



ALL CHILDREN KNOWN TO SOCIAL CARE
WILL ACHIEVE **ASPIRATIONAL**
EDUCATIONAL OUTCOMES



CHILDREN KNOWN TO SOCIAL CARE
WILL ACHIEVE **ASPIRATIONAL**
EDUCATIONAL OUTCOMES



...ENABLING THEM TO
LIVE HEALTHY, HAPPY...



OUR TEAM
INNOVATIVE • EFFECTIVE • AMBITIOUS • COMMITTED
INCLUSION & ENGAGEMENT
PARTNERSHIP & OUTCOMES
16-25



CORPORATE PARENTING
PEPs & PP+



EMPLOYMENT & TRAINING
EDUCATION

ACCEPTANCE
ACHIEVEMENT
SUCCESS

CHILDREN SUBJECT TO A
CHILD IN NEED OR
CHILD PROTECTION PLAN

WELL MATCHED
EDUCATION

Peterborough Virtual School



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



CAMBRIDGESHIRE
VIRTUAL SCHOOL
LEARN ASPIRE THRIVE ACHIEVE



TRAINING

TRAINING

- 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

6

Decades of
official indifference

2021 1st UK
gold-standard
prevalence study

2022
NICE Quality Standard
on FASD

2020-1st
DHSC
FASD
Grants

2021 DHSC FASD
Needs Assessment
for England

Decades of advocacy

2020 PHE
Maternity
High Impact Area
Report

2019 Scottish
SIGN 156 Guideline

2016 CMO
alcohol-free pregnancy
guideline

BMA
2007, 2016

CLA Health
2009

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)



This is equivalent to **one**
child in every classroom

Source: FASDhub (2024)

What teachers might say...

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

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

They're always interrupting or blurting out.

They're really immature for their age.

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

They overreact to the smallest thing.

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

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



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	X	X	X							
Developmental Dysmaturity	X			X						
Feel Different from other people	X				X					
Often does not follow through on instructions	X	X					X	X	X	X
Often interrupts/intrudes	X	X	X	X	X		X			X
Often engages in activities without considering possible consequences	X	X	X	X	X					X
Often has difficulty organising tasks & activities	X	X		X	X		X			X
Difficulty with transitions	X		X	X	X					
No impulse controls, acts hyperactive	X	X	X		X	X				
Sleep Disturbance	X				X		X		X	
Indiscriminately affectionate with strangers	X		X		X	X				
Lack of eye contact	X		X	X		X	X			
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	X	X				
Increased startle response	X		X						X	
Emotionally volatile, often exhibit wild mood swings	X	X	X	X	X	X	X	X	X	
Depression develops often in teen years	X	X				X			X	

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Depression develops often in teen years	X	X				X			X	



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



Executive Functioning

Planning, problem solving, transitions, time management)



Memory

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



Adaptive Behaviour

Understanding social cues and personal boundaries, emotional age, empathy



Affect Regulation

Managing and expressing emotions, adaptability



Cognition

Attention, planning learning, organisation



Motor (& sensory) Skills

Co-ordination, writing, reactions to sensory input



Language

Reaching developmental milestones, expressive and receptive language



Attention

Sitting still, focusing on a task, impulse control



Brain Structure and Functioning

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



Academic Achievement

Maths, reading, time, money, comprehension

Tuesday 13th January

FULLY BOOKED

Tuesday 28th April 2026 (Peterborough)

Tuesday 9th June 2026 (Papworth)

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

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