



Peterborough Virtual School



PROMOTING ASPIRATIONAL EDUCATIONAL OUTCOMES FOR ALL CHILDREN AND YOUNG PEOPLE KNOWN TO SOCIAL CARE













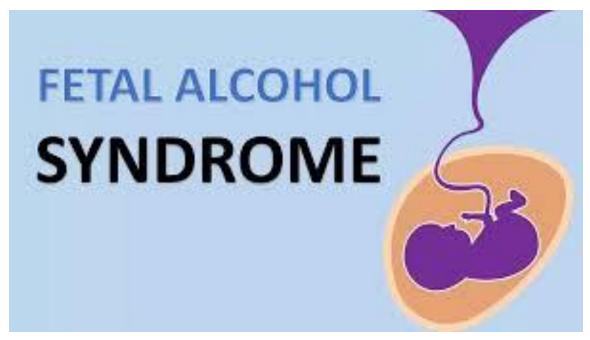


- Gain an understanding of the historical context of alcohol misuse
- The prevalence of FASD
- Consider how this may impact on both learning and development
- Provide practical strategies to support children with FASD or those displaying behaviours that can be associated with FASD





What is FASD?



"FASD results when prenatal alcohol exposure affects the developing brain and body. FASD is a spectrum. Each person with FASD is affected differently. While more than 400 conditions can co-occur, FASD is at its core a lifelong neurodevelopmental condition. All people with FASD have many strengths. Early diagnosis and appropriate support are essential, especially for executive functioning."

Source: FASD: Preferred UK Language Guide, Seashell Trust/National FASD, 2020



The Time is Now

Decades of official indifference

2021 1st UK gold-standard prevalence study 2020-1st 2022 NICE Quality Standard 2021 DHSC FASD DHSC on FASD Needs Assessment FASD Grants for England Decades of advocacy 2020 PHE Maternity High Impact Area 2019 Scottish SIGN 156 Guideline Report 2016 CMO alcohol-free pregnancy BMA guideline CLA Health 2007, 2016 2009

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Tipping point



FASD is an educational issue

"The government recognises that Foetal Alcohol Spectrum Disorder can have a significant impact on the early years development of children and on their life chances.

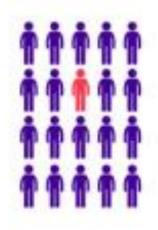
As a result, schools must use their best endeavours to make sure a child or young person gets the special educational provision they need, this includes monitoring the progress of pupils regularly and putting support in place where needed, including arranging diagnostic tests where appropriate."

Catherine McKinnell Minister of State (Education) Feb 2025





At least 3-5% of the general population may have FASD (that could be 1 in 20 people)





Source: FASDhub (2024)



What teachers might say...

They can do it one day, but not the next.

They're always interrupting or blurting out.

They don't listen – I give instructions and they just ignore me.

the smallest thing.

They overreact to

They've been told 100 times – they should know this by now

They're really

immature for their

age.

They're defiant – they just say no or walk off.

They're bright – they are just choosing not to do the work.





Overlapping Characteristics & Mental Health Diagnoses	FASD	ADD / ADHD	Sensory Int. Dys	Autism	Bi-Polar	RAD	Depres- sion	ODD	Trauma	Poverty
Easily distracted by erroneous stimuli	Х	Х	Х							
Developmental Dysmaturity	Х			Х						
Feel Different from other people	Х				Х					
Often does not follow through on instructions	x	х					X	X	X	X
Often interrupts/intrudes	Х	Х	Х	X	Х		Х			Х
Often engages in activities without considering possible consequences	x	X	X	X	X					X
Often has difficulty organising tasks & activities	x	х		Х	X		X			Х
Difficulty with transitions	X		X	X	X					
No impulse controls, acts hyperactive	X	Х	X		X	X				
Sleep Disturbance	X				X		X		X	
Indiscriminately affectionate with strangers	x		X		X	X				
Lack of eye contact	X		Х	X		Х	Χ			
Not cuddly	X			X		X	X			
Lying about the obvious	X				X	X				
Learning lags: "Won't learn, some can't learn"	x		X			X			X	X
Incessant chatter or abnormal speech patterns	X		X	X	Х	X				
Increased startle response	Х		X						Х	
Emotionally volatile, often exhibit wild mood swings	X	х	X	X	Х	X	Х	X	Х	
Depression develops often in teen years	Х	Х				Х			Х	



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Often interrupts/intrudes	Х	Х	Х	Х	Х		Х			Х
Often engages in activities without considering possible consequences	Х	Х	Х	Х	Х					Х
Often has difficulty organising tasks & activities	X	Х		X	X		X			Х
Difficulty with transitions	X		X	Х	Х					
No impulse controls, acts hyperactive	X	Х	Х		Х	Х				
Sleep Disturbance	X				X		X		X	
Indiscriminately affectionate with strangers	х		X		X	X				
Lack of eye contact	Х		Х	Х		Х	Х			
Not cuddly	X			Х		X	X			
Lying about the obvious	X				Х	X				
Learning lags: "Won't learn, some can't learn"	X		X			X			Х	Х
Incessant chatter or abnormal speech patterns	Х		X	Х	X	X				
Increased startle response	X		Х						Х	
Emotionally volatile, often exhibit wild mood swings	Х	Х	X	Х	X	X	X	X	Х	
Depression develops often in teen years	Х	Х				Х			Х	





Brain is working slower and harder ...
School is tiring







Executive Functioning

Planning, problem solving, transitions, time management)



Motor (& sensory) Skills

Co-ordination, writing, reactions to sensory input



Memory

Following instructions, long and short term memory, daily routines.



Language

Reaching developmental milestones, expressive and receptive language



Adaptive Behaviour

Understanding social cues and personal boundaries, emotional age, empathy



Attention

Sitting still, focusing on a task, impulse control



Affect Regulation

Managing and expressing emotions, adaptability



Brain Structure and Functioning

Brain and head circumference may be small ('Microcephaly')



Cognition

Attention, planning learning, organisation



Academic Achievement

Maths, reading, time, money, comprehension







Tuesday 28th April 2026 (Peterborough)

9:15am (for a prompt 9:30am start) - 2:30pm

Tuesday 9th June 2026 (Papworth)



Supporting the Education of Children with Foetal Alcohol Spectrum Disorder (FASD)

To be added to the waiting list for Tuesday 13th January, please email lisa. Hatfield@peterborough.gov.uk