

Cornwall Virtual School

Information, Advice and Guidance for School
Professionals & Parent/Carers for supporting
Previously Looked After Children within
Education

(Adopted Children and those subject to Special
Guardianship Orders)

//Contents

Introduction

Previously Looked After Children

Funding

Pupil Premium Plus

ASF

Key Considerations within School

Trauma & Attachment

Language

Sensory Needs

Key People

Communication (Parent/Carer meetings)

Pupil Premium Plus- Useful Spends

Executive Functioning

Children's Voice

"Behaviour Policies"

Transition

Attachment based approaches

PACE

TIS

Nurture School

Glossary of terms and Acronyms

Resources & Links

Cornwall Useful Contacts

Acknowledgements

//Introduction

“It takes a school not a teacher to raise a child.”

If we all work together to help regulate the child throughout the day the more we can help lower the stress and anxiety, and reduce the chance of a stress fuelled fight, flight, freeze reaction either at school or when the child gets home.

//Previously Looked After Children

a previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person, or has been adopted from ‘state care’ outside England and Wales;

-DFE 2018

Early childhood experience can impact on the ability of any child to learn and form relationships with peers and adults. A secure home environment, responsive carers and stable experience of school are crucial factors in children’s health, and physical and emotional development. Many previously looked after children have experienced significant loss and are likely to experience some impact of attachment difficulties and/or trauma. Previously looked after children will have been ‘Children in Care’ before being placed for adoption or subject to Special Guardianship Orders and continue to have the similar needs as they had when they were ‘in care’. The impact of early experiences is not erased when children are placed in loving and supportive families, and the contrast between the two experiences may even intensify some difficulties.

Special Guardianship Orders are often linked to Supervision Orders which involve regular contact with birth parents or other family members. This means that where guardians are grandparents they are expected to manage a complex relationship with their own son or daughter, whilst providing guardianship for their grandchild; this increases the complexity of the situation between the guardians, birth parents and children.

As a parent/carer or teacher of a previously looked after child who is struggling with school, you may find yourself wondering how to deal with this and provide the best support. Schools have a vital role to play in helping young people and children by providing specific support, raising attainment and addressing their wider needs. Many previously looked after children have suffered disrupted learning, may have missed extended periods of school, and many of them have special educational needs (SEN). The gaps in their learning and, in many cases the emotional impact of their experiences, are likely to have become significant barriers to their progress. This resource pack has been created with the aim to provide practical strategies to help parents and teachers work together most effectively and offer a greater understanding of how a previously looked after child’s past experiences can affect their ability to cope within school.

//Funding

The Pupil Premium fund of £2,300 will include pupils recorded in the January school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order).

Pupil Premium Plus is not a personal budget for individual children. This is the case for both looked-after and previously looked-after children. For previously looked-after children, Pupil Premium Plus funding is managed by the child's school. The amount a school receives is based on the number of eligible children.

Multi-Academy Trusts that do not have financial departments in each school will be responsible for recording how many eligible children are in each school and monitoring spend.

It is up to each individual school to decide how to spend the money. The Department for Education (DfE) has clearly said that the funding should not be used to supplement the general school budget, or to support other groups of pupils such as those with special educational needs or those who are low attaining. Some children who are eligible for Pupil Premium **Plus** will have special educational needs or low attainment, but these needs should be met through the usual or additional funding streams available to the school.

The DfE encourages schools to use robust evidence when making decisions about how to spend the funding to support previously looked after children and recommends seeking advice from the local authority, the Virtual School Head and the designated teacher. Schools are also encouraged to see advice from national organisations that specialise in adoption support. They have also clearly stated that it is good practice to consult parents and guardians when making the decision. Some schools are consulting with individual parents and guardians, while others have invited adopters and special guardians to group consultations or task groups about how to spend the funding.

Schools are accountable to Ofsted on how they have used the funding to benefit children on roll who were eligible to attract it. Ofsted will look at the impact your school has made with the pupil premium to close the attainment gap. Your child's school should also say on its website each year how it has used the Pupil Premium for the benefit of disadvantaged pupils.

ASF – Adoption Support Fund

The Adoption Support Fund provides funds to local authorities and regional adoption agencies to pay for essential therapeutic services for eligible adoptive and special guardianship order families. The ASF model is based on the existing statutory framework for the assessment of adoption support/SGO needs and the provision of support services.

www.gov.uk/guidance/adoption-support-fund-asf

//Key Considerations

1. Trauma & Attachment

Critical to understanding the behaviours that children may exhibit is knowledge about 'attachment', which has been described as "an affectionate bond between two individuals that endures through space and time and serves to join them emotionally"

(Klaus & Kennell, 1976).

The attachment between a baby and its mother begins in pregnancy, develops through infancy and toddlerhood and lays the foundation for future relationships. Children with a secure attachment will respond positively to other children, have good social skills, high levels of self-esteem, cope with setbacks and have independence skills. Where a parent has been unable to develop this bond, the child may suffer from attachment difficulties. Some studies have indicated that as many as 40% of children in schools may have some degree of attachment difficulty. Children may exhibit these difficulties in a number of ways – they may be anxious to please or desperate to avoid rejection. Some may act out their chaotic feelings in chaotic behaviour. Others may withdraw, unable to relate to either peers or adults. When the child has experienced neglect, trauma, abuse or pain, these difficulties may be severe. Symptoms may include defiance, aggression, controlling behaviour, attention seeking, persistent lying or stealing, lack of empathy or conscience, inability to make or keep friends, short concentration span, inability to accept help and much more. People used to think that babies who were adopted 'would not notice the change' and that all adopted children were 'the lucky ones' who would be settled and loved in their new families and not exhibit any of these behaviours. But ALL adopted children – babies, toddlers and older – will have experienced grief, loss and trauma. Many will have been neglected and abused along the way, so it may not all be plain sailing. Many children placed for adoption have also had to come to terms with a very painful history. It can be hard for teachers and carers to understand that the effects of this history may persist even when they have been placed with loving, understanding and caring parents. Sometimes the child can clearly remember the traumatic events whilst other children have no conscious memory but still find themselves affected by traumatic events that they cannot describe.

2. Language

['What we say comic' handout by Beacon House](#)

['Reflective language' handout by Cath Hunter](#)

Reflective language is a behaviour management approach which explores the possible reasons behind the behaviour whilst providing positive messages to a child. It works on the

assumption that a child is trying to communicate through their behaviour because they don't yet have the skills of doing this through their words.

3. Sensory Needs

Meeting a child's sensory needs is important to promote regulation, improve focus, increase participation, and therefore enable the child to be ready to learn.

The key to a sensory-informed classroom is that it supports the various sensory needs of the students in a way that is as natural as possible. Not all students learn the same, nor do they have the same sensory needs. When you include sensory supports or tools in a classroom, they will be used differently by each child depending on *what* their bodies' need, *when* they need input, and *how* they choose to use the tools.

No matter how they are used, sensory tools that are naturally embedded into the existing school day are more likely to be used by more than just your sensory child, therefore decreasing the social stigma of needing something "different."

By creating a sensory-informed classroom, teachers are setting the tone or culture of the classroom to be one of inclusion, acceptance, and differentiation, no matter what the students' needs are.

The goal of sensory tools in school is to support participation, engagement, and interactions that promote skill development and learning. Whether your child is working to develop social skills with peers, behavioural and emotional regulation, improve attention/focus, develop organization skills, or manage classroom behaviours, sensory tools can regulate a child's arousal level in order to get at these higher-level skills needed for classroom success.

- Flexible/alternative seating (beanbag chair, sensory cushion, standing station, ball chairs)
- Heavy work activities (carry/push/pull heavy baskets, weighted blankets, appropriate weights)
- Manipulatives or fidget toys (pencil top fidgets, bands, rubber/stretchy toys, twist & lock blocks)
- Oral sensory input (chewable jewellery, chewable pencil toppers, small crunchy snacks, thick straws for sucking liquids through)
- Movement (aerobics/stretching, yoga, any short and quick physical games or activities)
- Deep pressure (weighted lap pads, compression garments)
- Sensory deprivation area (quiet corner, tepee/tent, handmade den)
- Visuals (visual timers, desktop partitions, privacy boards)

- Tactile tools for teaching (Finger-paint tracing shapes, shaving cream letter writing, playdoh letter rolling, sand tray, raised line paper, tactile bins, and sensory table)
- Auditory (Familiar songs, rhymes, and music can prompt students through the routine expectations of the classroom, audiobook, noise barrier headphones)

Classroom accommodations for sensory processing issues	
For physical comfort and focus	<ul style="list-style-type: none"> • Adjust the desk and chair so the student’s feet are flat on the floor and hips are at a 90-degree angle. Or put a footstool under the desk • Let the student use alternative seating (wobble chair, exercise ball, stand-up desk) • Attach a stretchy exercise band to chair legs or desk for students who need to bounce their feet • Provide a weighted lap pad, weighted vest, wobble cushion or other OT-approved sensory tools • Allow the student to use handheld fidgets • Allow the student to sit on a carpet square or beanbag during group seating • Provide a space outlined in tape or a seat to the side that allows for movement • Encourage and allow younger students to work in comfortable positions (lying on the floor using clipboard, working at an easel or whiteboard) • Provide earplugs or noise-cancelling headphones for a student who is sensitive to or distracted by noise
For self-regulation and organisation	<ul style="list-style-type: none"> • Create daily classroom routines and stick to them • Tell the student ahead of time when a routine will be different • Build in sensory breaks throughout the day • Establish clear starting and ending times for tasks • Work out a signal for the student to use when overwhelmed or in need of a break • Create a proactive behaviour plan for handling sensory triggers (before they lead to overload or meltdowns) • Have chewy snacks or attach a chewable item to the end of a pencil if the student seeks oral sensory input • Create visuals with pictures of sensory input choices (like a fidget) for younger students to follow if they’re overstimulated • Provide advance warning, a visual schedule and/or a timer on a device, and verbal reminders of loud noises like bells, announcements or planned fire alarms
For classwork and testing	<p>The teacher can:</p> <ul style="list-style-type: none"> • Reduce the need for handwriting, like using fill-in-the-blank questions instead of short-answer questions, and

	<p>allow extra time for writing (to accommodate motor skills fatigue and issues with proprioception)</p> <ul style="list-style-type: none"> • Provide a quiet space so the student isn't overwhelmed by the noise of others • Seat the students away from doors, windows or buzzing lights • Minimize the amount of visual information on a page • Provide coloured overlays for reading to minimize visual distraction <p>The student can:</p> <ul style="list-style-type: none"> • Reduce visual distractions by using blank pieces of paper to cover all but a few of the questions on a worksheet • Use manila folders to create a 'screen' to block visual distractions • Use a pencil grip, slant board and bold-or raised-line paper when writing • Use a highlighter or sticky notes to help stay alert and focused • Listen to music while working to keep focussed and regulated
--	---

4. Key People

All children need caregivers who are:

- Available - both physically and emotionally
- Attuned - able to tune into the child and work out what they need
- Responsive - able to give the child what they need

Schools can be complex organisations and it is helpful to know who the key members of staff are for your child. These are some of the school staff who may support your child:

- Class teachers
- Teaching Assistants (TAs), Learning Support Assistants (LSAs) and Emotional Learning Support Assistants (ELSAs)
- Learning Mentors
- Special Needs Coordinator (SENCO)
- Heads of Year / Form Tutors / Heads of House
- Pastoral Team

It is always wise to have more than one key person in case that certain person was to be absent (the pressure and responsibilities being shared between more than one member of staff promotes a healthier working environment for all).

5. Communication (Parent/Carer school meetings)

Communication between home and school is vital to help aid both environments for the young person. It's valuable for the key staff in school to know some background information on the young person so that school can then implement and try their best at making suitable adjustments for that young person within their school day. This can start with transition and pre-term meetings, regular meetings where necessary between parent/guardian and school if there are changes with either environment to help support the young person and keep consistency where possible. Remember each young person is different and therefore what works successfully for one adopted child may not for another.

6. Pupil Premium Plus- Useful Spends

Please see 'Cornwall ideas for PP+' handout by Cornwall Virtual School

7. Executive functioning

Children who have relied on their survival brains may need additional opportunities to develop their thinking brains.

Schools can provide coaching to develop planning and organisation skills; offer scaffolding by breaking tasks down into steps and teaching children to use checklists; and provide a narrative of everyday activities such as getting changed for swimming or ensuring that children have their homework in their bags.

Every child is different, so the support should be based on a holistic understanding of the child's strengths and needs.

Some schools use Personal Education Plans and the process to identify, plan for and review children's support needs.

8. Children's Voice

A whole-school approach means listening to the voices of everyone in the school community and this includes children and parents/carers as well as school staff.

Children can offer unique perspectives on what it is like to be a pupil at their school; involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

www.gov.uk/government/publications/listening-to-and-involving-children-and-young-people

9. “Behaviour Policies”

All behaviour is a form of communication, with students who have suffered trauma they may not have that cognitive logic to understand or adhere to instant sanctions or discipline during the moment of dysregulation. It is at this point they need to be co-regulated or given time and space to self-regulate. Wellbeing policies enable staff and students to collaborate and engage with positive behaviours and communication.

10. Transition

Please see ‘Transitions, A guide for schools’ [handout by Family Action’s EMASS](#)

Transition cards: positive message cards so that each child is held in mind and feels valued.

Thank you for
working so hard
today!

You are
amazing!

Looking forward
to seeing you on
Monday!

Today I noticed...

Further good practice and useful tips:

- First and foremost the child needs to get the message “we want you here”. Your body language will tell the child a lot. Greet the child by name each day. Try to end each day on a positive note.
- Avoid threats of removal or exclusion, as these will simply reinforce the child’s perceptions of being unworthy and unlovable. It is better to bring the child closer to the teacher at times of stress rather than remove them – ‘time in’ not ‘time out’. If he/she needs to be removed from a room, try to do so positively e.g. “let’s go and see Mrs X”.
- Listen to the child or young person. Validate their feelings e.g. “You are finding this hard aren’t you?” Listen to their behaviour as well as their words. Observe patterns of behaviour and record them. Learn the triggers.

- Use positive behavioural management approaches.
- Set small achievable goals.
- Reassure the child or young person that you are there for them, whatever it is that they are worrying about.
- Liaise fully with the parents or carers. They will know the triggers and have their own strategies to share with you.
- Use praise often but keep it low key.
- Consider where the child is placed in the classroom. It may be helpful to have the child near the front but close to a wall to minimise distraction and the need for the child to scan all round for possible danger. But don't confine them against their will.
- Plan for change. Changes to school routine need to be supported. Beginnings and endings may be highly charged times – both big (end of school year, new teacher) and small (moving from one classroom to another, beginning of school week, end of lesson).
- Give low-key reminders about what is happening next, always trying to help the child stay focused and relaxed.
- Unstructured time can be difficult – try shorter break/lunch times.
- Take care of yourself. You too may need support from others.

How can parents/guardians help in their child's education?

- Sharing enough information for the school to make sense of the child's difficulties, and being clear about the purpose of sharing (who needs to know what, and for what purpose?)
- Making contact with the key support staff (SENCo, Designated teacher or pastoral lead) to establish a partnership when the child joins the school, rather than waiting until things go wrong
- Initiating a dialogue about how the school spends the Pupil Premium Plus grant
- Working with the school to identify potential curriculum hotspots, such as family trees or teaching about genetics, and working with the school to identify modifications which will include the adopted child
- Identifying and linking up with other adoptive and special guardianship families at the school
- Contacting their local authority adoption services if they need support to advocate for their child's educational needs

//Attachment based approaches

In his book “Building the Bonds of Attachment”, Dan Hughes talks about ‘The PLACE Attitude’ that adults need to help a hurt child. When adults work in this way children can make huge progress even in the absence of other strategies. It is not easy, but it can make a huge difference to relationships when practised most of the time.

Being playful can be achieved by keeping the tone light and upbeat, smiling, ruffling a child’s hair when walking past, playing hide’n’sseek when they get in from school, or giving a quick hug for no specific reason. Appreciation is better than praise yet praise can be positive when it is kept specific, short, low key or done with pizzazz – a pretend fanfare, whistle, or victory dance when they get their spellings right or remember to pick up their toys.

Accepting the child for who they are, not what they achieve is important for hurt children. This does not mean that their behaviour has to be accepted! Remain calm and say something like, ‘I can see you are upset about this. That doesn’t mean you are allowed to hurt people.’

Being curious - wondering aloud why the child is behaving in a certain way - can be helpful. ‘I wonder why you are shouting so much today’, ‘isn’t it amazing that you just remembered that (particular event) today,’ can help a child reflect on their actions and is usually more effective in raising awareness than asking directly what’s wrong. A child who has ‘switched off’ their feelings may not know what is bothering them, they may say something trivial, or withhold the information through lack of trust. Being curious, or making an educated guess (not assuming you know for sure), ‘I’m thinking you might be worried about the spelling gala on Friday’ can be an excellent way to open a discussion, in which you can listen attentively and not interrupt.

Empathy is the most important quality we can have when working with hurt children. To understand the child’s needs we must put ourselves into the child’s shoes. It is important not only to feel empathy but to convey it to the child, ‘I can see that this is hard for you’, ‘your knee is really red, I bet it hurts.’ Empathy allows the child to feel their feelings, not suppress them. It encourages the release of grief and rage which, if buried, can continue to cause emotional and behavioural problems. Adults should empathise with the child before putting disciplinary measures in place and while employing those measures (e.g. consequences). The adult must be genuinely empathic, not flippant or sarcastic.

Attachment Type	Behaviour	What this means for the child	Possible triggers	What might you do?
Indicators of attachment difficulties generally	Unable to accept praise or to have fun	I am not worthy of praise and you are stupid if you don't realise how bad I am. I am unlovable.		Do praise but don't be too effusive and be specific about what you are praising. Privately may be more acceptable to child.
	Physically or verbally abusive	I respond to frightening or threatening situations by fighting, fleeing or freezing.		Avoid threat of removal or rejection. Time in not 'time out'. If unavoidable, do so positively 'I need to get on with the class - you come and sit here till you feel better'. Speculate aloud why it might have happened (don't ask child to explain).
	Ignores instructions	I have too much anxiety to be able to listen. I can only retain one instruction at a time as too much going round in my head. I am easily distracted.		Keep format same each day. Describe plan of activities for session at outset. Do the child's remembering for him/her! Let the child make lists on Post-Its.
	Sulkiness, avoids eye contact	I don't dare see what others think. I have no words to describe my feelings - looking sulky is a cover up.	Face-to-face contact. Being told 'look at me when I'm talking to you'.	Find ways to reassure - smile, thumbs up. Encourage playing games to make children laugh. Sit side by side.
	In trouble at break times	I fear rejection by my peers. I panic in crowds. I cannot self-regulate when stressed	Unstructured time.	Reduce time in playground, introduce tighter structure and supervision, create inside 'retreat', establish nurture group.
	Lying or living in fantasy	I prefer to make things up how I would like them to be. I'm not sure who I am or what the truth is. I don't know the difference between fantasy and reality.		Avoid accusing child of lying or fantasising. State the truth of the matter briefly and simply.
	Stealing	I have no expectation of getting something so I'll just take it. I have no idea you may feel hurt or anger and when I see the effect I have I feel powerful.	Rejection by peers.	Do not insist on 'sorry'. Suggest an action that might repair damaged relationships. Try not to leave desirable things lying around!
	Behaviour suddenly deteriorates	There is a painful anniversary coming up. A new sibling has arrived. I have got contact with birth family coming up/have just come from contact with birth family.	Special occasions like Christmas, birthdays or Mother's Day. Before and after weekends.	Be sensitive in curriculum delivery. Allow child time and space to manage feelings away from the classroom.

Attachment Type	Behaviour	What this means for the child	Possible triggers	What might you do?
AVOIDANT (I'm ok, you're not ok)	Withdrawn. Unable to make or keep friends. Bullies other vulnerable children.	I have to rely on myself and nobody else. I respond to frightening situations by fleeing. I don't expect other people to like me. I pretend to be strong by making other children do what I want.		Introduce a buddy system. Consider 'circle of friends' approach. Encourage the child to help around the school.
	Refusal of help with work.	I was left helpless before. I'm not going to be left helpless again.	Singled out for 1:1 support.	Encourage work in pairs or small groups. Ask the child to help another who is less able.
	Loses or destroys property.	I have no sense of the value of anything. I have little interest in things if they are not mine. I am angry and I take it out on things.		Validate the child's feelings, 'I can see that you are angry...' Help the child repair/restore where possible – together.
AMBIVALENT (I'm not ok, you're not ok)	Talks all the time asking trivial questions.	I feel safer if I do all the talking. I want to communicate but don't know how.	Task that is hard/new/unusual.	Have set routine. Make sure all first tasks are simple and achievable. Seat child close to you. Allow child to wait quietly.
	Demanding teacher attention all the time.	I fear that if I don't let you know I'm here you may leave me on my own. Even negative attention is good. I fear getting it wrong.		Notice the child explicitly. Give child something to look after for a while. Give child responsibilities for things (not people).
	Hostile when frustrated.	I will feel shame and humiliation if my difficulties are discovered.	Task that is hard/new/unusual.	Small step differentiation. Use timer to divide tasks.
	Poor concentration, fidgeting, turning round.	I must scan the room all the time for danger. I must stay hyper-aroused. I dare not relax.	Sights, smells and sounds can trigger panic as reminders of past trauma.	Arrange seating so there is no one behind the child but where you can stay in contact. Laugh with the child, even at silly things.
DISORGANISED (I'm not ok, you're not ok)	Refuses to engage with work.	Getting things wrong is frightening. Being wrong will lead to rejection AGAIN.	Task that is hard/new/unusual.	Offer choices. Make sure both are acceptable! Make lessons/tasks very structured (multiple choice/cloze/sentence completion). All materials to hand.
	Tries to create chaos and mayhem.	It feels chaotic inside so it feels safer if it is chaos outside as well.		Focus on modifying most serious behaviour. Validate the child's feelings. 'I can see that you are angry/upset...'

	Oppositional and defiant.	I need to stay in control so things don't hurt me. I do not want to be exposed as stupid. You are horrible to adults.	Task that is hard/new/unusual.	Be assertive but keep emotional temperature down. Avoid showing anger, irritation and fear. Start each day with a clean slate.
	Sexually aggressive.	I know from past experience that sex=power and I want to be in control.	Variety of stimuli including stress	Record all incidents very clearly. Seek advice from other agencies (see inside back cover).

Thrive

The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.

www.thriveapproach.com

TIS

Trauma Informed Schools provides appropriate training for schools, communities and organisations so that they become trauma informed and mentally healthy places for all.

TIS in an organisation committed to improving the health and wellbeing and ability to learn of the most vulnerable schoolchildren in the UK, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues.

www.traumainformedschools.co.uk

Nurture Provision

Nurture UK is dedicated to improving the mental health and wellbeing of children and young people and removing barriers to learning by promoting nurture in education.

We are working tirelessly to promote access to education for all. With increasing numbers of children and young people affected by social, emotional and behavioural difficulties inhibiting their progress and limiting their life chances, Nurture UK has developed a range of interventions and support to give vulnerable children and young people the opportunity to be the best they can be. Whether it is delivering certified training, supporting whole-school or authority-wide nurturing schools approach or promoting evidence-based research, Nurture UK is providing quality support and resources to make nurturing provision a reality for pupils across the UK and beyond.

www.nurtureuk.org

//Glossary of terms and Acronyms

Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
ASF	Adoption Support Fund
CAMHs	Child and Adolescent Mental Health service
DT	Designated Teacher
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
FASD	Foetal Alcohol Spectrum Disorder
IEP	Individual Education Plan
LAC	Looked After Child
PEP	Personal Education Plan
PLAC	Previously Looked After Child
PP+	Pupil Premium Plus
SEMH	Social, Emotional and Mental Health
SEN CoP	Special Educational Needs Code of Practice
SENDCo	Special Educational Needs and Disability Co-ordinator
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service
SGO	Special Guardianship Order

Professional Acronyms

EP/Ed Psych	Educational Psychologist
EPS	Educational Psychology Service
EWO	Education Welfare Officer
EWS	Education Welfare Service
OT	Occupational Therapist
SALT	Speech and Language Therapist
SW	Social Worker
FSW	Family Support Worker
TYW	Targeted Youth Worker

Terms

Adoption Support Fund

Created to address the therapeutic needs of adoptive families.

Designated Teacher

Each school is required to have a nominated Designated Teacher. This is a statutory requirement whether or not a school has a Looked After Child currently on their roll. This is to ensure that whenever one of the pupils becomes looked after or a new child in care is admitted to the school there is a teacher who is already trained to carry out this important role.

Education, Health and Care plan

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Personal Education Plan

All Looked After Children (LAC) have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for a LAC from the age of 3 (if in education provision) up to the age of 18.

Pupil Premium Plus/Pupil Premium Plus Grant

The Pupil Premium provides extra funding to state-funded schools to help their staff give extra support to disadvantaged pupils including, but not restricted to, those adopted from care. Children in receipt of free school meals or children of forces families are also included. From April 2018, funding was increased to £2300 per pupil and to include all children adopted from care not just those adopted after 30 December 2005 as previously was the case. It is paid to schools so that they can invest in specific support measures to address the issues that may be preventing a child from reaching their potential. It applies to all adopted and SGO children from Reception class through to Year 11 who are in state-funded education in England and were previously in care in England or Wales.

Special Educational Needs Code of Practice

The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. It sets out duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and it applies to England.

Special Educational Needs Co-ordinator

The Special Educational Needs Coordinator (SENCo) plays a pivotal role in ensuring the coordination of special educational provision is delivered to those learners, within their education setting, who have SEN.



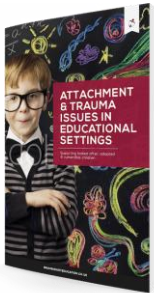
Department for Education

www.gov.uk

-Promoting the education of looked after children



www.bravehearteducation.co.uk



- Free downloadable Attachment & Trauma issues in Educational Settings book

adoptionuk
for every adoptive family

www.adoptionuk.org

-Meeting the needs of adopted and permanently placed children, a guide for parents and carers of children in education in England

-Let's learn together guide



PAC-UK



www.pac-uk.org



**InnerWorld
Work**

THE ONLINE PARENT & CARER
FREE SUPPORT RESOURCE CENTRE

www.innerworldwork.co.uk

- What survival looks like in Primary School
- What survival looks like in Secondary School



**Anna Freud
National Centre for
Children and Families**

www.annafreud.org



Beacon House

Therapeutic Services and Trauma Team

www.beaconhouse.org.uk



**Building
stronger
families**

www.family-action.org.uk/what-we-do/children-families/schools-education/emasstraining-and-resources



<https://www.naotp.com/>

- National Association of Therapeutic Parents

To provide support, education and resources for Therapeutic Parents and supporting professionals relating to therapeutic parenting, effective interventions, compassion fatigue and the effects of early life trauma

YOUNGMINDS

<https://youngminds.org.uk/resources/school-resources/>

- Resources to support children's mental health



<https://www.grandparentsplus.org.uk/>

– Charity supporting grandparents and relatives who are raising children who are not able to live with their parents



<https://www.first4adoption.org.uk/>

- Adoption Support Charity

//Cornwall Useful Contacts

Cornwall Virtual School

We provide advice and guidance to the parents/guardians and education settings of those previously looked after children. Where appropriate, we will sign- post parents/guardians to other services that can offer advice and support. We do not hold funding for PLAC as Pupil Premium Plus (PPP) is allocated to the child's school direct by the Government and schools make the decision on how funding is used. However, we can offer advice to schools on usage of PPP to best suit any PLAC and their needs.

T: 01872 323565

E: virtualschool@cornwall.gov.uk

W: www.cornwall.gov.uk/virtualschool

Family Plus Team//Adoption and Fostering in Cornwall



The Adoption Service has a dedicated team for adoption support – the Family Plus Team. The team also supports families with a Special Guardianship Order or Child Arrangement Order. The Family Plus Team includes therapeutic family support workers who have expertise with children and families and also clinical psychologists specialising in working with adopted and looked after children and young people. They run monthly support groups, monthly workshops for carers on attachment and regular parenting groups in addition to providing individual/family interventions. Support Groups for Adopters and Special Guardians can be found on the Family Plus webpage.

Adoption

T: 01872 322200

E: adoption@cornwall.gov.uk

Fostering

T: 01872 323638

E: fostering@cornwall.gov.uk

W: www.adoptincornwall.co.uk

Support in Cornwall- Family Information Service



This website is a directory for the range of services and support available in Cornwall.

T: 0800 5878191

T: 01872 323535

E: send@cornwall.gov.uk fis@cornwall.gov.uk

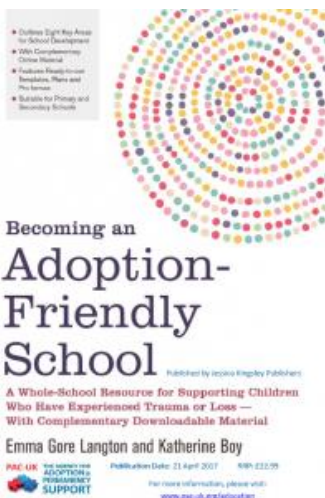
W: www.supportincornwall.org.uk



Special Educational Needs & Disability
Information, Advice & Support Service

W: www.cornwallsendiass.org.uk

Adoption- Friendly School Book



Based on research conducted by PAC-UK, this guide will show school leaders how to develop their adoption-friendly policies and practice, with photocopy/printable resources. Identifying eight key areas for improvement such as staff training and communication with families, it is applicable to all school settings

FAQ'S & Further Information

Admissions

Your local authority has a school admissions department and they are responsible for ensuring your child gets a school place. Since September 2013, Looked After Children (LAC) and children who left UK care on an Adoption Order, Special Guardianship Order or Child Arrangements Order (formerly Residence Order) have the highest priority. The authority which placed your child can provide a letter confirming your child's status. Questions to hold in mind when choosing a school;

- Has staff received training on attachment and the impact of early trauma and loss?
- Where is the safe base for children when they need to calm down or regulate?
- How does the school support the Year 6 to Year 7 transition?

EHCP

- An EHCP (Education Health & Care Plan) is not affected when applying for alternative schools if the process has already begun.

Who can apply for an ECHP?

- Parents/guardians and social workers (with parental responsibility) can ask the local authority to carry out an assessment if they think their child needs an EHC plan.
- A young person can request an assessment themselves if they're aged 16 to 25.
- A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

If they decide to carry out an assessment you may be asked for:

- any reports from your child's school, nursery or childminder
- doctors' assessments of your child
- a letter from you about your child's needs

The local authority will tell you within 16 weeks whether an EHC plan is going to be made for your child.

Funding

- What if I have missed the Census deadline for PPP (can the funding be backdated)?
Unfortunately the DFE are unable to backdate payments if the deadline is missed. Any overpayment of PPG shall be repaid by the school or local authority.
- How do I apply for ASF funding?
Information regarding the adoption support fund is available via the below link and support is available in Cornwall via the Family Plus team.
www.gov.uk/guidance/adoption-support-fund-asf
- What funding is available if my child is on the brink of exclusion?
In some circumstances the inclusion support fund via the Educational Welfare Service can be accessed depending on circumstances.
www.cornwall.gov.uk/education-and-learning/schools-and-colleges/education-welfare



**CORNWALL
COUNCIL**
one and all • onen hag oll

Together 
for Families

Cornwall Virtual School

Confidential

Education Plan for Previously Looked After Children

Date of Meeting			
Name of student			
Date of Birth			
Name of Educational Provision			
Year Group		Date of school Admission	

Attending this meeting

Names of all invited	Attended Y/N	Relationship to student	Contact details

Parents/Guardians have agreed that copies of this form can be shared with:

Child/Young Person's Views

My strengths are:	
My interests are:	
I would like to get better at:	
I find it hard when:	
I would like some help with:	
My PEP completed?	Y/N

Significant information on early life trauma/experiences (Loss and trauma that could impact on education)

Summary of the current situation in relation to education

What's going well	What are we worried about

Actions to meet students' needs

Desired Outcome	Actions needed	Who is to lead?	To be completed by?

Special Educational Needs and Disabilities (SEND)

Are the pupil's needs already being addressed through the Special Educational Need and Disability (SEND) Code of Practice?

It might be helpful to refer to Cornwall's SEND service to explore what is available to pupils with different levels of need.

<http://www.supportincornwall.org.uk/localoffer>

<https://www.cornwallsendiass.org.uk>

Is the child currently on the school's SEND register?	
What specific needs have been identified?	
Does the child have an EHCP?	
If Y when is the next annual review?	
If N is there a plan to submit a Request for Assessment?	
If so, when will the RFA be submitted?	
Any other professional involvement? (e.g. Health- including CAMHS, Post Adoption Support Team, Educational Psychologist, Social Care, Speech & Language Therapy)	

Funding for Previously Looked After Children

Pupil Premium Plus Grant can be claimed for Previously Looked after Children (who have left Local Authority care subject to Adoption/SGO/CAO) direct to schools from government who declare these children on their annual January census. This fund is paid directly to schools and Head teachers can decide how best to use this money to support their pupils.

Has the educational setting identified this student on the January census to receive PPP?	Y/N
Based on the conversations at this planning meeting, is there any additional provision needed to support learning that the school can consider using PP to fund?	Y/N
What additional provision/resource is being sought?	
Is it clear that this request will improve educational outcomes in the classroom, is not related to activities that the school should be funding through its SEND budget and is not better sourced through the Post Adoption Fund?	

What are the anticipated costs?	
Who will discuss this with the Headteacher and when?	
If Post Adoption Fund is being accessed what is this currently being spent on?	

Date, time and place of next review

Completed by

Name:

Role:

Privacy Statement

The information you provide is being collected by Cornwall Virtual School for the purpose of providing advice and guidance to supporting your child in school and will be retained until their 30th birthday.

This information may also be shared with other professionals in conjunction with the nature of the request or enquiry. The data held relating to the delivery of support by Cornwall Virtual School to your child will be used both for the provision of services and also for performance and service planning. This information will be held in a secure environment until your child's 30th birthday in accordance with the CSF data retention policy after which time it will be destroyed in a secure manner. If you wish to see what data we hold about you, or ask we rectify this data or erase the data you should contact Emma Phillips (Head of the Virtual School). A full copy of our Privacy Notice can be found at <https://www.cornwall.gov.uk/education-and-learning/how-we-handle-your-personal-information/>

Date : _____ School : _____

Name

Two things which would help me in school are

Things I don't like so much

If I need to talk to an adult, I would choose

I wish my teacher knew....

Favourite Subjects

Things I like to do outside of school

My Personal Education Plan
My Ideas

Your Signature _____

Adult Signature _____

Student PEP

Name : _____ Year Group : _____

School : _____ Date : _____

Subjects I enjoy :

Subjects I sometimes struggle in :

I wish my teacher knew...

If I need to talk to an adult here I would talk to :

Other positives within school :

Interests and achievements outside of school :

Two things I'd like to achieve in school :

Employment goals :

Post 16 ideas :
(Sixth-form/College)

//Acknowledgements

Thank you to any organisations that have been included in this document

This is a working document to be updated when new resources are identified