

East Sussex Attachment Friendly Award

East Sussex Virtual School for Children in Care is delighted to give Early Years Providers, Schools and Colleges the opportunity to apply for our 'Attachment Friendly Award'.

A child's ability to engage in learning and be fully included in school life is rooted in her/his experiences of early relationships or attachments. The education setting, outside the family, is unique as it is the universal provision that all children have access to from an early age and gives the greatest opportunity to promote and maintain social well-being. Research evidence is clear that children and young people who have suffered early childhood trauma are more successful in school and achieve better educational outcomes if schools build emotional wellbeing into the structure of education practice.

An education provider that puts the child's emotional needs at the heart of its provision is one that is going to benefit all children and young people and will go some way to improving educational outcomes for children that have suffered early childhood trauma; helping children and young people who are Looked After or have been adopted from care achieve the educational 'golden ticket'

To achieve the award you will be required to provide a portfolio of evidence that, might include pictures, recordings from young people, parents, carers, other involved professionals, policies, resources, certificates etc. that demonstrate how you are attachment friendly. Evidence will be reviewed by a small group including a member of the Children in Care Council, a Carer, an Educational Psychologist and a member of the Virtual School. Re accreditation will take place every 3 years.

Schools that work with the Child as part of the solution not the problem will work closely with them, their carer and other key adults

Criteria	Examples of Evidence	Evidence	Future Actions
<p>School ethos</p> <p>The school has high expectations, is aspirational for all students and is fully inclusive.</p> <p>School behaviour policy highlights reasonable adjustments made for children/YP who have attachment issues.</p> <p>Alternatives to exclusion are considered.</p>	<p>School mission statement and relevant policies</p> <p>There is a governor who is a named lead for LAC /Care Leavers, Children Adopted from Care, Children on Special Guardianship Order's and Children on Child Arrangement Orders</p> <p>Schools admissions criteria</p> <p>Designated Teacher is a</p>		

<p>The importance of communications with key adults in the Child/YP's life</p>	<p>member of the Senior leadership team.</p> <p>Named key worker for Children/YP and parent/carer.</p> <p>Annual report presented to governors</p> <p>Consideration of what is the best way to communicate and what needs to be communicated – email, phone, face to face.</p>		
<p>Communication demonstrating that you are a Listening School.</p> <p>School Based Plan(SBP)/Personal Education Plan(PEP) Education Plan for Adopted Children(EPAC), reviewed a min. of 3 times per year considering, strengths, triggers, anxieties.</p> <p>Use of structured conversations acknowledging that Parents/carers/SW know a great deal about their child.</p> <p>Listen to Children/YP</p> <p>Listening to Carers/adoptive parents</p> <p>Staff trained in active listening.</p> <p>Use of Key adult in school</p> <p>Considering ways of collecting pupil voice</p> <p>Use of attachment</p>	<p>Use of Pen Portraits</p> <p>Child/ YP passports</p> <p>Clear process for carers/parents to speak to key staff.</p> <p>Use of School based Plans /Personal Education Plan (PEP), Education Plan for Adopted Children(EPAC), where are they stored when are they reviewed?</p> <p>Details of access to and how you refer to other listening services.</p> <p>Schools ability to attend network meetings as part of team around the child/YP</p> <p>A statement from carers/parents/SW/Children/YP could contribute to the evidence.</p> <p>Books of success, home to</p>		

<p>friendly language</p> <p>Consider how to feedback and reward</p> <p>A policy in place to communicate when there are changes being made to teacher or timetable, how do you support prepare children/YP</p>	<p>school diary, target reports.</p> <p>Local Offer</p>		
<p>Training</p> <p>All staff receive attachment awareness training</p> <p>Designated teacher attends training every 2 years</p> <p>Governors receive training and updates</p> <p>Thrive/ Nurture Network trained practioner in school</p> <p>All staff updated termly on relevant information</p> <p>Does the school use positive handling techniques?</p>	<p>Evidence of whole school training and any other relevant attachment training.</p> <p>Governor training /awareness on attachment.</p> <p>Designated Teacher Training attended.</p> <p>Updates on Thrive/Nurture Training.</p> <p>Use of Boxall profiles</p> <p>Evidence where SBP/PEP, EPAC, Pen portraits information located.</p> <p>Policy attached.</p> <p>Number of trained staff</p>		
<p>School environment</p> <p>Allows for a safe space in class room and wider school with supportive resources available</p>	<p>Pictures /descriptions of safe spaces in school appropriately supported by suitable resources – Calm box/transition objects etc.</p>		
<p>Partnerships with</p>			

<p>Outside Agencies</p> <p>Virtual School(Schools caseworker/Adoption co-ordinator)</p> <p>Childs social worker (SW).</p> <p>Educational Psychologists(EP)</p> <p>East Sussex Behaviour Attendance Service (ESBAS)</p> <p>Communication Learning & Autism Support Service (CLASS)</p> <p>LAC CAMHS/ Ad CAMHS</p> <p>Careers Information Advice and Guidance(CIAG).</p> <p>Other partners (e.g. Fegans)</p> <p>University Widening Participation Teams.</p>	<p>Evidence of reviews of Children with other agencies and referrals as appropriate for individuals or for staff training/awareness sessions.</p> <p>Attendance at network meetings.</p> <p>Consideration of use of Pupil Premium(PP) to access outside agencies.</p> <p>Children and YP are always included on aspirational visits and activities linked to, Employability opps, FE and HE.</p>		
<p>Curriculum</p> <p>Curriculum plans are available. How do you ensure the Children are kept in mind and reasonable adjustments made as necessary? How are individual teachers aware of potential triggers . e.g. Family trees, writing about family events, or celebrations such as mothers/fathers day? Plans reflect diverse families as a matter of course.</p> <p>Use of Visual timetables.</p>	<p>Evidence of adjustments as necessary, particularly around PSHE Curriculum and homework</p> <p>Differentiation (think stage not age) must allow for high expectations and aspiration.</p>		

<p>Considerations given for Homework discuss with carer what is manageable, build in reviews.</p> <p>Teachers value the importance of transition and other multi sensory objects in lessons.</p>			
<p>Extra - Curricular</p> <p>A range of extra - curricular activities available, consider engagement at planning meetings.</p>	<p>Is support available?</p> <p>How many LAC and adopted children attend?</p>		
<p>School Based Plan(SBP)/Personal Education Plan(PEP). Education Plan for Adopted Children(EPAC).</p> <p>Are plans in place and reviewed in a timely fashion.</p> <p>How many Education Health Care Plans(EHCP)</p>			
<p>Transitions</p> <p>How does the school manage Transition between year groups.</p> <p>How does the school support transition to a new school mid year</p> <p>What induction plans are in place for a new student</p> <p>Are there transition programmes with other providers for Year 6-7, 11-12</p>	<p>Transition programmes, booklets etc.</p>		
