

Resources

Achievement for All Designated Teachers Resources	Range of resources for understanding and support looked after children	https://afaeducation.org/free-dt-resources/
Education Endowment Foundation	Large range of resources and reviews of intervention strategies and approaches	https://educationendowmentfoundation.org.uk/
Adoption UK	Bridging the Gap	https://www.adoptionuk.org/Handlers/Download.ashx?IDMF=e460b99a-4ebb-4348-bd23-64a50d747901
DCSF	Improving Attainment of Looked After Children in Secondary School (old but useful document)	https://www.gov.uk/government/publications/improving-the-attainment-of-looked-after-children-in-secondary-schools-guidance-for-schools
PSHE Association	Range of resources and information to support PSHE across all Key Stages.	https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and

Any further questions?

If you have any further questions or would like support please contact the Virtual School
virtual.school@iow.gov.uk

Additional Information and Guidance

Virtual School Websites

<https://www.hants.gov.uk/educationandlearning/virtual-school>
<https://www.iow.gov.uk/virtualschool>

Guidance on duties and roles designated teacher in schools Feb 2018
<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Promoting the education of looked after children - LA guidance Feb 2018
<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Approaches

Positive Engagement

For more vulnerable pupils who are in care or have previously been in care, positive engagement in school can be more difficult.

Children in need, looked-after children and previously looked-after children are more likely to have Special Educational Need and to experience the challenge of social, emotional and mental health issues.

For example, they may struggle with executive functioning skills, forming trusting relationships, social skills, managing strong feelings (e.g. shame, sadness, anxiety and anger), sensory processing difficulties, foetal alcohol syndrome and coping with transitions and change.

Children may be living in chaotic circumstances and be suffering or at risk of suffering abuse, neglect and exploitation. They may also have less support outside of school. The impact of these circumstances can have wide-ranging impacts on children's own behaviour, their interpersonal behaviour and emotional state

Identifying and understanding individual pupil needs, is the fundamental starting point for any successful strategies and approaches.

Our Vision

All vulnerable young people will enter adulthood not as vulnerable adults but as confident citizens with the tools, self confidence and resilience to lead worthwhile and fulfilling lives

Core Approaches

Make sure you clearly identify and understand the needs of the individual child before making steps to address these through your targeted and bespoke approaches.

Key Adult

Think about who will be available and attuned to the pupil.

- Check in/out everyday
- Available and accessible
- Listens and coaches
- Supports and advocates
- Consistent

Language

Think very carefully about use of language, make sure it is accessible and understood

- Emotion Coaching (google it)
- Positive approach
- De-escalation techniques
- Labelling behaviour not the young person

Health and Wellbeing

Think holistically, pupils must feel safe, settled, secure and well in order to learn

- Utilising support – School Nurse / LAC Nurse
- CAMHS / Play Therapy
- Bernardo's Talk 2
- Mentoring
- Clubs and activities

Parental Engagement

Think about and establish key home school partnership.

- Are they engaged? If not why not? How can you address some of the barriers to education?
- Creative approaches – home visits / meet in community
- Listening / getting alongside
- Offer something for them – English / Maths / support
- All parents want what is best for their child - how can you sell the dream?
- Family engagement plan

Beyond School

Think big, plan for long term and give pupil purpose.

- Recognises what is outside of school – acknowledge it
- Career mapping – trajectory / where next / what next?
- Strength based approach – what are they good at?
- Dreams and aspirations – encourage them to name them / celebrate don't limit

Strength Based Curriculum

Build from success and what's working well, feed the individual pupils strengths.

- Identify what they are good at – celebrate
- Reduce the timetable if possible whilst you increase engagement
- RAG timetable – see where the issues are / how they relate to each subject / teacher
- Find resources based on their strengths – show you have listened / care

Attendance

Make each day a success and celebrate each little step, manage out any issues.

- Celebrate everyday
- Ready to learn – uniform / breakfast / equipment
- Realistic attendance target
- Identify barriers – meet quick wins
- Parental engagement to support attendance
- Daily transitions / unstructured time – between lessons / start / end of day

Bespoke Behaviour Management Plan

Ensure this is attachment and trauma informed and relationship focused.

- Consistent
- Includes all staff
- Based on developing resilience and self-control
- Enduring
- 3 x amount of praise to sanction

Relationships

Strengths

Resilience

Purpose

Ambition

Understanding

