Children adopted from care are highly likely to have experienced Adverse Childhood Experiences (ACEs) yet there appears to be little educational support available to these children, particularly in comparison to Looked After Children (LAC). This research therefore aimed to investigate teachers’ constructions of adopted children and their understanding of the potential impact of ACEs on educational progress.

Research Questions
1. Do children adopted from care exhibit difficulties in school that impact on their ability to access education?
2. What do teachers know about the possible long-term effect of ACEs for children adopted from care?
3. Do teachers perceive there to be any similarities and differences between LAC and adopted children?
4. What types of educational support are in place for children adopted from care?
5. Do children and teachers access professional support from any services?

Method
- Nine interviews were completed with primary teachers teaching a child adopted from care.
- Eighty-four primary school teachers completed an online questionnaire.
- Thematic analysis was used to analyse the interview and questionnaire data.
- Descriptive statistics were provided from questionnaire data.

Key Findings
- Children adopted from care were perceived to be at risk of social, emotional and behavioural difficulties but despite this, most were doing well academically.
- Teachers felt that the child’s adopted status alone did not make them vulnerable and that this depended on individual differences and environmental factors.
- Similarities with LAC were identified but adopted children were seen to be less vulnerable due to increased stability and family relationships.
- Teachers varied in their opinions on whether or not support should be available for adopted children and suggested that it could enhance feelings of difference. They did not necessarily construct that social/emotional support was within their role.
- The majority of teachers interviewed had not received training when working with children adopted from care and therefore had little understanding of the impact of ACEs.
- Few teachers accessed support from outside agencies.
- Barriers to support included funding, time and inspection bodies’ focus on academic achievement.

Implications for EP Practice

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<tr>
<th>Individual/family</th>
<th>School</th>
<th>Organisational</th>
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<td>Holistic assessment of needs</td>
<td>Staff training on the impact of ACEs</td>
<td>Develop LA policies for adopted children.</td>
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<td>Consultation with parents and school</td>
<td>Evaluate policies and procedures</td>
<td>Promote multi-agency working</td>
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<td>Intervention/therapeutic work with child and/or family</td>
<td>Introduce Education Plans for Adopted Children</td>
<td>Participate in adoption panels</td>
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<td>Parental support and training</td>
<td>Supervise teachers e.g. reflective practice</td>
<td>Conduct research to inform policy development</td>
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<td>Development of support plans</td>
<td>Advise on spending of pupil premium or PDG.</td>
<td>Provide training to social services adoption teams</td>
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