

Adopt South Virtual Schools

Previously Looked After Children Survey 2022



Context

Since September 2018 Virtual Schools have had a duty to promote the educational achievement of **Previously Looked After Children** (PLAC). That is those children who are no longer looked after by a local authority because they are subject of an adoption, special guardianship or child arrangement order.

The role of the Virtual School for PLAC is to promote their educational achievement through the provision of information and advice to their parents/guardians, educators and others who the Virtual School considers necessary.

This survey was promoted across the Adopt South Region - Hampshire, Portsmouth, Southampton and the Isle of Wight through adoptive groups, schools and other networks.

The survey was open for 4 weeks across February and March 2022 and was viewed online 1331 times, with 444 individual responses recorded and 313 surveys fully completed.

This is the second survey conducted within Hampshire and Isle of Wight. Due to the high number of responses in Hampshire it is possible to provide a number of statistically comparable changes between the 2019 survey and this 2022 survey. These are detailed in the report where possible and relevant.

The majority of respondents were Adoptive Parents, plus a small number of Special Guardians and those under Child Arrangement/Residency Orders. Throughout this report all groups of parents/carers will be referred to as one (either respondents or parents).

As some respondents did not complete the full survey, each question base response number may vary. The majority of responses have been given as percentages to enable comparisons.

Within this survey those defined as having Special Educational Needs include all those on the SEN register in school (SEN Support) and those who have or have applied for an Education Health Care Plan (EHCP). This combined group is referred to as SEN.

Responses



444 individual online responses
313 fully completed surveys

Responses were polarised - very positive or negative with regards to child's current education experiences



84% of respondents were adoptive parents



2/3 of responses were from parents of primary age children



98% of respondents stated their children's school were aware of their PLAC status



44% of respondents currently have a Social Worker supporting their child/family

76% who have a Social Worker, have one from Adopt South.



36% of respondents have looked at and used information on the Virtual School website

36% of respondents have been in touch with the Virtual School for advice, guidance and signposting

Designated Teacher

2/3 of respondents were aware of the Designated Teacher (DT)

56% had met with the DT



52% had met with school or DT to discuss how Pupil Premium would be spent



In Hampshire the number who had met with their DT has increased by 18 percentage points since 2019



Of those respondents who had met with their DT, 78% have EPAC or similar in place



Of respondents who had met with their DT, 68% have had discussions about the use of Pupil Premium

SEND

Respondents data would suggest PLAC children are nearly 6 times more likely to have an EHCP than average



PLAC children 3 times more likely to have SEN needs



The primary area of needs for PLAC children with a EHCP differs significantly from the national data, nearly four times as many children have SEMH as primary area of needs than average

EPACs & Pupil Premium

49% of respondents has completed a Education Plan (EPAC/PLACE Plan/PLAC PEP) with school



In Hampshire just over half (53%) of respondents had completed an EPAC, this is a 28 percentage point increase from 2019.



The EPAC has been instrumental in ensuring the school understands my child and that the right support is put in place for him.

In Hampshire just over half (54%) of respondents had talked to their school about how PP is being used, this is a 11 percentage point increase from 2019.



Those who had completed an Education Plan spoke generally positively about its impact, with half rating it 7 or higher out of 10 for improving outcomes

Exclusions

Exclusions/Suspensions from school are more common with PLAC children, 9.2% of respondents children were excluded last year



25% of respondents reported their child had been internally excluded during the last year



Progress & Happiness

Respondents rated academic progress of their children on average 5.6 out of 10



Respondents rated happiness of at school for their children on average 6.3 out of 10



Both academic progress and happiness were higher for primary age children and lower for secondary



Parent Comments

Where good communication existed between families and school, better relationships and outcomes were achieved for children

Those who had complete Education Plans reported slighter higher scores for happiness and academic progress

They mean well and try. However, I am not convinced they have a real understanding of behaviours that drive unique needs and are able to find solutions.



School have been brilliant at helping my son in school



My son's class teacher have been amazing and really understand and support his SEMH needs



Further Information/Support

PLAC Parents would like further information on:

- Social and Emotional (regulation) 64%
- Friendships 56%
- Confidence and Self-esteem 53%
- Anxiety/Stress 52%
- Attachment and Trauma 44%
- Behaviour 42%



What parents thought would be helpful in supporting their child's education:

- Staff awareness of attachment and trauma 74%
- A Designated Teacher who has received training around the needs of care experienced children 71%
- An Education Plan for Adopted Children (personalised planning around needs/strengths that can support school in their decision around Pupil Premium spending) 67%



Academic progress and happiness was marginally higher for those who had met with the DT and talked about use of PP



Academic progress and happiness were lower for children with SEN needs and those who had been excluded



Academic progress and happiness were lower for Hampshire compared to 2019 survey results, likely attributable to the severe disruption to school and education over the last two years with the global pandemic



My teacher has been following all my wishes, I just feel she doesn't understand the trauma and so mistakes are made often.

Adopt South Virtual Schools

Previously Looked After Children Survey 2022



Summary

- There was a good response from across Adopt South Region with 444 individual responses and 313 fully completed surveys
- The majority (79%) of responses were from parents with children in Hampshire County Council Schools
- The majority (84%) of respondents were adoptive parents
- 2/3 of responses were from parents of primary age children
- Nearly all (98%) of respondents stated their children's school were aware of their PLAC status
- Nearly half (44%) of respondents currently have a Social Worker supporting their child/family

- 2/3 of respondents are aware of the Designated Teacher
- Just over half of respondents (56%) had met with the Designated Teacher
- Just under half of respondents (49%) has completed a Education Plan (EPAC/PLACE Plan/PLAC PEP)
- Those who had completed an Education Plan spoke generally positively about its impact, with half rating it 7 or higher out of 10 for improving outcomes
- Just over half of respondents (52%) had met with school or Designated Teacher to discuss how Pupil Premium would be spent

- Responses were very polarised as either very positive or negative with regards to child's current education experiences
- Parents of primary aged children reported they were on average doing better in school and happier than secondary age children

- There were significantly high levels of SEN needs reported with 51% have SEN support or an EHCP/EHCP pending
- PLAC children are much more likely to have an SEN needs, 3 times more likely than average
- Exclusions/Suspensions from school are more common with PLAC children, 9.2% of respondents children had at least one in the last year
- A quarter (25%) of respondents reported their child had been internally excluded during the last year at school

- Respondents rated academic progress of their children on average 5.6 out of 10
- Respondents rated happiness of at school for their children on average 6.3 out of 10
- Both academic progress and happiness were higher for primary age children and lower for secondary
- Both academic progress and happiness were marginally higher for those who had met with the DT and talked about use of PP
- Both academic progress and happiness were lower for children with SEN needs and those who had been excluded

- Both academic progress and happiness were lower for Hampshire compared to 2019 survey results, likely attributable to the severe disruption to school and education over the last two years with the global pandemic

- Where good communication existed between families and school, better relationships and outcomes were achieved for children
- Those who had complete Education Plans reported slightly higher scores for happiness and academic progress
- High numbers still reported on un-met needs and areas of help and support they would like assistance with

Survey Responses - Demographics

Responses to this survey came from across the Adopt South Region of 4 Local Authority areas. The majority of respondents (79%) children are educated in Hampshire, 9% in Southampton, 7% Portsmouth and 5% Isle of Wight.

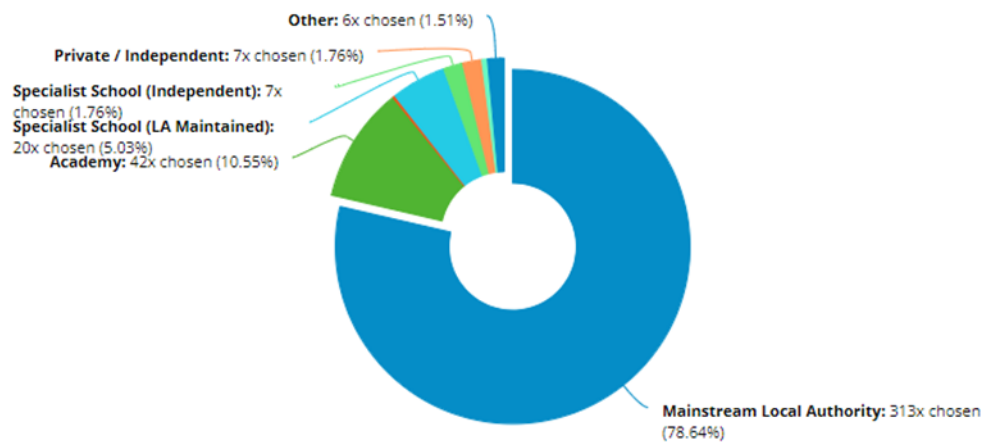
The majority of respondents (84%) were Adoptive Parents. Special Guardians made up 13% of respondents and those with Child Arrangement (2%) and Child Residency Orders (1%) the remainder.

The majority (79%) of respondents children are attending mainstream Local Authority controlled schools, 11% attending Academies, 5% Special Maintained Schools, 2% Specialist Independent, 2% Private/Independent and 2% other (where most has electively Home Educated their children).

A small number respondents had commented that they had temporarily or permanently chosen to Electively Home Educate due to issues and needs unmet in school. They also often mention mental health needs as a factor.

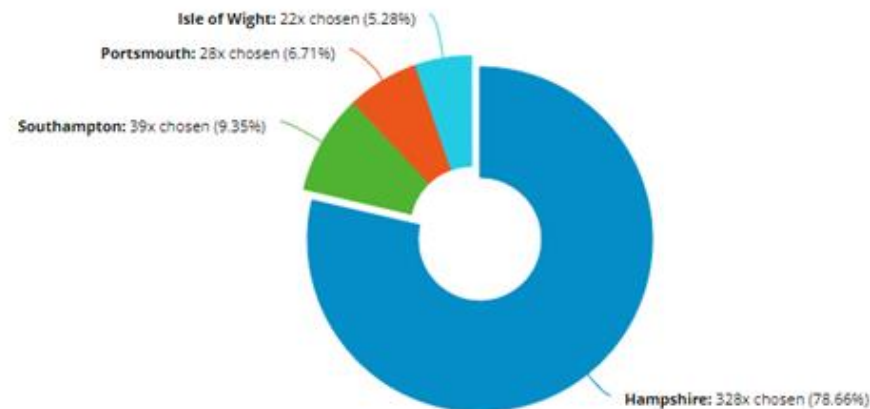
What type of school does your child attend?

Number of responses: 398



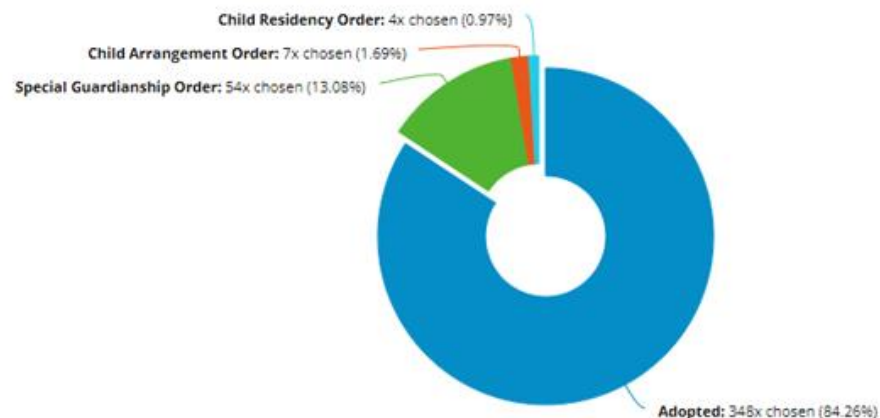
Which County/Local Authority area does your child attend School in ?

Number of responses: 417



What legal category does your child fit within ?

Number of responses: 413



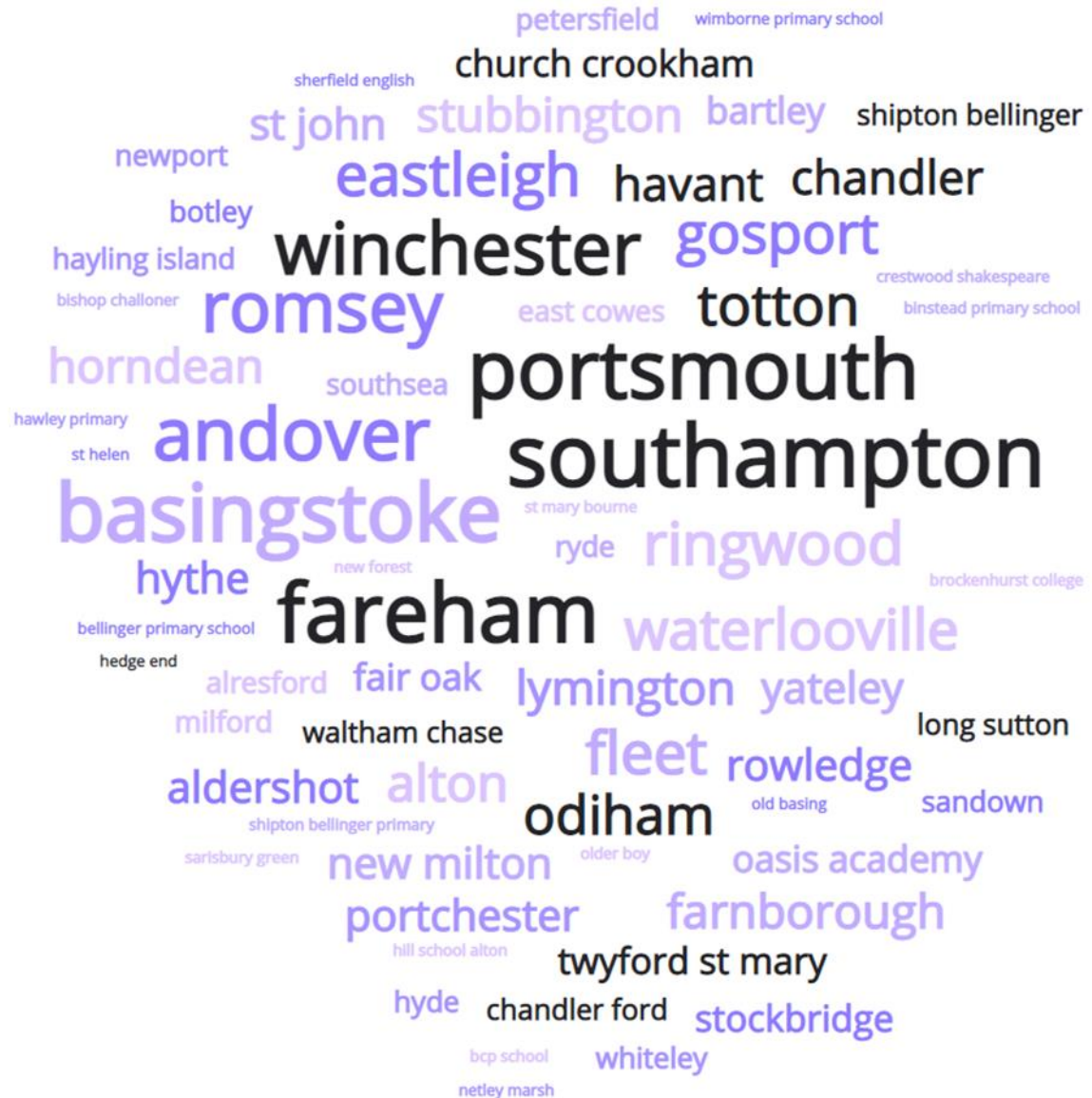
Survey Responses - Demographics

Responses were received from across all 4 Local Authority Areas within Adopt South Region; Hampshire, Southampton, Portsmouth and Isle of Wight.

The town or city where a child attends school is highlighted by the word cloud, the larger the word, the higher the responses from this area.

Basingstoke, Fareham, Southampton, Portsmouth, Romsey, Andover and Winchester where the highest mentioned areas.

Overall a broad selection of over 70 areas across the region were represented by respondents.



Survey Responses – School Years

The highest response rate came from parents with children in reception, this may be in part due to their recent experiences starting school. Over all the majority of respondents where parents of primary school children (69%), the remainder secondary (31%).

Parents of primary school children average response to the questions ‘generally how is your child doing academically at school’ and ‘generally how happy is your child’ are both higher than the average for all children.

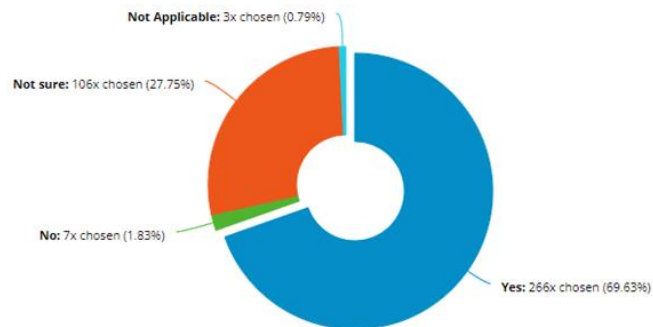
Whilst it is a parental choice to notify their school if their child is PLAC, nearly all respondents had done this (98%).

If a child is recorded on a school census as PLAC, schools will receive £2345 (2022-23) a year in pupil premium from Reception to Year 11. Parents would need to provide the school of evidence of the PLAC status.

When asked if school has recorded their child as PLAC on school census 70% stated yes, with 28% stating they are not sure. Of the ‘not sure’ group 70% where primary age and 30% secondary.

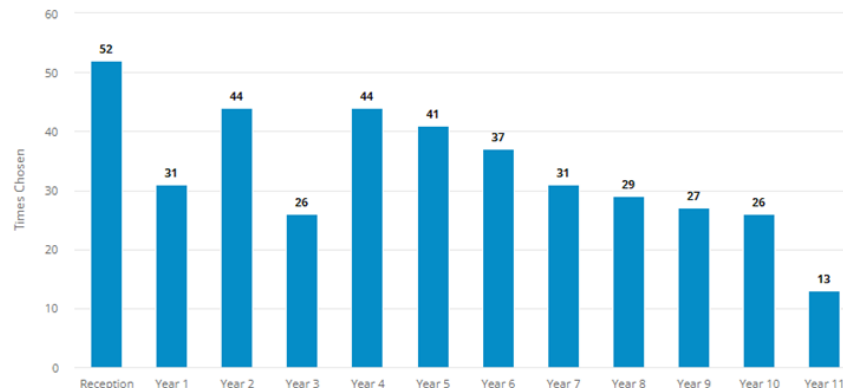
Does your school have your child recorded on their school census as PLAC (you may have provided evidence for this)?

Number of responses: 382



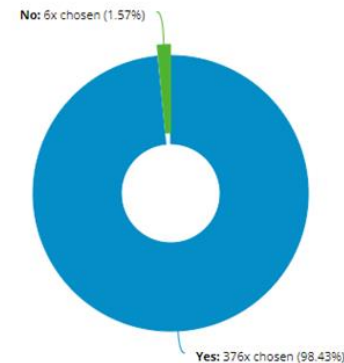
Which school year group is your child in ?

Number of responses: 401



Does your school know that your child was previously looked after (PLAC) (prior to adoption/SGO/CAO) ?

Number of responses: 382



Survey Responses – Designated Teacher

Two thirds of all respondents (67%) reported that they were aware of the role of Designated Teacher (DT). The DT has a range of duties outlined in Guidance from DfE around the education progress and achievements of children previously in care.

In Hampshire this awareness has increased by 11 percentage points since 2019.

A slightly lower number of respondents reported they have met with the DT (56%). Those with children with SEN needs are slightly more likely to have met with their DT. 56% of all those who had met the DT, had children with SEN.

In Hampshire the number who had met with their DT has increased by 18 percentage points since 2019.

Of those respondents who had met with their DT, 78% have EPAC or similar in place.

Of those respondents who had met with their DT, 68% have had discussions about the use of Pupil Premium.

Have always had regular on-line meetings with my child's teacher and designated teacher.

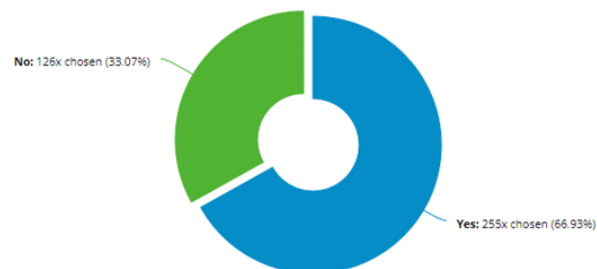
I have had no contact with the designated teacher. I have been trying to access staff to explain my daughter's needs.

I will have to check with the school who is the designated teacher.

I am waiting for an EPAC school aren't very attachment aware.

Are you aware that every school should have a Designated Teacher (DT) for looked after and post looked after (adopted/SGO/CAO) children?

Number of responses: 381



Have you met your Designated Teacher at your child's school and discussed their needs with them?

Number of responses: 355



Survey Responses – Education Plan

Nearly half (49%) of all respondents had completed an Education Plan for Adopted Children (EPAC) or similar (Hampshire & IW EPAC, Southampton PLACE Plan, Portsmouth PLAC PEP) with their school.

Those with children with SEN needs are more likely to have completed an EPAC; 58% of completed EPACs had SEN needs.

In Hampshire just over half (53%) of respondents had completed an EPAC, this is a 28 percentage point increase from 2019.

Of those respondents who had met with their DT, 78% have completed an EPAC (or similar).

Three quarters rated the education plan 5 or higher out of 10 for improving outcomes for their child.

Half of respondents rated the education plan 7 or higher out of 10 for improving outcomes for their child.

It is fair to say parents views and experiences were polarising as either very positive or negative by the process and application of Education Plans.



School have been Tremendous in all support offered and offer support as and when required.

Needs to be more regularly reviewed and schools should be proactive with this i.e. not waiting for parents to request it.

The plan is working really well. We feel listened to and supported.

The plan in itself is okay - the issue is communicating this to the many teachers involved at secondary school level.

The EPAC is fantastic, but we can find a discrepancy, where the plans aren't always filtered down to the class teachers, or a new class teacher when there is a new school year.

Seems to have fallen off the agenda now he is in secondary school. Primary school initiated it and we had regular meetings about it.

Without an EPAC I doubt the school would bother to put in any additional support at all

The plan is only any good if acted upon!

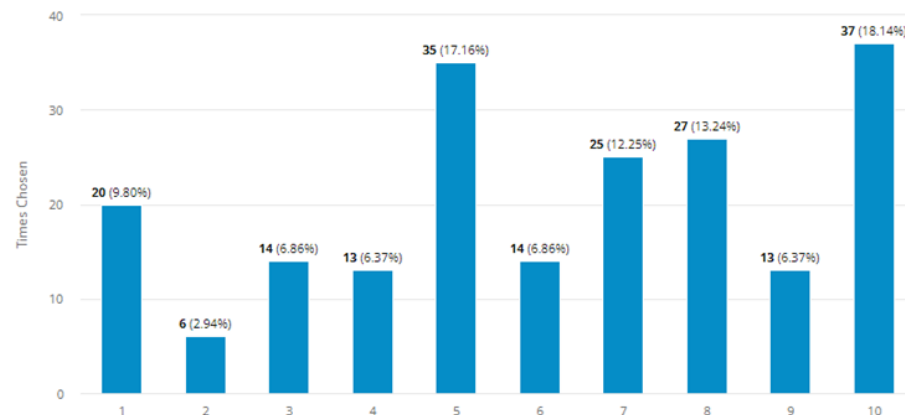
Have you completed an Education Plan for Adopted/SGO/CAO Children with the Designated Teacher at your school? (Hampshire & IW EPAC, Southampton PLACE Plan, Portsmouth PLAC PEP)

Number of responses: 354



How do you rate this plan in improving outcomes for your child ? (out of 10 with 10 being highest)

Number of responses: 204



Survey Responses – Pupil Premium

Just over half of respondents have had discussions with their schools with regards to how Pupil Premium (PP) was being used (52%).

In Hampshire just over half (54%) of respondents had talked to their school about how PP is being used, this is a 11 percentage point increase from 2019.

Of those respondents who had met with their DT, 68% have had discussions around the use of PP. Of those who had not met their DT 30% had had discussions with school around the use of PP.

Have you had discussions with your child's school/DT and talked about how the Pupil Premium funding is being used to meet their needs?

Number of responses: 353



I feel this would be beneficial to have a meeting. School never advise what they spend PP funding on.

This school would spend PP money when son was LAC but once adoption order was made they stopped.

Find school very hard to discuss issues with.

Needs to be more about the individual child than how the money can best work for the school.

Having a say in where the Pupil Premium Plus money is spent. Not a decision just for the school to make.

Survey Responses – SEND

Overall respondents reported a very high level of SEN needs, with 51% having either SEN support in school or an EHCP approved or pending.

National data (LAIT 2021) shows the levels of all SEN needs (SEN Support and EHCP) as Hampshire 15.4%, SE 16.1%, England 15.9%.

Respondents data would suggest PLAC children are more than 3 times more likely to have SEN needs than average.

Respondents with an EHCP 21.5% is significantly higher than the average 3.9% for Hampshire and England 3.7% (LAIT 2021).

Respondents data would suggest PLAC children are nearly 6 times more likely to have an EHCP than average.

The primary area of needs for PLAC children with a EHCP differs significantly from the national data, nearly four times as many children have SEMH as primary area of needs than average and nearly double have moderate learning difficulty.

I have met with the SENCO and we discuss my child approx. 3 times per year in relation to specific issues.

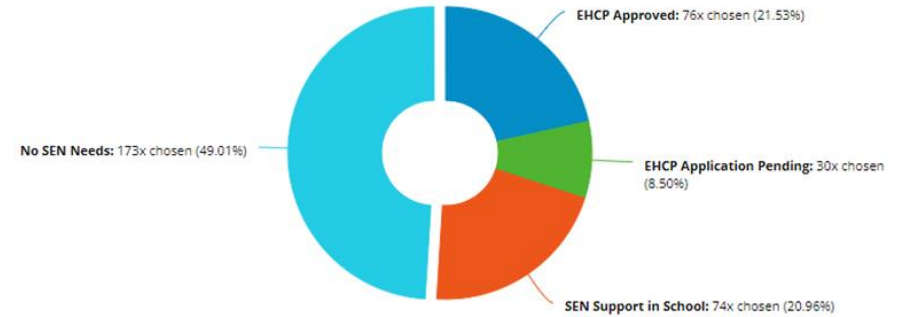
Still having main stream homework which is not suitable.

The school SENCO is trying to support my daughter as is her teacher but I feel she needs an EHCP so will be applying for it myself as they don't feel she fits the criteria for it.

The focus is on SEN needs but these are not always being met and I worry that the interventions are not specific as there has been no diagnostic assessment of my daughters needs so it feels like more of the same.

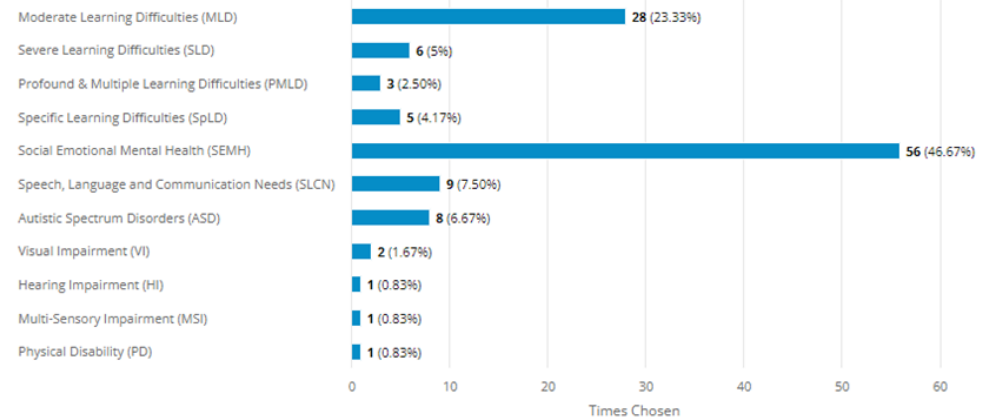
Does your child have a Education Health Care Plan or Special Education Needs?

Number of responses: 353



If your child has an EHCP (or one pending) what is their primary area of need ?

Number of responses: 120



Survey Responses – Exclusions / Suspensions

National data on school fixed term suspensions were 3.76% in 2019/20, with 3.33% for Hampshire, 5.07% for IW, 4.41% for Portsmouth and 3.78% for Southampton.

9.2% of respondents reported their child had received a fixed term exclusion/suspension from school during the last year, more than double the national figure.

Of those that reported an exclusions/suspensions 48% had a single exclusion, 15% 2 exclusions, and 36% 3 or more exclusions in the last year. Several respondents reported more than 10 days of exclusions/suspensions in the last year, 1 reported 17 days.

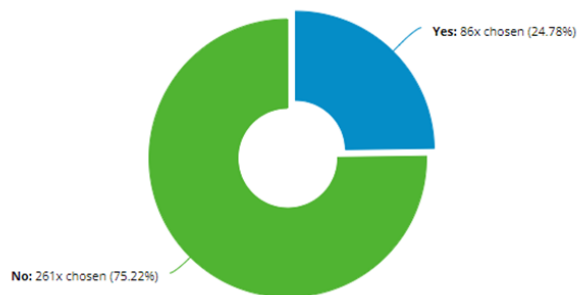
National data from 2019/20 on permanent exclusions is very low with 0.02% for Primary and 0.13% for Secondary – as a % of total school populations.

3 survey respondents (0.86%) reported a permanent exclusion, this is not directly comparable to national figures.

In addition to official exclusions many schools operate internal exclusions within schools but remove children from mainstream lessons. A quarter of respondents (25%) reported their children have received internal exclusions over the last year.

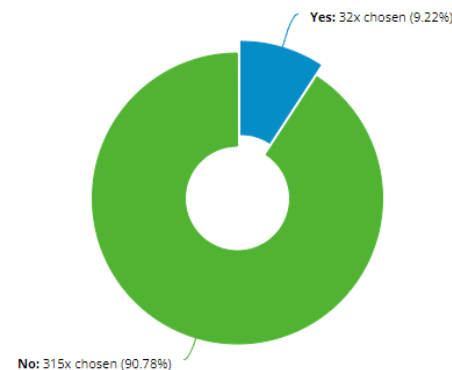
Has your child ever been internally excluded from school, whereby they are in school but isolated from class/peers ?

Number of responses: 347



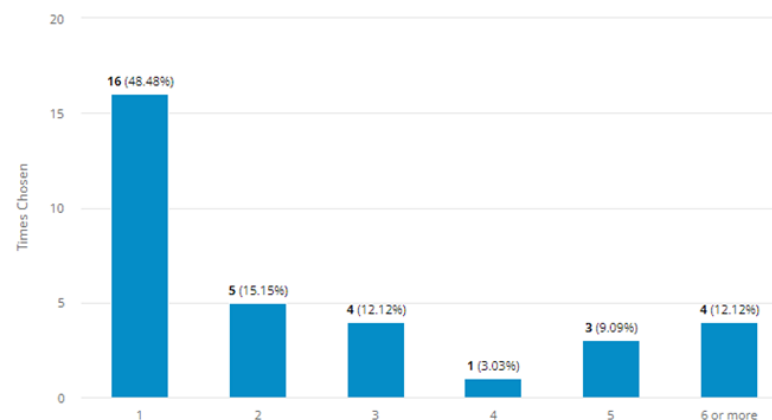
Has your child been excluded/suspended from school over the last year (since Jan 2021 until now) ?

Number of responses: 347



If they have been excluded/suspended on how many occasions during the last year?

Number of responses: 33



Survey Responses – Supporting Agencies

Nearly half of respondents (44%) reported they have a Social Worker currently supporting their child or family.

The majority of cases (76%) this is a post adoption social worker from Adopt South.

Respondents were also asked about other professionals and services working to support them/their child. This is detailed in the chart below, along with the funding service.

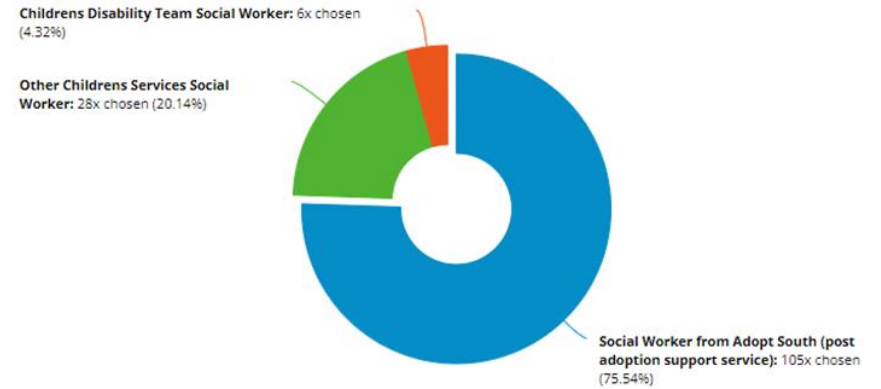
Based on the responses there are some clear patterns/focus for support.

Education Psychologist, Paediatrician, Sensory OT, Occupational Therapists, and Speech and Language Therapist are most commonly providing support.

It is interesting to note the use of different funding sources for provision/support, especially in some instances where respondents are privately funding provision.

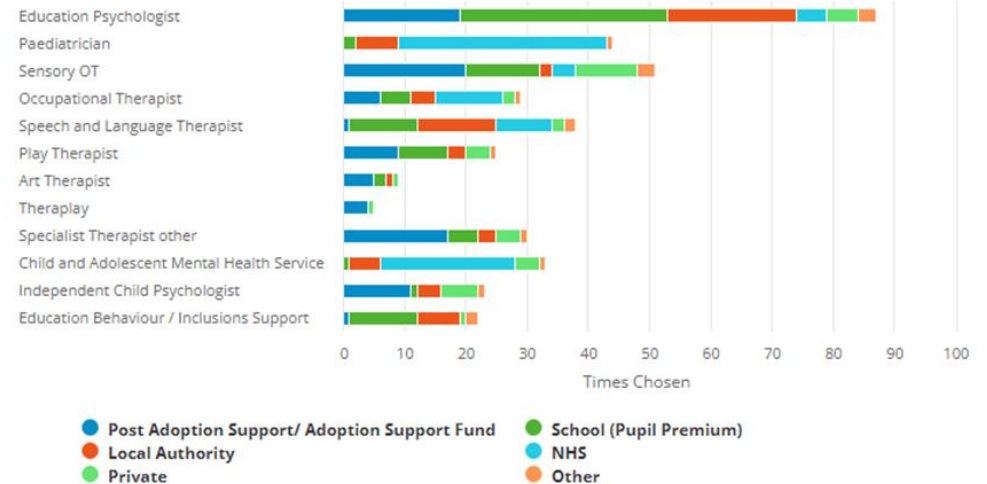
Do you currently have a Social Worker supporting your child and/or your family ?

Number of responses: 139



Do you have the support of any of the current services at this time ? Please select all that apply and who is funding this?

Number of responses: 178



Survey Responses – Things done well

Over 220 responses and more than ten pages of comments were submitted by parents around what school/teacher has done really well to support them. These are the summary areas and selected comments.

Staff Understanding / Empathy

- *I think staff and teachers are kind, patient and supportive.*
- *The Designated Teacher is responsive to his needs and our communications as a parent.*
- *The school has been incredibly supportive of the child and parents.*
- *Treating him as a unique individual. Always very kind and welcoming.*
- *They are amazing and have really given him the nurturing stimulating environment he needed. They are perceptive and can recognise when he is struggling emotionally and will always communicate with us. A very positive experience.*
- *Teacher is very nurturing, and my daughter feels happy to ask her for help.*
- *Taken time to build a relationship, is playful and uses lots of outdoor learning.*
- *Understood his individual triggers and early signs of dysregulation.*
- *Always asks me when about to teach something that might be a trigger for him, eg police.*

Being Listened to / Communication

- *My daughter's teacher has a good rapport with her. She is good at praising her and we are in contact if there are any issues.*
- *They have listened to our concerns and attempted to address them.*
- *Listened to him. Tried to address what is concerning him. Encouraged his interests.*
- *His Year leader and headteacher are nearly always available for him to talk to. They kept him in school when he probably should have been permanently excluded.*
- *They have listened to her, taken her needs and feelings into consideration.*
- *Check in with him, ask about his interests.*
- *Daily feedback. Regular emails and calls.*
- *His class tutor is nice and friendly and replies to emails.*



Consistency

- *Yes. Our son's tutor group teacher has remained the same all through secondary school and is receptive to and supportive of our son: this has been extremely helpful when our son has been struggling with issues around difference and insecurity*
- *The school is really good. Strict but caring. Well structured. Tutor leader very good at communicating when needed.*
- *Keeping continuity with staff has made a massive difference*
- *Consistency of support for my child's learning and feeling part of his class group.*

Survey Responses – Things done well

Additional Support

- 1-1 support in class which has really helped him to catch up and be able to join in with his peers
- access to some clubs as a priority.
- They have listened to our requests and have put support if needed in place.
- Allowed to drop an exam subject due to relationship with teacher and demands of the subject, time out card so he can remove himself when dysregulated, catch up tutoring for maths and English.
- Teachers use lots of restorative conversations to help him repair things when they've gone wrong
- offering 'question' cards- she loves to have teacher attention but needs to know she can't have it all the time
- Offers time away from class for 10mins after lunch during quiet reading and at the end of the day prior to going home to help with transitions. She can read a book or colour away from bustling classroom.
- Allowing our daughter to have choosing time following a task
- Made them feel safe and secure. Spent time with her when she was upset in the morning.
- Yes, have offered ways to support our child through sporting activities
- Yes, trauma informed school, they are brilliant.

Emotional Support

- They have provided a number of individual support sessions for him to help with anxiety and managing his emotions.
- Putting the Elsa in place as lunchtime assistance to help produce a routine to lunchtime and help with social skills
- They have enabled additional support academically, in regards to music lessons and weekly meeting with the school ELSA.
- Mental health support has been fantastic
- Class teacher supportive of his emotional well-being plus excellent ELSA support.

Inclusive SEND Approach

- Sensory breaks and TA when required
- Help with friendship groups, extra time to catch up reading and writing delays, small class sizes to give more time with her. Visual aids to accommodate her as a visually impaired student.
- She has been attending a group that helps the children regulate and deal with their emotions, her current teacher is aware of when my child feels anxious
- Anger management once a week
- ELSA 1:1 termly support when needed. Extra phonics tutoring within a small group. Selection for National Tutoring Programme.
- They have been great with understanding her extra needs and put in place support for her sensory needs and extra help for her academic needs.
- The class teacher has adapted home learning tasks that meet my daughter's needs. They have come up with a bespoke learning activities designed to close the gap.



Targeted Support & Transition

- Football at lunch times in a small group to support peer relationships and emotional resilience in a small group setting.
- The school have been excellent in providing LSA support and we are now using some of the premium funding for a 1:1 tutor. We have an excellent relationship with the headteacher and her class teachers
- Helped manage transitions with breakfast club when it was needed.
- Allowed transition objects
- His class teacher specifically takes time of of his teaching week to have 1:1 time with my son, as he is his trusted adult, and we use his PLAC monies to fund this.

Attachment and Trauma Informed Approach

- They have also put in place other lunch time activities to help him have time with small groups of children to help build relationships.
- Learnt about trauma informed methods, stopped using a traffic light behaviour system
- Understanding that his behaviour is attachment driven and adapted support accordingly.
- Getting on board with therapeutic parenting, PACE model and emotions coaching. Seeing that all behaviour is a communication and meeting the needs that are sitting behind that

Survey Responses – Academic Progress

Respondents were all asked generally how well their child was doing academically at school out of a scale 1-10, with 10 being the highest. This parental viewpoint provides their reflection on their own child's academic progress.

The responses provides a varied range depicting a general normal distribution with a Mode and Median of 5. The average score was 5.6.

When looking at the responses from those with children without SEN needs the average was higher at 6.7.

For those with SEN support in school it was lower 4.8, whilst for those either with an EHCP plan or pending application it was further reduced to 4.5.

SEN needs within this group are clearly having an impact on how well parents feel their children are doing in school.

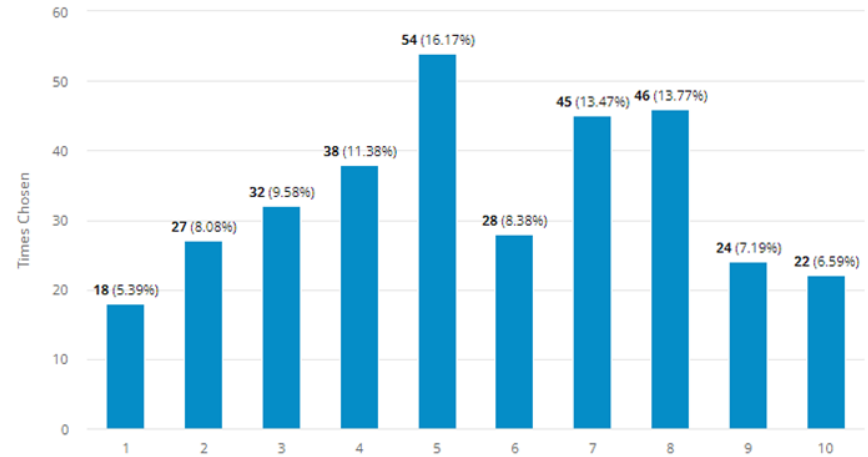
Looking at those children who have had a fixed term exclusion the average score was lower also, 4.3. Especially when compared to those who had not had an exclusion, whose average was 5.8.

Primary aged children scored higher on average (5.9) than secondary (5.1).

For those parents who had met their school to discuss pupil premium spending (5.9) and those that had completed an EPAC or equivalent (5.9) the average scores were marginally higher by 0.3 points.

Generally how do you feel your child doing academically at school ? (out of 10, with 10 being highest)

Number of responses: 334



When comparing to 2019 survey responses for the Hampshire only responses, there is a small negative 0.1-0.2 difference / lower score across most of these figures.

There is a variation in the distribution of responses slightly from 2019 also.

These would suggest overall parents have a slightly reduced / lower view of how their child's academic progress is, at this time.

The significant disruption to school/education and the global pandemic impact could be a primary contributing factor to this change since 2019.

The small sample size and fact these responses could be from a difference cohorts of parents means that exact and statistical comparisons are not possible.

Survey Responses – How Happy ?

Respondents were asked generally how happy their child was out of a scale 1-10, with 10 being the highest. This parental viewpoint provides their reflection on their own child's happiness at school.

The responses provides a varied range depicting a general normal distribution with a slightly higher Mode and Median of 7. The average score was 6.3.

When looking at the average score for those without SEN needs, the average was higher at 6.9.

For those with SEN support in school it was lower 5.7, whilst for those with either an EHCP plan or pending application it was further reduced to 5.6. For those with an ECHP with SEMH being the primary area of need (largest cohort), the average was reduced further to 4.7.

SEN needs within this group are clearly having an impact on how happy parents feel their children are in school.

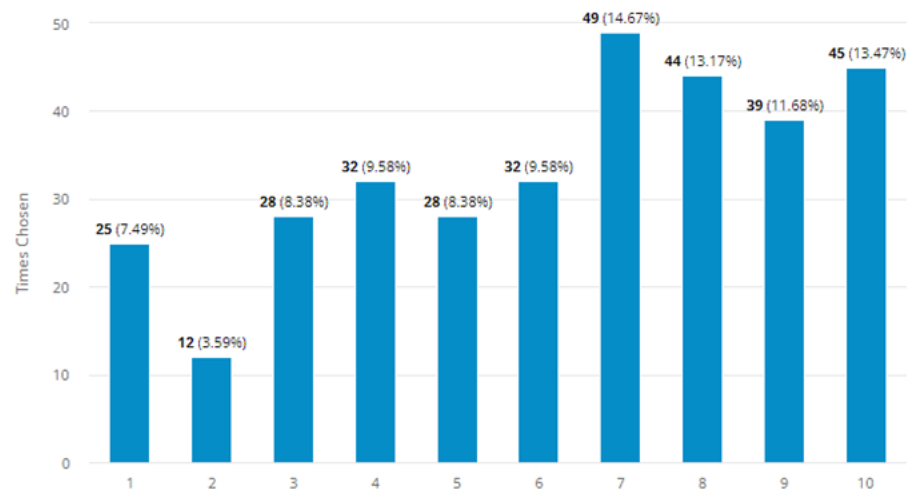
Looking at those children who have had a fixed term exclusion the average score was lower also, 4.5. Especially compared to those who have not had an exclusion, whose average was 6.4.

Primary aged children scored higher (6.8) than secondary (5.3).

For those parents who had met their school to discuss pupil premium spending (6.6) and those that had completed a EPAC or equivalent (6.5) the average scores where again marginally higher by 0.2-0.3 points.

Generally how happy do you feel your child is at school? (out of 10, with 10 being highest)

Number of responses: 334



When comparing to 2019 survey responses for the Hampshire only responses, there is a small negative 0.1-0.2 difference / lower score across most of these figures.

Most noticeably there has been a reduction in the average Happiness scores 0.6 overall, 0.6 for Primary aged children, and 1.0 for those with EHCP (SEMH).

There is a variation in the distribution of responses slightly from 2019 also.

These would suggest overall parents have a slightly reduced / lower view of how happy their child's is at school, at this time.

The significant disruption to school/education and the global pandemic impact could be a primary contributing factor to this change since 2019.

The small sample size and fact these responses could be from a difference cohorts of parents means that exact and statistical comparisons are not possible.

Survey Responses – Areas of Need

Respondents were asked about areas of need they would like further information on.

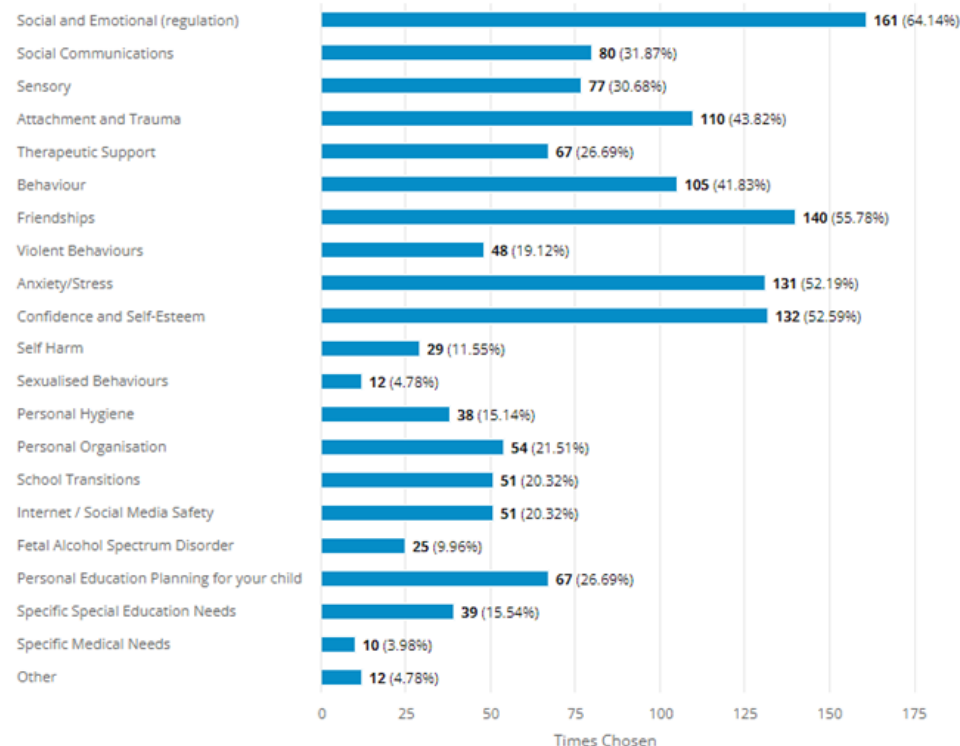
The most selected choices which parents would like further information on were:

- Social and Emotional (regulation) 64%
- Friendships 56%
- Confidence and Self-esteem 53%
- Anxiety/Stress 52%
- Attachment and Trauma 44%
- Behaviour 42%

In addition to this list and in response to this and other questions in the survey, there were a number of common responses raised by parents around assessment needs not being addressed for: Autism Spectrum Conditions, Attention Deficient Hyperactivity Disorder, Dyslexia, Emotional Needs / Mental Health, and School Avoidance/Anxiety.

Are there any areas of need and or concern for your child, you feel you need more information on?

Number of responses: 251



Survey Responses – Helpful

Respondents were all asked about which things from a list they would find helpful in supporting their child's education.

The most selected choices which parents felt would be helpful in supporting their child's education were:

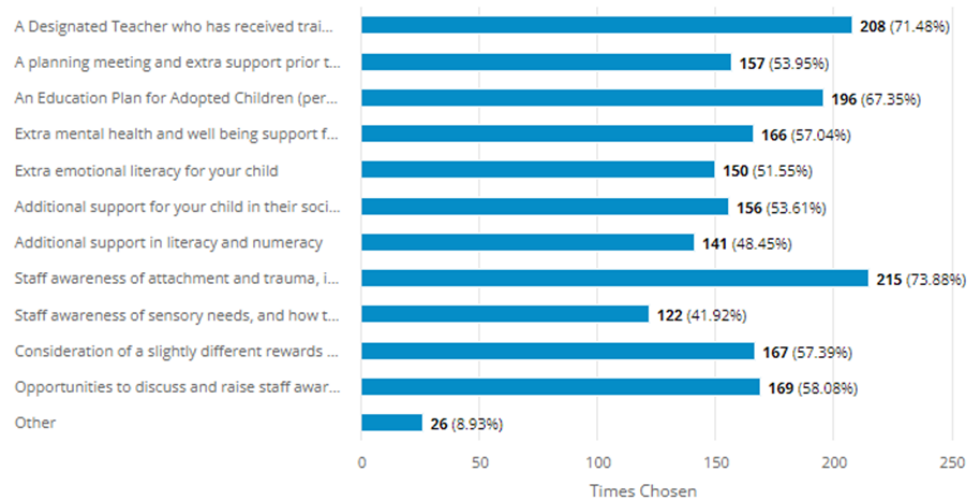
- Staff awareness of attachment and trauma 74%
- A Designated Teacher who has received training around the needs of care experienced children 71%
- An Education Plan for Adopted Children (personalised planning around needs/strengths that can support school in their decision around Pupil Premium spending) 67%

The following all received high response rates of 50%:

- A planning meeting and extra support prior to school entry and transitions
- Extra mental health and well being support for your child
- Extra emotional literacy for your child
- Additional support for your child in their social skills
- Consideration of a slightly different rewards and consequences scheme that works within the framework of the school behaviour policy
- Opportunities to discuss and raise staff awareness of topics that may cause your child distress e.g. family trees, baby photos, “all about me”, WW2 evacuation, sex education, drug and alcohol misuse etc

What would you consider to be helpful in supporting your child's education?

Number of responses: 291



Teacher training in attachment, trauma and adoption.

Understanding that limiting food to breaktimes may be counter productive in regulating their behaviour.

Lunchtime staff that are aware of risks associated with dysregulation and that can assist with social skills.

Good relationship with school and sense that they are on our 'side'.

Confidence boosting sessions.

Survey Responses – Virtual School

Respondents were asked a number of questions with regards to the Virtual School. This question was asked generically and it was not differentiated for different Local Authorities. Whilst the majority of respondents reside in Hampshire, the responses have been taken to potentially reflect one and/or all Virtual Schools.

36% of respondents have looked at and used information on the Virtual School website.

36% of respondents have been in touch with the Virtual School for advice, guidance and signposting.

Advice was well received by respondents averaging a score of 7.4 out of 10.

Adopt South 35%, other Professionals 24% and Schools 23% are the most common referral routes parents have made contact with the Virtual School.

Have you ever looked at/used the information on the Virtual School Website?

Number of responses: 311



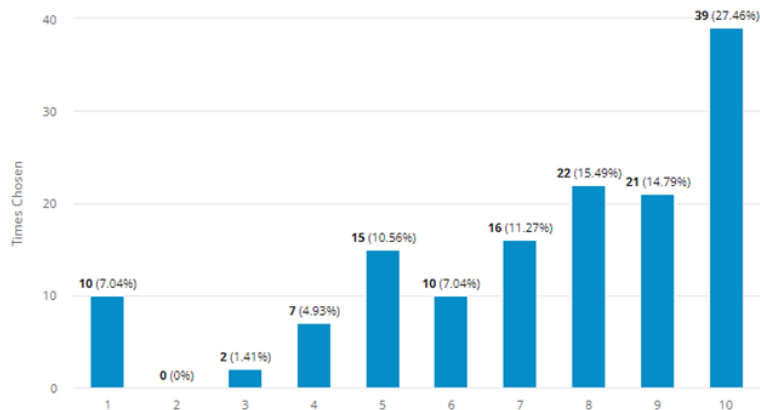
Have you been in touch with the Virtual School for advice, guidance and signposting?

Number of responses: 310



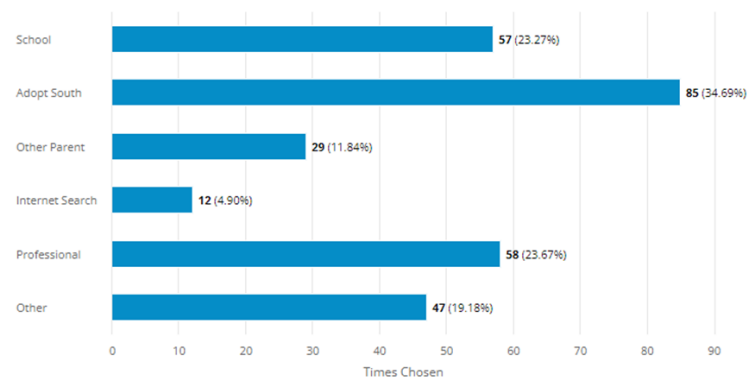
How helpful has this advice been ? (out of 10, with 10 being the highest)

Number of responses: 142



How did you hear about the Virtual School ?

Number of responses: 245



Survey Responses – Any other comments

More than 400 free flow text responses were entered in this survey by respondents. We have tried to summarise themes and highlight these by the use of direct parental quotes, throughout this report.

Responses and views show a range of very positive and negative experience children have been through at school.

In terms of the final question asking for any other comments and summarising the common responses we have had; we have created a list of even better if...

Schools and staff were all attachment aware and trauma informed in all areas of practice...

All individuals where understanding, empathetic and high nurturing in their approach...

All schools took a holistic and inclusive approach to SEND needs, ensuring diverse needs where supported and individuals empowered...

Home school communication and listening really focused on interpretation of behaviours, understanding needs and fine tuning support...

The Virtual School, Schools and other Agencies promoted more around their support, information and services available...

Further support, advice and information were available on: social and emotional regulation, friendships, confidence and self-esteem, anxiety/stress, attachment and trauma, and behaviour.

My teacher has been following all my wishes, I just feel she doesn't understand the trauma and so mistakes are made often.

Last words and comments from parents:

Willingness from school to carry out assessments to try and find out why my child is struggling academically and how we can help them to process information better and be more successful in their learning.

I just want to add that we have previously had support from the Virtual School and cannot rate it highly enough. In fact it is only with the help of the virtual school that our son is in his current school.

More training and awareness around trauma, attachment and adoption for schools.

Having a social worker at school meetings has made a huge difference.