

Springfield Policy For Looked After And Previously Looked After Children.

Intention

Our intent at Springfield is that looked after and previously looked after children experience a consistent and trauma informed approach to meeting their unique needs in cognition and social and emotional learning. We will have clear understanding of challenge areas and high expectation of progress.

We aim to be a fully attachment friendly school who have detailed knowledge of how children who have experienced traumatic and adverse experiences can feel safe, supported and emotionally regulated.

Long term evidence is that this cohort consistently underachieve at the end of Key Stage 2 when compared to peers.

By experiencing an appropriately planned curriculum in both cognition and emotional support our aim is to allow these children to be in a stronger position to learn. This will begin to close gaps in holistic learning between this cohort and their peers.

At Springfield we aim to ensure policies and provision are consistently followed reflecting trauma informed and attachment friendly practice to improve outcomes for this cohort.

Additionally, we at Springfield will ensure all statutory requirements will be met for the cohort.



Implementation

Knowledge

Staff to be trained every 2 years in attachment and trauma. To include effects on trauma of brain growth and development, developmental gaps, impact of trauma on executive functioning, social and emotional management, learning and the sensory system. Staff to be trained yearly on emotion coaching, brain stem calming and PACE techniques to de-escalate and support SEMH. Understand the flight, fight, freeze and flop response to fear.

Policies and Practices

Ensure policies and practices are trauma informed reflecting unique needs of cohort. Reasonable adjustments made to policies to reflect unique needs of the children in this group. Focus taken from traditional sanctions but to include attachment friendly practices to behaviour and emotional management including emotion coaching, non-shaming, natural consequences, restoration of relationships, brain stem approach to calming, attuning and co-regulation when needed. Ensure emotional management reflects all of the above techniques consistently by all staff.

Role of Designated teacher

Train staff at least 1x yearly in attachment, trauma and adverse childhood experiences both effects and management of effects in learning and SEMH. Also to ensure statutory requirements are met for cohort.

Engage in training related to role 2x yearly

Analyse cognition and learning data to develop individualised provision/EPEPS reviewed termly.

Work with parents and young people at least 1x termly to include both groups views in provision and support.

Work with SEMH and cognition support from outside agencies to plan and review support monitored at least 1x termly. Including review of impact of PPP.

Support school staff, disseminating the implementation of trauma informed plans and strategies -ongoing.

Impact This cohort would experience a supportive, attuned, non-shaming and co-regulated approach to managing the unique emotional and behavioural challenges that they will experience as a result of their early trauma and developmental experience. As a result of this they will feel seen and heard, feel safe, secure and connected to key adults.

Therefore, be supported to overcome the unique barriers to learning that this group experience and will be in a place where they are more ready and able to learn and experience improved outcomes in learning.

An appropriate core plan of support received by the group. Policies have appropriate adjustments -Equality Act 2010

Staff feel confident in implementing trauma informed strategies to SEMH and learning.

Pupil premium monies will focus and improve outcomes in challenge areas.

Parents, carers and the child will contribute to support meeting statutory requirements.