

Supporting adopted and permanently placed children in school



As a result of their early experiences, adopted and permanently placed children may find it difficult to:

- Manage their big feelings
- Form trusting relationships
- Build good friendships
- Process sensory information
- Settle to learn
- Plan, organise, remember, focus their attention and inhibit their impulses
- Cope with transitions and change
- Engage with topics which make them think about their early lives

Adopted children need:

- Nurture: opportunities to make up for early experiences they missed out on
- Structure: routine and predictability, so they know what will happen
- Support to develop trusting relationships with adults
- Help to feel safe and calm and manage their feelings
- Help to cope during unstructured parts of the day
- Help to develop their social skills and their peer relationships

Adoption friendly schools...

- Form strong partnerships with children's parents or guardians
- Share information effectively: who needs to know what in order to meet the child's needs?
- Ensure that the curriculum and culture of the school includes and reflects adoptive and permanent families

“We believe that teachers and schools have a vital role to play in supporting adopted children, emotionally, socially and educationally, to raise their attainment and address their wider needs.”
Department for Education, 2013

“Adopted children will have experienced grief and loss and many of them will have had traumatic experiences in their early lives; 70% of those adopted in 2009-10 entered care due to abuse or neglect. Their needs do not change overnight and they do not stop being vulnerable just because they are in a loving home.”
Department for Education, 2013