bring children to light".

Foster Carer EP Training <ul style="list-style-type: none"> ADHD Dyslexia and Dyscalculia 	<u>ADHD</u> What is ADHD? What difficulties are associated with ADHD? How is a diagnosis made? What do researchers say about ADHD? How can we help pupils with ADHD? <u>Dyslexia & Dyscalculia</u> The national picture and improving literacy levels Is dyslexia a myth? Definitions of dyslexia Literacy difficulties and associated difficulties Factors linked to reading problems What approaches help? How are primary school children doing in maths? What is dyscalculia? Assessment and what helps?	19 Oct 2018 17 June 2019	5 6	Reflective feedback from carers: “all of the presentations were interesting”. “it was very informative, we covered a great deal of information...I learnt that dyslexia is not the same for everyone it affects, there can be different levels of it”. “the training helped to clear up some misconceptions I had”. “lots of links given to find out further help and information”.
Governors' Training <ul style="list-style-type: none"> Promoting positive outcomes for disadvantaged groups Effective use of pupil premium 	<u>Promoting positive outcomes for disadvantaged groups</u> Understand the work of the Virtual School; develop an appreciation of the local context of children in care and the pupil profile of the Brent Virtual School. Understand the governing board's statutory responsibilities for Children in Care and the role of the Designated Governor and Designated Teacher	31 Jan 2019 7 March 2019 5 June 2019	12 8 3	Reflective feedback from governors and future actions : “First thing that I will do is find out who is the designated teacher for LAC students in my school and to discuss about the help offered to the LAC students”. “Challenge the school to evidence how they spend PP on pupils”. “After this course I found out about the Virtual School and about their role in a LAC student's life. I will attend to as much training they offer to make sure that these pupils receive equal and fair treatment in my school”. “Check funding is being appropriately spent. Review that we are identifying all looked after and post looked after children”.

	<p>Consider how school policies, practices and culture should reflect the needs of vulnerable groups</p> <p><u>Effective use of pupil premium</u></p> <p>To understand what the pupil premium is for, and who is eligible for it</p> <p>Develop awareness of good practice around the effective use of the Pupil Premium and Personal Education Plans in supporting Children in Care</p> <p>Consider the range of ways that pupil premium funding can be used effectively to tackle gaps in attainment and support pupils from low-income families and other target groups.</p>			<p>“Ensure that reporting on Looked After Children to Governors will be more explicit and regular”.</p> <p>“Get to know who the LAC children are so that I can track their achievement”.</p> <p>“I feel the course was very informative and interesting. Would seem more schools should be represented and in attendance”.</p>
<p>KCA Attachment Awareness in Practice: in house school training with follow up consultancy and practical workshops and access to E-learning</p>	<p>To offer schools a day to introduce the key concepts and theory of an ‘attachment-aware school.’ This will be an introduction to the core knowledge base around attachment, trauma and resilience.</p> <p>Staff will gain a good understanding of the importance of adult relationships to promote healthy brain development and the (likely) impact when these needs are not met.</p> <p>Follow up consultancy session to explore how learning from the training has been taken into practice and the impact of this.</p>	<p>Dec 2018 - May 2019</p>	<p>5 schools took part (4 of which were Brent schools)</p>	<p>School 1</p> <p>“very well received by staff and I have had some excellent feedback”.</p> <p>School 2</p> <p>“The session on Trauma and Attachment provided an invaluable insight into understanding the impact of adverse childhood experiences on a child's emotional, social, behavioural and physical well-being. Staff developed awareness on how these experiences can influence a child's behaviour in everyday situations, and the importance of self-regulation in helping a child manage their emotions at difficult times. The session has enabled us to consider taking a different approach when a child is showing signs of distress, and to encourage them to remain calm and collected using different methods for self-regulation”.</p>

	<p>The consultancy session would be followed by a twilight workshop for all staff to introduce Emotion Coaching</p> <p>A second session of consultancy offered, followed by a second workshop introducing the needs and interventions practice tool. This tool helps practitioners to re-assess the needs of children in relation to trauma and recovery from trauma.</p> <p>Alongside the face-to-face training, extra resources will be available to all participants to help embed the learning in practice, including modules of e-learning relevant to each of the training sessions.</p>			<p>School 3</p> <p>“Thank you for your support from the many colleagues that have come to tell me how useful they found it”.</p> <p>School 4</p> <p>“Staff were very positive about it today. I would like to share any resources that think would be useful for staff who were either there or couldn’t be present”.</p> <p>School 5</p> <p>“The training was well paced, well-pitched and managed in such a way that staff had opportunities to engage in meaningful conversations to relate the training theory to their hands on experiences, daily, in class working with children in an infant school setting”.</p>
KCA Designated Teacher Training Programme	<p>Developing expert practice for staff working with vulnerable and traumatised children and young people.</p> <p>Blended programme – online and face-to-face comprising of 4 face to face training days focusing on trauma and recovery, foetal exposure to alcohol, emotion coaching, narrative work, maladaptive and sexualised behaviours.</p>	<p>11 Oct 2018 7 Feb 2019 16 May 2019 11 July 2019</p>	<p>15 15 24 21</p>	<p>Reflective feedback from school staff:</p> <p>“Definitely an insightful session”</p> <p>“Fantastic content. Great use of real-life examples”</p> <p>“Kate is a very good trainer, very informative and engaging”</p> <p>“Inspirational training-I wish all schools had this training as standard”</p> <p>“Lots of thought-provoking exercises that will be beneficial for our staff to complete”.</p> <p>“Helped to shape my understanding of the behaviour of some of our students and how best to frame my approach to situations”.</p> <p>“Reinforcing to stretched school staff the importance of mindfulness and ensuring students are taken as individuals, which I think can be forgotten in a hectic school environment”.</p>

DT Focus Group	<p>Opportunity for peer reflection and group supervision using a Solutions Circles approach to discuss the challenges of working as a DT and to raise any specific issues.</p> <p>To encourage the sharing of experiences and form peer networks amongst DTs.</p>	<p>18 Oct 2018</p> <p>3 Dec 2018</p> <p>11 Feb 2019</p>	Small group of 4 DTs	Feedback from the group of DTs was that the focus group was very helpful and a useful forum for reflection and discussion. Only drawback noted was that the group could have wider school representation.
AC Education Mental Health Awareness Training Programme	<p>Further understand language around mental health.</p> <p>Introduction to supporting our young people's mental health needs.</p> <p>Introduction to Strategic guidance for MHWB.</p> <p>Deepen understanding of acute mental health needs.</p> <p>Be able to apply practical tools in response to arising needs</p> <p>Understand referral and screening processes.</p>	<p>28 Sept 2018</p> <p>23 Nov 2018</p> <p>18 Jan 2019</p>	<p>13</p> <p>33</p> <p>28</p>	<p>Reflective feedback from attendees:</p> <p>"Training was helpful but I think we need more practical tools for the classroom".</p> <p>"Each individual has different reasons to act the way they do. I would love to see more real cases to help us understand why that is happening".</p> <p>"Gave me strategies and language to talk more confidently about mental health and mental illness".</p> <p>"Brilliant training-the best I have had on mental health. Very empowering"</p> <p>"With mental health on the rise this is vital information...in supporting our future children".</p> <p>"Safety plan – one adult can make a difference".</p> <p>"I will now be more prepared and confident with students who approach me and tell me about their problems".</p>

Promoting the Achievement of LAC (PALAC) Training - Dr Vivian Hill, Institute of Education	<p>An understanding of the need for raising attainment for LAC.</p> <p>An understanding of how to implement and manage the Year 6/11 tutoring /mentoring sessions.</p> <p>An opportunity to consider how study skills/revision techniques fit.</p>	30 Oct 2018	12 participants with 9 schools represented	<p>Feedback from the school staff in attendance was positive in light of the very interesting evidenced-based presentation from IoE. Staff expressed an interest in taking back the findings to their school settings to explore implementation for their LAC.</p>
Social Worker EPEP training	<p>Introduction to the Virtual School.</p> <p>EPEP process and completion.</p> <p>Navigating the Welfare Call PEP system.</p>	Sept 2018 – July 2019	Up to 15	<p>Training has been delivered mainly to new social workers or those who have not previously had training. Feedback has been positive e.g.:</p> <p>“I feel a bit more confident going into PEP meetings”.</p> <p>“Thank you this was useful”.</p>