TOGETHER
for Children and Young People

Together we will make Cheshire East a great place to be **young**

Virtual School Designated Teacher Training Day

9th September 2026



Cheshire East Council

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YOUR WORK CHANGES LIVES

LIVE YOUR WHY

YOU ARE MORE POWERFUL THAN YOU THINK

FAIL REFRAME PIVOT GO AGAIN

VALUES BELONG IN YOUR HEART NOT ON THE WALL

YOU'RE AN EVERYDAY HERO

AUTHENTICITY IS YOUR SUPER POWER

HUMAN FIRST

STAY NEUTRAL AND GET CURIOUS

HOPE IS NOT A STRATEGY

BE A MISTAK ARTIST

EXPECTATION DRIVES SUCCESS

IT IS PERSONAL

BE A RESILIENCE NINJA

NO REVOLUTION EVER STARTED AT THE TOP

BECAUSE OF YOU

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Introductions & Housekeeping

Laura Rogerson



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Housekeeping

- Facilities
- Fire Alarm
  - None planned but muster point is far side of the carpark
- Agenda
  - Provided on tables



Subject	Details	Notes	Time
Welcome and Housekeeping – Laura Rogerson/ David Hemlock **Opening - Dawn Godfrey**		Please be sure you've validated your parking using the QR code upon entering the building.	09:00
Keynote speaker/presentation	Jaz Ampaw-Farr delivers her keynote for today's Designated Teacher training		09:15
BREAK/Network time – teas and coffees available			10:15
Workshop 1	Workshop with Jaz building on her keynote presentation		10:45
LUNCH/Network time – teas and coffees available			12:00
Welcome back	Our Service, Updates and Celebrations	Laura Rogerson/David Hemlock	13.00
Workshop (a) - Contextualising CFC position in new Ofsted Framework.	Sara Harper will share Ofsted insights from Beechwood Primary School PEP QA Framework	w/Sara Harper & David Hemlock	13:15
BREAK – teas and coffees available			14:00
Workshop (b) - A Year with a Difference Resource Library	Rebecca passport launch – present, discuss to gain feedback	w/Laura Rogerson & Jaz Ampaw-Farr	14:15
EVENT CLOSE			15:15-15:30

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Housekeeping

- Facilities
- Fire Alarm
  - None planned but muster point is far side of the carpark
- Agenda
  - Provided on tables
- Teas & Coffees
  - 10:15, 12:00, 14:00
- Confidentiality



- Dawn Godfrey – Executive Director Childrens Services

Jaz Ampaw-Farr

- Internationally acclaimed keynote speaker, author, and broadcaster and one of the UK's most sought-after voices on resilience, education and human-first leadership
- Three-time UK Speaker of the Year and a Professional Speakers Hall of Fame inductee
- Two honorary doctorates in recognition of her impact on leadership and education
- Co-founder of 'Be Human First', a leadership development consultancy – helping organisations build courage, connection and authenticity
- Record-breaking TEDx Talk 'The Power of Everyday Heroes' – which we used in our Summer 2025 training!



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Jaz's Presentation



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Break
10:15-10:45



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Jaz's Workshop



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Lunch
12:00-13:00



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Our Service, Updates & Celebrations

Laura Rogerson & David Hemlock



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Virtual School Head – Statutory Duties

Under statutory guidance (DfE, 2018):

- Promotes the education of looked after children under the Children Act 1989
- Promotes the education of previously looked after children (adopted, SGO, CAO)
- Provides strategic leadership and challenge across education services
- Ensures effective Personal Education Plans (PEPs)
- Monitors attendance, attainment, progress, exclusions, and transitions
- Provides information and advice to schools, designated teachers, parents and carers

From September 2021, the VSH role was extended through DfE guidance

Extended strategic responsibility for:

- Children with a Social Worker (CIN or CP plans, current or previous)
- (More recently) children in kinship care arrangements

Key features of the extended role:

- Strategic leadership – not direct casework
- Champions education as a safeguarding and protective factor
- Focus on improving attendance, engagement, inclusion, and outcomes
- Strengthens partnership working between education and social care
- Builds school capacity through training, advice, and evidence-informed practice

Locality Working for Children and Families

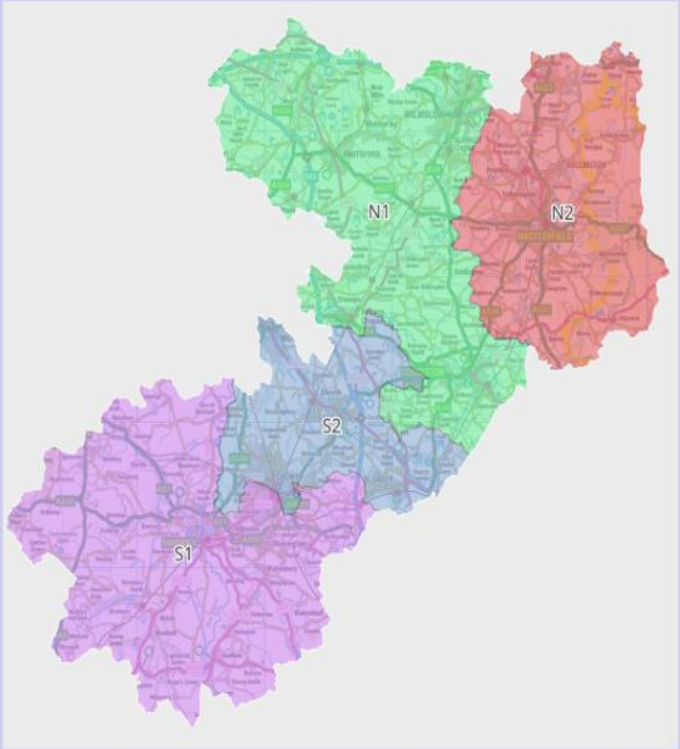
Cheshire East TOGETHER for Children and Young People

North

- North 1: Wilmslow and Knutsford
  Congleton and Holmes Chapel
- North 2: Macclesfield North and South

South

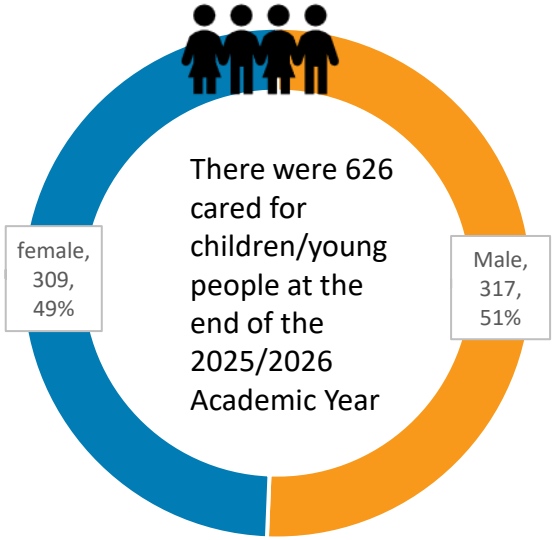
- South 1: Nantwich and Rural and Crewe South
- South 2: Sandbach, Alsager, Middlewich and Crewe North



In order to continue to improve outcomes, targeted support is in place for all schools and settings to monitor and track attainment, progress and attendance of all children and young people through the virtual school and coordinated across wider teams and services.

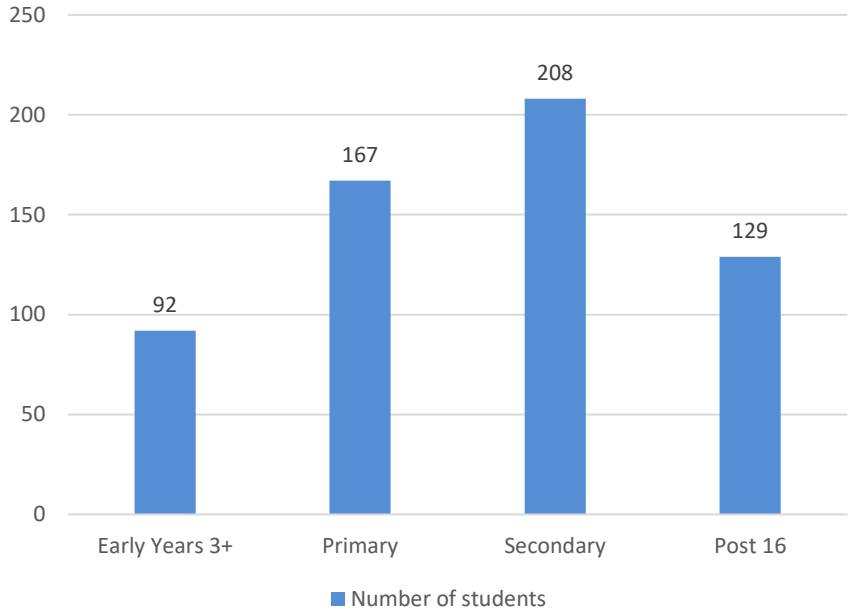
All children have access to additional pupil premium funding, to put in place interventions which are additional to the normal school support and are linked to specific targets within personal education plans (PEPs), to ensure interventions are tracked and monitored for evidence of impact and accountability.

Number of cared for children



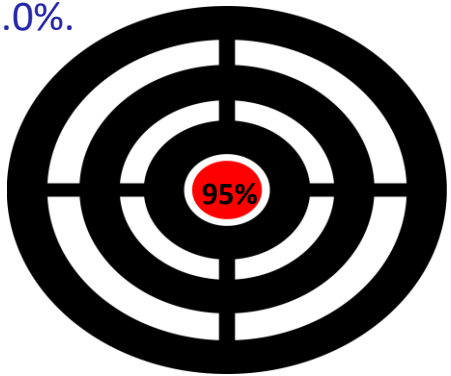
Number of Children and Young people by Key Stage

69.8% of our statutory school age children attended a provision within Cheshire East of the children placed outside of the borough many attend a school in one of our neighbouring authorities such as Cheshire West and Chester, Manchester, Wirral, Staffordshire, and Stoke on Trent.



Attendance

Attendance among Cared for Children remains broadly stable, with overall attendance increasing marginally to 87.0%.



Whole Cohort Attendance

2024/25 86.9%

⬆️ **2025/26 87.0%**

✅ **91.2%Excluding Year 11 Study Leave**

🏫 **ATTENDANCE BY PHASE**

2024/2025

🟢 Primary	🔵 Secondary
95.1%	81.5%

2025/2026

🟢 Primary	🔵 Secondary	🧩 Specialist Provision
93.0%	**81.0%**	**75.2%**
	85.8%* *Excluding Year 11 study leave*	

Approximately half of all Cared for Children continue to achieve attendance above 95%, although persistent absence and severe absence remain significant challenges, particularly among secondary-aged pupils and those educated within specialist provision.

- 91.2% Attendance (excluding Year 11 study leave)
- 50.1% of children achieved 95%+ attendance
- 57.9% below 90% attendance
- 26.4% experienced severe absence below 50%
- 75.2% attendance within specialist provision

Do we know what support is available? and how to access this when we are concerned about dips in attendance?

So, what about attainment data?

Eligible Cohorts

The 30% Gap



Redacted attainment data as not yet validated.

Additional Celebrations

Higher Horizons

Provide free and impartial support to help young people explore higher education, apprenticeships, and post-16 and post-18 pathways. It works with schools and colleges across five local authorities to raise aspirations, improve attainment, and support informed progression decisions.

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The Royal National Children's SpringBoard Foundation (RNCSF) is a charity that works with local authorities, schools and community partners to create life-changing educational opportunities for care-experienced children and young people. It provides access to fully funded state boarding and independent school places, helping young people access high-quality education, stability and wider opportunities.



The Venture with Confidence Programme was a 13-week employability and personal development programme that supported NEET young people to build confidence, resilience, independence and employability skills through a wide range of practical, outdoor and community-based activities delivered in partnership with local organisations.

Of the 12 young people referred, 5 completed the programme, with positive outcomes including young people securing employment, September education and training destinations, work experience opportunities and ongoing support to explore future pathways.

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Belonging and mattering in context

Sara Harper & David Hemlock



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“…those who are known (or previously known) to children’s social care…”

Less than half as likely to achieve a grade 4 or above in English and Maths GCSE

Over 60% have identified SEND compared with around 15% of all pupils

Many experience multiple placement moves in a single year – disruption to education and relationships

Disproportionately more likely to go missing from home

Five times more likely to be permanently excluded than non-cared for peers

Eight times more likely to have Youth Justice involvement

Over 60% of children in care meet the threshold for mental health diagnosis

Far higher risks of poverty, unemployment, health inequality and early death

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So, we understand why cared for, and previously cared for children, are so prominent in the new framework. But what does this look like in practice?

INCLUSION & BELONGING

Improve outcomes and experiences: inspection experience and readiness

WHY INCLUSION AND BELONGING MATTER

- Children in care are among the most vulnerable learners and often have additional and multiple vulnerabilities (LAC/PP/EAL/SEND/Young carers)
- Strong evidence: Belonging improves engagement, attainment, and wellbeing in young people.
- Ofsted now places **inclusion at the centre of the inspection process and it can impact on grading across all areas.**
- Key message from Ofsted and throughout inspection is in three key areas ***'Achieve, Belong, Thrive'***

WHO?

Inclusion covers:

- Children in care
- Children known to/previously known to social care
- SEND pupils
- PP
- Pupils with protected characteristics
- Young Carers
- EAL pupils

‘Intersectionality of Need - Many pupils do not fit into just one category of vulnerability - they sit at the **intersection of multiple needs**, and those needs interact with each other.

SCHOOL'S CONTEXT



- Heart of Crewe
- High levels of deprivation
- NOR 490 (including nursery cohort)
- Pupil Premium - 42% (Above Average)
- Social Care - 12% (Above Average)
- EAL - 41% (Above Average)
- SEND - 14%/5% (Close to Average)
- Minority Ethnic Groups - 55% (Above Average)
- 3 pupils currently cared for

OUR EXPERIENCE



- Rigorous
- Fair
- Felt listened to by all inspectors
- Demanding
- Can influence judgements by providing appropriate evidence
- Understood school's context
- Intense
- Tiring
- Less pressure on teachers and support staff then previous frameworks

Overall, more positive than previous inspections but more intense on SLT

TEAMS MEETING

- Shared context of the school *(Look at English Indices of Deprivation)*
- Went in detail through the school's SEF gradings and justification (majority of the meeting)
- Asked to arrange a meeting with LA to discuss SEND/safeguarding
- Asked to provide current attendance data (whole school and groups) and when last used the DFE tool to compare.
- Explained that they would start at 'expected' in each area and look for all of the evidence for that grade before considering other grades (secure fit now not a best fit model)
- Wanted to view the school's offer through the eyes of disadvantaged pupils
- Listened and asked to steer to practice that is typical

DAY ONE

- Arrived at 8.00am
- Met staff at 8.15am
- Case Sampling at 8.20am - 3 inspectors selected pupils for case sampling (Cared for/PP/EAL/Young Carer/SEND/SC) – felt different to what we expected and completely at random. This took approximately 15 minutes and two LSC children were selected from the 6 case sample pupils *(Prepare lists ahead of time)*
- Lead inspector had safeguarding meeting with DSL/DDSL
- Inclusion meeting (1 inspector and HMI) in the afternoon
- Attendance and Behaviour meeting in the afternoon (Inclusion a real focus)

English Indices of Deprivation 2025

Source: https://deprivation.communities.gov.uk

Cheshire East 039A is more deprived than most neighbourhoods in England

Only 5% of neighbourhoods in England are more deprived (ranked 1,853 out of 33,755 neighbourhoods).



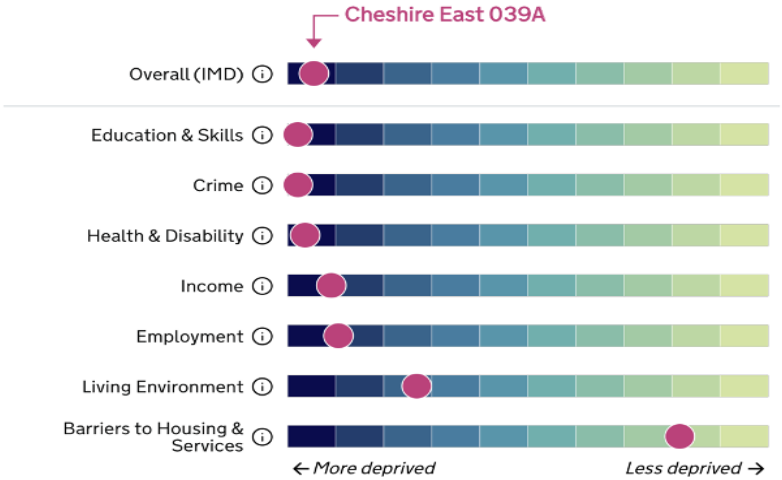
This is an overall measure, called the Index of Multiple Deprivation. It is calculated by combining different types of deprivation in this neighbourhood.

▶ What is deprivation?

Cheshire East 039A is more deprived than most neighbourhoods within Cheshire East

The Cheshire East local authority district contains 243 other neighbourhoods. Fewer than 1% of neighbourhoods in this area are more deprived than the neighbourhood you selected.

The neighbourhood you selected is most deprived in relation to education & skills. Only 2% of neighbourhoods in England are more deprived.



It's also possible to measure income deprivation affecting people of different ages.

Cheshire East 039A has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.

Compared to other neighbourhoods in Cheshire East, Cheshire East 039A is most deprived in relation to health & disability

No neighbourhoods in Cheshire East are more deprived in relation to health & disability than the neighbourhood you selected.

Uploads to Portal & Ofsted File

- Pupil Groups (PP, EAL, Social Care (current/previous), Young Carers, SEND)
- Parent/Carer, Staff, Pupil Survey Analysis
- Attendance Data for previous year and current data for pupil groups
- Suspensions Data with reasons
- Mobility Data
- Pupil Equity Tracker
- Data for GLD, Phonics, Multiplication Check, KS2 SATS

Inclusion and Ofsted

- Inclusion is now a standalone judgement area in the new Ofsted Framework and is graded separately (e.g. Exceptional, Strong, Expected, Needs Attention, Urgent Improvement)
- Focus this area on:
  - **Identifying barriers**
  - **Quality of support**
  - **Impact on outcomes**
- There has been a key shift from not just ‘what you do’ to **’what difference it makes’.**
- However, it also features as an explicit focus of the other key areas of the inspection and can impact on gradings across multiple areas of the framework.

WHAT are inspectors looking for?

- Do pupils feel **safe, welcome, and supported**?
- Are needs identified **quickly and accurately**?
- Is **provision adapted** effectively?
- Is there evidence of:
  - **Attendance improvement**
  - **Reduced exclusions**
  - **Academic progress**
  - **Wellbeing**

WHAT are inspectors looking for?

They wanted both **quantitative AND qualitative evidence.**

Quantitative:

- Attendance trends
- Attainment/progress
- Exclusions data

Qualitative:

- Pupil voice (big focus)
- Case studies
- Staff understanding
- Examples of adapted provision

👉 Must show **impact over time**, not just provision

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Inclusion Meeting

- SENCO x 2 plus headteacher with 1 inspector and HMI
- Biggest focus of the whole inspection
- Focus on equity of wider opportunities and how participation is tracked *(Have this data ready and prepped)*
- Focus on strategic leadership of SEND/PP/EAL *(Have SEND paperwork for case study pupils, concerns, interventions, intended impact and outcome/impact)*
- Looked at how concerns are identified early (what do you do and what is the impact)
- How the school works with the virtual head *(Pre-warn Laura of pupils so she is aware)*
- Called carers to ask for feedback *(Preempt this - consent and phone numbers)*
- Looked at PEPs for 2 cared for pupils (focus on targets and progress) *(Show QA of PEPs)*
- Had a school tour by 4 pupils from vulnerable list to show the best bits of school life
- Showbie showed inclusion in practice
- Struggled to spot case study children in classes

Targeted Wellbeing Support

Child	Concerns	Support Given	Intended Outcome	Post Support Impact
Child A Y6 LAC, PP, SEND	Withdrawn. Reluctant to come into school due to attachment with mum. Low confidence and self-esteem. Often teary and withdrawn Late 'L' and 'U' on 10 occasions. Attendance = 96.8%	Referral made to school counsellor by teacher. Access to crisis counselling. Timetabled 1:1 counselling sessions put into place to develop emotional regulation and coping strategies. Additional responsibilities given e.g. safeguarding council deputy/attendance monitor to build self-esteem and sense of belonging.	Improved wellbeing, engagement in learning and readiness to participate positively in school life.	Happier in school, comes into school with a smile on her face each day. Making accelerated progress in reading e.g. 4 months progress in reading age in 3 months. Talks positively about her roles in school and feels valuable member of the school. Talked positively about the progress that has been made in science and reading as part of 'My Voice' PEP. No 'L' or 'U' sessions. Attendance = 100%
Child B Y1 LAC	Taken into care in Reception due to physical abuse. Started having wetting incident in school and in her placement. Quiet at school and seeking adult attention. Concerns raised at PEP about not being able to communicate her emotions or concerns and support required to be able to share what had happened and make sense of her situation. Concerns regarding 'fawn' response. Attendance = 92.9%	Trusted adult contact each day. Small group pastoral support based on Lego Therapy to work on friendships and resilience. Referral made to school counsellor by LAC teacher. Access to crisis counselling as required. Timetabled 1:1 counselling sessions put in place to help manage emotions, reduce anxiety and improve engagement and wellbeing at school.	Feels supported and safe within school. Expresses and manages emotions. Understands her situation at an age-appropriate level. Knows how to access support.	No further wetting incidents. A close circle of friend and popular in school. Less reliance on seeking adult attention. Attendance = 98.9% (+6%) Working at ARE in core areas of learning.

Pupil Premium Equity Tracker – Spring Term					
	Date	Year Groups	Numbers attending	% Pupil Premium	% SEND
Year 5 Residential	22-24.09.25	Year 5	30	50%	
London Residential	23-25.02.26	Years 5-6	30	40%	10%
Year 2 Sleepover	23.01.2026	Year 2	58	38%	22%
Average use of Breakfast Club	Ongoing	Years R-6	Average 31	32%	16%
Average use of Breakfast Club	Ongoing	Nursery			
Average use of Breakfast Club	Ongoing	Staff	Average 4	25%	25%
Average use of Treehouse	Ongoing	Years R-Y6	Average 15	47%	40%
Average use of Treehouse	Ongoing	Nursery	Average 3	0%	0%
Average use of Treehouse	Ongoing	Staff	Average 4	25%	25%

Track the number of PP/SEND pupils that attend residential visits, breakfast club, after school clubs.

Ensure make up of pupil representative groups mirrors school percentage of pupils in different vulnerable groups.

Role of the Designated Teacher

Key responsibilities:

- Champion children in care across the school
- Ensure high-quality PEPs are in place
- Track progress and remove barriers
- Train staff on needs of pupils in care
- Liaise with:
    - Social workers, carers and Virtual School

In the inspection, the DT was central to explaining **strategy + impact.**

DT Role in Ofsted inspection

Inspectors asked:

- How do you know your children in care are doing well?
- What are the **key barriers** for each pupil?
- How is funding (PP+) used effectively and how do you know?
- How do you ensure **high expectations**?

Expected DT to provide/discuss:

- Case studies
- Data trends
- Evidence of impact over time

Inclusion Meeting - PEPS

- About 1/3 of the meeting focused on Cared for pupils and their PEPs

- Focus on:

- Educational targets
- Support strategies
- Aspirations

Emphasis that it should be a **working document, not a form that is completed and filed.**

Inclusion Meeting - PEPS

Strong Personal Education Plans:

- Clear identification of barriers
- SMART, ambitious targets
- Pupil voice included
- Evidence of review and impact
- Alignment with school priorities
- Evidence of using SDQ evidence to impact on pupils

EQUALITY OF OPPORTUNITY VS EQUALITY OF OUTCOME

- **Equality of Opportunity:** Same access to support – chances, resources, opportunities and experiences *(Have we provided the opportunity?)*
  - access to visits, residentials and after school clubs
  - digital devices for homework, iPad in school
  - access to interventions/tutoring
  - PP+ allocated to support learning
- **Equality of Outcome:** Closing gaps in results *(Did it work?)*
  - improving grades and accelerating progress e.g. RA by 6 months in 4 months
  - improved attendance
  - reduced exclusions due to behaviour support

EQUALITY OF OPPORTUNITY VS EQUALITY OF OUTCOME

Ofsted focus:

- Are gaps for the pupils in care or with vulnerabilities narrowing?
- Are these pupils achieving their full potential?
- Do children in care do as well as they should at this school?

Personal Development and Wellbeing

- Specifically wanted Cared for pupil from Year 6 as part of this group
- Spoke with boy/girl groups Year 6 pupils separately – focus on responsibilities in school, online safety, PSHE, British Values, protected characteristics, economic education (savings, debt management)
- Wanted to see how economic education was threaded through the curriculum not just as a ’bolt on’
- Focus how are pupils prepared for the next stage in their education
- Wellbeing - targeted support taking place and the impact (pastoral support, school counsellor)

Behaviour and Attendance

- Attendance data broken into PP, EAL, SEND SS, SEND EHCP, SC
- Looked at daily data, data to date and last year overall and PA
- Wanted analysis of which group is pulling data down and what are the trends over time
- Asked about DFE compare attendance data benchmark and how it is used to impact improvements
- Attendance data for case sample pupils to date and for the last academic year
- Suspensions over time, current suspensions and reasons
- Wanted proof of notable successes with attendance and evidence of rapid improvement, particular focus on case sample pupils and LAC
- Logs of punctuality and improvements over time
- Looked for behaviour policy being applied in practice

Leadership and Governance

- Considered leadership at all levels
- Checked whether leaders (SLT/SENCo/DT) know the school well and have identified appropriate priorities (ensure DT knows this if not part of SLT)
- Challenged governors and scrutinised minutes of meetings *(Check level of detail and whether they reflect high levels of challenge)*
- Asked question to check what they had seen/been told
- Focus on Equality Duty and school equality objectives *(Check that governors are aware and can talk about them)*
- Cannot get ‘Strong Standard’ for Leadership & Governance unless all other areas are ’Strong’.

Safeguarding

- Check SCR with SBM
- Checked references and appropriate checks of the most recent employee and someone who had been employed for longer – chosen at random from the staff list
- Asked when governors last checked the SCR *(Have the date ready and proof incase asked)*
- Looked at CPOMS – asked to see a recent referral, evidence of multi-agency working and evidence of a variety of staff with different roles adding concerns not just DSL/DDSL and SLT *(Make sure you have some cases ready – we couldn't remember when put on the spot)*

Culture of Belonging

STRONG PRACTICE

Practical strategies:

- Trusted adult relationships
- Trauma-informed practice
- Stability and consistency
- Inclusive curriculum representation
- Strong transitions

👉 Belonging = feeling known, valued, and safe

- Staff know who children in care are
- Adaptive teaching in lessons
- High expectations (no lowering the bar)
- Consistent monitoring
- Appropriate intervention
- Pupil voice influences provision

Reflective questions for staff

- Do our children in care feel they belong?
- Can we evidence their progress clearly?
- Are we removing barriers or just identifying them?
- Would pupils say our support makes a difference?
- Do they genuinely feel that they belong?

Key takeaways and top tips

- Inclusion is now **central to Ofsted judgement**
- Children in care are a **key inspection focus**
- Designated Teacher role is **critical and visible**
- Evidence must show **real impact**
- Belonging is not an add-on — it drives outcomes
- Know your IDSR well, especially outcomes for vulnerable pupils
- Prep as many ‘paperwork’ bits as possible to reduce stress
- Be ready to justify your SEF gradings – more detail in SEF better for you
- Prep SLT/SENCO/DT and let them know the intensity of inspection so you are ready

What is the Virtual School's role in your inspection?

Ofsted want to see how we work together to support your young people who are in the care of Cheshire East – they will do this in two primary ways:

- Request previous PEPs which have been quality assured by your advisor – top tip: download your PEPs before submitting!
- Request a phone conversation with the Virtual School Headteacher

Are PEPs fully developed and completed on a termly basis?

How do they benefit from attending your school?

Have appropriate referrals been made in a timely manner?

What language is being used to describe this young person?

So, do your PEPs reflect the fact our children both belong *and* matter in, and to, your setting

Are you the Corporate Parent that this child needs?

Is this child attending school, making progress, and thriving?

and staff?

How are school utilising Pupil Premium+?

Is the child's voice heard/recorded within the documentation?

Are pertinent SMART targets set and reviewed regularly?

Virtual School Personal Education Plan (PEP) Quality Assurance Framework*

*co-produced by our young people and a cross-section of Designated Teachers

Virtual School Personal Education Plan (PEP) Quality Assurance Framework

- Links to statutory guidance
- Context as to role that PEPs play in Care Planning
- Details around our RAG/QA process and policies
- Indicative content
- PEP cycle and sample agenda
- SMART Targets

Belonging and mattering

"…she couldn't do enough to make sure that our young person was supported as much as possible even with being thrown curve balls several times a day! Our child went from hating school and not wanting to be there to skipping through the door every morning, even being able to go on a residential trip! He would not be where he is in school without her care and dedication."

"I just love her, I know she cares about me which makes me want to come to school."

"All of our boys have really appreciated her input. She has also managed to be understanding with the boys when sometimes they haven't been able to get out of bed!!"

"Knowing I've got a team around me makes me feel powerful"

"His door is always open and our young person uses it- daily! He is always ready with an ear and a joke (they share daily 'dad' jokes and quotes) and he checks in regularly with our young person. We joke about it but our young person actually told us that if he thought he was about to die his last thoughts would be of Mr X"!

"Going to my PEPs and hearing feedback from my teachers, good and bad, means I know what I need to do day in and day out to succeed and change my life!

"I like how she remembers to say 'happy birthday' – it makes me smile"

"We are very lucky to have worked with fantastic teachers who go above and beyond every day!"

"I have been so impressed with X's teachers; their expertise, time and patience. Their knowledge on every word spoken, and explained in such a helpful way to the student. Thank you so much for the help you have offered them. It has helped him immensely."

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Together we will make Cheshire East a great place to be **young**

Break
14:00-14:15



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A Year with a Difference

Laura Rogerson



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Strengthening the connection between belonging and mattering in schools.

Every child needs to know they matter.

- For young people navigating challenge, uncertainty or adversity, the everyday adults around them make the greatest difference.
- The Everyday Heroes Programme helps schools strengthen the connection between belonging and mattering by supporting the adults who shape school culture every day
- **A year-long programme that goes beyond belonging to create a culture where every child knows, beyond a shadow of a doubt, that they matter.**

Belonging isn't what we do... it's what children feel.

01

Full Conference Day Attendance

Jaz delivers a powerful keynote and interactive workshops at your conference exploring belonging, mattering and relational leadership.

Participants leave inspired, challenged and equipped with practical ideas they can take back into their schools immediately.

02

Virtual Q&A Reflection Sessions

Across the year, Jaz joins two network or leadership meetings for reflective Q&A sessions.

These conversations create space for leaders to explore the real challenges they face, including safeguarding complexity, behaviour culture and supporting staff wellbeing.

03

Belonging & Mattering Library

All participants and their schools receive one year's access to the Belonging & Mattering Library.

Short, practical videos, prompts and slide decks provide bespoke training materials exploring themes including relationships and behaviour, courage and confidence, wellbeing and professional balance.

Library (once access to resources)

- Demo and show resources

02 Belonging & Mattering Library – Learn – Jaz Ampaw-Farr

Mapping out the next 12 months

Show library

Half Term 1 (Nov 26)	Half term 2 (Jan 27)	Half term 3 (April 27)	Half term 4 (June 27)	Half term 5 (Sept 27)	Half term 6 (Nov 27)
Locality cluster	Locality cluster	Locality cluster	Full DT day workshop (time to reflect)	Locality cluster	Locality cluster (time to reflect)

Your Task

Imagine a looked after child arrives tomorrow, You are designing the perfect classroom for belonging.

Using the A3 paper:
As a team, Draw a classroom layout to identify five features that help children feel welcome and valued

- ✅ I am known
- ✅ I am valued
- ✅ I belong here
- ✅ I matter here



Agree roles:
Writer
Designer
Presenter
Timekeeper

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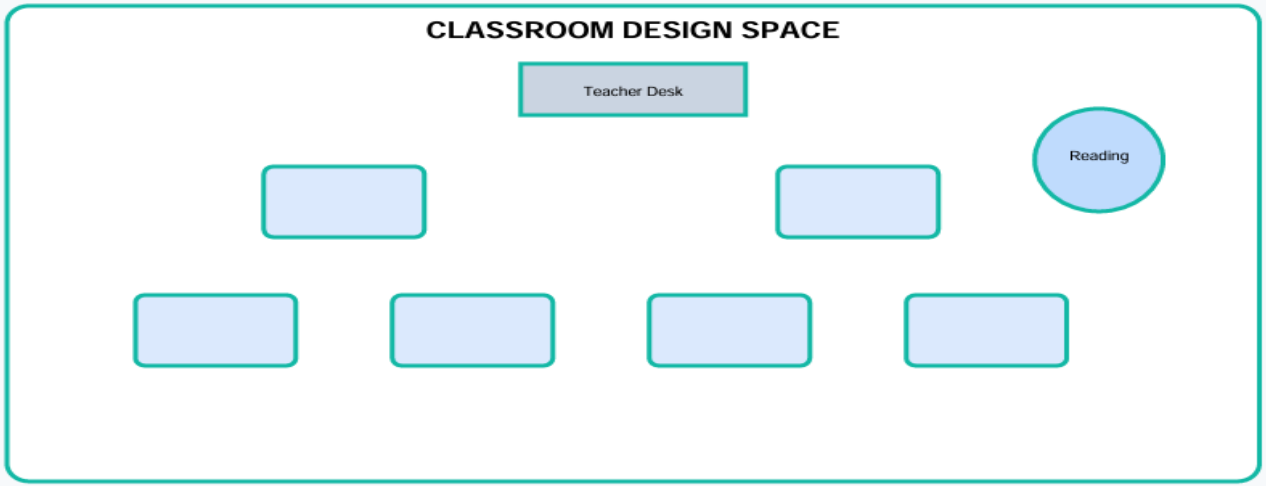
DESIGN A CLASSROOM WHERE EVERY CHILD BELONGS

Imagine a looked after child arrives tomorrow. Design a classroom where they feel known, valued, included and safe.

BELONGING

How will a child know they belong?

CLASSROOM DESIGN SPACE



MATTERING

How will a child know they matter?

TOP ACTION 1

TOP ACTION 2

TOP ACTION 3

THE CHILD BEHIND THE PLAN (5 MINUTES)

Example Profile

Amelia (12)

- Third school in two years
- Recently moved foster placement
- Loves art
- Very quiet in lessons
- No close friends

Discussion

- Review your classroom design.
- What would matter most to this child?
- What would help them feel:

"I belong here."

"I matter here."

- Record three adjustments you would make.

THE CHILD BEHIND THE PLAN (5 MINUTES)

Example Profile

Jacob (10)

- Recently entered care
- Loves football
- Struggles to trust adults.

Discussion

- Review your classroom design.
- What would matter most to this child?
- What would help them feel:

"I belong here."

"I matter here."

- Record three adjustments you would make

THE CHILD BEHIND THE PLAN (5 MINUTES)

Example Profile

Layla (14)

- Loves to be challenged, gifted and talented Mathematician
- Five social workers
- Avoids asking for help

Discussion

- Review your classroom design.
- What would matter most to this child?
- What would help them feel:

"I belong here."

"I matter here."

- Record three adjustments you would make

THE CHILD BEHIND THE PLAN (5 MINUTES)

Example Profile

Mason (7)

- anxious after placement move
- loves animals

Discussion

- Review your classroom design.
- What would matter most to this child?
- What would help them feel:

"I belong here."

"I matter here."

- Record three adjustments you would make

EVERYDAY EXPERIENCES (10 MINUTES)

Sort each card into one of three categories:

- Supports Belonging
- Harms Belonging
- Depends on Adult Response

Experience Cards

- Teacher learns every child's name.
- Child asked to complete a family tree project.
- Trusted adult checks in daily.
- Child's care status discussed publicly.
- Child invited to a lunchtime club.
- School trip letter never reaches carer.
- Teacher notices withdrawal and checks in.
- Achievement celebrated appropriately.
- Child welcomed back after absence.
- Child always chosen last for activities.

Discuss

Which experiences have the greatest impact on:

- *BELONGING?*
- *MATTERING?*

So, what else can we do to ensure our children feel like they both belong and matter?

Virtual School Student Passport

Many children in care face barriers to accessing the enriching experiences and opportunities that help broaden horizons and build confidence. Without these opportunities, young people can miss out on developing their aspirations, discovering their potential, and exploring future pathways, which can have a lasting impact on their educational, social and employment outcomes.

3 activities a term.
9 activities a year.
108 activities during statutory school age.

Grow confidence, resilience and independence

Dream bigger

Build essential and life-changing cultural capital

Prepare our young people for adulthood

Experience. Aspire. Achieve.

Create lasting memories and meaningful experiences

Broaden horizons and raise aspirations

Build character

Develop skills for life and work

Make their learning practical

The Work So Far

The Passport has been developed collaboratively with:

- **Young people**
- **Schools**
- **Carers**
- **The Participation Team**
- **Social Care**

Together, this partnership has created a meaningful tool that encourages children and young people to broaden their experiences, develop new skills and raise their aspirations.

Next Steps

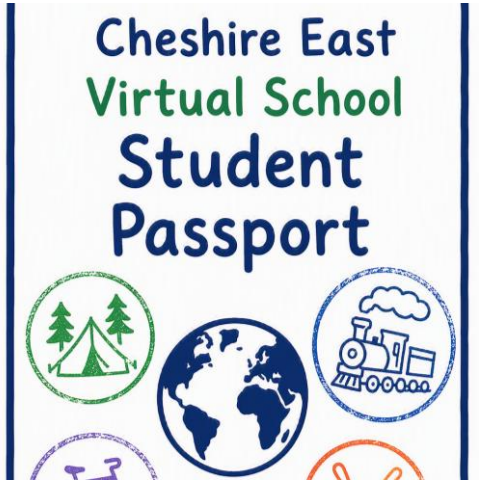
- Please take a few minutes to review the Passport and share your feedback.
- Using the post-it notes provided, write down:
- **Keep** – What should stay in the Passport?
- **Add** – What is missing or could be included?
- **Remove** – What should be taken out or changed?
- Please place your post-it notes on the relevant sheets around the room.

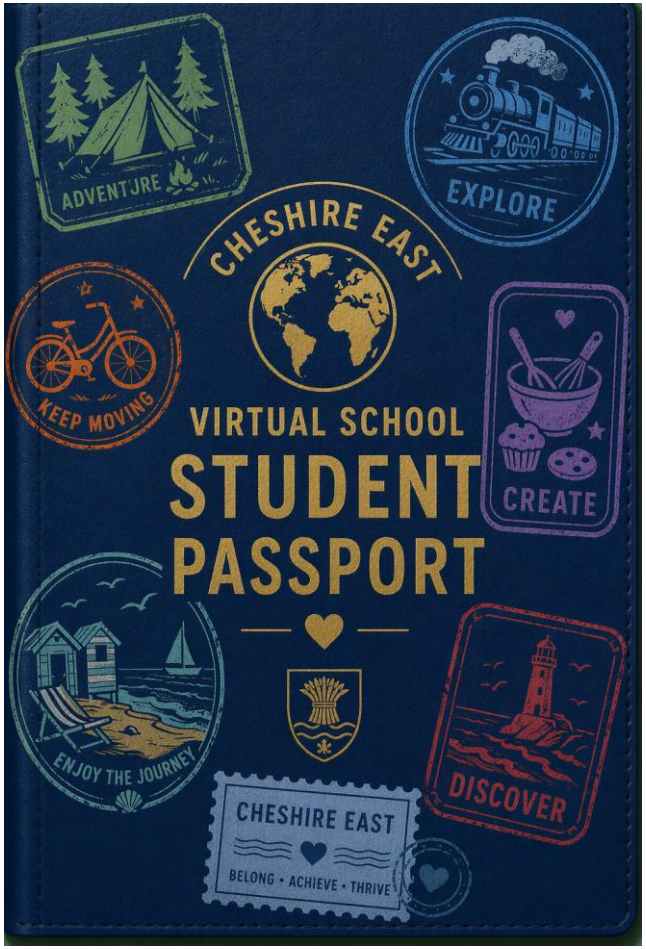
Your views will help shape the final Passport and ensure it meets the needs of our children and young people.

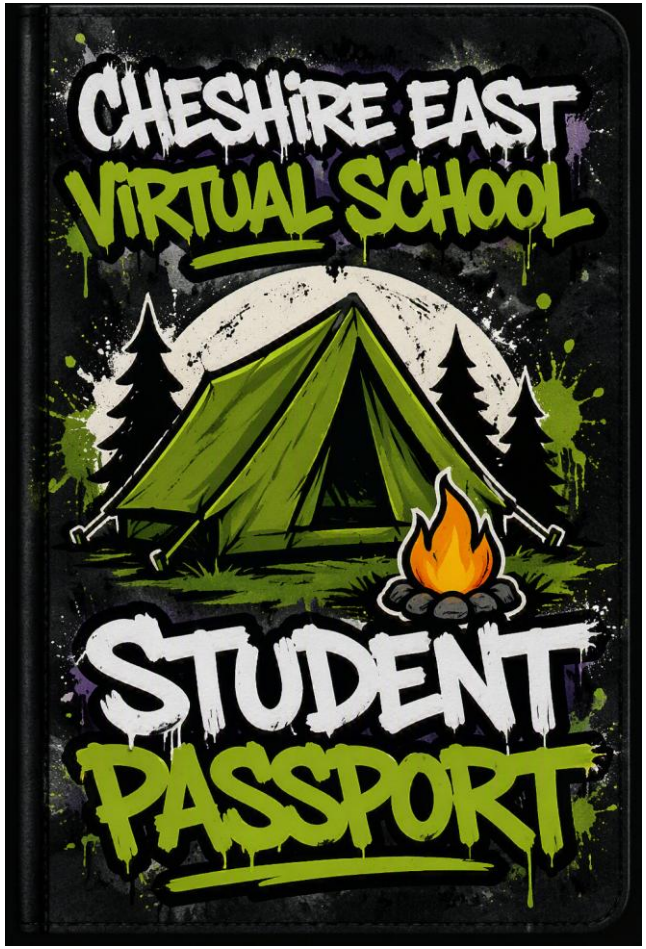
Competition Time

Return to:
rebecca.dillon@cheshireeast.gov.uk
Deadline: Friday 26th September











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TOGETHER
for Children and Young People

Together we will make Cheshire East a great place to be **young**

Our Pledge

Laura Rogerson



Cheshire East Council

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What is one thing within my control that would improve educational stability or belonging?

Where do systems or adult behaviours unintentionally create barriers?

“Every Cared for Child will experience many professionals — but only some will make them feel truly seen, believed, and stable.”

When has a Looked After Child in my school thrived — what made the difference?

What can I take away from today’s training to make a meaningful change in our Cared for Children’s experience of education?

Identify the three most important actions that you/your setting will do following on from today.

- Action 1
- Action 2
- Action 3



Final Comments

Today has reminded us that belonging isn't a strategy – it's a feeling. And mattering isn't something we say to children once; it's something they experience through us, every day.

Our children may not remember every intervention, but they will remember whether they felt seen.

Belonging comes before **learning**.
Mattering comes before **progress**.

Please take some time to complete our feedback form for today's training…

8100 8297