|  |  |  |  |
| --- | --- | --- | --- |
| Topic | What ARG said | What we have done | What are we still doing? |
| School / Education | * Some parents are having trouble getting a place for their child at a school that can meet the child's needs
* Some staff in schools are not sufficiently aware of the needs of adopted children and will take inappropriate action
* Some schools do not have the capacity / resources to be able to meet the needs of adopted children
* Some parents are not aware that in order to access support like PP+ they need to identify themselves to the school
* There needs to be more accountability with the PP+ money for the VSH, as the benefit from it is a postcode lottery in terms of how it is used
* Unofficial classroom exclusions, school exclusions and other punishments are often due to a lack of trauma/attachment training for teachers
 | * Expanded the role of the VSH to promote the educational attainment of previously looked-after children.
* Published guidance for Designated Teachers and Virtual School Heads which stresses the importance of ensuring that school staff are aware of the impact of trauma and attachment and encouraging a whole-school approach;
* Pushed for adopters to identify themselves through the January school census to ensure allocated funding reaches schools, working with NAVSH to raise awareness
* Updated pupil premium guidance to highlight that adoptive parents should be consulted in the effective use of pupil premium plus
* Published exclusion rates for children who have left local authority care via adoption, Special Guardianship Order or Child Arrangement Order.
* Funded the development of the PAC-UK guidance for schools and the AUK guidance for parents.
 | * Working to amend the admissions code to improve the clarity, timeliness and transparency of the in-year admissions process and to strengthen Fair Access Protocols.  This will ensure that the most vulnerable children have access to education as quickly as possible.
* Have committed to amending the code to give equal priority to hose adopted from abroad
* The Department is taking forward an ambitious programme of action on school behaviour and will rapidly improve the availability of good AP, so that permanently excluded children and children at risk of exclusion receive a high quality education suited to their individual needs.
 |
| Adoption Support | * ASF has prevented many adoptive families from falling apart but a significant number of families are still finding it difficult to access the support they need
* RAA transition has led to uncertainty among staff and resulted in adoptive parents not being informed about regular events, lacking confidence in their new agency and having difficulty accessing support
* The support after adoption order should be handled more seamlessly. One way to support this would be for families to be more familiar with the post adoption team
* The quality of post-adoption support varies significantly across the country.
 | * Extension of ASF for 2020/21
* ASF COVID-19 Scheme
* Adoption Support Guide drafted to share good practice
* Chair communicated with those leading the RAA programs to highlight concerns over communication problems and concerns about consistency of support
* Asked RASGLB chairs to discuss with regional boards causes for regional variation in adoption support
 | ASGLB to publish Adoption Support Guide |
| Access to specialist support e.g. CAMHS | * Many families feel that they are unprepared or uninformed about the trauma-related issues they end up facing years after the adoption and struggle to access the appropriate support
* Waiting lists for assessments of issues such as FASD are so long that families are turning away
 | * We have published the training materials on permanence that aim to improve social workers skills and knowledge
 |   |
| Support for adult adoptees | * There’s little to no support for adoptees after the age of 18
 | * Eligibility for ASF goes up to 21 and 25 if there is an Education and Healthcare Plan
 |   |
| Lifelong identity | * Quality of life story work is variable
* Adopted children making unsupervised contact with birth families can cause significant issues - adopters need more support and guidance on handling contact more generally
 | * Lifelong identity strand of modernising permanence project is looking to identify good practice in relation to LSW and contact
* Invested in the development of life story work materials and training over a number of financial years. Also funded the development of an online life story tool through AC-NE
 |   |