



**Previously Children Looked After  
Handbook for Parents and Guardians**

**2024 Edition**



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## **Calderdale's Vision for Children who are Previously Looked After**

We recognise that our Children who are Previously Looked After continue to need support due to their early childhood experiences and that they may continue to face challenges as they begin their journeys with their new families.

Therefore, our aims for these young people are for them to:

- continue to thrive with their new parents/guardians
- be happy, healthy and feel safe with their permanent family and able to access the support they need
- meet their full educational potential and be provided with opportunities to progress and succeed

We have created this handbook to provide Parents and Carers with a guide on how to promote the education of Children who are Previously Looked After and to identify and support the challenges they may face.

## **Who are Children who are Previously Looked After?**

Children who are previously looked after are children and young people who, stated in the Children Act 1989, have been looked after by a local authority.

These children are those who are no longer looked after by a local authority in England and Wales because they are the subject of:

- An Adoption
- Special Guardianship
- Child Arrangement Order; or
- They were adopted from 'state care' outside England and Wales

## One Adoption West Yorkshire



[One Adoption West Yorkshire](#) is a regional adoption agency providing adoption services for the five West Yorkshire councils: Bradford, Calderdale, Kirklees, Leeds, and Wakefield. As one of the largest adoption agencies in the country, they have a large staff team who are highly skilled, experienced, and professional, who draw on the latest research and best practice theory.

One Adoption West Yorkshire offers an innovative and friendly approach to adopter recruitment, finding families for children in care, and long-term adoption support. They have highly experienced teams, who have developed the service with help from our network of adoptive parents. They run training sessions for prospective adoptive parents and have a comprehensive programme of help and support after adoption – from stay-and-play sessions to more in-depth workshops and help from other professionals and organisations across the region. They believe that all children should grow up in a loving, stable family and dedicate all our time and energy to finding those families and providing them with the training and support to help them thrive.

By bringing together adoption professionals from councils across the region One Adoption West Yorkshire can provide even higher levels of expertise and support to our adoptive families at all stages of the adoption process. They also work closely with adoptive parents and with their inspiration and direction, ensure they provide the kind of support that families want and need. They also work with adopted children, birth families, the voluntary and private sectors to deliver a range of adoption support services.

Education is often a major issue for adopted children and young people. There are various forms of educational support, from priority access to schools to Pupil Premium funding to help schools give extra support to adopted children. Their education support helpline is also available for adoptive parents and schools who need help and advice to support an adopted child or young person.

More information can be found by contacting One Adoption directly:

One Adoption West Yorkshire  
PO Box 837  
Leeds City Council  
LS1 9PZ

0113 378 3535

<https://www.oneadoption.co.uk>  
[oneadoptionwy@leeds.gov.uk](mailto:oneadoptionwy@leeds.gov.uk)

## Adopted Children and Young People and their Parents Voice

According to The Adoption Barometer 2021 (Adoption UK):

### Adopted children and Young People

79% of adopted children and young people agree with these statements:

- “I feel confused and worried at school”.
- “Many of us struggle with issues of self-worth, shame, control and identity.”
- “We want to belong, to connect and to feel connected.”
- “Adoption is hard.”
- “I need to be taught that I have special needs arising from adoption loss, of which I need not be ashamed.”
- “My unresolved grief may surface in anger toward you.”
- “I’m afraid you will abandon me!”

### Parents and Guardians

- 45% of parents feel that their child’s teachers had a good understanding of the needs of care-experienced children
- 75% of parents were experiencing challenges in 2020
- “It would be great if we’re not the only voice championing our child, we need someone else to help them fly the flag.”
- “Children are not fixed because they are adopted.”
- “Nurture, nurture, nurture. Be that trusting extra adult, to bridge the gap between home and school.”
- “All behaviour is communication. My child does not have the emotional literacy to tell you how they feel.”
- “Friendships and play are vital but can be fraught with worries.”
- “Please support my child with modelling behaviours, involving and including them.”

- “Be curious, imagine what a day in my child’s life, full of anxieties, must be like for them. Remember, they come from a base of shame. Time in always - not time out.”
- “Transitions are difficult, they can be as small as teeth brushing routine-signalling at the end of the day. Plan, prepare, support and scaffold all transitions, no matter how small they may seem to you.”
- “When school does not see the behaviours my child experiences at home, remember their emotional jug is always full. The stress of containing it in school is destructive and exhausting for my child and family.”
- “My child is resilient. They have experienced traumas and loss that would floor an adult. Approach them always with empathy, trust and care.”
- “Celebrate the everyday - my child may find praise difficult - explore with them what makes them happy and build on it.”
- “You cannot build on rocky foundations. Develop a trusting and secure relationship with my child first. They will struggle to learn if they are unhappy and insecure and please be creative in finding ways to support them in class, so they do not feel inadequate in front of their peers.”
- “My child is amazing - as guardians, we do know them best. Please listen when we tell you of our concerns and support us as a family, to help them achieve their maximum potential. Adverse childhood experiences can have a lifetime’s impact on a child’s emotional health. Getting the balance right between home and school early on is vital, to reduce that risk.”

## **The Virtual School's Duty to Children who are Previously Looked After**

The Children and Social Work Act 2017 places a statutory duty on the local authorities through Virtual Schools:

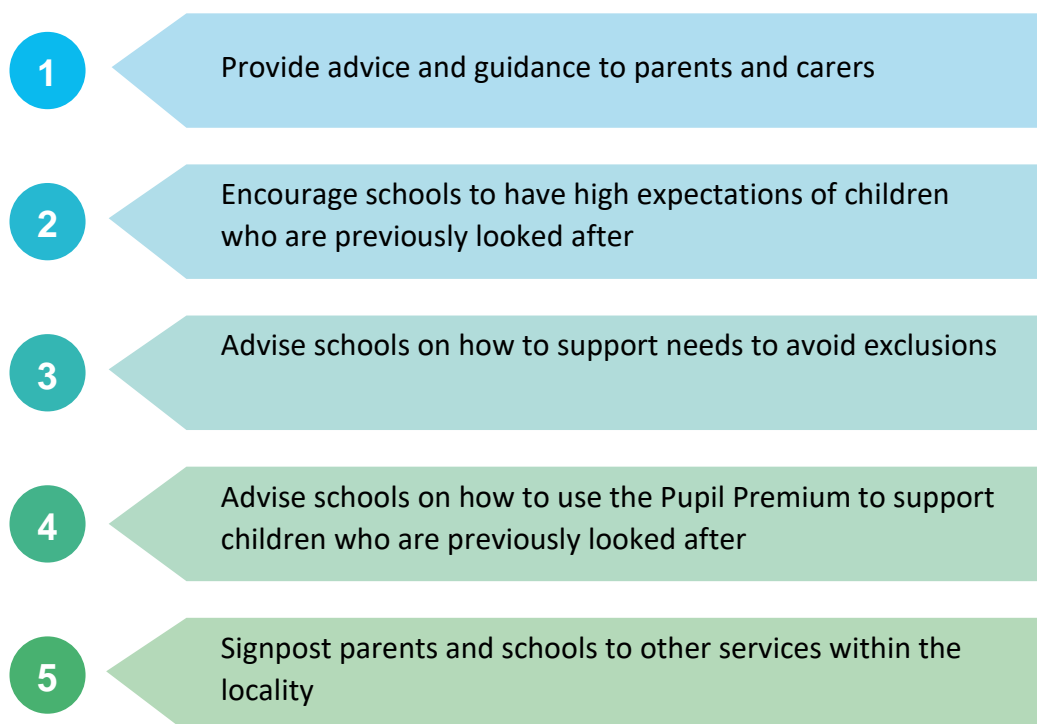
- To promote the educational achievement of Children who are Previously Looked After through the provision of information and advice to those with parental responsibility, educators (Designated Teachers) and Early Years Providers
- This duty starts from when Children who are Previously Looked After begin early free education (term after second birthday) until they reach the end of compulsory education (eighteen years)
- The duty relates to Children who are Previously Looked After who are educated within the Local Authority regardless of where they were born or live



## How can Calderdale's Virtual School help Children who are Previously Looked After?

- The Virtual Schools duty is to provide advice, information and guidance to schools and parents and guardians on how to support the education of Children who are Previously Looked After
- We are no longer the corporate parent for these children and are not expected to monitor their progress or held to account for their educational attainment

### What support can Virtual School offer?



Advice, information, and guidance offered by Calderdale Virtual School will vary depending on parent's/guardian's concerns and will be signposted to the relevant service such as:

- **Admissions** will be signposted to the Admissions team
- **Attendance** will be signposted to the Education Welfare Service
- **Exclusions** will be signposted to the Exclusions and Reintegration Officer
- **Special Educational Needs and Disabilities** will be signposted to the school SENCo and advice will be given where appropriate

- **Pupil Premium** – we can offer advice on Pupil Premium, but this will be referred to the school as they are responsible for this
- **Concerns about the school** will be signposted to the School Designated Teacher
- **Queries about role of Designated Teachers** – we can provide links to statutory guidance
- **Training Needs** – we can make suggestions and possibly offer training in certain areas.
- **Adoption or Special Guardianship queries** will be signposted to One Adoption West Yorkshire adoption service for support
- **Family problems** will be signposted to the Early Pathway Hub
- **Choosing a school** – we will be able to give advice on schools and signpost you to Designated Teachers.

This list is not exhaustive and if you need some help from Calderdale's Virtual School, please email [virtualschool@calderdale.gov.uk](mailto:virtualschool@calderdale.gov.uk)

## Designated Teachers

The Children and Social Work Act 2017 also places a duty on the governing body of a child's school to promote the educational achievement of Children who are Previously Looked After by:

- Appointing a designated teacher for Children who are Previously Looked After who will have the responsibility for promoting the educational achievement of them
- Ensuring the designated teacher undertakes appropriate training and has regard to guidance issued by the secretary of state
- Ensuring the designated teacher shares the knowledge and understanding of children needs to the staff to ensure that they deploy strategies and create an environment which effectively support the child
- Ensuring the designated teacher plays a key part in decisions about how Pupil Premium is spent

The full role of designated teachers is published in the following document:

[Designated Teacher for Looked-after and Previously Looked-after Children](#)

Other guidance which is important for all schools is the main safeguarding document

[Keeping Children Safe in Education 2022](#)

which states:

189. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

190. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience. In other schools and colleges, an appropriately trained teacher should take the lead.

## Supporting Children who are Previously Looked After who have Special Educational Needs and/or Disability (SEND)

A number of children who have been previously looked after have special educational needs or a disability.

### Local offer

Calderdale Council's Local Offer for children and young people from 0 to 25 years with special educational needs and disabilities (SEND) provides information, advice and support for children and their families. More information on Calderdale's Local Offer can be found at: [Local Offers | Calderdale Council](#)

Every school must have a copy of their SEND policy on their website, which will outline the support the school will provide to those children with SEND.

### How do schools support children with SEND?

Special educational needs and/or disability (SEND) support is a category of support for pupils with SEND. These children will receive special educational provision.

The school will:

- have identified that they have a SEND
- record this in their records
- tell parents or carers that their child will now receive SEND support
- review that they're putting the right support in place for these children

## Help for your child through SEND support

SEND support can take many forms; it will be different for each child to suit their needs. SEND support could include:

- a special learning programme for your child
- extra help from a teacher or teaching assistant
- working with your child in a small group
- helping your child take part in class activities
- encouraging your child to ask for help
- helping other children work or play with your child

The school will tell you as parents or carers what support they're developing for your child. This might be through:

- a provision map
- an SEN Support Plan
- something similar to these

## Supporting Special Educational Needs and Learning

A high level of children who are previously looked after also have special educational needs and many will have an EHC Plan, which will outline the support they require.

Schools can:

- support children who are previously looked after to learn and make progress by ensuring learning tasks are personalised and that activities are differentiated or broken down into smaller tasks, so they are more manageable and achievable. This will lead to achievement and success, boosting confidence and self-esteem which so many of these children lack.
- Encourage children who are previously looked after to develop their thinking brains and encourage them to work in a pair or small groups. This will also help them to establish friendships with their peers.
- Be aware of their sensory needs, are loud noises a trigger? If so, ear defenders or a quiet space can make a huge difference.

### **School funding for SEND support**

All mainstream schools have funding to support pupils with SEND. This is called the notional SEN budget. Schools can decide how to use their notional SEN budget to support pupils with SEND.

### **Progress with SEND support**

Schools should adapt the support given to a pupil depending on how effective it's been.

If a pupil doesn't make progress with SEND support, the school and parents may consider making a request that school apply for an EHCP.

# Understanding Pupil Premium

## Pupil Premium

Pupil Premium was introduced in 2014 for Children who are Previously Looked After because it was recognised that they often require extra support due to their early life experiences. This funding is available for children of compulsory school age until year 11 in State Schools. This Pupil Premium is managed by the school where the child attends and is different to when the child was a child in care as Virtual School were responsible for the allocation of this money.

Pupil Premium for Children who are Previously Looked After comes directly from the Department for Education (DfE). Therefore, it is essential parents/guardians declare the child's eligibility so that the school can request and receive the funding. The school does this by recording the information on the school Census in October of each year. It is essential the school ensures that a new Unique Pupil Number has been allocated to the child to break the link between pre-adoption and post-adoption record.

This money is not ringfenced for the individual child and the school can pool the money together to gain maximum effect. For example, by running an intervention to support a group of children. However, schools do have to publish a strategy on how they spend this money and what impact it has had on their children. Parents can speak to the school about how the PP is used to benefit their child.

Parents often believe children must be eligible for free school meals to be eligible for Pupil Premium, however there is no relationship between them.

The Gov UK website clearly outlines how schools should spend Pupil Premium

[Using Pupil Premium: Guidance for School Leaders](#)

## Early Years Pupil Premium

Early years education providers can claim an amount per year for Children who are Previously Looked After. This is to support their education when they are 3 and 4 years old and will be paid directly to the provider. This pupil premium should be used to fund additional support, training, or resources to help improve the child's outcomes.

## Adoption Support Fund

This fund is available for adoptive parents and eligible special guardians if specific therapeutic interventions are identified following a needs assessment. See this link for further information and to check eligibility:

[Adoption Support Fund](#)



# School Provisions

## Early Years

### Universal Entitlement

All children aged 3 and 4 are eligible for up to 15 hours a week of free early education for up to 38 weeks of the academic year.

### Extended Entitlement

Children who have working parents who earn the equivalent of the National Minimum wage for 16 hours per week may be eligible for 30 hours a week of free early education for up to 38 weeks of the academic year. Being a Previously Looked After Child is not a criterion in itself, however parents or carers may be entitled depending on their circumstances.

[Check eligibility: 30 hours free childcare on GOV.UK](#)

### Free education and childcare for 2-year-olds

A 2-year-old is eligible for 15 hours a week of childcare for up to 38 weeks of the academic year if they have left care under an Adoption Order, Special Guardianship Order, or a Child Arrangements Order.

# Admissions and Exclusions

## How do I choose the right school for my child?

The Gov UK website allows you to compare schools in your local area. It is advisable to read the latest Ofsted report to gain some understanding on how the school can support your child.

It is also advisable to meet with the school's designated teacher and ask the following questions:

- What experience does your school (or setting) have with supporting children who are previously looked after?
- Have staff received training on trauma, loss and attachment? What impact has this training had?
- Is a key person provided to those children with attachment needs?
- Is there a safe place my child can go to if they need to regulate their emotions?
- What is the behaviour and exclusion policy? How is disruptive behaviour managed and supported?

## Admissions

The School Admissions Code in England gives the highest priority for school places to specific children which includes Children who are Previously Looked After. Therefore, in a normal admission round they will be allocated places before other children at their chosen school. However, if applications are submitted after the deadline, preference cannot be guaranteed as all places may already have been allocated

[School Admissions Code 2021](#)

## Exclusions

Schools should make every effort to avoid excluding children in care and Children who are Previously Looked After. Calderdale Virtual School is available to offer support and guidance to support this. An exclusion will either be Suspension or Permanent.

See more information:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)

“The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics,

such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.”

## Attachment

To understand some of the behaviours displayed by children who have experienced loss and trauma, it is essential to develop a knowledge of Attachment Theory (Bowlby, 1951).

Bowlby's theory of attachment suggests that babies come into the world biologically pre-programmed to form attachment with others. He maintained that babies are predisposed to seek closeness to their parents in times of need, for shelter, warmth, and protection and that this attachment had a survival value. Where children develop this attuned relationship with their parent, this then acts as a "secure base" from which the child can explore the world, safe in the knowledge that their needs will be met and that they are loved and wanted. The attachment figure is attuned to the child and helps the growing infant to make sense of their emotions and of the world around them. In turn, this secure attachment allows children to respond positively to other children, have good social skills, a positive sense of self and resilience to cope with life's setbacks and disappointments.

Children who have not experienced the consistent care of an attuned parent in their early years may experience difficulties later in life. For these children, the everyday interaction with school and home can be difficult, and they may act out these difficulties in a variety of ways.

Every day, children with attachment needs may be dealing with thoughts and feelings of:

- Loss
- Control
- Rage
- Identity
- Pleasing others
- Rejection or abandonment
- Helplessness

We now have a greater understanding of how the pre-birth experiences can impact on brain development and how alcohol, drugs, tobacco and domestic violence can be risk factors for the health of the developing child.

## How a child might feel and behave

Remember every behaviour is a communication.

A child who has experienced inconsistency, neglect or loss of their main caregiver may suffer acute physical and emotional distress that is sometimes termed “traumatic injury”. This distress may cause a child to behave differently to other children.

Developmental trauma or attachment difficulties can impact on all aspects of development; physical, physiological, emotional, social, and cognitive.

Research suggests that around three quarters of all adopted children suffered neglect or abuse before living with their permanent families. This means that adopted children will often have a brain that is wired for “survival” and their survival strategies will be much more highly developed, in preference to normal development.

Therefore, children who are adopted often have disrupted development, and/or areas of poor development. For example, adopted children may struggle with peer relations and social situations, as they have had to learn to fight to survive; good social skills are not just an adaptive priority in times of threat.

For these children, their survival instinct is so strong that this mode will often override other emotions. Thus, staying calm or thinking clearly is not easily achieved by adopted children without adult support. Children in survival mode are unlikely to have a conscious understanding of their behaviour in these situations. However, attuned adults can spot when they are in survival mode as they will not be functioning in line with their chronological age. For example, the adopted child may act as if they are much younger (e.g. throwing a tantrum or wanting an adult to do something for them they are able to do) or act as if they are more mature than their age e.g. rejecting adult assistance. Being in survival mode can last for long periods of time or may be ever present for some adopted children.

Children who have suffered these early traumas will need adults around them to support and teach them how to manage their overwhelming feelings, grounding skills is a way to help the child return to the present moment, rather than being stuck in perpetual survival mode.

Grounding skills can support a child to be more in the moment rather than being caught up in the memories of traumatic experiences.

## Challenges for Children who are Previously Looked After

Every child is shaped by their experiences and children who have been previously looked after may have suffered considerable trauma. Even when a placement is secure, these children may struggle with the challenges below:

- They have the disadvantage of their pre-life experiences. These can have a significant and lasting impact on their development which can sometimes make school a struggle.
- They often have Special Educational Needs and find processing sensory information difficult.

- They may experience grief, separation, and loss for their birth family, foster family, previous friends, school and even neighbourhood.
- They have significant self-esteem and identity issues.
- They may experience attachment and mental health issues.
- Post Adoption issues such as managing difficult feelings and establishing relationships with their new family.
- Difficulty with contact with their birth family.
- There can be significant barriers to learning. Statistics show that Children who are Previously Looked After are achieving lower attainment levels than their peers.
- They can find it difficult to form trusting relationships and to build positive friendships.
- They can find coping with transitions and change difficult.

**These challenges can lead to the following behaviours:**

- Poor concentration
- Disruptive behaviour including lying, stealing, fighting, or hurting other children
- Perfectionism
- Ignoring instructions
- Refusing to accept help
- Explosions around certain work due to fear of failure
- Disrespect to teachers
- Running away or hiding
- Being the class comedian
- Emotional dysregulation
- Sudden rages like tantrums
- Defiance
- Being overly compliant or complicit
- Terrified of rejection so desperate to please
- Anxiety
- Manipulation



## How can schools support children who are previously looked after?

The challenges that children who are previously looked after face can affect all elements of a child's school life, academically, socially, and emotionally. Therefore, it is vital that schools are proactive in providing support for these vulnerable children to ensure they reach their full potential and have a positive experience at school.

It is important to remember that all behaviour is communication and most adopted and permanently placed children are acting in a certain way because of their early life experiences.

For children who are previously looked after to thrive and succeed they need:

- **To feel safe at school**
- **Support to manage their strong feelings**
- **Support to develop their confidence and self-esteem**
- **Support to develop their social skills and build relationships**
- **A positive relationship between home and school**
- **Support with transitions**

This support can take many forms; it will be different for each child to suit their needs and could include:

### To feel safe at school

- Clear structures and routines displayed through visual timetables.
- Advanced notice of any changes to routines and support to manage these.
- Support or activities during unstructured times (such as break or lunch) and a safe space for them to go to if they start to feel overwhelmed.
- A key person who is able to establish a positive and trusting relationship with the child. Ideally this person should be the first and last person they see during their school day to help them feel safe and wanted.
- Advanced notice of the curriculum and communication between home and school regarding any potential triggers.

Possible triggers:

- Personal information, biographies, families
- Sex/PHSE Education – could be a reminder of previous abuse



- Discussions about alcohol, drugs or nutrition – could be a reminder of previous abuse
- PE – some children may find it difficult to remove clothing or change in front of others
- Celebration dates – Christmas, birthdays, Mother's Day and Father's Day
- R.E – discussions about religion, race and culture can be difficult
- English – some books will contain difficult topics such as loss, death, abandonment

### **Supporting and managing strong feelings**

- Support from an Emotional Literacy Support Assistant to develop appropriate strategies.
- Using a curiosity approach such as 'PACE' (e.g. asking curious questions like "I wonder if you are feeling cross because...") Further information below.
- If a child does have an outburst, it is important to listen to them too.
- Resources such as social stories and role play.
- A behaviour plan if the child is displaying difficult behaviour. This plan should promote positive behaviour and be consistently used by all members of staff. Threats of exclusion or time out should be avoided to prevent negative feelings. Instead, a child could be given 'calm time' or 'time in' to self-regulate.
- Support to use Zones of Regulation. Further information below.
- An identified safe space to calm down. They may want to be alone, or they may wish to be with a safe person.
- Grounding techniques and physical activity.
- Drawing and Talking Therapy.
- Think toddler – some of these children are emotionally much younger than their age. If this is the case, then provide them with opportunities to engage in childhood activities perhaps by helping younger children

### **Supporting confidence and self-esteem**

- Use of praise and reward. It is important that this matches the child's needs.
- A praise book is sometimes easier to accept for children who have low self-worth and low self-esteem.

## Relationship building

- Support and encouragement from an adult to develop peer relationships and social skills.
- Nurture or friendship groups.
- Buddy system.
- Working with partners during tasks.

## School and home partnership

- A named person in school for parents and carers to liaise and share information with. This also prevents the child from feeling any confusion or trying to play one off against the other.
- A home/school diary can be useful to show children that you are working in collaboration with school to support them. All communication to be positive.

## Transitions

Most children find change difficult, and this is especially apparent for children who are previously looked after. Therefore, it is essential that support and scaffolding is put in place, at home as well as at school, during all changes to support your child's emotional well-being especially during transition periods.

Transitions are not just the move to a new school, year group or class. They can also be moving from one topic to another, having to leave school for an appointment or moving from unstructured time to learning. One of the main reasons children who are previously looked after find transitions so difficult is because they do not feel safe leaving what they are doing or safe starting something new. Therefore, it is essential to make all transitions positive by showing them that they are cared for, being thought of and, by giving them permission to make the transition, that it is safe to do so. Transitions can also mean that the child is losing someone they trust and feel safe with, so it is imperative that you work with the school on a transition plan to identify and solve this need.

## Additional strategies that can help

### Going to appointments

Where possible, book all appointments outside of school hours to minimise any disruption to their routine and learning. If this is not possible, try to book appointments at the beginning or end of the school day.

Think about who is collecting the child if they need to leave and how you will prepare them.

When they return from an appointment, if needed, allow them some space to regulate before they return to class.

## **Moving to a new school**

Arrange a meeting with both schools to discuss an appropriate transition plan.

This may include:

- Additional transition visits to the school
- Photos of the new staff and school.
- Ensure they are aware of new routines – a visual timetable is beneficial for this.

Recommend the following:

- A goodbye book containing photos, memories, evidence of successes, comments written by staff
- Postcards from an old member of staff to remind them they are being thought about and to wish them well in their new school

## **School trips**

School trips can sometimes cause children who are previously looked after to feel dysregulated. To support this:

- Prepare the child for the trip by providing a plan of the day with a visual timetable if possible
- Show the child pictures on the internet
- Give them a chance to discuss any worries with you. Be aware of your own anxieties and be careful not to transfer these to your child
- If particularly anxious, take them on a pre-visit.
- Provide calming strategies and encourage them to use these.
- Plan for success
- Allow the child to take an item from home so they feel connected.
- If the trip is likely to be too long for the child, discuss this with the school. It may be more beneficial for them to join later so that they end the trip with their peers

## Additional Support, Guidance and Advice

### PACE

Dan Hughes' PACE family treatment has been used successfully by many schools and families to help children feel safe and create trusting and communicative relationships.

PACE is a way of thinking, feeling, communicating, and behaving in a way that aims to make the child feel safe by Playfulness, showing Acceptance, showing Curiosity and displaying Empathy. Please see link below for further information.

[PACE \(danielhughes.org\)](http://danielhughes.org)

### Zones of Regulation

Zones of Regulation, which is rooted in Cognitive Behavioural Therapy, teaches children to learn to identify their feelings and levels of alertness by using four different colour zones. The goal is to discover their triggers and to learn strategies to help them regulate when their emotions are heightened. Please see link below for further information.

### Grounding Techniques

There are numerous different grounding exercises that can help calm and regulate a child:

#### The 5-1 Senses

Using the senses close your eyes and tell me:

5 things you can see

4 things you can feel

3 things you can hear

2 things you can smell

1 thing you can touch

#### Breathing exercises

#### Moving the body

#### Self soothing

There are many more suggestions on the following links:

[Resources \(beaconhouse.org.uk\)](https://beaconhouse.org.uk)

[Six Different Types of Grounding Exercises for Anxiety and Intense Emotions — The Growlery \(tothegrowlery.com\)](https://tothegrowlery.com)

### **Drawing and talking**

This therapeutic technique helps children understand their emotions and has been highly effective in resolving conflict and trauma. Through drawing, the child is able to create a story and can come to a symbolic resolution.

### **Emotion Coaching**

“Helping children and young people to understand the different emotions they experience, why they occur and how to handle them” (Gottman, 1996)

Emotions are universal, normal responses to everyday experiences; as human beings we need relationships with people who help us to understand our emotions, feel safe and teach us how to handle them in prosocial ways. Emotion Coaching is an evidence-based approach to responding to children’s emotions. It is an approach that draws on neuropsychology and attachment theory. It focuses on maintaining relationships with children and young people to support their social skills, emotional and mental health and their learning and attainment. Emotion Coaching is an integral relational approach used in attachment and trauma aware practice, as well as a teaching tool for use with all children and young people to develop their emotional management skills.

Research carried out by Bath Spa University found that using Emotion Coaching as a whole-school approach helped to reduce the number of negative behaviour incidents and exclusions.

Research indicates that Emotion Coaching:

- Promotes positive relationships – with children and parents / other adults
- Helps children and young people to regulate, improve and take ownership of their behaviours
- Helps create more consistent responses to children and young people’s behaviours
- Helps practitioners feel more ‘in control’ during incidents

## Adoption Barometer 2021

Adoption UK has published their Adoption Barometer 2021 and the report is calling for a six-point plan to improve the life chances of adopted young people:

1. Create and implement quality standards for the journey of prospective adopters through preparation, approvals, and matching.
2. Introduce multi-year government funding for adoption support.
3. Produce support plans for every child to be placed for adoption, agreed with adopters before placement, anticipating future as well as current support needs and annually reviewed.
4. All adoption agencies have a duty to secure and deliver the support identified in a child's support plan.
5. Train all education and health professionals in early childhood trauma and associated conditions including Foetal Alcohol Spectrum Disorder and Attachment Disorder.
6. Provide targeted support to adopted young people who are approaching adulthood, by improving the transition from child to adult services and extending adoption support to at least the age of 26.

## Foetal Alcohol Spectrum Disorder (FASD)

Foetal Alcohol Spectrum Disorders (FASD) is a term used to describe the permanent impacts on the brain and body of individuals prenatally exposed to alcohol during pregnancy resulting in a spectrum of physical, emotional, behavioural, and neurological characteristics. Individuals with FASD have their own unique areas that create challenges in their daily lives. They may need support with motor skills, physical health, learning, memory, attention, emotional regulation, and social skills. They also have a unique set of strengths, and many are showing talents that, when nurtured and supported, demonstrate their unlimited potential in those areas.

It has become apparent in recent years that many children have been misdiagnosed with ADHD, ASC or Attachment Disorder when in fact they have FASD. Please click the following link for further information

[FASD Network UK - Foetal Alcohol Spectrum Disorder](#)

## Training and Support

There are various different training courses that are suitable for schools to help them work successfully and positively with Children who are Previously Looked After:

Adoption UK - Workshops & Training

PAC UK - Workshops for Professionals

Trauma Informed School

PACE - Dan Hughes - Training

Attachment - Louise Bomber YouTube webinars

Please also contact Calderdale Virtual School if you require any training

## Children who are previously looked after Educational Statistics

According to [adoptionuk.org](http://adoptionuk.org), adopted children are:

- 5x more likely to be temporarily excluded from school
- 16x more likely to be temporarily excluded during the first three years of primary school
- 20 x more likely to be permanent excluded from school
- 26% of children who are previously looked after achieved 5 good GCSE grades, including maths and English in 2016 compared to 53% of all children and 14% of children in care
- 4 out of 5 need support which is mainly SEMH rather than academic
- 61% of parents are worried that their child will leave school with few or no qualifications
- 32% of adopted children need a little more support than their peers and 50% need much more support than their peers

## Useful Websites/Resources

### Adoption Support

[Adoption UK](#) - Charity

[Anna Freud Centre](#) - Adoptive Parents, Special Guardians, Kinship

### Carers and Foster Carers

[Beacon House](#) - Resources

[PAC-UK](#) - Adoption and Permanency: Advice, Support, Counselling and Training

[Adoption Strategy](#)

[Kinship Carers](#)

[Special Guardian Support](#)

### Education support

[Gov.UK](#) - Compare schools in England

[Ofsted](#) - Inspection reports

### Social, Emotional and Mental Health Support

[Camhs](#)

[Kooth](#)

[Mind](#)

[MindEd](#)

[Mentally Healthy Schools](#)

[UK Trauma Council](#)

[Young Minds Beyond Tomorrow](#)

### Useful books

Booklist-for-Schools.pdf (pac-uk.org)



**END**

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