



SQUARE ONE ATTACHMENT

HOW ARE WE DOING?

Questions to ask to evaluate how well our school is meeting the needs of Looked After and Previously Looked After children.

In England and Wales the DfE provides £2300 extra funding in the form of Pupil Premium Plus to all children considered Looked After (LAC), adopted (Previously Looked After, PLAC) or on Special Guardianship Orders (SGO) The focus on children's social and emotional and wider needs is in contrast to the Pupil Premium for children eligible for free school meals, which is focused on closing the attainment gap. Until schools can meet these needs, the child will struggle to fulfil their potential and fully access quality first teaching.

"Children's experiences prior to entering care have a long-lasting effect on their educational attainment. When children leave care, through for example adoption, it is unlikely that their educational needs will change significantly simply because their care status has changed. Recent school performance data shows that children who have left care significantly underperform compared to children who have never been in care. We believe the funding system should treat both children in care and those who have left care equally"

Department for Education, Schools national funding formula: Government consultation - stage one, March 2016, pp39-41.

WWW.SQUAREONEATTACHMENT.CO.UK

The logo for Square One Attachment features a stylized '1' composed of a green square and a green circle. The word 'SQUARE' is in a light green serif font, 'ONE' is in a white sans-serif font inside the '1', and 'ATTACHMENT' is in a light green sans-serif font.

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As Senior Leaders, SENCOs, Designated Teachers and Governors you have a duty to ensure this money is spent wisely and that the needs of these children are being met in your school. Here are some questions you may need to ask to improve outcomes for LAC, PLAC and SGO children and in doing so improve outcomes for all.

- Does our school have any Looked After children? How many? Does our school have any Previously Looked After children? How many?

- What interventions are we putting in place to support their learning and social and emotional development?

- What are we spending Pupil Premium Plus funding on? How are we differentiating between needs of our PP and PPP children?

- What has been the impact on the child/children of these interventions? Show progress. How can this be measured if not academic? Many interventions will be relationship based and improve Social and Emotional Learning.

- Are staff supporting these children suitably trained in Developmental Trauma? Who has attended, what training was given and by whom and when did they receive this training? Is it enough? Do Governors need to attend training in order to be able to assist in making wise decisions?



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NICE report Nov 2015, recommendation 1.2.2.

"Schools and other education providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training on attachment difficulties",

- How many exclusions have we had this term? How many of them are for SEND/LAC/PLAC children? Is there a pattern to when these occur? What do we need to do to prevent any further exclusions with this child? Is exclusion having the desired effect of ensuring the behaviour stops or is it making things worse? Is Isolation an appropriate response to a child living in a heightened state of fear? You may wish to read Adoption UK Exclusion Survey Report 2017.
- Are any children on reduced school timetables? How many of them are for SEND/LAC/PLAC children? What do we need to do to enable the child to attend full time?
- It would also be useful to consider the Behaviour policy in school and ask if it meets all childrens' need, particularly those with Social and Emotional difficulties, has it been differentiated as we would a Literacy policy? Many of these children have much younger social and emotional ages, have we made appropriate allowances for this? Many are responding in survival mode despite this no longer being necessary. They need support to rewire their brain from strategies that served them well in the past, should we be punishing or supporting these children to make better choices?



Schools may like to read "Guide to using the Pupil Premium Plus Grant effectively." www.squareoneattachment.co.uk/resources/

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