

Virtual School Newsletter 1: Autumn 2026

Children with a Social Worker (CWSW) and in formal kinship care



Welcome to the new academic year.

This half-termly CWSW newsletter offers practical prompts for school leaders, DSLs and CWSW / kinship leads to help children known, or previously known, to children's social care feel safe, included and ready to learn.

It focuses on Children with a Social Worker, Ever 6 CWSW and children in formal kinship care arrangements, where known.

Please share this with other colleagues who support attendance, safeguarding, inclusion, wellbeing, SEND, transition or pupil progress.

Colleagues can [sign up here](#) to receive our half termly newsletter & other updates directly.

Autumn 1: Establish, identify, and set expectations

As the new academic year begins, schools have a valuable opportunity to make sure children known, or previously known, to children's social care are visible in the systems that help them feel safe, attend well, learn and belong.

Strong identification, clear oversight and early information-sharing create the conditions for pupils to be noticed quickly, supported confidently and included from the start.



You may find our guide helpful in identifying your cohorts: [Children known \(or previously known\) to children's social care](#)

Attendance



Are CWSW accurately identified before census day?

Are CWSW, Ever 6 CWSW and kinship pupils visible and correctly coded on your MIS from the start of term?

For pupils who are currently or have previously had a social worker, early identification remains important. Schools are encouraged to check that CWSW, Ever6 CWSW and kinship

pupils have been correctly identified and are reflected in attendance, safeguarding and inclusion discussions before census submission.

What happens on day one of absence?

For vulnerable pupils, a quick first-day response can make a real difference. Who follows up? Where is the concern recorded? And when should DSLs, pastoral leads or wider partners be brought into the conversation?



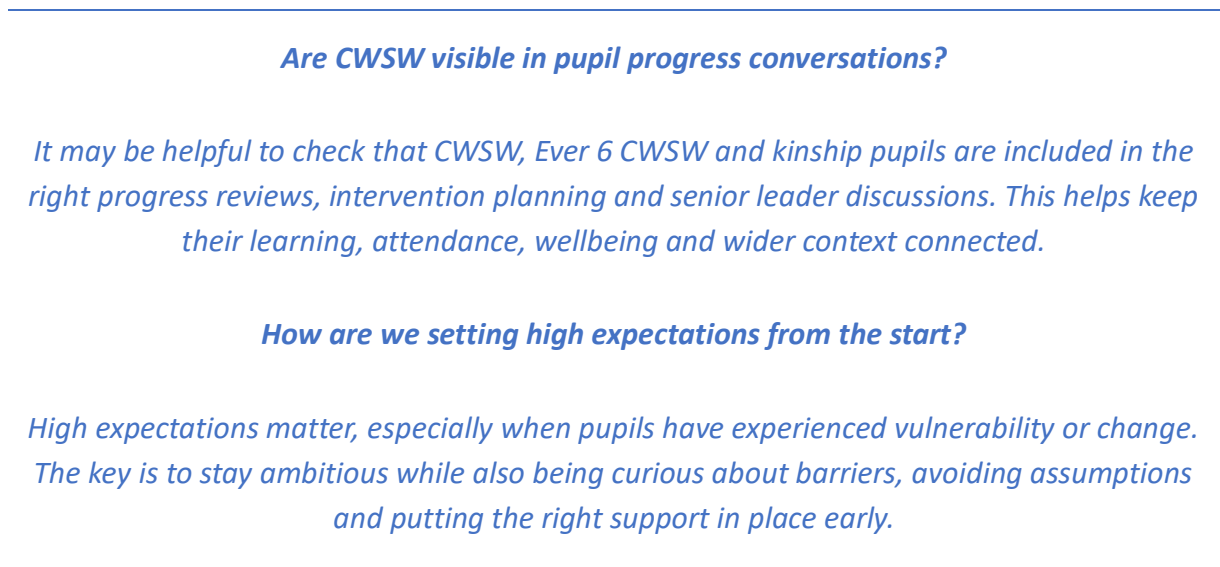
Are attendance concerns seen in context?

Attendance is often one of the first signs that something has changed. It may be helpful to check that CWSW, Ever 6 CWSW and kinship pupils are visible across attendance, safeguarding and pastoral systems, so concerns are noticed early and reviewed alongside what else is known about the child.

Achievement

What gaps, strengths or barriers are we noticing early?

A useful starting point is to bring together early assessment, teacher insight and any prior information you already hold. This can help you spot where CWSW, Ever 6 CWSW and kinship pupils may need timely support, as well as where their strengths and interests can be built on.



Who helps this pupil feel safe, known and connected?

A good place to start is by noticing the routines and relationships that help CWSW, Ever 6 CWSW and kinship pupils feel they belong. Is there a trusted adult they can go to, and are key routines consistent enough to provide reassurance from the start of term?



What might have changed for this pupil over the summer?

It can be helpful to pause and check whether there have been changes in family circumstances, placement, care arrangements or professional involvement. Even small changes can affect emotional wellbeing, attendance or readiness to learn, so early curiosity can make a real difference.

Are our safeguarding refreshes helping staff know what to notice and what to do?

The start-of-year KCSIE refresh is a useful moment to check that staff feel clear about what to record, who to share concerns with, and how to escalate worries about vulnerability, absence, mental health, online safety or contextual risk. It is also worth checking that CWSW, Ever 6 CWSW and kinship pupils are visible within the right school systems.

Advice and support



Where can you find the latest Virtual School support?

The [Warwickshire Virtual School website](#) is a good place to check for current resources, guidance and CPD opportunities.

There is a page for CWSW and another for formal kinship care.



Would an Ofsted-aligned framework for evaluating the effectiveness of school provision for CWSW cohort help you take stock?

Schools can request a 1/2 day visit from our CWSW Education Adviser to reflect on current provision, identify strengths and agree practical next steps for strengthening whole-school systems.



Looking for a little more support this half term?

Warwickshire Virtual School offers training, resources and strategic guidance to help schools strengthen support for Children with a Social Worker, Ever 6 CWSW and children in formal kinship care arrangements.

Training offer



Contact sharonharris@warwickshire.gov.uk to book places on our CWSW training sessions (dates below).

Annual Leadership Day (in person)

Annual leadership training		
Date	Time	Venue
Tuesday 2 February 2027	8.30am to 4pm	Bulkington Conference Centre, CV12 9JB
Wednesday 10 March 2027	8.30am to 4pm	Kenilworth Golf Club, Crewe Ln, Kenilworth CV8 2EA

This annual leadership training is delivered in partnership with the Educational Psychology Service (EPS).

New to role (via Microsoft Teams)

For Warwickshire colleagues new to leading CWSW provision, this training covers:

- Understanding the CWSW cohort.
- Leadership roles and responsibilities.
- Working effectively with social care and partner agencies.
- Accessing Virtual School support.

New to role training	
Date	Time
Thursday 15 October 2026	10.30am to 12pm
Tuesday 24 November 2026	1.30pm to 3pm
Monday 1 March 2027	10.30am to 12pm
Tuesday 20 April 2027	1.30pm to 3pm
Monday 7 June 2027	1.30pm to 3pm
Thursday 8 July 2027	10.30am to 12pm

Network meeting (via Microsoft Teams)

Network meetings help Warwickshire CWSW leads stay up to date, share effective practice, explore emerging themes, strengthen collaboration across schools, and shape future Virtual School support and training.

Network meetings	
Term	Date and Time
Autumn term	Thursday 26 November 2026 3.30-4.30pm
Spring term	Thursday 18 March 2027 3.30 - 4.30pm
Summer term	Thursday 1 July 2027 3.30-4.30pm

Leader's check

Are vulnerable pupils visible in your systems?

*At the start of term, this is a simple way to ask: do we know who our **CWSW, Ever 6 CWSW and kinship pupils** are, where they are recorded, and how we are making sure the right adults notice and respond early?*

You may want to use this as a quick leadership sense-check:

- named senior lead (typically a DSL) with oversight is in place for CWSW, Ever 6 CWSW and kinship pupils;
 - pupils are identified, recorded and reviewed within appropriate school systems;
 - actions, concerns, pupil voice and review notes are recorded consistently;
 - information is shared securely and only with staff who need to know;
 - attendance, wellbeing, behaviour or family-context concerns are noticed early and escalated appropriately;
 - attendance, inclusion and safeguarding themes are monitored across the year.
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Looking ahead

Getting these early checks right helps make sure CWSW, Ever 6 CWSW and kinship pupils are visible from the start, not only if concerns escalate. It also gives you a strong starting point for Autumn 2, when attendance, safeguarding and wellbeing patterns may begin to show where further support is needed.

Virtual School contact



Warwickshire Virtual School provides strategic advice, guidance, training and constructive challenge to help schools strengthen systems and improve outcomes.

Contact sharonharris@warwickshire.gov.uk for information and advice and to book places on our CWSW training sessions.

If you no longer wish to receive our newsletter: [unsubscribe](#) here.