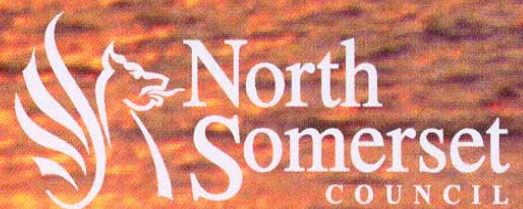


Raising the educational achievements of children and young people who are looked after

**A handbook for
corporate parents**
Revised 2007



Raising the Educational Achievements of Children & Young People Who are Looked After (CLA):

A Handbook for Corporate Parents

On delivering the five outcomes of Every Child Matters:

Being Healthy
Staying safe
Enjoying and Achieving
Making a positive Contribution
Achieving Economic Wellbeing

This guidance is written for Designated Teachers for Children and Young People Looked After, Headteachers and School staff, Social workers, Foster Carers, members of the Health Authority, Councillors and all members of Children & Young People's Services who are all Corporate Parents for Children in Care.

It has been compiled by a multi-agency team comprising:

*Pam Salisbury, Senior Educational Psychologist.
Sheila French, Partnership & Planning Manager, Social Care.
Sheila Crothers, Social Care Team
Jackie Bush, Foster Carer.*

*Jan Harper-Shea, Senior Educational Welfare Officer.
Kathryn Davies,, Advisory Teacher Children in Care.
Sheila Harding, Specialist Nurse for Children and Young People Looked After.*

As well as members of Health, YOT, Youth Services and others who all provided material for inclusion in this handbook.

Our thanks to Swindon for their manual which provided a springboard for this handbook.

CONTENTS

	<i>Page</i>
1.0 Message from the Director of Children & Young Peoples' Services	<u>6</u>
Enjoying and achieving; making a contribution Being healthy, staying safe	
2.0 Statutory Guidance on the duty of Local Authorities to promote the educational achievement of Looked After Children	<u>11</u>
3.0 Joint Policy Statement	<u>13</u>
4.0 Background	<u>16</u>
Who is looked after? Care order, Accommodated, Residence Order, and Freed for Adoption Legal status of Children and Young People Looked After by the Local Authority Parental responsibilities Differing responsibilities of Education and Social Care Directorates Terminology	
5.0 Government initiatives to promote educational achievement	<u>18</u>
Quality Protects A better education for children in care: Social inclusion Unit report Government targets Every Child matters Statutory Duty Green Paper North Somerset responses National data and statistics North Somerset data and statistics	
6.0 Corporate Parenting - Roles and Responsibilities	<u>29</u>
What is a corporate Parent? Key Responsibilities for	
• Social workers • Family placement officers • Education Children and Young People Looked After team • Foster Carers • Schools • Designated teachers • School Governors • Elected Members	
7.0 Social Care and CLA - Understanding the System - A guide for designated teachers	<u>35</u>
• Role of Social Care • Outline of the Social Care teams • Roles and responsibilities of Social workers • Social workers and PEPs • The vital role of the foster carer	

8.0 Understanding the Education System - A brief guide for Social workers, foster carers and all corporate parents in N Somerset LA

[42](#)

- Inclusion and differentiation. Basic entitlement.
- The National Curriculum. What should children be achieving?
- What schools should be able to tell you about pupils' progress. Data
- Types of support available within schools
- Stages of the SEN Code of Practice
- Funding for Special Educational Needs
- The SCIP Panel. (Statutory and Complex Needs Panel)
- Individual Education Plans (IEPs)
- Consultation Planning Meetings (CPMs)
- Exclusions
- Pastoral Support Plans (PSPs)
- Raising Concerns
- Behaviour problems and school discipline
- Bullying
- Absence from school
- Alternative curriculum at Key Stage 4
- Inclusion Support Services to schools
 - *EPS*,
 - *ESS*,
 - *EFS*,
 - *EOTAS*
 - *PRUs*
- Other support services
 - *SEN*,
 - *EWS*
- What you can do to support your child: Social workers
- What you can do to support your child: foster carers

9.0 Schools and CLA

[66](#)

The roles and responsibilities of DTs for CLA

Supporting CLA in their education

- with literacy/reading
- when there are attendance difficulties
- if a looked after pupil has a fixed term exclusion
- if a looked after pupil is in danger of a permanent exclusion
- if a looked after child changes school - admissions arrangements
- if a looked after child changes school - admissions arrangements
- at transition points, especially year 6/7
- at KS4: The special difficulties of teenagers
- Improving Key Stage 4 Outcomes. The identified problems and general solutions for children who have SEN as well as being in care

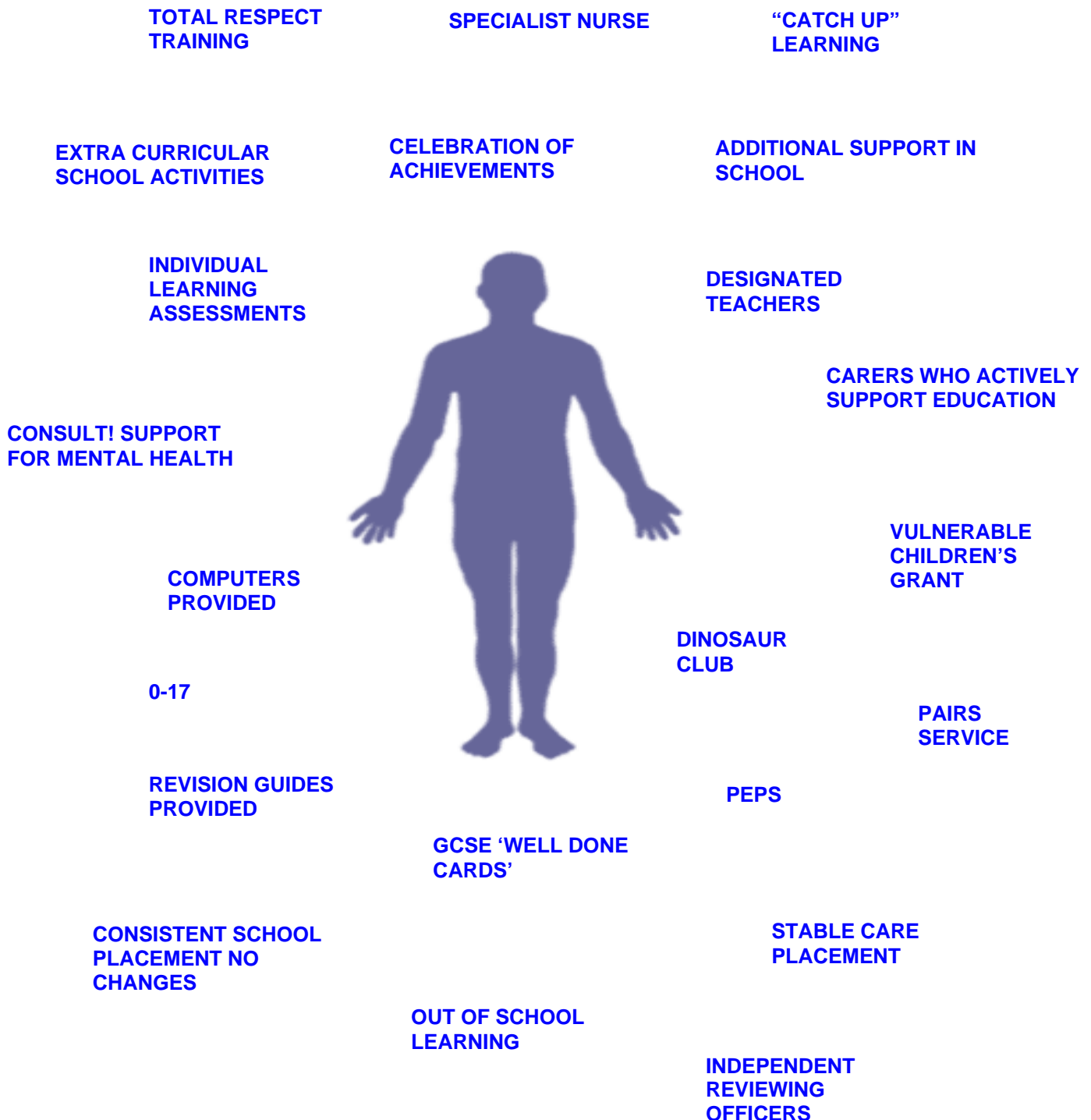
10.0 CYPS Services for Children and Young People who are Looked After

[71](#)

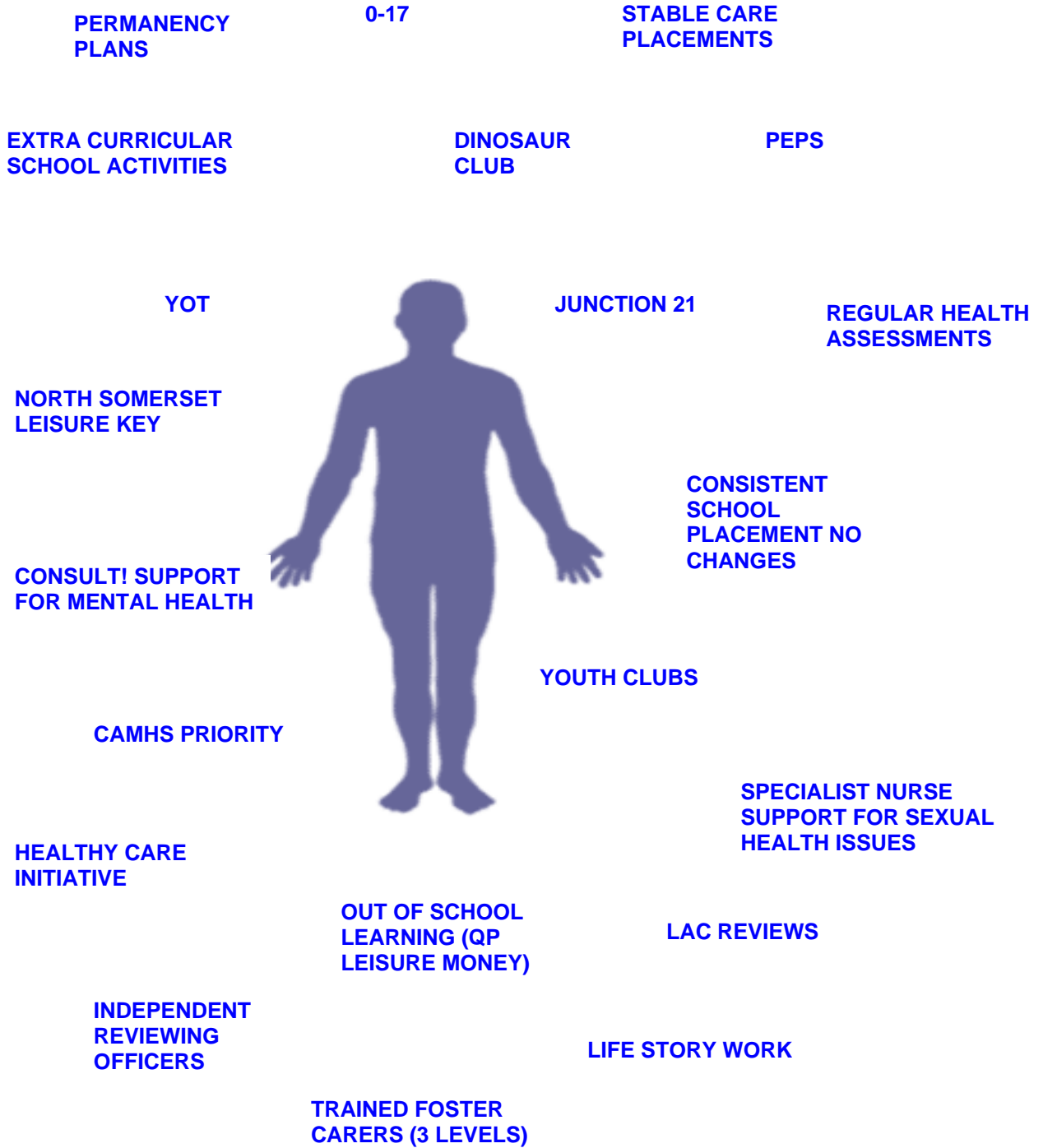
- Education Children and Young People Looked After Team
- LIFT
- MACLAPP
- CYPS Teams
- Specialist nurse
- 0-17
- CAMHS
- Consult

<ul style="list-style-type: none"> • Next Step • Youth Service • Connexions • YOT • PAIRS • Telephone Helpline • Additional Funding -VCG and QP funding 	
11.0 Personal Education Plans	<u>76</u>
12.0 Health and Wellbeing of CLA	<u>94</u>
Study support and out of hours learning	
Healthy Care Programme	
Awards ceremony	
13.0 Beyond 16	<u>96</u>
14.0 Glossary	<u>98</u>
15.0 Appendices	<u>103</u>
<u>1</u> Understanding Mental Health Needs of Children in Care	
<u>2</u> Leaflet for children and young people	
<u>3</u> A checklist for social workers	
<u>4</u> Placement checklist	
<u>5</u> Care Matters – Government White Paper Executive Summary	

ENJOYING AND ACHIEVING MAKING A POSITIVE CONTRIBUTION



BEING HEALTHY - STAYING SAFE



A message from the Director...

There is a group of young people in England to whom the following statistics apply:

- Poor Key Stage results at 7, 11 and 14.
- 8% achieved A* - C grades at GCSE.
- 1% goes to university.
- 25 – 33% end up sleeping rough.
- 2.5 times more likely to become teenage parents.
- 25% spend some time in prison.

They are Children and Young People Looked After by local authorities. If the above statistics applied to an ethnic minority group there would rightly be wholesale concern and condemnation. If schools in one community of a local authority's area delivered such outcomes, OfSTED would be calling for external intervention for the LEA and special measures in the schools. Yet for many years the life chances for Children and Young People Looked After have been unacceptably poor.

The results for these individuals – members of our communities – are shocking. The cost to them cannot be estimated. When they have the opportunity to describe their experiences we shudder. What is it like to go home from school and find your belongings in a bin bag, be taken off by strangers to another family's house be uncertain how long you may be staying there and whether you will return home to mum and dad and your brothers and sisters, next day be taken to your school which is some distance from your temporary home and expected to concentrate on your studies and complete homework? I cannot answer those questions because I was fortunate to enjoy a stable, loving upbringing. So I can only guess what this does to your confidence and ability to think ahead. I can but speculate on how disruptive these events would be if a student were about to take SATs or GCSEs and what my priorities would be in that situation. I often think how my own children would fare if exposed to such events.

Beyond the individual, the wider costs to society are immense. Improved education, training and employment opportunities for care leavers would save £300m – the costs of crime and homelessness – over a three year period.

The office for the Deputy Prime Minister and the Social Exclusion Unit have produced a document entitled *A Better Education For Children In Care* based on a thorough investigation into the problems encountered by these children and young people. It identifies the five key reasons why children in care underachieve in school:

- Instability.
- Too much time out of school.
- Insufficient help if they get behind at school.
- Insufficient support and encouragement at home for learning and development.
- More support needed for emotional, mental or physical health and well being.

Our Values

In North Somerset, in keeping with the five outcomes of Every Child Matters, we believe that children in care to the Local Authority require us, as corporate parents, to:

- Ensure they are safe.
- Ensure that they are healthy.
- Ensure that they achieve.
- Think, would this be good enough for my child?
- Have hopes and aspirations for them and their futures.
- Act as advocates, supporters for them.
- Equip them to move into adult-hood ready to contribute as valuable members to Society, to work and be economically independent, to care well for their own children and families and to develop fulfilling friendships and relationships.

**THROUGHOUT THIS DOCUMENT
REFERENCE IS MADE TO 'CHILDREN AND
YOUNG PEOPLE WHO ARE LOOKED
AFTER' (CLA).**

**THIS IS IN RESPONSE TO THEIR
PREFERENCE FOR BEING CHILDREN
AND YOUNG PEOPLE FIRST, AND
'LOOKED AFTER' SECOND.**

2. STATUTORY GUIDANCE on the duty of Local Authorities to promote the educational achievement of Looked After Children under Section 52 of the Children's Act 2004

Summary

- 1) When a child becomes looked after the Children's Services Authority has a duty, as a corporate parent, to safeguard and promote his or her welfare. This includes a specific responsibility to support his or her educational achievement.
- 2) Promoting the educational achievement of looked after children effectively should be an integral part of each local authority's Change for Children programme.
- 3) The measures of local authority's success in promoting the educational achievements of looked after children are:
 - ◆ At any age, they achieve educational outcomes comparable with their peers.
 - ◆ They are encouraged to have high expectations of themselves and achieve their full potential.
 - ◆ Training is provided to ensure that carers, teachers etc understand the needs of looked after children.
- 4) Joint Area Reviews (JARs) will report on how far services including education, are working effectively together to secure positive outcomes for children. One key judgement in JARs is whether children looked after are supported in achieving educationally.
- 5) Supporting educational achievement and aspirations means:

Education

- Taking account of child's views.
- Identifying educational needs.
- Ensuring all looked after children have one effective and high quality Personal Education Plan.
- Ensuring there is a thorough assessment of the child's learning styles.
- Drawing up a pre-school PEP for under 5s.
- Attending parents' evenings and other relevant meetings
- Mediating on behalf of a child or young person when they face difficulties at school.

Social Care

- Ensuring that social workers, foster carers and, where appropriate, parents, all actively promote opportunities for children looked after to participate in high quality learning experiences, including out of school home learning activities, from their early years.

- Giving foster carers maximum support to take advantage of a pre-school place.
- Maximise efforts to arrange a care placement that enables a child to continue with their present school, if that is in their best interests.
- Avoid arranging a care placement without arranging educational provision at the same time.
- Ensure the care placement is able to support the child's educational needs and aspirations.
- Do not use special educational needs as an excuse to delay educational placement.
- Do not finalize a school placement until a child has visited it.

3. JOINT POLICY STATEMENT

North Somerset Children & Young People's Services recognises its collective responsibility to work in partnership to raise the attainment levels of Children and Young People Looked After and young people.

North Somerset Council, acting as corporate parents, will ensure that the whole authority upholds the entitlement to education of young people looked after.

The Council will:

- ✓ Prioritise the needs of CLA in all departments throughout the Council.
- ✓ Ensure Children and Young People Looked After and young people have an entitlement to appropriate full-time education (in local mainstream school wherever possible) and to the educational opportunities afforded to other children.
- ✓ Ensure that Children and Young People Looked After have a right to continuity of education, wherever practical.
- ✓ Take positive action to provide any additional or different intervention required to secure the above entitlements.
- ✓ Ensure that Children and Young People Looked After have their views taken into account in any decisions that affect their lives.
- ✓ Provide appropriate training for all groups of staff, including joint training across departments.
- ✓ Celebrate the educational achievements of Children and Young People Looked After.

Social Care will:

- ✓ Make the education of Children and Young People Looked After a priority and identify key staff to take strategic and operational responsibility for this.
- ✓ Ensure that the educational needs, attainments and plans are included in all reviews of Children and Young People Looked After.
- ✓ Notify education and the school of any new admission into care or change of placement, as soon as possible.
- ✓ Provide appropriate training for all groups of staff, including joint training across departments.

- ✓ Work together with education colleagues to ensure that quality Personal Education Plans are drawn up at least six monthly for all children and young people who are looked after.

The Personalised Learning Directorate will:

- ✓ Make the education of Children and Young People Looked After a priority and identify key staff to take strategic and operational responsibility for doing this.
- ✓ Establish formal protocols and joint working and planning arrangements to secure positive educational outcomes for Children and Young People Looked After. The key outcomes should be the maximising of attainment in SATs and GCSEs of achievement in a range of school and out of school activities.
- ✓ Provide appropriate training for all groups of staff, including joint training across departments.
- ✓ Provide advice and support to schools where there are CLA with additional or special needs.
- ✓ Prioritise CLA for all services.

Jointly, Personalised Learning and Social Care will:

- ✓ Establish formal protocols and joint working and planning arrangements to secure positive educational outcomes for Children and Young People Looked After. The key outcome of all joint planning and working should be the maximising of attainment in SATs and GCSEs and achievement in a range of school and out of school activities, together with safeguarding and developing the emotional health and wellbeing of all CLA.
- ✓ Ensure all targets and objectives for Children and Young People Looked After encourage aspirations by setting the highest possible educational goals that are at the same time realistic and achievable.
- ✓ Establish management information systems that record relevant information so that information can be shared, used and monitored across the departments (whilst taking appropriate measures to maintain confidentiality).
- ✓ Provide appropriate training for all groups of staff, including joint training across directorates.

All North Somerset Schools will:

- ✓ Nominate a designated teacher for Children and Young People Looked After with a specific brief to keep a register of these children, to provide advice and guidance within school regarding their needs and to liaise with Social Care staff and foster carers.

- ✓ Take a lead to ensure that comprehensive and effective Personal Education Plans (PEPs) are drawn up by schools at regular six month intervals in conjunction with Social worker, carers and advisory teacher.
- ✓ Ensure that appropriate support systems exist within school for this group of children.
- ✓ Ensure appropriate input usually by written PEP is available to all Children and Young People Looked After's statutory reviews.

Health will:

All health professionals with responsibility for the care of Children and Young People Looked After and young people will work together with social care colleagues to deliver a needs-led, child centred service ensuring that the physical, social and emotional needs of children and young people are addressed in a holistic way. This will include:

- ✓ An initial health assessment completed in time for a written report and health plan to be available for the child's first review, four weeks after the child starts to be looked after (see also [Appendix 1](#)).
- ✓ Completing review health assessments as per statutory requirements or more frequently if indicated.
- ✓ Identification of the health and social care needs of each looked after child/young person.
- ✓ Health promotion and advice.
- ✓ Timely referral to appropriate specialist services.

4. BACKGROUND

The different responsibilities of Social Care and Education

The Children Bill (2004) places a duty on all Local Education Authorities to safeguard all children in care and to promote their educational achievements. Therefore, North Somerset Education has a responsibility to ensure that all children in care, attending schools in North Somerset and North Somerset CLA who attend out of area schools, are able to achieve and reach their full potential. This will include children in care to other local authorities who attend North Somerset schools. Social Care currently has responsibility only for children in care to North Somerset. These children may be in North Somerset schools or in schools outside North Somerset.

Terminology

Social care has always used the term '**Looked After**'. Terminology in the education service has varied over the last few years. Both 'in care' and 'looked after' are used interchangeably. Young people in North Somerset have said they dislike the term 'looked after' and would prefer to be known as 'children and young people who are looked after', with the emphasis being on the child or young person rather than the looked after. North Somerset Council has pledged to take note of children's views, hence the title of this directory.

Throughout this document the terminology 'children and young people who are looked after' is abbreviated to CLA.

Who is looked after and why?

Children and young people enter care for many different reasons, e.g. parental illness, abuse, or families unable to care for them. Contrary to popular opinion less than 2% nationally of young people enter care because of offences they have committed.

These children, like other vulnerable children, share experience of hardship and loss and may well have experienced neglect, trauma or abuse before entering the care system. Unlike other vulnerable children, they also experience the wrench of having being removed from their families. The effect of coming into care is a huge emotional event that should not be underestimated.

Very few children want to be in care, even though they may understand that they cannot live with their family. They are likely to have difficult feelings to resolve and will need understanding and support. They need adults who consistently value what they are good at and stress how important their education is while offering support.

They all share the potential to do well and significant adults can and do make a difference.

The legal status of children and young people who are looked after (CLA)

There are two main routes into care:

a) Care Order

A child or young person may be subject to a Care Order, an order at a Court, where a child or a young person is shown to be suffering significant harm. Care Orders come under Section 31 of the Children Act 1989 and a child who comes into care in this way may be referred to as coming into care under Section 31. The Care Order may be an interim Care Order to begin with, which is then subsequently made a full Care Order after a sometimes lengthy court process. In both these cases, parental responsibility is shared between Social Services and the child's parents. However, the Local Authority has the right to determine the extent of parental involvement.

The Social Care Department has a duty to work in partnership with parents, to involve them in decision making and give them information on their child.

b) Accommodated

A pupil may be accommodated under Section 20 of the Children Act 1989; often just referred to as 'Section 20'. This means that their parents have asked for them to be taken into care, because for one of a number of reasons they cannot look after them. This could be because of parents' serious illness, or their difficulties in parenting. In this case parents keep parental responsibility and it is important for schools to be aware of this. The Local Authority holds no legal responsibility, but does have a legal duty to safeguard and promote the child's welfare. The arrangement can be terminated at any time by the parent.

Parents should be involved in decisions around education. They should be given school reports and information if the child is having problems or is doing well in school.

Research has shown that the majority of children who come into Local Authority care swiftly return to their families – nearly half are looked after for less than eight weeks, and two out of three returns home in less than six months. It is, therefore, important that schools are aware of continuing vital links with parents. This is why it is important for you to know what the status and position of the parents is, in relation to decisions about the child's education and general welfare.

If in doubt about the child's legal status or who should receive information, please clarify this with the Foster Carer and/or Social worker as soon as possible and record on the first page of the child's Personal Education Plan.

5. GOVERNMENT INITIATIVES TO PROMOTE EDUCATIONAL ACHIEVEMENT

In 1999 the Government established the **Quality Protects** programme with an objective for Children and Young People Looked After to gain the maximum life chance benefits from educational opportunities, health care and social care. Educational achievement is as important for Children and Young People Looked After by the Local Authority as for all children in terms of life outcomes.

In 2000, the Department of Health and Department for Education & Skills (DfES) issued joint guidance on the education of children and young people in care (see [appendix 3](#)) and the **Education Protects Programme** was established to support its implementation.

Then in spring 2003, the Social Exclusion Unit produced a report “**A Better Education for Children in Care**”. This report builds on recent evidence and aims to ensure that best practice is shared across the country. Nationally, progress has been made in training for frontline staff, teams in authorities to support the education of Children and Young People Looked After, and the introduction of personal education plans for all Children and Young People Looked After and designated teachers in all schools responsible for children in care.

The **Social Exclusion Unit** highlights five reasons why children in care underachieve in comparison to their peers:

- Too many children experience instability.
- Children in care spend too much time out of school or in other learning environments.
- Children in care do not get sufficient help with their education if they get behind.
- Carers are not always expected or equipped to provide sufficient support and encouragement for learning.
- Many children have unmet emotional, mental and physical health needs.

Every Child Matters 2004

The national programme of change has already resulted in the formation of Children & Young People’s Services and the development of North Somerset’s close links between education, social care and health.

The five outcomes:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic wellbeing

are pertinent to all children, including children and young people who are looked after and the North Somerset Children & Young People's Services has been judged on its ability to deliver and improve all five outcomes as they affect Children and Young People Looked After.

Predictive data from Fischer Family Trust (FFT) as well as attainment data from SAT and GCSE results are used to judge how well a pupil is achieving at school. This data also looks to national targets and other key indicators which are considered during inspection.

Local Authority Statutory Duty

There is now a statutory duty on all local authorities to promote the educational achievement of Children and Young People Looked After under Section 52 of the Children Act 2004. This statutory duty requires LAs to ensure, among other items:

- a) All Children and Young People Looked After have an effective, high quality Personal Educational Plan (PEP). These are now considered an 'official school record'.
- b) Actively support schools and raise their awareness of the needs of Children and Young People Looked After
- c) Support the educational achievements of young people leaving care

It came into force on 1 July 2005 and applies to all Children and Young People Looked After by an authority, wherever they are placed.

Care Matters: Transforming lives of children and young people in care

This was published in 2007. It takes a wider look at CLA outcomes, not just focussing on education.

There is a much higher accountability framework for improving outcomes, focussing on the LA, schools, and the PCT. It raises the profile of access to sport, leisure and volunteering. It clarifies the role of Independent Reviewing Officers (IROs) in holding the LA accountable for service delivery to CLA.

It details university support and suggests leaving care 'only when equipped and ready'. These measures reflect the Government's desire to make the education of children in care one of the key national priorities for local government in the new national framework to be introduced in the forthcoming Local Government White Paper. (See [Appendix 5](#))

North Somerset responses

- All schools have a designated teacher for Children and Young People Looked After.
- Members of both education and social care who have specific responsibility for CLA meet monthly to track and monitor attendance, attainments, achievements and exclusions.
- Additional funding is provided to facilitate achievement and attainment.

- Admissions priority is given to Children and Young People Looked After by the Local Authority .
- Children and young people who are looked after have priority at all Consultation Planning Meetings (CPMs) in all our schools from all Inclusion Support Services and from Connexions.
- **CONSULT!** This service provides consultation and advice to foster carers in dealing with the mental health needs of their Children and Young People Looked After. A tripartite arrangement is in place between Health, Social Services and Education.
- A full-time Advisory Teacher for CLA was appointed in September 2004.

Government targets for Children Looked After

The looked after children national PSA target is:

Narrow the gap in educational achievement between Children and Young People Looked After and their peers, and improve their educational support and stability of their lives, so that by 2008 80% of children under 16 who have been looked after for 2.5 years or more, to have been in the same placement for at least 2 years.

The target is underpinned by the following education performance indicators:

- Increase in the percentage of Children and Young People Looked After for at least 12 months, who obtain level 4 at Key Stage 2 in English and Maths;
- Decrease the percentage of Children and Young People Looked After for at least 12 months, who reach school leaving age without having sat a GCSE or equivalent; and
- Increase the percentage of young people looked after for at least 12 months and in Year 11, who achieve 5 or more GCSEs graded A* - C or equivalent.

For 2008 LAs should set targets for Children and Young People Looked After to improve outcomes at age 11 and age 16. This continues to be important especially bearing in mind the statutory duty now placed on LAs to promote the educational achievement of Children and Young People Looked After and the need significantly to improve outcomes for this particularly vulnerable group of young people.

Background information

Over 61,000 children and young people are looked after at any one time in England. Each year about 90,000 children are looked after, 42% of whom return home within six months. They represent about 20% of all the children with whom children's social services work. However, they receive about 60% of local children's social services support and resources.

Current performance

We know from a number of studies, and in particular from a study published in 2003 by the Social Exclusion Unit, that children and young people who are looked after still face serious challenges in their lives and often disadvantaged as a result, particularly educationally.

Children and young people who are looked after have already had experiences which have affected their life chances and, in particular, their educational attainment. This makes it all the more important that we have high aspirations for them and provide additional support and input.

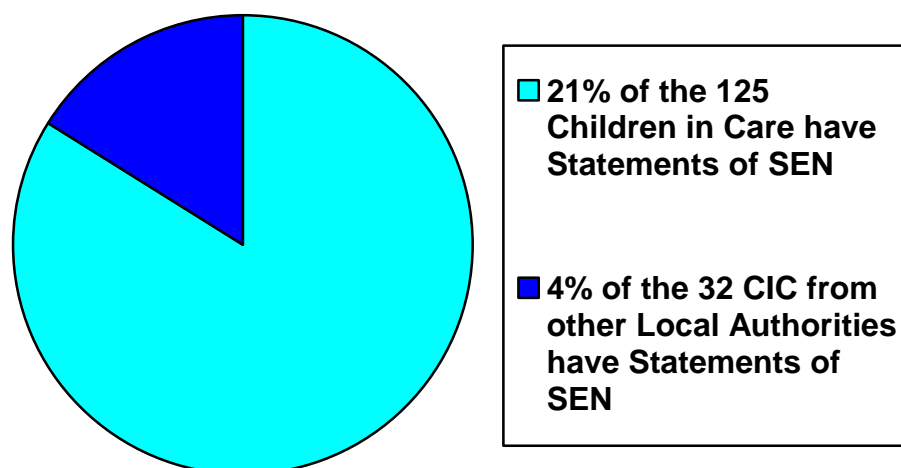
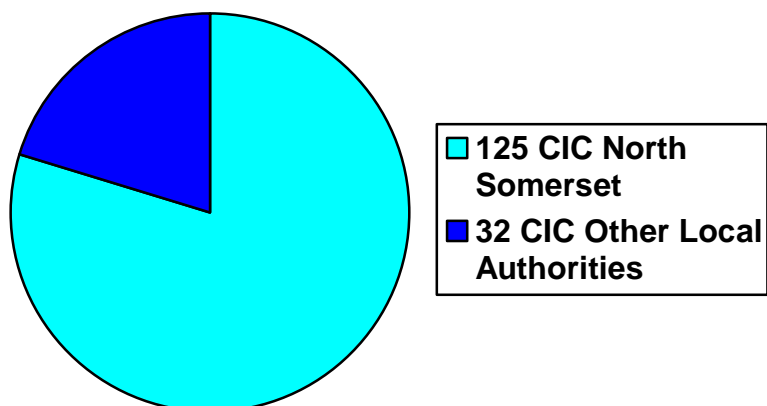
However, once they become looked after, things do not necessarily change significantly for the better.

The current data demonstrates just how badly children who are looked after are doing generally in adult life at present. Some individual young people are achieving great success in education or in other fields, often despite rather than because of the support they are or are not receiving. The majority, however, are disadvantaged by virtue of being looked after as well as by virtue of their previous experiences.

- In 2004 only 9.4% of young people at 16 who are looked after achieved 5 A*-C GCSE's compared to 54% of the wider population.
- In 2004/05 only 59% of care leavers were in education, employment or training on their 19th birthday compared to 90% of the wider population.
- Between a quarter and a third of rough sleepers were looked after at one point in their lives.
- Young people who were looked after at one point are twice as likely to become teenage parents.
- About a quarter of adults in prison were looked after as children.
- In 2004 64% of care leavers were not in education, training or employment at 19 and 83% of those care leavers in custody had no GCSE's.

NORTH SOMERSET DATA:

School Age Children and Young People Looked After (January 2006)



North Somerset LEA has a responsibility to ensure that all children in care living in North Somerset are able to achieve and reach their full potential. This will include children in care to other local authorities.

CHILDREN IN CARE

GCSE RESULTS 2002 – 2006 (OC2)

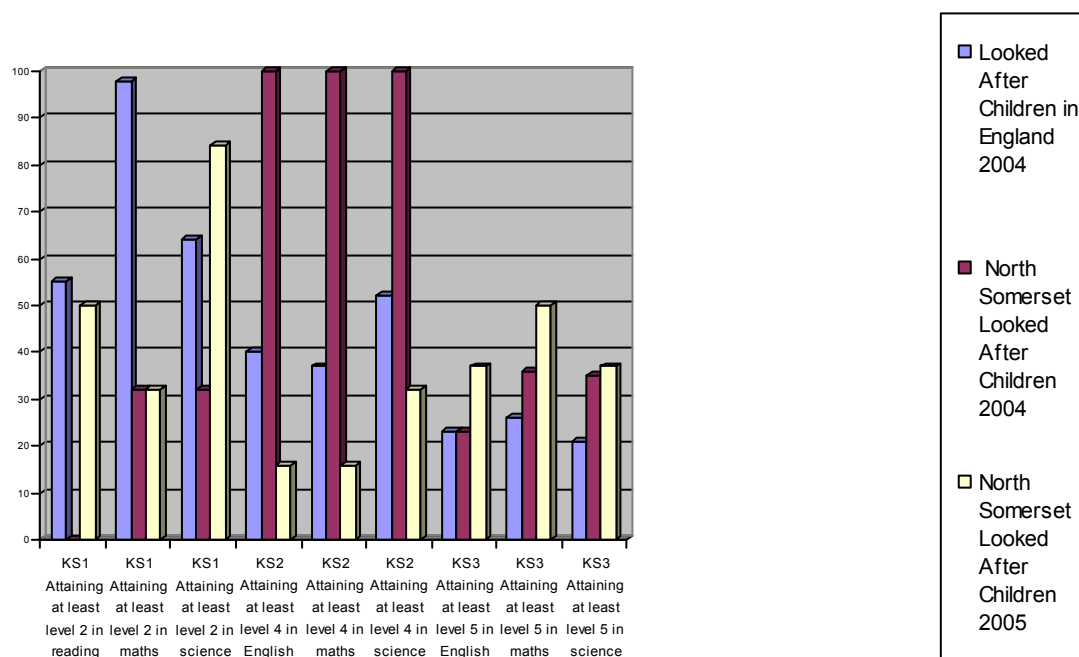
Pupils Achieving	2001 Actual	2002 Actual	2003 Actual	2004 Actual	2005 Actual	2006 Actual	2007 Actual
5 A* - C	11%	0%	6%	0%	30%	10%	17%
5 A* - G	22%	38%	31%	43%	30%	55%	25%
1 A* - G	67%	38%	63%	57%	70%	82%	67%

CLA Data & Statistics - North Somerset

- There are a range of between 150 and 170 CLA at any one time in North Somerset
- 72% live in foster care in North Somerset or outside it. The majority of these placements are in Weston, or outside the North Somerset area.
- 6 pupils have gained 5 GCSEs at A-C in the last 5 years
- Between 60 – 70% gained 1 GCSE in the last 4 years
- Between 60 – 70% gained 5 GCSEs in KS3
- Less than 10% missed 25 days or more of schooling.
- 38% of the current Year 11 are at a school other than a mainstream school

SECTION A: EDUCATIONAL ATTAINMENT OF CHILDREN AND YOUNG PEOPLE LOOKED AFTER

1. Percentage of Children and Young People Looked After achieving the target level in Statutory Assessment Tests (SATs).



Note: Percentages are based on the following numbers of North Somerset children who had been looked after for over a year – KS1 range from 3 to 6, KS2 from 2 to 8 and KS3 from 8 to 17.

What is a Statutory Assessment Test (SAT)?

SATs are standard tests used in schools to assess the progress and ability of children to demonstrate the knowledge and skills required by the national curriculum. Key Stage (KS) 1 is undertaken at age 7, KS2 at 11 and KS3 at 14. KS1 was graded by Teacher Assessment instead of tests from 2005.

What does this graph show and why is it important?

This graph shows the percentage of Children and Young People Looked After achieving the appropriate target level in the tests which all children sit. It compares the performance of Children and Young People Looked After in North Somerset over the last 2 years and against the national average for Children and Young People Looked After in 2004. Educational outcomes are very important for young people's life chances.

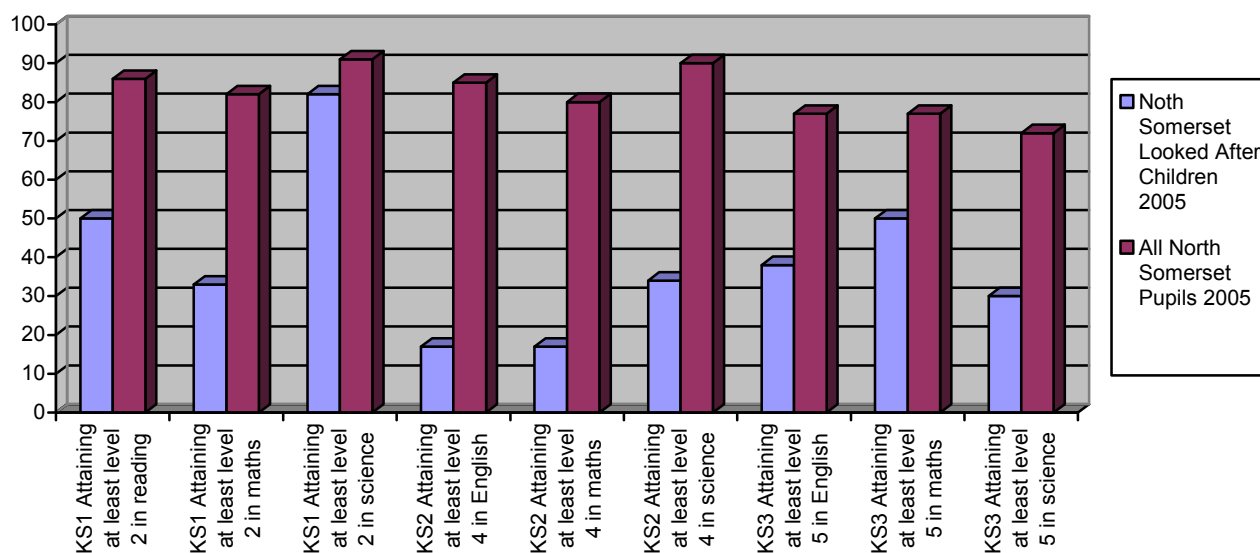
What is performance like in North Somerset?

The number of Children and Young People Looked After sitting the tests in North Somerset each year are very small (e.g. - 3 children at Key Stage 1 in 2004) which can lead to large fluctuations. As in the national picture, the performance of Children and Young People Looked After in their Statutory Assessment Tests generally deteriorates as the child gets older, although KS2 results were also poor this year.

How does performance in North Somerset compare with other similar Local Authorities?

Educationally, North Somerset's Children and Young People Looked After attain similarly to Children and Young People Looked After nationally.

2. Comparison between Statutory Assessment Test Results of all North Somerset pupils and for North Somerset's Children and Young People Looked After



Note: Percentages based on 6 Children and Young People Looked After for over a year in the KS1 year, 6 in KS2 year and 8 in KS3 year.

What does this graph show and why is it important?

This graph compares the attainment of Children and Young People Looked After with the attainment of children in North Somerset as a whole. Look after children consistently underachieve in comparison with pupils generally.

What is considered good performance?

Good performance would be if Children and Young People Looked After achieved the same SAT results as their peers. In the short term our aim is to narrow the gap in attainment between Children and Young People Looked After and all pupils by 2006.

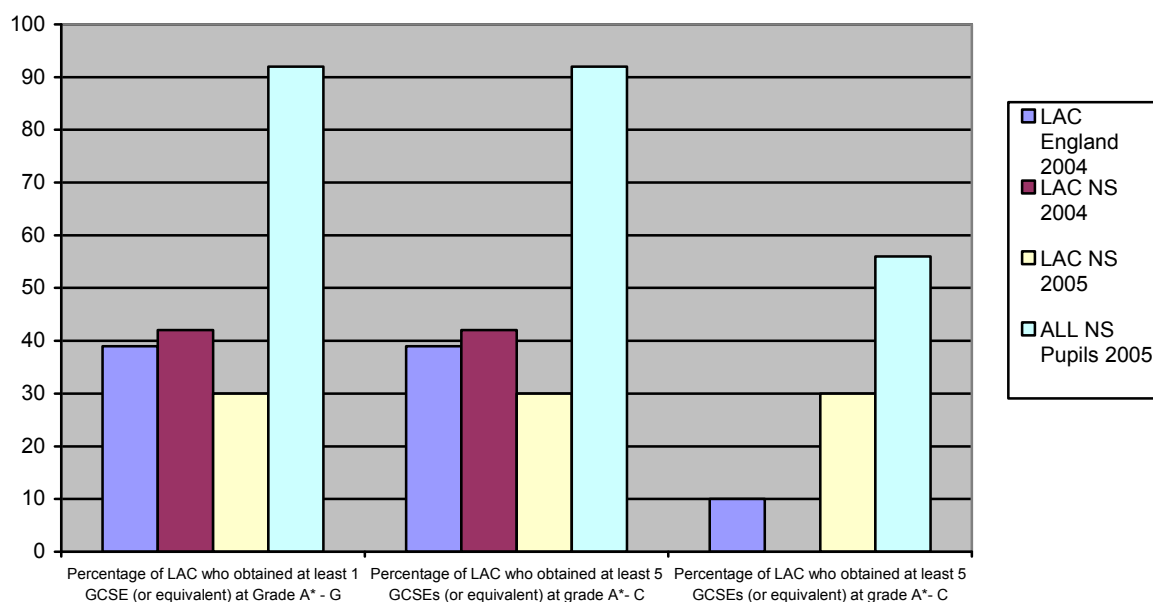
What is performance like in North Somerset?

Children and Young People Looked After over the last 6 years significantly underachieve at each Key Stage and this differential grows at secondary school.

How does performance in North Somerset compare with other similar Local Authorities?

Nationally, despite intensive efforts, it has proved extremely challenging to raise the attainment of Children and Young People Looked After.

3. GCSE Results for our Children and Young People Looked After compared to previous year, England average and all North Somerset's Pupils.



Note: Percentages based on 7 Children and Young People Looked After for over a year eligible to take GCSEs in 2004 and 10 in 2005

What does this graph show and why is it important?

This shows the percentage of Children and Young People Looked After in North Somerset (2004 and 2005), Children and Young People Looked After nationally (2004) and all North Somerset's pupils (2005) achieving 1 GCSE A-G, 5 GCSEs A-G and 5 GCSEs A-C

Performance levels in these educational target areas emphasise the council's corporate responsibility for the education of Children and Young People Looked After. Improvement requires social care staff and education staff to work closely together.

What is considered good performance?

A related indicator has average performance at 45% - 50% of young people leaving care aged 16 or achieving 1 GCSE A-G and very good performance is 70% or above, which only 10 authorities achieved in 2004/2005.

What is performance like in North Somerset?

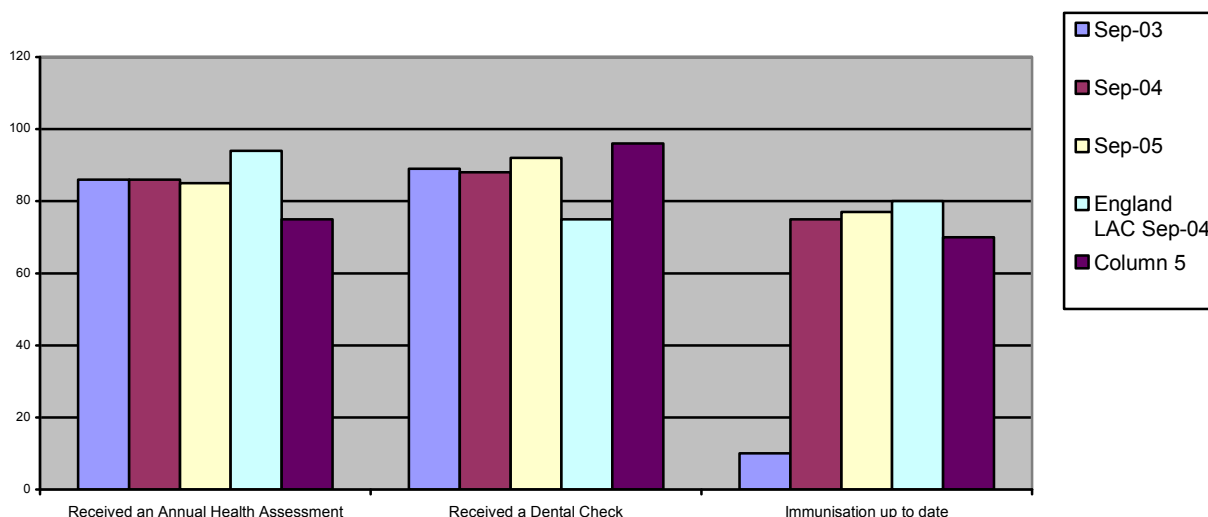
North Somerset's performance was below average in 2004 at 42.1% but 56.3% of young people achieved 1 GCSE in 2003. In addition, No North Somerset Children and Young People Looked After achieved 5 GCSEs A*-C in 2004, but three did in 2005.

How does performance in North Somerset compare with other similar Local Authorities?

North Somerset's performance was above the unitary and national average in 2003, but below it in 2004. In 2005, 70% achieved 1 GCSE in North Somerset, compared with a 2004 England average of 56%. A revised strategy on the education of Children and Young People Looked After was developed during 2003.

SECTION B: HEALTH OF CHILDREN AND YOUNG PEOPLE LOOKED AFTER

4. Percentages of Children and Young People Looked After for over a year who have received a Health Assessment, a Dental check and have their immunisations up to date.



Note: Percentages are based on 108 children in 2003, 112 in 2004 and 105 in 2005.

What does this graph show and why is it important?

This graph shows the percentages of Children and Young People Looked After, who have received a Health Assessment, had their teeth checked and are up to date with their immunisations. Figures for the last 3 years are shown and are

compared to the England averages for Children and Young People Looked After. These are basic health requirements for all children and good parenting should ensure they are not overlooked. Achieving good performance requires close coordination between carers, health professionals and social care staff.

What is considered good performance?

Good performance is 80% to 100%, although children have a right to refuse, so 100% would be difficult to achieve.

What is performance like in North Somerset?

Performance has been consistently good in North Somerset, with Health assessments and dental checks received being above 80% for the last 3 years. In the most recent year, more than 90% of Children and Young People Looked After received health assessments and dental checks. The percentage of Children and Young People Looked After who are up to date with their immunisations has increased each year and stands at 83%.

How does performance in North Somerset compare with other similar Local Authorities?

North Somerset compares well to other Local Authorities and was in the top quartile in 2004 on the related performance indicator.

6. CORPORATE PARENTING – ROLES AND RESPONSIBILITIES

What is a Corporate Parent?

“Corporate parenting” emphasises the collective responsibility of the whole Local Authority to achieve good parenting. The principles that under-pin Corporate Parenting are as follows:

- Prioritising education.
- Having high expectations.
- Inclusion – changing and challenging attitudes.
- Achieving continuity and stability.
- Early intervention/priority action.
- Listening to children.

Corporate Parents need to hold together all aspects of their children’s lives; their safety, health, education, leisure interests, their relationships and friendships and their future.

A good parent knows their children from birth and throughout their childhood, they are aware of their particular talents, needs and problems. They nurture their children into adulthood.

For Corporate Parents, i.e. all those involved in the lives of children and young people who are looked after, this is a particular challenge. There are many people involved, but the child’s needs, stability and support remain the same if they are to take advantage of educational opportunities.

Corporate parents must ensure that children and young people who are looked after have an entitlement to appropriate full time education, equal access to the National Curriculum and assessment tests and that their needs are met, so that they can take advantage of those activities. For the majority of Children and Young People Looked After, this will be in their local school. They should be encouraged to take part in extra curricular activities and school trips.

What Children and Young People Looked After and young people need is for the Corporate Parent to have higher expectations and to value what they are good at and to stress the importance of education. What they need is for the Corporate Parent to celebrate when they do well and be proud of their achievements. It is vital that, as Corporate Parents, we provide forums to listen to the child’s view and that we provide services the children tell us they need.

There are several ways by which the Corporate Parent can promote achievement and celebrate success:

- Reward children and young people when they do something well.
- Give praise and encouragement on a regular basis.

- Give book tokens.
- Send letters or cards.
- Provide certificates for achievement.
- Provide trips to stimulate children and young people and make them feel valued.
- Competitions.
- Newsletters for children and young people.
- Award ceremonies for children and young people who are looked after.
- Encouraging local papers to write positive stories about the achievements of children and young people who are looked after.

Social Workers: Key responsibilities

The Social worker for the child or young person should:

- Have overall responsibility to ensure that their educational needs are met.
- Work jointly with the child's school and the Education CLA Team to facilitate the production of the child's Personal Education Plan. It is your statutory duty to ensure a current PEP is in place for all Children and Young People Looked After.
- In the case of children placed receiving education out of North Somerset, you have lead responsibility in organising the PEP and its review every 6 months.
- Have responsibility for making sure all care plans, statutory reviews and other planning processes for each child address his or her education. All targets should be linked to the individual needs of the child or young person.
- Ensure that education is discussed with the child or young person on a regular basis and show an active interest in their education and school life.
- Ensure that a child's educational needs are a priority when considering any change of care placement.
- Ensure that, whenever possible, children should remain in their current school unless there are identified problems within the school relating to family or social issues and it is felt that a change of school could benefit the child, for example in the case of moving to a permanent placement.
- Work with the parent, carer and school to ensure educational needs are met, including special educational needs.
- Keep the designated teacher informed of relevant issues that may impact on the child's behaviour and emotional welfare.
- Acknowledge achievement and find appropriate ways to reward success.
- Have high aspirations for the child or young person and communicate these to them.

Fostering section: Key responsibilities

Fostering Social workers should:

- Support placements in order to promote educational outcomes of Children and Young People Looked After.

- Give proper consideration to educational issues when recruiting, preparing, training and supporting foster carers.
- Look at ways the fostering Social supervising Social worker officer can support children in school. Work with the Social worker, carer and school to ensure that educational needs are met.
- Implement policies that standardise good practice and create an ethos that promotes education and learning.
- Ensure that foster carers are provided with appropriate training and information to enable them to support children in education.

The Children in Care Education team

The Children in Care Education team should:

- Develop systems and initiatives to improve and monitor the educational achievement of Children and Young People Looked After by:
 - ◆ Liaison with schools to monitor the achievements of individual children.
 - ◆ Developing initiatives for the early identification of children with support needs and appropriate intervention.
 - ◆ Providing training, advice and assistance to designated teachers, Social workers, foster carers and class teachers in raising attainment.
 - ◆ Developing initiatives to celebrate the achievement of Children and Young People Looked After.
 - ◆ Monitoring the educational provision and achievements of children placed outside North Somerset.
- Coordinate the completion of Personal Education Plans.
- In partnership with the Education Welfare Service ensure full-time education provision for Children and Young People Looked After and young people.

Foster Carers: Key responsibilities

Foster carers should have high expectations for their children and young people who are looked after and advocate on their behalf. They will be the link between children, teachers, parents, Social workers and other professionals.

Foster Carers should:

- Contact the school immediately a child or young person is placed or becomes looked after and give relevant information. It is good practice to go into school and introduce themselves to the class teacher/tutor/designated teacher.
- Ensure that the child or young person attends school every day. Notify the school if the child/young person is absent.
- Seek support from the Social worker if problems occur.
- Accompany the child to and from school, according to the child's age and ability.
- Maintain regular contact with the school.

- As a minimum attend parent's evenings and as often as possible attend other school functions, e.g. school plays, sports days etc.
- Ensure that the child has somewhere quiet to study and to do homework. Foster carers should encourage them to do homework and offer help, where appropriate. Ensure all have readily available access to a computer and revision guides, as appropriate. These are provided by Social Care.
- Encourage all children to develop their own talents, interests and hobbies.
- Ensure that all children join a library.
- Read to or with children as appropriate to their age. For children under 11 hear them read daily.
- Build a supply of books including books relating to the experience of being looked after.
- Be able to state their child's reading age.
- Encourage children to watch educational television programmes and videos/DVDs and go on outings to places of interest.
- Encourage children to participate in school and after school activities.
- Keep information on the child's educational circumstances and attainments in a file for the child.
- Check with the child how things are at school; discuss education on a regular basis.
- Encourage children to do well educationally, consider an appropriate career and to go into further or higher education.
- Act as an advocate on behalf of the child and intervene immediately if there is a problem with education.
- Liaise with school, Social workers (and advisory teacher) in relation to education issues.
- Celebrate success and reward the child when they do well.

NB A wide range of good quality training is available for foster carers from colleagues in Personalised Learning and Social Care.

School: Key responsibilities

All schools should have a policy on Children and Young People Looked After and young people.

For all Children and Young People Looked After, the school should:

- Have a designated teacher.
- In consultation with Social workers and carers draw up and review a Personal Education Plan every six months.
- Play an active role in supporting them in all aspects of their school life.
- Respect their confidentiality and ensure that any information is shared strictly on a need to know basis.
- Ensure appropriately high expectations.

- Ensure that behaviour management policies recognise and make suitable provision for the needs and difficulties of the child/young person.
- Be aware that bullying can be an issue and ensure that it is addressed in the school's anti-bullying policy.
- Consider how it can offer extra academic and pastoral support if this is needed.
- Ensure that they have every opportunity to participate fully in the National Curriculum, examinations, careers guidance, extra-curricular activities, work experience and additional educational support.
- Prioritise for external support services, including careers guidance, via Consultation Planning Meetings.
- Provide for CPMs a summary of progress of all CLA with a copy to Governors.
- Ensure that there is sensitivity to children and young people's backgrounds in teaching, especially around work on family trees.
- Attend relevant training for designated teachers.
- Ensure full communication with foster carers so that they have information about homework, coursework, extra-curricular activities, parents' evenings etc.
- Encourage and facilitate out of school learning.

Designated Teachers

Designated Teachers should:

- Keep and update a list of the looked after pupils in school with contact telephone numbers.
- Draw up and review a Personal Education Plan every six months in conjunction with Social workers, carers, young person and colleagues in Education CLA team.
- Take an active concern for the wellbeing of Children and Young People Looked After in school.
- When Children and Young People Looked After start a new school, ensure that they have a smooth and welcoming induction. Actively promote contact with foster carers.
- Attend relevant training on Children and Young People Looked After and their needs.
- Ensure that staff in school have relevant information/training on looked after pupils to enable them positively to promote educational issues.
- Act as advisor for other staff and for governors on issues relevant to Children and Young People Looked After. Ensure staff are aware that they are priority for school actions.
- Ensure the speedy transfer of educational information between different agencies and individuals.
- Ensure that the school has high expectations for Children and Young People Looked After.
- Keep Governing Bodies informed about the number and attainment levels of children and young people who are looked after in their schools.
- Ensure that this data is monitored at the multi-professional Consultation Planning Meetings (CPMs) each term.

- Ensure high attendance and act quickly if there are any difficulties with attendance.

School Governors: Key responsibilities

School Governors have an important role in ensuring that the school fosters good relationships with carers, Social workers and management in Social Services.

Governors should:

- Check that the school has a designated teacher for Children and Young People Looked After and that she attends Consultation Planning Meetings.
- Receive regular reports on the effectiveness of the school's policy for Children and Young People Looked After and young people and a summary of their progress.
- Check that the children and young people have a Personal Education Plan and that they have an opportunity to contribute to the plan.
- Foster good relationships with carers, Social workers and management in Social Care.
- Look at the policies and procedures within the school to ensure that Children and Young People Looked After have equal access to all aspects of education.
- Ensure that the staff in the school have relevant training about the needs of Children and Young People Looked After.

Elected Members: Key responsibilities

Elected Members should:

- Ensure that the local authority sets high aspirations for Children and Young People Looked After.
- Develop joint arrangements to bring together all departments within the Council to act as corporate parents and to provide a lead for the whole authority.
- Ensure that the needs of Children and Young People Looked After are equally represented in all the local authority's policies, procedures and services.
- Be involved in the drawing up and setting of priorities and targets.
- Appoint Children's Champions to have responsibility for Children and Young People Looked After and young people. The Children's Champions group is well established in North Somerset.
- Monitor the educational circumstances and achievements of Children and Young People Looked After and young people. Ensure that action is taken if targets are not met.

7. THE ROLE OF SOCIAL CARE

Children & Families Social Care services have a duty to 'safeguard and promote' the welfare of children who are 'in need'. These terms are defined by the Children Act 1989.

There are specific statutory duties and responsibilities in relation to children who are looked after by the Local Authority, including the following:

- All Children and Young People Looked After should have an allocated Social worker
- They must be visited in their foster home or other placement at a specified minimum frequency
- They should receive regular health assessments
- Regular reviews must be held, which review arrangements and plans for care of the child
- The Leaving Care Act 2000 covers the provision of support to care leavers (who have been looked after for a minimum of 13 weeks and are still looked after at age 16). See [section 12](#) for more details.

Care Planning

Every CLA must have a Care Plan which covers the reason for being Looked After, the child's needs, the placement chosen, the work to be undertaken to meet his/her needs at the time scales. The care plan will include views of other agencies who have contributed to the care planning process. This plan is reviewed at each CLA review.

By the second review, (i.e. 4 months after becoming Looked After) every child must also have a Permanence Plan which sets out how the authority will ensure that the child has a permanent placement which meets his or her needs. This could include return to parents, long term fostering, adoption or specialist placement.

Delays in care planning may be caused by protracted court proceedings, or other failure to meet timescales. All delays are detrimental to the child for whom security needs to be achieved as soon as possible, so all parties must strive to meet legal and child-centred timescales.

An outline of current Social Care Teams (Children & Young People's Services) follows.

NB: There are plans for a major restructuring of the service. This section will be updated when plans are available.

INTAKE TEAMS

What do we do?

- Receive all initial enquiries and all referrals
- Assess children in need and their families and arrange provision of appropriate services
- Assess requests for children to become looked after and child protection concerns.

Weston-super-Mare Intake Team
Town Hall
Weston-super-Mare
BS23 1UF

Tel: 01934 627611

Nailsea Intake Team
7 Clevedon Walk
Nailsea
BS48 1RS

Tel: 01275 851231

CASE HOLDING TEAMS

What do we do?

- Provide ongoing social work service to children assessed by intake teams as eligible for a service
- Social work service to all children on child protection register
- Social work service to support children in need

Weston-super-Mare
Case-holding Teams
Town Hall
Weston-super-Mare
BS23 1UF

Tel: 01275 888215/888234

Nailsea Case-holding Team
7 Clevedon Walk
Nailsea
BS48 1RS

Tel: 01275 851231

DISABLED CHILDREN'S TEAM

What do we do?

- Receive all initial enquiries about disabled children 0 – 18 years of age
- Assess children to determine their assessed needs which could be met through:
 - ◆ Social work
 - ◆ Occupational therapy
 - ◆ Family support
 - ◆ Short breaks
 - ◆ Supported access to mainstream and specialist resources

**Disabled Children's Team
Weston Court
Oldmixon Estate
Weston-super-Mare
BS24 9AU**

Tel: 01934 427622

ADOPTION AND FOSTERING TEAM

What do we do?

- Recruit, assess, support and train foster carers and adopters
- Counsel people who have been adopted and their families
- Counsel people who want their children adopted
- Find suitable foster/adoptive carers for children
- Inter-country adoptions
- Assess private fostering arrangements
- Co-ordinate adoption support

**Adoption & Fostering Team
Town Hall
Weston-super-Mare
BS23 1UF**

Tel: 01275 888999

NEXT STEP

What do we do?

- Provide a social work service to looked after young people over 16 years of age throughout North Somerset
- Provide practical and personal support services to young people once they have ceased being looked after, up to the age of 21, (24 if in higher education)
 - ◆ Support with accommodation issues
 - ◆ Training and education support
 - ◆ Financial support and benefits advice
 - ◆ Personal and emotional support

**Next Step
12 Clifton Road
Weston-super-Mare
North Somerset
BS23 1BL**

Tel: 01934 421900

FAMILY SUPPORT TEAM

What do we do?

- Provide sponsored day-care to children in need to enable them to attend day nursery, play group, child minder etc.
- Age criteria 0-8 years

**Family Support Team
7 Clevedon Walk
Nailsea
BS48 1RS**

Tel: 01275 851231

COMMUNITY FAMILY SUPPORT TEAM

What do we do?

- Deliver a range of direct work programmes, working with children and their families in the community, mainly with children under 12 years of age
- Direct work with children and families within the home, promoting their safety, welfare, health and development
- Support parents/carers to meet their children's emotional, physical and social needs
- Facilitate family contact between Children and Young People Looked After and their parents/carers, siblings and extended family
- Work to assist reunification plans for Children and Young People Looked After returning home
- Carry out ongoing observational assessments and evaluation work, which inform the interagency decision
- Making processes in the children's care plans, where necessary for us within the court process

**Community Family Support Team
Town Hall
Weston-super-Mare
BS23 1UP**

Tel: 01934 888228

FAMILY SUPPORT TEAM FOR CHILDREN WITH DISABILITIES

What do we do?

- Work with voluntary and statutory organisations to enable children and young people to access community resources such as pre-school play groups and nurseries, after-school clubs, youth clubs and summer holiday play schemes.

- Provide family based short breaks by recruiting, assessing, training and supporting Family Link Carers
- Working in partnership with Social workers, health and education colleagues, family support workers provide planned support to children and young people within the home and other settings.

Family Support Team for Children with Disabilities
Weston Court
Oldmixon Estate
Weston-super-Mare
North Somerset
BS23 3SJ

Tel: 01934 427614

0 – 17 CHILDREN & YOUNG PERSON'S SOLUTIONS TEAM

What do we do?

- Provide a range of family support services to North Somerset families, young people and children assessed as children in need.
- Parenting skills group work
- Individual therapeutic, family mediation and parenting work
- Quick response service to prevent and young people in foster care back home
- Group work for young people and children both looked after and in need, including those out of school
- Specialist parenting assessments

0 – 17 Children & Young Person's Solutions Team
12 Clifton Road
Weston-super-Mare
North Somerset
BS23 1BL

Tel: 01934 421940

CHILD CARE QUALITY ASSURANCE TEAM ***CHILD CARE CO-ORDINATORS AND RENEWING OFFICERS***

What do we do?

- Independent chairing of child protection conferences, Children and Young People Looked After reviews and family support meetings
- Ensure care plans for placement, health, education and contact are appropriate
- Ensure children's or families and carers' views are listened to and recorded
- Contribute to the development of child protection and to Children and Young People Looked After services.

**Quality Assurance Team
Town Hall
Weston-super-Mare
North Somerset
BS23 1ZY**

Tel: 01275 888624

DECLARATIONS DESK/CHILD PROTECTION REGISTER

What do we do?

- Operate the child protection register system and respond to enquiries about whether children are known to the register
- Maintain the main client database with information on Children and Young People Looked After, including running a declarations desk for receiving updates via telephone calls
- Ensure data quality on systems and support the production of management information

**Declarations Desk/Child Protection Register
Town Hall
Weston-super-Mare
North Somerset
BS23 1ZY**

**Child Protection Register
Tel: 01934 634818**

**Declarations Desk
Tel: 01275 884796**

Fax (for both): – 01275 888295

YOUTH OFFENDING TEAM (YOT)

What do we do?

- Work with young people aged 8-18 and their families to prevent offending behaviour, re-offending, and/or exclusion from education
- Facilitating change in young people by identifying and addressing needs and behaviour through individualised holistic programmes to develop law abiding lifestyles and to fulfil their potential.
- Provide services to the victims of young offenders known to YOT
- Managing youth offender panels; and policy schools liaison work
- Provide programmes for parents of young people who are at risk of or have offended/been excluded from education
- Provide information to the Court and partner agencies in accordance with information sharing protocols

**Youth Offending Team
Oxford House
59-61 Oxford Street
Weston-super-Mare
BS23 1TR**

Tel: 01275 888360

SURE START

What do we do?

- Government-funded programme for children aged 0 – 4 and their families
- Programme of services and resources to:
 - ◆ Improve social and emotional development
 - ◆ Improve health
 - ◆ Improve children's opportunities to learn
 - ◆ Strengthen families and communities
- Activities on offer include play sessions, family support, information and advice, training, trips and events.

**Sure Start
The For All Healthy Living Centre
68 Lonsdale Avenue
Bournville
Weston-super-Mare
BS23 3SJ**

Tel: 01934 427311

8. UNDERSTANDING THE EDUCATION SYSTEM

A brief guide for social workers and corporate parents throughout the North Somerset Local Authority

Children and Young People Looked After are Priorities

Children and young people who are looked after are prioritised by all the services in the Personalised Learning Directorate.

1. They have priority within the Awards and Admissions system to school places. (see below)
2. They have priority access via Consultation Planning Meetings (CPMs) to Education Support Services and Educational Psychology.
3. Their progress is tracked at each CPM and when designated teachers, Governors and School Improvement Teams (SIT) look at school data.

It is therefore vital that all colleagues work as partners with school staffs and within school systems in order to maximise the benefit for children and young people looked after. In order to do this, workers outside education need to understand how the education systems work.

This section hopes to provide this. It aims to give simple guidelines for each topic, together with references to other sections of this handbook and other sources, wherever possible.

Admissions

In North Somerset Children and Young People Looked After are the top priorities in allocating spaces when schools are oversubscribed. Please make the admissions department aware if you are applying for a looked after child. This will also be the case in KS1 classes from September 2007. More information can be obtained from the Awards and Admissions Section, Town Hall, W-s-M. Tel: 01278 884168

Inclusive Schools

All schools in North Somerset are inclusive schools. This means that any parent or corporate parent can expect schools to meet the needs of any child, regardless of disability, additional or special educational needs, unless the extent of their difficulties is such that it significantly disrupts the learning of the other pupils.

Basic Entitlement

All pupils are entitled to differentiated teaching and learning. This is now assumed as part of planning for all pupils and does not represent special educational needs provision. Additional literacy support, mathematics support such as 'springboard' 'buddy' systems, circle of friends and pastoral support arrangements are all part of this basic entitlement.

National Curriculum

Stages of Education

Education is divided into STAGES: The Foundation Stage and Key Stages 1 to 4. At the end of Foundation Stage, the assessments are based on the reception class teacher's observations. At the end of each Key Stage, children take Standard Attainment Tests (SATs); see charts below:

Foundation Stage

Foundation Stage	
Age	Assessments in the following areas:
3 - Reception	Personal, social and emotional development
	Communication, language and literacy
	Mathematical development
	Knowledge and understanding of the world
	Physical development
	Creative development
If children score 4-8 in each area they are working towards or will have achieved all early learning goals	

Key Stage 1 SATs		
Age	Year	Key Stage
5-6	1	1
6-7	2	1
Reading, Writing, Spelling, Maths - Average is Level 2		

Key Stage 2 SATs		
Age	Year	Key Stage
7-8	3	2
8-9	4	2
9-10	5	2
10-11	6	2
English, Maths, Science - Average is Level 4		

Key Stage 3 SATs		
Age	Year	Key Stage
11-12	7	3
12-13	8	3
13-14	9	3
English, Maths, Science - Average is Level 5		

Key Stage 4 SATs		
Age	Year	Key Stage
14-15	10	4
15-16	11	4
Pupils take GCSEs or other public exams Passes range from A* - G		

Data available from schools

Schools keep a wide range of data related to the attainment and expected achievement of all pupils. The following data can be available to all carers/ parents:

Primary

- Reading age (quotient)
- Spelling age (quotient)
- Current National Curriculum levels in reading, writing, maths and science.
- Predicted National Curriculum levels at next SATs educational targets

Secondary

- Cognitive Assessment Test (CAT) taken in Year 7. This gives an indication of verbal, nonverbal and quantitative ability.
- Current National Curriculum levels in English, maths and science
- Predictions for National Curriculum levels at next SATs
- Predictions for GCSE outcomes

SATs are taken in May with results at the end of Term 6. GCSEs are taken in May/June with results on the third Thursday in August.

Support to children at Key times

Vulnerable children like those looked after, when under pressure, easily revert to earlier behaviours. The CLA team recommend that all young people looked after who are taking exams are allocated an 'exam mentor', who is with them in the weeks leading up to exams and is a presence on exam days to 'meet and greet'. Also to accompany to the exam room, chase up those who are fearful to attend and deal with those who want to walk out. During these times foster carers may find they need to go back to earlier forms of parenting that offer increased security and support, e.g., taking by car to school, or doing things for them you would normally expect them to do for themselves.

Support in Schools

Schools have available a range of personnel to support inclusion, the additional needs of vulnerable pupils and those with disabilities or special educational needs.

Designated Teacher

Every school has a statutory requirement to provide a designated teacher for children and young people who are looked after.

This person is responsible for ensuring Children and Young People Looked After are emotionally safe, happy, achieving and making a positive contribution.

This person is probably your first contact within a school. Foster Carers and Social workers should know their name and how to contact them and ensure they have yours.

This is the person who has the lead role in ensuring Personal Education Plans (PEPs) are carried out. Social workers can help by providing them with dates of the next LAC review to enable there to be a current PEP for that meeting. They can also help by contacting the designated teacher themselves and making themselves, parents and carers, available for the meeting.

SENCo

All schools have a Special Educational Needs Coordinator (SENCo). Some schools have Inclusion Coordinators (INCOs). The SENCo is responsible for advising staff on how best to help pupils with special educational needs, for monitoring their progress and for coordinating any additional support available for those pupils. The SENCo is therefore the person to whom you should speak if you know or suspect a child or young person in your care has special educational needs.

Additional Needs

Children and Young People who are looked after usually do have additional needs that are attached to their situation, but they may not have special educational needs. Some children will, of course, have both. These additional needs are most likely to relate to curriculum gaps because of disrupted attendance and to the need for emotional support both with learning tasks and for their grief at losing their family. Many may have emotional and relationship difficulties arising from deep-seated attachment issues or trauma that prevent access to learning. In these circumstances, schools are expected to work together with CLA teams to provide some catch-up opportunities or 1:1 sessions of additional pastoral support. They should also be considered as a priority for a learning mentor.

Learning Mentors

Many schools now have Learning Mentors who provide particular support for individual pupils. This can range from support with peer relationships, self esteem, and anger management to the organisation and production of homework and coursework.

Special Educational Needs

All schools have a responsibility to meet the needs of all their pupils, including those with special educational needs.

All Children and Young People's services must have regard to the SEN Code of Practice. This provides for a graduated response to special educational needs, i.e. stages.

Stages of the SEN Code of Practice

School Action

This supports pupils who need something additional or different from the above. An Individual Education Plan (IEP) is used ([see below](#)).

School Action Plus

Here external services such as the Educational Support Teams, the Educational Psychology Service, Speech and Language Therapists or other Health Officials advise and inform the IEPs.

School Action Plus Statutory Assessment

The child continues to receive support at school action plus whilst undergoing a Statutory Assessment.

Statement

The child has a Statement of Special Educational Needs detailing his/her needs and the provision to be put into place to meet those needs.

NB: Statement of Special Educational Needs will only be appropriate for those children who have the most severe needs, probably involving regular input from more than one professional outside the school.

A statutory assessment of Special Educational Needs is usually applied for by the school. However, in usual circumstances, the Social worker as the parent can do this by writing to Jane Routledge SEN Manager, Town Hall, Weston-super-Mare.

These stages reflect a school's graduated response to a pupil's needs. Leaflets with further information are available from:

<http://www.n-somerset.gov.uk/Education/Education+services+and+teams>

The stages are further described in the table overleaf:

Approach	Response to Special Educational Needs	Who Organises?
Identification	Class teacher or form/year tutor identifies a child's SEN, based on the child making inadequate progress despite differentiation of learning opportunities.	School/Early Years setting
School Action/ Early Years Action	School discuss with parents that their child is considered as having SEN. Coordinator and colleagues gather information about the child, including from parents. SEN coordinator organises special educational provision and ensures that an Individual Education Plan (IEP) is drawn up working with the child's teachers to devise school based interventions. It is good practice to ensure that there is partnership with parents, acknowledging the depth of knowledge of their child.	School/Early Years setting
School Action Plus/Early Years Action Plus	SEN Coordinator brings in outside specialists to advise on further changes that could be made within the school or other contexts to meet the child's needs. Involvement of parents continues to be vital.	School/Early Years setting
Statutory Assessment	LEA considers the need for Statutory Assessment and, if appropriate, makes a multi-disciplinary assessment. Parents are also able to request initiation of the Statutory Assessment procedure.	School/Early Years setting and LEA
Issuing a Statement	LEA considers the need for a statement of SEN and, if appropriate, makes a statement and arranges, monitors and reviews provision. Ongoing discussion with parents throughout this process.	School/Early Years setting LEA

Funding for Special Educational Needs

Statements, Audit Funding, Joint Concerns

In North Somerset a Statement of Special Educational Needs does not carry with it any additional funding for schools. 50% of the SEN budget in North Somerset is already delegated to schools to:

- Enable them to make available for all children the basic entitlement for a differentiated curriculum.
- In the earlier stages of the Code of Practice, provide support which is additional to and different from the basic entitlement for those who require this.

The most common groups of needs in this category, for whom school already delegated funding, are children with some degree of moderate learning or behaviour difficulty and those with specific difficulties, e.g. dyslexia, dyspraxia.

Audit Funding

For children with more significant needs, usually those at School Action Plus stage of the Code of Practice, where outside agencies have been asked to help the school, schools can apply for additional funding via the audit process. Full details of this can be found on:

<http://www.n-somerset.gov.uk/Education/Education+services+and+teams>

Or you can contact Lynne Packer, Assistant Special Educational Needs Manager.

Statutory Assessment

This is the process by which a child obtains a Statement of Special Educational Needs. Since North Somerset Statements do not carry funding, there is no benefit or requirement for corporate parents to press for Statutory Assessment while the child remains in a North Somerset school. Furthermore, the process of Statutory Assessment will not be agreed unless there is clear evidence to show that the child's needs will, in fact, trigger one of the categories for a statement. If you are in doubt, please contact the SEN Department.

An exception to this is where a CLA with special educational needs is placed for adoption. In this circumstance where a child has recognised special educational needs such that their school is receiving audit funding for them, then it may be judicious in order to protect them in the future, especially if they may be adopted in a different authority to request Statutory Assessment.

Either the school or the Social worker when acting as corporate parent can write to the SEN department and request statutory assessment of Special Educational Needs. For more information, please visit:

<http://www.n-somerset.gov.uk/Education/Education+services+and+teams>

Panels within Education

There are three panels which are responsible for decision making in respect of educational placements for children and young people with identified additional needs.

All panels are multi-agency and a cross link is maintained by referral systems. Continuity between panels is maintained as key personnel are common to all three.

SCIP Panel

Chaired by the SEN Manager

The **SCIP Panel** meets weekly to consider all statutory SEN decisions and placement decisions for children and young people with no identified school place. These may be movers in to the area or pupils permanently excluded. The panel discusses provision for children and young people with complex needs identified by a range of services.

Referrals are made to the panel by SEN Officers or Education Welfare Officers. The Panel may request further specialist advice or information, refer to the EOTAS or Joint Concerns Panels, identify provision and support packages for individual children and young people. This support may be in the form of advice, training or resource allocation.

The panel also acts as a monitoring and tracking system for the most vulnerable group of children and young people and all children and young people discussed will remain on the agenda until support and placements are finalised.

EOTAS Panel

Chaired by the EOTAS Manager

The **EOTAS Panel** meets monthly to consider referrals requesting alternative provision for children and young people who are severely disaffected or are at risk of being or have been permanently excluded from school. The panel also accepts referrals from schools requesting tuition for children and young people with identified health needs.

In the case of children and young people with no identified school place, discussion will initially take place at the SCIP Panel. One outcome could be that the appropriate LA Officer may make a referral to the EOTAS Panel.

If the panel accepts the referral, the Teacher in charge of the identified Pupil Referral Unit/Tuition Service or the Connexions PA with responsibility for devising alternative educational packages will be informed and asked to make contact with the child or young person and family as soon as possible.

All children and young people placed in EOTAS provision are monitored and tracked through this panel. All children remain on the agenda until support and placements are finalised.

Joint Concerns Panel

Chaired by an Assistant Director

The Joint Concerns Panel meets on a monthly basis to consider children and young people of multi-agency concern. Referrals to this panel must have been previously discussed at the SCIP Panel in full and will only be accepted by the JC Panel if all other solutions have been explored.

Individual Education Plans (IEPs)

IEPs are used as planning and monitoring tools at School Action, School Action Plus and Statement, for recording what is additional to and different from the normal differentiated curriculum plan that is in place as part of normal provision.

They should contain:

1. Short-term targets set for or by the pupil.
2. Teaching strategies to be used.
3. The provision to be put in place.
4. When the plan is to be reviewed.
5. Success and/or exit criteria.
6. Outcomes (recorded when the IEP is reviewed).

They should focus on up to three or four individual targets within areas such as literacy, numeracy, language and communication, behaviour and social skills.

The targets should be SMART (Specific, Measurable, Achievable, Relevant, Time limited).

Social workers and/or foster carers should always be involved in a discussion of these and receive a copy for them to sign as a statement of their support.

What Social workers and Foster Carers Can Do

- Work in partnership with the school to meet the child or young person's needs.
- Speak to your child's teacher about any concerns.
- Contact the SENCo if your concerns persist.
- Attend IEP meetings and contribute to the IEP.
- Discuss the IEP with the child or young person.
- Ensure you have a copy of the IEP, refer to it and monitor the child or young person's progress.
- Attend IEP review meetings and annual reviews if the child or young person child has a statement.

Annual Reviews

These are statutory reviews where corporate parents can discuss progress with schools and keep track of how needs are being met.

Transitional Reviews

This is an important meeting and is held when the young person has become 13. It is particularly significant for disabled young people who may need specialist educational provision beyond 19. The focus is very much on looking ahead and planning for post 16 education.

Consultation Planning Meetings (CPMs)

CPMs, or Consultation Planning Meetings to give them their full title, are held by each school in North Somerset in terms 1, 3 and 5 of the school year.

The CPM is an important meeting, as it is one where all support services that are available to the school come together to give the school an opportunity to voice their concerns and to jointly plan and prioritize the school's issues.

Representatives from all the Inclusion Support Services, Health Service, Education Welfare Service and the SEN Department are all invited. In the very largest secondary schools there may also be a link person from the Child and Adolescent Mental Health Service (CAMHS) and Social Care. Discussions at CPMs are about whole school issues and individual difficulties.

Individual pupils who are causing concern can be raised at the CPM.

They can only be discussed if parents or carers have been contacted and given their signed consent.

Pupils would normally only be discussed at CPMs as part of a graduated intervention by the school. We would expect that schools would already have discussed the issues with parents and carers and have put into place an intervention that is written into an Individual Education Plan (IEP). Sometimes, this is referred to as the School Action stage of the Code of Practice for Special Educational Needs (SEN).

In circumstances where this initial intervention has not been effective and the school requires outside help to resolve the issue, discussion at CPM then takes place. Sometimes this is called School Action Plus of the Code of Practice for Special Educational Needs.

At the CPM, the support services may try to problem-solve the issue there and then at the meeting. More commonly, they decide jointly which service or services need to be involved. For some of the most complex issues, there may need to be involvement from several services, e.g. Behaviour Support Team to support management in school, or Learning, Language and Communication Team to support learning; Health Services to deal with any medical aspects impacting on learning; and Psychology to intervene to support social-emotional aspects. This is just an example, and there are many other possible outcomes.

At the CPM, if actions are agreed, parents/carers are kept in touch with what is happening and will receive any paperwork relating to their child. Social worker/parents and carers may also have a consultation yourselves with the professional involved.

At these meetings children who are looked after are a priority for discussion and intervention from support services.

Exclusions

All those who work with Children and Young People Looked After should take responsibility for identifying behaviour that is likely to get them into trouble and work with them to prevent them being excluded from school. Children in public care are ten times more likely to be permanently excluded than other children. Many experience fixed period exclusions. This disruption in a child's education is often the cause of breakdowns in foster placements, so it is vital that Heads try every practicable means to maintain the child in school. With the designated teacher they should seek advice from appropriate LA officers, such as behaviour support advisers, educational psychologists and education welfare officers. They should also involve the child's Social worker as soon as possible to avoid the need to exclude the child.

Even where the local authority does not have parental responsibility, the child's Social worker should be informed about any exclusion. The designated teacher for Children and Young People Looked After should make sure the Head knows the legal status of pupils in public care so he or she notifies all those who have parental responsibility.

Schools have the right to exclude children from school if they behave badly or disobey school rules. Only the Head teacher can exclude. There are two types of exclusion:

Fixed Term (including Lunchtime exclusions):

This means a pupil is excluded from school for a fixed number of days (can be up to 45 days maximum in any one school year). If the exclusion is over 15 days, then the Governors have to meet to decide if they agree to the exclusion. You, the Social worker and the parent, if involved, will be invited to the meeting, as well as your foster child. The Education Welfare Officer for the school will also be at the meeting.

If a child or young person looked after is excluded, a Pastoral Support Programme (PSP) must be set up to try to avoid any future exclusions.

Permanent Exclusion:

This means a pupil is expelled from the school. The governors' discipline committee must meet within fifteen school days to decide whether they agree with the Head teacher's decision.

The Principal EWO will attend this meeting and, if the decision is upheld, she will be able to advise you about future educational options for your foster child.

You can also appeal to an Independent Tribunal for re-instatement if you think the decision is wrong (again, check with the Social worker whether it needs to be the parent).

Challenging Exclusions

If carers and others with parental responsibility decide to challenge exclusion, they have the same rights to information as parents of other children. As well as parents and carers, residential care workers, Social workers, designated teachers or an independent advocate arranged by the local authority may make representations to the governing body and appeal to an independent appeal panel on behalf of the child.

If Social workers or others with parental responsibility feel the exclusion is unfair or disproportionate, the decision should be challenged. In any case, it is a good idea that the child's views - including any mitigating factors - be made in writing by the Social worker. They should check the details of the exclusion against the Government guidance and consult the exclusions helpline at the Advisory Centre for Education for advice on how to challenge decisions.

Government guidance, along with a step-by-step guide on putting together a case, is included in the ACE exclusions pack. Currently the guidance includes:

- The Booklet 'Fixed Period Exclusion' or 'Permanent Exclusion'
- Improving Behaviour and Attendance: Guidance from Schools and Pupils Referral Units (September 2006)
- Government Guidance on Pastoral Support programme.

With all exclusions, the first stage is to put the case to the governing body which will review the exclusion. Social workers should make sure that the child's views are heard at the governors meeting and/or in a letter to the governing body and, where relevant, the independent appeal panel which hears appeals against permanent exclusions.

Governors should generally add any views or details of any representations to the child's school record, if asked.

Education Other Than in School

If a child is excluded their education should not stop. For fixed period exclusions, the school is responsible for making provision, which generally means sending work back home. The carer or residential Social worker should liaise with school staff to make sure this happens and that the child's work is returned. School staff should make sure the work is marked. For longer exclusions the EOTAS service may be involved in making. In North Somerset every attempt is made by schools to avoid permanent exclusion of a child or young person looked after. Schools can request a Rapid Response Meeting if the school situation is heading towards breakdown, in order that alternative provision can be considered before permanent exclusion occurs.

They could easily make a negotiated transfer to another school.

Foster care placements can break down if the child is home all day, so LEAs should consider making full-time provision available for all Children and Young People Looked After who are excluded, whether for a fixed period or permanently. From January 2007, schools are required to provide education for any fixed term excluded

for more than 5 days. The home education authority is required to provide education for those permanently excluded.

In North Somerset, children and young people who are looked after have priority for places in Pupil Referral Units.

Social workers should make sure that they carefully plan for children moving from placements that are outside mainstream schools. Only where continued attendance is not practical should children be taken off roll at a PRU or be stopped attending a school or further education college before the next placement is arranged.

Learning Mentors and Counselling

Another approach aimed at preventing exclusion and dealing with disaffection is for pastoral care staff in school to offer a range of pastoral support, including learning mentors, counselling and anger management. These staff should draw up a written action plan with parents and pupils to make clear to everyone what is expected.

Pastoral Support Plans

For those children who may be at serious risk of permanent exclusion or criminal activity or who look likely to drop out of school, pastoral support teachers should devise a Pastoral Support Programme (PSP). This will involve external services, including an LEA representative, such as a behaviour support specialist, social inclusion officer or educational psychologist. The child's Social worker must be involved to resolve any home problems that may be contributing to the school difficulties. For Children and Young People Looked After the pastoral support staff should ensure that a copy of the PSP goes to the Social worker so that they are aware of targets and outcomes. It should be included in the education section of the Care Plan. For pupils of 13 and over, a Connexions personal adviser should also be involved in drawing up the PSP.

Other professionals and workers who may be involved in drawing up a PSP or making provision, include youth officers/workers, workers in voluntary organisations, health workers including drugs counsellors and teenage pregnancy coordinators and housing officers where accommodation difficulties are a factor.

Raising Concerns and Complaints Procedures

School governing bodies must have general complaints procedures that explain how parents and others should raise concerns with the school. Generally complaints are made to a senior member of staff, such as a Head of Year or Deputy Headteacher, if necessary. The governing body will hear complaints that staff do not resolve to the satisfaction of the person complaining.

Behaviour Problems and School Discipline

As well as disrupting friendships, transferring schools can frequently be a root cause of disaffection from school and behaviour problems. In many cases children should receive help to address their behaviour and any gaps in learning through the special educational needs framework. Parents/carers and Social workers may need to set this in motion by expressing their concern to the school.

If the school is already giving help through the SEN framework, it must inform Social worker, parents and carers. The governing body must make sure that there is a system in place so that this happens automatically.

The SENCo is responsible for devising provision for children with emotional and behavioural difficulties (EBD), sometimes with the support of outside advice from behaviour support specialists within the LEA. School staff - teachers and learning support assistants are responsible for providing the extra help and the SENCo should make sure that they know what to do and act consistently with other members of staff.

Bullying

One of the common complaints of children in the care system is that they are bullied at school. It is known that transferring schools outside the normal time is a risk factor, partly because it can be more difficult to make friends. Pairing the child with a buddy for support and friendship when they come into school is a good idea that the designated teacher/pastoral care staff should consider.

If bullying does happen, the child's parents/carers or Social worker should act quickly. They should ask for a meeting with the Class teacher or designated teacher. They should also ask to see a copy of the school's anti-bullying policy.

Strategies vary according to the age of the child involved, the nature of the bullying and what the children themselves would like. School staff should refer to the government guidance 'Don't suffer in silence' (DfEE 2000), which describes different ways to deal with bullying.

Children are often reluctant to name names for fear that the bullying will get worse, so school staff need to consider how to ensure that this does not happen. They need to protect the child by providing safe places for them; bolstering friendships and making sure they monitor the situation.

Absence from School

Regular attendance is essential for a child to succeed in school, both socially and academically. The law makes parents responsible for a child's regular attendance. If this does not happen, parents may be invited to enter into a parenting contract or, where they are unwilling to engage with the school or LA to improve the child's attendance, they can be fined or prosecuted. Guidance on this restates the definition of 'parents' as including carers and all those with parental responsibility. However, parenting contracts and prosecution will not apply to local authorities who have parental responsibility as a result of being named in a care order. They may, however, apply to foster carers.

Every local authority should have an officer who keeps an overview of the attendance of children and young people in public care. In some authorities this will be a Lead Officer for Children and Young People Looked After. When a child's non-attendance reaches 10 days or more, this should trigger local authority action. Where the pupil lives in a different LA, the LA where they attend school should take the lead in any such LA level action needed to improve their attendance.

Schools may offer the following types of help:

- Learning mentors.
- Peer mentors.
- In-school counselling.
- Changes of timetable, subjects or Class. Identifying special educational needs and providing appropriate provision.
- Help in catching up with work missed.
- For more serious cases, setting up a Pastoral Support Programme.

Alternatives at Key Stage 4

For some young people who may be at risk of dropping out of school, whether because of attendance problems or exclusion, there are alternative curriculum programmes which may be available to help them reengage with learning. Many take part in vocational courses in further education colleges linked to extended work experience, for example if a child is on roll at a school, generally the school will fund the provision; excluded pupils generally are funded by their LA.

For young people to take part in such programmes, it may be necessary for the Headteacher to remove them from some National Curriculum subjects. However, any alternative qualification offered must be approved under Section 96 of the Learning and Skills Act 2000. Important decisions like this should involve a review of the Personal Education Plan and must involve the child or young person. Before a decision for removal is made, the young person must have a guidance interview. This will generally involve an impartial and informed adult such as a member of the school staff or a Connexions personal adviser. They should point out the implications of the proposed disapplication to the young person and look ahead to future education and training.

Inclusion Support Services to Schools

These comprise:

- Educational Psychology Service (EPS)
- Education Support Service (ESS)
 - ◆ Behaviour Support Team (BST)
 - ◆ Learning, Language and Communication Team (LLC)
- Education Family Support (EFS)
- Education Other Than At School (EOTAS)

Educational Psychology

Psychology helps us understand how people think and behave on society, groups and individually. Educational Psychology focuses on a child or young person's opportunities to learn. This requires an understanding of emotional and learning development and learning styles, social interaction and behaviour, emotional well-being, mental health issues and childhood disorders.

We aim to ensure that schools, families and young people in North Somerset achieve their potential within an inclusive learning environment.

We Are:

Psychology graduates who have undertaken advanced professional training to Master's Degree level and are eligible for chartered status as recognized by the British Psychological Society.

Currently, Educational Psychologists are also qualified teachers with significant teaching experience, usually spanning both mainstream and special schools.

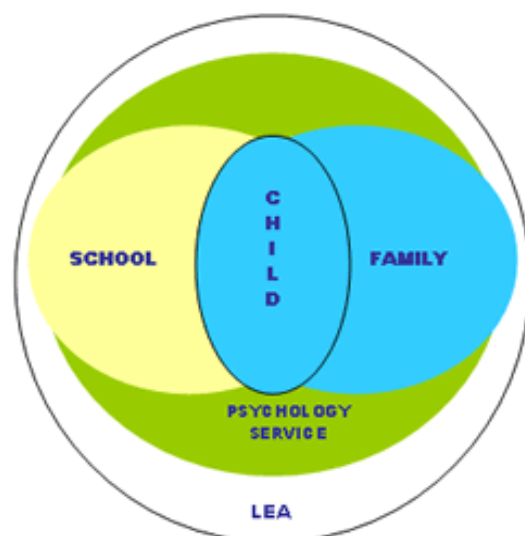
Our training and skills relate to all aspects of learning, behaviour and counseling, with an understanding of organizational and systemic approaches related to schools and families.

We Offer:

- Consultation visits on a regular basis.
- Intervention and Action Planning.
- Monitoring and Review.
- Individual Assessment.
- Group work.
- Support for staff/parents.
- Liaison (with other agencies).
- In-service training.

We Seek To:

- Support inclusive approaches to learning.
- Ensure that the child's needs are considered paramount.
- Promote the child's development, to help them maximize their potential and learning opportunities.
- Incorporate the child's view in all actions and interventions.



- Work in partnership with parents, schools and other agencies. Share our psychological knowledge and skills in order to affect the best resolutions for children.
- Assist in the early identification and assessment of need.
- Respect confidentiality
- Support equality of opportunity.
- Offer genuine and efficient communication which demonstrates value and respect for others.
- Maintain high quality of practice by adhering to professional codes of conduct

We Work in Collaboration With:

Parents, Teachers, Governors, School Support Staff, Special Educational Support Teachers, Home Tutors, Advisors, Social workers, Health Visitors, Speech and Language Therapists, Community Paediatricians, Psychiatrists, Clinical Psychologists, Family Centre Workers, the Voluntary Sector.

We offer a service to the following establishments:

- All North Somerset Schools (mainstream and special) who each have a named Educational Psychologist.
- Pre-school establishments (Springboard Opportunity Group and Child Development Centres).
- Pupil Referral Units.
- Schools outside of North Somerset where North Somerset children with Statements are placed.

We Are Involved With Children Who Are Experiencing:

- Profound and complex learning difficulties
- Specific learning difficulties (including dyslexia, dyscalculia and dyspraxia)
- Language delay/disorder
- Complex, social and communication difficulties (Autistic Spectrum Disorder and Asperger's Syndrome)
- Emotional difficulties (including anxious, depressed or withdrawn behaviour)
- Behavioural difficulties (including ADHD and challenging and disruptive behaviour)
- Ineffective styles which may include concentration, motivation and organizational skills
- Social and personal difficulties, including low self-esteem and poor peer relationships.
- Problems attending school due to anxiety or phobia.

Education Support Service

The Education Support Service comprises two teams: Behaviour Support Team and Learning, Language and Communication Team, both are managed by Sue Harding.

Behaviour Support Team

About Our Service

The key functions of the team are to provide:

- Outreach specialist behaviour support for pupils in mainstream schools.
- Support and training for both teaching and non-teaching staff, who work with pupils with behaviour difficulties.
- Transition support for pupils with behavioural needs.
- Re-inclusion support for pupils who have been permanently excluded or whose placement has broken down.
- To work as part of a multi-agency support programme.
- To support whole-school improvement through multi-agency consultation meetings and specific programmes of work.
- To provide support and training, where appropriate, for parents.

Contact us

The main focus for the team will be to work with pupils who are identified as having one or more of the following:

- Identified on the SEN Audit and receiving funding (see [Special Educational Needs page](#) - Audit Funding Guidance and Audit Funding leaflet)
- At risk of permanent exclusion.
- A Statement of Special Educational Needs.

Consultation requests can be accepted from the following groups:

- Schools.
- The Statutory and Complex Issues Panel (SCIP).
- Special Educational Needs Team.

Learning, Language and Communication Team

About Our Service

The key functions of the team are to provide:

- Outreach specialist learning, language and communication support for pupils in mainstream schools.
- Support and training for both teaching and non-teaching staff who work with pupils with complex learning, language and communication difficulties.
- Transition support for pupils with learning, language and communication difficulties.
- To work as part of a multi-agency support programme.

- To support whole school improvement through multi-agency consultation meetings and specific programmes of work.
- To provide support and training, where appropriate, for parents.

Contact us

The main focus for the team will be to work with pupils who are identified as having one or more of the following:

- Identified on the SEN Audit and receiving funding.
- Identified at School Action Plus
- A Statement of Special Educational Needs.

Consultation requests can be accepted from the following groups:

- Schools
- The Statutory and Complex Issues Panel (SCIP)
- Special Educational Needs Team

Education Family Support Team

About Our Service

The team offers early intervention for primary pupils who have emotional and/or behavioural difficulties, working to change behaviour, prevent exclusion, improve attendance and academic performance, and develop parental partnership.

The Education Family Support Team Coordinator is Jeannie Osmond.

Key Functions of the service are to provide:

- Initial assessment interview following receipt of a referral to identify the changes needed and to identify the specific behavioural targets that will be used to measure the changes.
- Individual intervention plans devised and agreed.
- Use of a variety of theoretical models, including systemic working, cognitive-behavioural approaches, family therapy, psycho-educational models, intra and inter-personal models, solution focused approaches, play, art and drama models.
- Intervention methods, including individual counseling for children or adults, mediation, family therapy, family support, consultation and support to school staff, group work for adults or children, consultation and support to other agencies.
- Interventions and support to pupils and parents throughout the year, including periods of high stress, and transitions between Key Stages.
- Reviews of intervention programmes for pupils and adults after six or eight sessions to enable evaluation, and to monitor attainments, achievements and targets.

- Support for projects identified by schools for school improvement, consultation and supervision to school support staff, pupil and family support staff, and counseling volunteers. Facilitate training for school staff, e.g. SCIP, critical incidents, supporting children experiencing separation, divorce, bereavement, trauma, domestic violence, counseling children, communicating with children.

How to contact us

Referrals are taken from infant, junior and primary schools, as well as from early years providers. Pupils, parents and carers, Educational Psychologists, Education Welfare Officers and colleagues from other agencies, e.g. Social Services, Health, non-statutory organizations may prompt school referrals. Parents and carers confirm their agreement to the referral being made.

Education Other Than At School Service

About our Service

The manager for this service is Jan Richards.

The key functions of the service in partnership with other providers are to deliver:

- Teaching and pastoral support for children and young people who are unable to attend a mainstream school and require a more tailored specialist curriculum. This is provided by the four Pupil Referral Units (PRUs).
- Re-inclusion support for students returning to mainstream setting.

In addition, EOTAS Tuition is provided at the North and South Centres for students who cannot attend school because of ill health and/or pregnancy, permanent exclusion or SEN placement breakdown.

Middle Years PRU, North Centre, Nailsea and The Larch Centre, Baytree Road, Weston-super-Mare

- Full time programmes for students in Years 5, 6, 7, 8, and 9 who are severely disaffected from school and at risk of being or have been permanently excluded.
- Where appropriate, inclusion support into mainstream school or other educational placement.
- Pastoral support to enable students to function more effectively in an educational setting.

A prospectus for the Middle Years PRU and the Larch Centre can be viewed via the following links:

- Middle Years PRU Prospectus.
- The Larch Centre Prospectus.

SAIL PRU at Weston College

- Full time programmes for Year 11 students who are severely disaffected from school and at risk of being or have been permanently excluded.
- Where appropriate, access to mainstream college courses in addition to the PRU core programme.
- Careers guidance and supported work experience.
- Support in transfer to Post 16 with a high percentage of students progressing either to further education, training or employment.
- Pastoral support to maintain students in work and college placements.

KS4 PRU, South Centre, Uphill, Weston-super-Mare

- Full time programmes for KS4 students who are severely disaffected from school and at risk of being or have been permanently excluded.
- Where appropriate, access to mainstream college courses or other training provision in addition to the KS4 PRU core programme.
- Where appropriate, inclusion support into mainstream school.
- Careers guidance and supported work experience.
- Support to transfer at Post 16 with a high percentage of students progressing either to further education, training or employment.
- Pastoral support to maintain students in work and college placements.

How to contact us

Any school making a referral must do so in conjunction with appropriate Children's Services Authority (CSA) officers, e.g. Education Welfare Officer, Educational Psychologist, Behaviour Support Teacher, and a Pastoral Support Programme will be in place. The needs of Statemented students should be discussed at an Annual Review or with the SEN Officer before the referral is made.

Placement within EOTAS provision will be agreed at the EOTAS panel (which meets at least monthly) and is dependent on the needs of the child/young person and within the context of the group. Provision at Rathbone for Key Stage 4 can also be accessed via referral and discussion at the EOTAS panel.

Special Educational Needs

About Our Service

The SEN Team is managed by Jane Routledge and is responsible for the management and administration of the statutory assessment process and, where appropriate, the production and maintenance of Statements of Special Educational Need. All decisions are made through the weekly Statutory and Complex Issues Panel (SCIP) which comprises representatives from the SEN Team, Education Welfare Service, Educational Psychology Service, Inclusion Support Service, Social Care and Health.

We can advise on:

- Assessment criteria and process (see [Guidance for Special Educational Needs Assessment](#)).
- Allocation of resources.
- Requests for specialist equipment.
- Transitions and Annual Reviews.
- Pupils moving into the Authority.
- SEN Tribunals.
- Health and Safety.

We are involved in:

- Partnership working with Social Services and Health.
- Risk Assessment.
- Mapping of pupils and provision.

Contacting us

The SEN Officers are allocated specific schools for which they are responsible. They are your first point of contact should you have any queries in relation to statutory processes.

Education Welfare Service

About Our Service

The aim of the Education Welfare Service (EWS) is to support children and young people in attending school and ensure that, as far as possible, they gain the maximum benefit from their education. To achieve this aim, we work with individual pupils, their families and school staff where there are problems relating to school attendance, behaviour or the welfare of the child. The Principal Education Welfare Officer, Sara Griffiths, is the conducting officer for the Children's Services Authority (CSA) in school non-attendance prosecutions.

Key Functions of the Service

- Education Welfare Officers will be involved where the attendance or behaviour of a pupil is of concern and will support the implementation of Pastoral Support Programmes.
- Represent the CSA at Governors' Disciplinary Panel meetings in respect of fixed period exclusions. The PEWO represents the CSA at Governors' Disciplinary Panel permanent exclusion meetings.
- The Principal Education Welfare Officer is the lead officer for the Behaviour Support Plan.
- Advice and guidance for schools, including Pupil Registration, School Attendance Policies, model Anti-Bullying Policy, Children in Public Care, Children in Employment or Entertainment, Exclusions, Pastoral Support Programmes and Child Protection.

Contact us

Each school is allocated a dedicated Education Welfare Officer (EWO) who visits schools at an agreed frequency to discuss pupils of concern, to receive and prioritize referrals from schools, check Class registers and to advise and support the school as much as possible. The Education Welfare Service has specified time to work with the Youth Offending Team and Children in Care.

If you wish to contact us and find out who is the Education Welfare Officer for your school, please ring 01275 888 332.

Connexions

Connexions is an information advice and guidance service for all 13 - 19 year olds. Its purpose is to remove barriers to education and help young people during times of change such as when they leave school.

Children and Young People Looked After are a high priority for Connexions involvement from age 13+ to give advice and support as necessary, both if your child is doing well at school or if there are difficulties. If your foster child has a statement, the transitional review must include a Connexions advisor.

How you can support Children and Young People Looked After in their education:

A guide for social workers and carers

- Make early contact with the designated teacher for Children and Young People Looked After. Note their name and contact number and email address. *NB it is often easier to contact busy members of staff by email.*
- Make contact with the child's Class teacher or year leader/coordinator. Personal contact helps significantly in establishing a working relationship. In secondary schools the year coordinator has a significant pastoral roll and may be delegated by the designated teacher to coordinate your child's PEP meeting.
- Form tutors in secondary schools have daily contact with students, but it is variable how much pastoral care they are able to give. Year leaders and the designated teachers are the main contacts you should aim to make in secondary schools.
- If your child has special educational needs, the SENCO is also a key person to make contact with. They have a role in administering the child's statement and ensuring there is provision in place to meet the child's needs.
- Ensure you understand the National Curriculum targets for your child
- Ensure you know your child's reading and spelling age and understand what that means. You should always be able to ask a school for this and for your child's current National Curriculum levels.
- Secondary schools collect a wide range of data. Again, at any time you should be able to ask a school:
 - ◆ Your child's current National Curriculum level.
 - ◆ An estimate of their achievement for the next level.

- ◆ Their other individual educational targets.
- ◆ The results of the Cognitive Ability Test (CAT) carried out in Year 7.
- Think: “Would this be good enough for my child?”
- Link with colleagues in Personalised Learning if there are school issues which you are not able to resolve

What can you do at home?

Foster carers

- Ensure you read regularly to him/her and listen to him/her read. If under 11, daily.
- Take an interest in the child’s education - talk to the school about any problems with homework or coursework or ensure the foster carer does so.
- Please support the child by making sure s/he takes all their tests and exams.
- Ensure you do not go on holiday during SATs or exam week.
- Ensure you provide an appropriate learning environment at home with computer support (available through Social Care).
- Find out the results of SATs/GCSEs as soon as possible.
- Celebrate the child’s success or achievement in SATs or GCSEs.
- Facilitate them being able to attend out of school activities.

9. THE ROLES AND RESPONSIBILITIES OF DESIGNATED TEACHERS FOR CHILDREN & YOUNG PEOPLE WHO ARE LOOKED AFTER

Supporting children who are looked after in their education

As corporate parents all staff in your school have a responsibility towards children in care. As designated teacher you probably need to delegate to others some of the tasks which would help support these children.

- Ensure each child in care has a key worker that they feel comfortable talking to, who will take the lead in ensuring that pupil's social and emotional well being in school, and will support their educational achievements. This may be a Year Head, or a Support Teacher or LSA, Form Tutor or class Teacher.
- Provide training for Year Heads and other relevant staff. The CIC Team are very well willing to help with this.
- Offer each child in care who comes newly to your school the opportunity to discuss with you or relevant staff a 'cover story' to explain their circumstances. It is much more beneficial if children say as little as possible to their peers in the first instance, rather than making available their whole life history. Ensure you have agreement with the child on which members of staff are told relevant background facts.
- Raise awareness with staff of the nature of difficulties caused by trauma, abuse and neglect (see [Appendix 1](#)). Again the CIC Team can provide training or liaise with others to provide this.
- Ensure that discussions happen in curriculum meetings around possible difficulties that may arise from curriculum materials. This is most likely to occur in English, e.g. reading a book about a distressing childhood, or History e.g. creating a family tree. At primary level where craft activities like Mother's Day cards are made, discuss privately and in advance what the child wants to do about this.
- Be vigilant about bullying and take it seriously if reported. Children and Young People Looked After are often likely to be victims of bullying.
- Include the pupil in discussions about their education.
- Listen to them and ensure their view is included in the Personal Education Plan (PEP).
- Work with the SENCo to ensure all additional educational needs and Special Educational Needs are defined and met.
- Ensure teachers provide skilled teaching to overcome difficulties and do not succumb to holding lower expectations of the pupil than they would have of others.
- Provide 'catch up' tuition, where pupils have missed chunks of schooling or fallen behind.

Individual teachers and schools *can* make a difference.

Children who have suffered trauma can learn and gain essential self-esteem from educational success, but they may well require individualised approaches to do this.

Skilled teaching can help to make up any gap.

Personal Education Plans (PEPs)

Are now Classified as an 'Official School Record'

Supporting Children with Literacy

Competence with literacy is a key to promoting resilience in Children and Young People Looked After. North Somerset are looking particularly at the reading levels of children in care and are asking you to be vigilant and report at Consultation Planning Meetings wherever a Looked After Child's reading age falls more than one year below their chronological age. Inclusion Support Services will then help you to provide necessary teaching and learning programmes plus monitoring procedures to ensure acceleration of the learning process. Please also prioritise these pupils for any additional paired/shared reading e.g. with older peers or other adults in school, wherever possible.

When there are attendance difficulties

The DfES requires us to report on the number of Children and Young People Looked After who do not attend schools for more than 25 days. In North Somerset we monitor the number of Children and Young People Looked After with below 80% overall attendance rates.

Remember it is general school policy to contact the carer and the Social worker on the first day of any absence of any young person in care.

Please ensure you work together with the school's Education Welfare Officer to monitor any continuing attendance difficulties for these pupils and prioritise them for EWO action. Please notify your Education Welfare Officer immediately if there is a problem with attendance for a Looked After Child or young person: don't wait until the pattern is entrenched - act quickly.

If a Looked After pupil has fixed-term exclusion

Since the fixed-term exclusion is the first indication that things may not be going well, it is good practice for all Looked After pupils given fixed-term exclusion to receive a Pastoral Support Plan. This is seen as an opportunity to bring together, at an early stage, all the adults in the child's life to formulate a cohesive plan of support for that child or young person. Pastoral Support Plans (PSPs) can be incorporated into the child's Personal Education Plan (PEP). It should be seen as an additional, specifically focussed plan of support which sits within the broader framework of the total Personal Education Plan for a pupil. The LEA monitors all fixed-term exclusions and the school may be approached as part of this monitoring system. Schools, please ensure you include the Social worker and carers in the plan. Social workers, prompt school about need for PSP if things are not going well.

If a Looked After pupil is in danger of permanent exclusion

As with any pupil, school should take every remedial action possible to prevent permanent exclusion. This is particularly essential for a Looked After Child as permanent exclusion means yet another change and failure in their life. This in turn places additional pressure on the foster carers and may mean the placement breaks down, necessitating not only a change of school but a complete change of home and family life.

North Somerset Local Authority monitors the number of children having care and education placement changes. We would therefore request that in principle North Somerset schools do not permanently exclude Children and Young People Looked After. They can follow a number of routes suggested in the guidance "re-inclusion of permanently excluded pupils". These strategies include:

- Calling a rapid response meeting of all support services, if exclusion is imminent to try to prevent this.
- Negotiating with another school a managed transfer for a fresh start.

For further information contact Senior Education Welfare Officer, Jan Harper Shea (Telephone: 01275 888 300).

If a Child or Young Person Looked After changes school

Since school is recognised as a fundamental element in providing stability for Children and Young People Looked After, Social Services in North Somerset do work together with Education to minimise any changes of school placement. However, sometimes this cannot be avoided.

One of the key recommendations from the Social Exclusion Unit Report "A Better Education for Children in Care" July 2003 was that the School Admissions Forum should aim to secure the agreement of schools to exceed their roll by one or two to accommodate Children and Young People Looked After.

If a Looked After Child does not have a school place, Local Authorities must make immediate alternative arrangements to provide full time education within 20 days.

Children and Young People Looked After are now the first priority for admissions to a North Somerset school. Except in Key Stage 1 where numbers must be maintained below 30, a school can be directed to go above numbers to take a Looked After Child who has to move. In practice, many schools will be prepared for this eventuality, will be willing to accommodate the child, and the LA will not have to resort to direction.

Where a child moves from your school, please ensure you find out from the Social worker where they have gone and link with the receiving school to give them any key relevant information which you hold. It would be good practice for the Designated Teacher to personally contact the new school and share the areas of success and any difficulties with the school.

During school transitions, especially years 6 to 7

During school transitions, especially Years 6 to 7, ensure you set up (in Primary Schools) or attend (for Secondary Schools) a PEP meeting in Year 6 which focuses on transfer. The aims of this meeting are to highlight the Looked After Child as a priority for receiving school and to plan a supportive induction programme and additional support where necessary.

It also provides a good opportunity for foster carers to link with key worker or co-ordinator in the receiving school.

In Key Stage 4

The particular difficulties of teenagers

Recent research has highlighted that there is a strong case over the next year or so for focussing in particular on supporting 15 and 16 year olds in their academic attainments. We know that the attainment levels for this group remain unacceptably low.

We also know that this represents one of the most important stages in influencing the life chances of all young people.

Improving Key Stage 4 Outcomes

The identified problems:

- Inadequate guidance when choosing Key Stage 4 options (Year 9).
- Guidance inhibited by lack of previous performance data to aid prediction.
- Too many young people in care already disaffected from mainstream curriculum by Key Stage 4.
- Too many young people not entered for GCSE/GNVQ on account of placement moves which result in courses being unavailable or inaccessible (e.g. different syllabuses), and/or pupils being regarded as unable to complete the course.
- Pupils allowed to follow alternative curricula without attention to whether these ensure continuity and progression.
- Alternative curricula and accreditation insufficiently recognised.
- Uncertainty regarding post-16 living distracting pupils in care from study for public examinations.
- Lack of appropriate study support.

General Solutions

- Establish detailed needs-led profile of all Years 10 and 11 pupils in care; amend PEP accordingly and review termly during Key Stage 4.
- Ensure the availability of a range of resources to meet immediate need (e.g. home tuition, text books and revision guides; effective IT support; support to access study support including transport costs; support during study leave).
- Ensure that all Year 11 pupils in care are entered for appropriate accreditation.

- Ensure continuity of course work and syllabuses if young people have to move placement during Years 10 or 11.
- Use mentors from higher education in the community to support pupils in Years 10 and 11.
- Provide the opportunity of catch-up programmes, revision courses and other study support.
- Make effective use of Connexions Personal Advisers.

For children with special educational needs who are also in care

Not all young people who are looked after have special educational needs. The difference between a child's additional educational needs arising from being in care should be distinguished from special educational needs. First, the child might have special educational needs, regardless of whether he or she is in care. A child may have sensory impairment, a physical disability, a cognitive difficulty, or a specific learning difficulty, which are not associated with being looked after.

10. CURRENT RANGE OF THE CYPS SERVICES FOR CHILDREN AND YOUNG PEOPLE LOOKED AFTER

May 2007

The Education Children and Young People Looked After team.

This comprises:

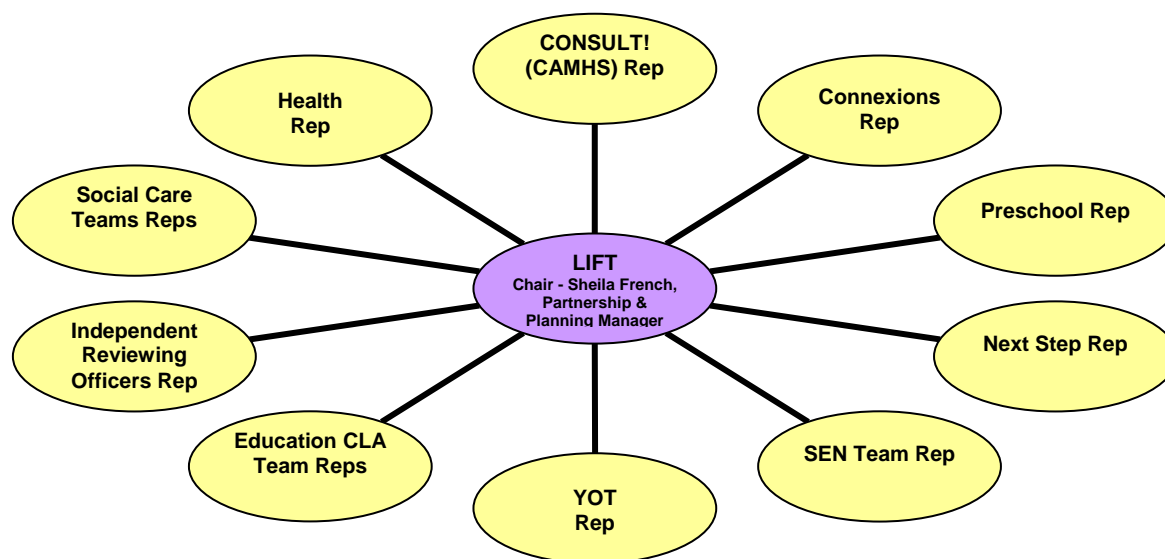
- Kathryn Davies, Full-time Advisory Teacher for Children and Young People Who Are Looked After (CLA).
- Jan Harper-Shea, Senior Education Welfare Officer 0.5.
- Samantha Carr, Senior Educational Psychologist 0.2.

They provide support to schools regarding educational achievements and social and emotional development of CLA. They also maintain the database of CLA and scrutinise data to ensure that schools are challenged to provide services for CLA that maximise their achievements.

The LIFT meeting (formerly LESG)

The Looked After Information, Facilitation and Tracking meeting (LIFT) meets monthly. It has a multi-agency focus with delegates as outlined below. Its functions are:

- To circulate current (updated) database and share information on developments for individual children.
- To facilitate access to both in school and out of school learning opportunities through provision of grant monies.
- To track individual educational attainments against predicted achievements and intervene in order to maximise best outcomes for Children and Young People Looked After.



Multi-Agency Children and Young People Looked After Policy and Planning (MACLAPP)

This meets three times a year, with representatives as illustrated above. Its main aim is Health, education and social care.

Children & Young People's Services (CYPS)

Support is available in North Somerset from a number of teams within Children and Young People's Services who all prioritise children and young people who are looked after.

- From any of the Inclusion Services via Consultation Planning Meetings. Children and Young People Looked After feature as a standard agenda item in these and should always be raised to monitor carefully educational achievement. These services include the Educational Psychology Service, Learning, Language and Communication Team, Behaviour Support Team and Education Family Support Team.
- From the Education Welfare Service via your Education Welfare Officer.
- From the School Improvement Team through their usual visits.
- From the Education Children and Young People Looked After telephone helpline Wednesday mornings 01275 888300.
- From the Education Children and Young People Looked After Team

Specialist Nurse

Sheila Harding is the specialist nurse for Children and Young people who are Looked After. She ensures they have regular health checks and works with carers and young people on a range of health issues.

Reviewing Officers

Reviewing Officers carry out independent reviews for all Children and Young People Looked After one month after they become looked after, three months after that review and then six monthly or more frequently if required. The reason for the review is to monitor the child's care plan, including their health and education plan.

0-17 Children and Young Persons Solutions team is a resource offering:

- A range of family support services to families, young people and children assessed as Children in Need.
- Parenting skills group-work.
- Individual therapeutic and support work with parents, children and families.
- Quick response service to prevent family breakdown which might lead to foster care.
- Reunification of Children and Young People Looked After both looked after and in need, including those out of school. The Dinosaur Club and other club work are very popular with CLA.
- Specialist assessments.

Child & Adolescent and Mental Health Services (CAMHS)

These are specialist multi-disciplinary teams that include psychiatrists, clinical psychologists, specialist nurse therapists, family therapists, art therapists and primary mental health workers. They provide assessment and treatment/therapy for children and young people with mental health needs. They will accept referrals from health sources, Social workers, education welfare officers and members of Inclusion Support Service.

However, as an alternative, referrals can also be made requesting consultation for foster carers (see CONSULT! service below). A request can be made for consultation if this is considered to be more relevant than referring for direct work with a young person.

CONSULT!

CONSULT! is a multi-disciplinary service involving representatives from the Children and Young People's Services (Social worker and Educational Psychologist) and the Health Service (Clinical Psychologist).

The team offers consultation to foster carers and professionals on the mental health needs of Children and Young People Looked After. Consultations are provided for all Children and Young People Looked After who achieve their tenth birthday in placement.

Consultations (where appropriate) are offered to all children and young people who are looked after for four months. Foster carers, Social workers, health and education professionals can also request consultation at any time during the child's placement.

CONSULT! Offer regular training for foster carers on the emotional and attachment needs of Children and Young People Looked After.

Next Step

Next Step is the North Somerset Leaving Care/After Care Service for young people aged 16-21. It offers young people advice, support and practical assistance to provide them with opportunities for health, wellbeing and creativity to aid them with positive independent living. An 'out of hours' service is also provided to assist young people, all foster carers and other partner agencies

It also supports young people through further education studies, including University.

Youth Service

The Youth Service in North Somerset provides young people with access to challenging and entertaining opportunities, as well as addressing some of the difficulties they face. This ranges from social events, excursions, recreational activities, outdoor activities, sports, artistic and creative opportunities - all of these and more are designed to help young people make the most of their lives.

The role of Youth and Community Workers is to empower, educate, challenge stereotypes or inequalities and advocate on young people's behalf, retaining confidentiality in order to reach and maintain contact with vulnerable young people.

Connexions

Connexions is a service for young people providing advice, guidance and personal development services for all 13-19 year olds. It offers support to young people on important issues, such as relationships, learning and work and other lifestyle decisions. *Connexions* prioritises its work with Children and Young people who are Looked After.

Individual help is offered by *Connexions* Personal Advisers who can provide direct personal support and, where appropriate, make links with other specialist services. *Connexions* works by bringing together the expertise of existing local, regional and national agencies.

Youth Offending Team

The North Somerset Youth Offending Team (YOT) is a multi-agency and multi-disciplinary team which is linked into partner agencies. The team provides holistic assessments and intervention programmes addressing offending behaviour and protective and 'at risk' factors to reduce the risk of re-offending and improve life opportunities, e.g. in relation to health, education/training/employment and family issues.

The YOT also manages a range of preventative projects for young people aged 5-19 years on a voluntary basis, e.g. Junction 21 (mentoring and other services), Positive Activities for Young People, the Youth Inclusion Support Project, Health/Drugs Services and Employment, Education, Training Project.

Advocacy Services (PAIRS)

North Somerset commission the Children's Society, PAIRS project, to provide an independent advocacy service for North Somerset's Children and Young People Looked After. If children or young people looked after feel they are not being listened to or taken seriously, PAIRS will be pleased to act as advocates.

Telephone Helpline

Jan Harper-Shea offers a telephone helpline on Wednesday mornings to anyone who has a query about a looked after child in their school. The number is: 01934 888300.

Additional Help for CLA - Funding

CYPS provides access to two funding streams:

1. Quality Protects

Social workers can request funding for extra curricular items, e.g. out of school hours learning including subject tuition, from this fund. It also ensures that all

Children and Young People Looked After have access to a computer in their foster homes and relevant software and provides a cheque to all Year 9 and 11 students to purchase revision guides. It provides activities promoting self-confidence.

2. Vulnerable Children's Grant

Provided a pupil has a current PEP which includes well defined targets and an outline of proposed support, funding from this fund can be granted to a school on a short-term basis to provide additional LSA or SMSA support to aid inclusion. The CLA team meets monthly to consider all such requests.

All Vulnerable Children's Grant and Quality Protects requests are ratified by a multi-agency panel

Please do not make a request for any of these funds *unless* you have a fully completed and up-to-date PEP

11. PERSONAL EDUCATION PLANS FOR CHILDREN LOOKED AFTER

Why do Children and Young People Looked After (CLA) have Personal Education Plans?

A Personal Education Plan (PEP) is a statutory requirement for all Children and Young People Looked After (ref: DfES 2000: The Education of Children and Young People in Care). It is not an option.

The PEP meeting provides an opportunity to communicate to children and their carers that their education is a priority

Statutorily, it is the Social worker's duty to ensure completion of all PEPs.

In North Somerset Designated Teachers together with Social workers share the responsibility to ensure that PEPs are maintained for each pupil in care in their school. Designated Teachers are responsible for holding PEP review meetings and ensuring that information from the meetings is passed to the Children and Young People's Service (CYPS) – Education Department without delay.

When children and young people looked after by North Somerset are placed in schools out of the area, it is the Social worker's responsibility to ensure that all PEPs are completed within these times.

The PEP will then be passed to the Social worker so that the information in it can inform the child's next LAC review (review of care plan).

NB: LAC reviews are statutory requirements that happen 1 month after the pupil first comes into care, then at 3 months, 6 months and thereafter 6 monthly.

How do I complete a PEP?

- Call a meeting and invite as a minimum the pupil, her/his Social worker and foster carer. Invite others as appropriate. Please allow as much warning as possible so that Social workers can attend.
- Ask the Social worker to invite parents as appropriate.
- Fill in the North Somerset PEP form (available electronically as well as hard copy) from:
www.n-somerset.gov.uk/Education/Education+services+and+teams/Children+Looked+After
- Ensure the first PEP is completed within 20 days of the pupil coming into care or arriving at a new school.
- Review and update the PEP every six months. A shorter PEP Review form is available for interim meetings where nothing of significance to the child or young person has changed and attainment is on track.
- If liaison between school staff, carer and Social worker is well established, and there are no problematic current issues, PEPs could be reviewed with them via

telephone contact in addition to discussion between key worker in school and pupil. A PEP Review Form is available for this purpose.

- Meetings should always be held at transition points between key stages.
- At transition between KS3 to 4 you must invite a Connexions Personal Adviser.

The child's view

It is good practice to involve children and young people in any discussions about them, and to seek their views. Therefore, ensure you include the pupil in discussion at the PEP, or if they are reluctant to attend, seek their views outside the meeting.

The pupil is also sent separately, by post, a form to complete with their carer about their views regarding their schooling and this should be shared at the PEP meeting and forms part of the complete PEP.

Incorporating PEPs with Individual Education Plans (IEPs), and Pastoral Support Plans (PSPs), etc

PEP meetings can and should be incorporated with IEP or PSP reviews or statutory annual reviews of statement wherever possible to avoid duplication of meetings. Reference to IEPs and PSPs can be made in PEPs and the relevant documents attached to the PEP without having to quote from them in full.

How do I fill in the form?

Page 1 - Pupil personal details

Please ensure that this is completed fully. This will give you an opportunity to check with the Social worker the pupil's care status which you will need to know.

Adults supporting this pupil

The range of people involved in drawing up the plan will vary according to the age, need and circumstances of the child (for instance, the young person may have a learning support assistant who will be important in supporting her/his learning progress). The key worker in school is not therefore always the designated teacher. It may be a form tutor, SENCO or Class teacher.

Page 2 - Essential information

Please ensure that this is completed and that you are sure who needs to receive copies of any school documents.

Section 2: School assessment and data collection

Current data on achievement and Fischer Family Trust (FFT) data on expected attainment is vital in monitoring individual progress within each Key Stage. Data on Children and Young People Looked After assists us to plan futures strategies to maximise educational achievements. With this in mind please:

- Complete attainment information as fully as possible, particularly including Reading Age and Spelling Age. For secondary age pupils include CAT scores or FFT data.
- If it is definitely known that a pupil did not sit SATs at a particular Key Stage, for whatever reason, please add this information and the reason why.
- Give teacher assessments about current Key Stage levels.
- Indicate whether the results you record are either predictions or actual results.
- At secondary level please outline awards other than GCSE being followed, e.g. AQA entry level etc, short courses; YAS, etc.
- If the pupil's education records are either lost or incomplete, please note this.
- The PEP refers to 'other measures of progress at this stage.' This is to ensure that the progress of children who may have specific learning needs and may not, therefore, be included in Key Stage results, is recorded e.g. P-levels used in special schools.

Section 3: Factors affecting progress

Not all of the categories will apply, e.g.

- If the young person is due to sit public examinations, the priority may be scheduling revision sessions under Study Support.
- If a young person is at risk of exclusion the priority may be support with emotional and/or behavioural difficulties supported by a Pastoral Support Programme (this needs to be attached).
- If setting in certain subjects is about to take place, it may mean additional support in specific subjects.
- If attendance is a problem, then it is all the more important to produce a PEP, if necessary, without the pupil.
- Please always complete '*Has someone attended the last parent's evening*', as we are asked to report on this to the DfES.

Connexions advice and work experience

NB: All CLA in year 9 and upward must be prioritised with Connexions for a specialist individual service which supports work experience and college applications and makes links with the Pathway Plan.

Section 4 Educational Needs and Action

Please ensure that actions are **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime related. They should relate to the educational priorities e.g.:

- Curriculum e.g. Literacy and Numeracy programmes e.g. Booster, Springboard, ALS
- Development of skills to support learning, tailored packages where disapplication of curriculum may apply.
- Transition planning e.g. KS2-3 planning to create a smooth transfer between schools; KS3-4 planning to include preparation for option choices, SEN transition plan at 14+.

- Planned changes of placement e.g. adoptive placement, care placement.
- Re-integration into mainstream school or provision outside mainstream education.
- Out of school hours learning opportunities (funded from Quality Protects money).
- Additional support in school (funded from Vulnerable Children's Grant).

Please use this section to request additional funding .

Requests need to be specific and SMART.

What should I do with the form?

- Send a copy of the completed PEP to Children and Young People's Services, Education Department. The contact person is:

Becky Farler
Children Looked After Administrator
Children & Young People's Services
Town Hall
Weston-super-Mare
BS23 1UJ

Email: becky.farler@n-somerset.gov.uk

Jan will arrange for distribution to carer (with copy for pupil), Social worker, parent (if appropriate), Pam Salisbury, Children Looked After Teacher, and the Social Care Independent Reviewing Officer.

- Keep a copy on the pupil's school file.

**Child / Young Person who is Looked After
Personal Education Plan**

Personal Education Plan					
Name				Date of Birth	
School/Education Provider					UPN
Previous School (<i>if applicable</i>)					Year Group
Ethnic Origin		Religion		First Language	<i>Please see codes overleaf for these</i>
School Action		School Action Plus		Statement	Key Stage
Health issues/Medication					Legal Status
Date of this Plan					Review Date

Adults supporting this pupil:

Title	Name	Address	Tel. No.	Present at Meeting
Designated Teacher				
Key Worker in School				
Social Worker				
Parent				
Carer				
SENCO				
Other				

Responsibilities:

	Foster Carer	Parent	Social Worker
Who will collect the child / young person from school ?			
How will the pupil get home if not collected ?			
Are there any issues concerning contact ?			
Who will school contact in an emergency ?			
Who will give permission for school trips ?			

SECTION 1: Essential Information

Responsibilities: (contd.)

			Foster Carer	Parent	Social Worker
Who will receive and respond to school information ?					
Who will receive school reports ?					
Who will attend parents' evenings ?					
Who takes responsibility on health issues ?					
Who will sign the home / school agreement ?					
Who should receive copies of the PEP ?	Pupil (please ✓)	<input type="checkbox"/>			

Is this pupil educated outside North Somerset C&YPS Department?	Yes		No	
---	-----	--	----	--

Has this pupil contributed to this PEP?	Yes		No	
If not, why not?				

This section to include pupil's views where possible

Who needs to know this pupil is in care?	
What specific information do they need to know?	

Ethnic monitoring codes

<i>Ethnic Origin</i>		<i>Home Language</i>				<i>Religion</i>			
Code	Description	Code	Description	Code	Description	Code	Description		
AAO	Any other Asian background	MWA	White Asian	UNC	Not known	OTH	Other	ANG	Anglican
ABA	Bangladeshi	MWB	White/Black Caribbean	BEN	Bengali	PAN	Panjabi	BPT	Baptist
AIN	Indian	NOT	Info not obtained	CAN	Cantonese	POR	Portuguese	CHR	Christian
APK	Pakistani	OEO	Other Ethnic Group	ENG	English	SPA	Spanish	HIN	Hindu
BLB	Black Caribbean	REF	Refused	GRE	Greek	TUR	Turkish	JEW	Jewish
BLF	African	WHA	Any other White background	GUD	Gudjerati	UNC	Unclassified	MTH	Methodist
BLG	Any other Black background	WHB	British	HIN	Hindi	URD	Urdu	MUS	Muslim
CHE	Chinese	WHR	Irish	ITA	Italian			NON	No Religion
MBA	White/black African	WHT	Traveller – Irish Heritage					OTH	Other
MOT	Any other Mixed background	WRO	Gypsy/Roma					ROC	Roman Catholic
								SIK	Sikh
								UNC	Unclassified/Not known
								URC	United Reform Church

SECTION 2. School Assessment and Data Collection

Homework (Primary pupils only)

	Regularly	Occasionally	Never	N /a
Does your school set homework ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this pupil complete and return homework ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does this pupil read to anyone at home ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Homework (Secondary pupils only)

	Very satisfied	Reasonable	Not very satisfied	N /a
Frequency of completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data Collection Attainment All Ages

	Test	Date
Current Reading Age/Standardised Score		
Current Spelling Age/Standardised Score		
Current Number Age/Standardised Score		

Foundation Stage Profile

Subject	Overall total for this area of learning
Personal, social and emotional development	
Communication, language and literacy	
Mathematical development	
Knowledge and understanding of the world	
Creative development	
Physical development	
Total score for all six areas of learning:	

Key Stage 1

	Reading	Writing	Maths
Current Assessment NC/P Levels			

SATs Scores

	Reading Task	Reading Comprehension Test	Writing Task	Spelling	Maths
Teacher Assessment					
Attainment					

SECTION 2. School Assessment and Data Collection - continued

Key Stage 2

	English	Maths	Science
Current Assessment NC/P Levels			

SATs Scores	English	Maths	Science
Teacher Assessment			
Attainment			

Cognitive Abilities Test – Individual Pupil Profiles with GCSE Indicators

Battery	Raw Score	SAS	ST	NPR
Verbal (max. raw score 100)				
Quantitative (max. raw score 60)				
Non-Verbal (max. raw score 80)				

GCSE Indicators	
Probability of achieving 5 GCSE grades A* - C	
Probability of achieving 5 GCSE grades A* - G	

Key Stage 3	English	Maths	Science
Teacher Assessment			
Attainment			
Other measures of progress at this stage (eg 'P' levels)			

Years 10 and 11: GCSE and other accreditation – current predictions

Subject	Award	Predicted Grade	Comments – including Fisher Family Trust data

SECTION 3. Factors affecting progress

What's going well?

	Details (including dates, etc)
Attendance	
Fixed term / Permanent Exclusion (number of days in academic year)	
Time without a school placement	
Changes in: school or care placement	
Homework issues	
Has someone attended the last parent's evening?	
Other current concerns	

Current educational priorities:

Curriculum <i>eg 'catch-up', additional tutoring/ study support in school</i>	
Transition planning	
Improve attendance	
Improve behaviour	
Cultural / Religious	
Provide additional tutoring out of school	
Provide extra-curricular activities	
Personal development	

Has this pupil received Connexions advice (Age 13 plus)?	Yes	Date		No	If not, please note that CLA are top priority for Connexions involvement
--	------------	------	--	-----------	--

a) Educational Needs

Need identified	Action	By whom	By when

b) Individual Educational Targets (as set by school)

Targets	Links with other plans eg Statement, IEP, PSP (Please attach)

Vulnerable Children’s Grant money available for Children/Young People who are Looked After

<p>There is Vulnerable Children’s Grant money available for additional tuition. This can be for academic subjects or for activities like music or sports training.</p> <p>If required for this CLA pupil, please detail needs, costs, expected outcomes</p>	Number of hours / LSA support:
	What do you expect this pupil to achieve at the end of this period of support (SMART targets)?

Please note that this PEP needs to be completed and read in conjunction with the Pupil and Carer’s form which is to be attached to this Plan

School signature _____

Designation _____ Date _____

Please take a copy for the pupil’s file and then return this form to:
 Becky Farler, CLA Administrator, CYPS, Town Hall, Weston-Super-Mare BS23 1UJ.

Copies of the form will then be sent to: Foster Carer (with copy for Pupil); Parent (where appropriate); Social Worker; CLA Advisory Teacher; Sam Carr EP; Kaye Case/John Beer, Virtual Headteacher, and the CLA Reviewing Officer.

If copies need to be sent to anyone else, please indicate on the form



Name					
School					
Dob		Key Stage		NCY	
SEN Code of Practice					
Date of this Review		Date of last Review/PEP			

Copies of PEP to go to:		Carer		Parent		Social worker		Pupil
-------------------------	--	-------	--	--------	--	---------------	--	-------

Present at Meeting	Name	Designation

Attendance	
Behaviour	
Academic achievement	

What has changed since the last PEP?
What has been achieved and is working well?
What still needs to be developed?

Child / Young Person who is Looked After
Personal Education Plan REVIEW



Has this pupil contributed to this PEP?	Yes		No	
If not, why not?				

Data Collection Attainment All Ages	Test	Date
Current Reading Age/Standardised Score		
Current Spelling Age/Standardised Score		
Current Number Age/Standardised Score		

Action Plan		
Who?	What?	By When?

Please indicate what this pupil will achieve at:	SATS:
	GCSEs (including Fisher Family Trust data):

Please state the individual school targets for this pupil

Does this pupil need any extra help? (Vulnerable Children's Grant available)
 If so, please complete the form on the next page

Application for Vulnerable Children's Grant

How support will be used *(please specify LSA support/ number of hours requested)*

Using SMART targets, what do you expect this child to achieve at the end of this period of support

Name			
Designation		Date	

Please return this PEP Review Form to:

Becky Farler
 CLA Administrator
 Children & Young People's Services
 North Somerset Council
 Town Hall
 Weston-super-Mare
 BS23 1UJ

email: becky.farler@n-somerset.gov.uk

Copies of the form will then be sent to: Foster Carer (with copy for Pupil); Parent (where appropriate); Social Worker; CLA Advisory Teacher; Sam Carr, EP; Kaye Case/John Beer, Virtual Headteacher; and the CLA Reviewing Officer.

If copies need to be sent to anyone else, please indicate on the form

**Personal Education Plan for a Young Person who is Looked After – Post 16
REVIEW**



Name	
Date of Birth	
Current Education Provider	
Date of this PEP Review	
Date of next PEP Review	

	Name	Reason for involvement
Present at Meeting		
	Young person present at this meeting?	

Current Course	
Planned Completion Date	
Personal Tutor / College Contact	

Attendance	
Behaviour	
Welfare	
Health issues	

What are the developments since the last PEP Review (personal, social and educational)?

How is the college course going?			
Which things in college require further work?			
What things does the Young Person do outside of her/his timetabled sessions?			
What are the Young Person's career aspirations / plans?			
Does the Young Person have a current Connexions Action Plan?			
Yes	No	If not, why not?	



Action Plan		
What needs doing?	By whom?	By When?

What are the Young Person's Target Grades?

Has the young person contributed to this PEP review?	Yes	No
If not, why not?		

Young person's comments	
Signed	Date

Does this Young Person need any extra help? (Vulnerable Children's Grant available)
If Yes please complete the form on the next page

Application for Vulnerable Children's Grant
How support will be used (please specify LSA support / number of hours requested)
Using SMART targets, what do you expect this Young Person to achieve at the end of this period of support?
Name
Designation
Date

Please return this PEP Review form to:

**Becky Farler, CLA Administrator
CYPs
North Somerset Council
Town Hall
BS23 1UJ**

Email: becky.farler@n-somerset.gov.uk

Personal Education Plan



SECTION 1: Pupil's self-assessment:
To be completed by pupil in discussion with foster carer
To be used to inform the PEP meeting / CLA Review

Progress towards achievement and success

Name		School	
-------------	--	---------------	--

What have you done well at school during the last six months ?

What extra school-based activities have you been involved with ?

What activities (eg sports, clubs) have you done out of school ?

Is there a hobby or an activity you would like to do?

Is there anything at school that's worrying you, and that you would like help with?

School details	Very good	Good	OK	Not very good	A real problem
My reading is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My spelling is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My concentration in class is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My maths is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My science is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My attendance is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My behaviour is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

My hopes and plans for the future:

1. _____
2. _____
3. _____

Signed Date

12. HEALTH AND WELLBEING OF CLA

Study Support and Out of Hours Learning

How all children and young people spend their time out of school, as well as in school, can shape and change their lives. For young people in care whose life experiences have often damaged their self-esteem and motivation, the potential benefits of study support (out of school hours learning activities) can be even greater. A leisure interest may provide their first real experience of being motivated - a critical factor in achievement. For young people who have often had broken schooling, study support (other out of school learning activities) can be a route back into formal learning and achievement. Gains in self-confidence and the chance to build relationships can provide much needed stability - of care and school placements.

For this reason, all PEPs must include a discussion and facilitation of out of school hours learning opportunities. A range of these can be funded from our vulnerable children's or quality protects money. Opportunities that Children and Young People Looked After have engaged in have ranged from residential study revision weeks, tall ship adventure weeks to guitar tuition or swimming lessons.

Play

For younger (and not so young) children play is the key to promotion emotional health and wellbeing. Play, leisure and the creative arts are particularly valuable to Children and Young People Looked After, especially where they have had little opportunity for these activities. Carers are encouraged to actively play with and provide creative outlets for the children they look after.

Healthy Care Programme

This National Children's Bureau initiative funded by the DfES is a practical means of improving the health of Children and Young People Looked After and young people in line with Department of Health Guidance (promoting the health of Children and Young People Looked After 2002). Through partnership working, policy development and with the participation of Children and Young People Looked After and young people, it will ensure that services are child focused, provide a healthy care environment and support the National Healthy Care Standard.

The National Healthy Care Standard

A child or young person living in a healthy care environment is entitled to:

- Feel safe, protected and valued in a strong, sustained and committed relationship with at least one carer.
- Live in a caring, healthy and learning environment.
- Feel respected and supported in his/her cultural beliefs and personal identity.
- Have access to effective health care, assessment, treatment and support.
- Have opportunities to develop personal and social skills, talents and abilities and to spend time in freely chosen play, cultural and leisure activities.

- Be prepared for leaving care by being supported to care and provide for him/herself in the future.

North Somerset has formed a healthy care partnership to ensure that at Local Authority level measures are taken to enhance the healthy care of Children and Young People Looked After. At present a provision map is being carried out to outline strengths and provide a gap analysis of services.

Awards Ceremony

Each year Social Services in North Somerset organise an award ceremony for all Children and Young People Looked After. Schools, as well as foster carers, are encouraged to submit the names of children and young people who have gained a significant achievement in any area of their learning or lives. Certificates are presented as part of an outing or a party/disco. Please be aware of this event and link with Social workers and Foster Carers to put forward the names of young people who you feel would benefit from being recognised for an award.

Pupils completing GCSE examinations are sent a card from the Director of CYPS and Assistant Director (Children and Families).

Opportunities for Looked After Young People to Train Others

There are opportunities within Children & Young People's Services for young people who are in care to act as speakers, advocating on behalf of other Children and Young People Looked After in the training of local government officers, including councillors. This provides an opportunity for such young people to speak in public and represent others. We hope that if you are approached you can support any young people selected from your school in fulfilling this task.

13. BEYOND 16

Children (Leaving Care) Act 2000

The Children (Leaving Care) Act aims to improve the life chances of young people in and leaving care by:

- Delaying the discharge of young people from care until they are well prepared and ready to leave.
- Improving the assessment, preparation and planning for leaving care, including the introduction of Pathway Plans and personal advisers to provide advice and support in the preparation of these plans.
- Providing better support for young people when they have left care.
- Improving financial arrangements for care leavers.
- Recognising inter-agency responsibility towards young people preparing to leave care.

Pathway Planning builds on the Personal Education Plan for each young person and includes, as well as the development of skills to enable independent living, a detailed plan for education and training to be undertaken.

In North Somerset, young people who are looked after transfer to the 'Next Step' social care team on their 16th birthday. This team specialises in supporting CLA in further education and steps towards independent living. It is always the expectation that CLA should continue into some form of higher education, wherever possible.

Focus on going to university should begin early, if the young person so wishes, in order to build up a good record of achievement. It is important for them to demonstrate in their application that they have wider interests beyond their academic courses and they may well need support in deciding what activities they would enjoy doing, the skills they would like to develop and how they are going to access these activities in terms of time, transport, equipment or facilities etc.

Personal advisers can provide support in completing UCAS forms and in choosing the right course and the right university.

Further Education and Training

Young people in care need to be encouraged to focus on their future, to have aspirations for themselves and to continue in further education to maximise their potential. In the 'It's your future' survey, only 4% of respondents referred specifically to ambitions to pursue further or higher education. Everyone connected with them - Social workers, carers, designated teachers, personal advisers and mentors in particular - needs to encourage them to access opportunities for further education and training as a matter of course and to use their Pathway Plans as a focus for discussion.

National Insurance Number

If a young person is 15 years and 9 months or older, they are eligible for a National Insurance number. For young people in care, their Social worker fills in a form giving the young person's name and date of birth and sends it to the National Insurance Registrations Office.

GLOSSARY

Accommodated	In care by arrangement and agreement with a child's parents. Parents are fully involved in decisions made about the child and the child's wishes must be taken into account.
Adoption	A legal process by which a child becomes a permanent member of a substitute family. Legal links with the birth family are severed.
Aftercare	Support which is provided to a young person after they have left care. For young people who have been in care for six months or longer and who are in care at the time they leave school, Social Services have a responsibility to provide support to the young person until they become 21.
Aided Schools	School having a church foundation. These schools have responsibility for buildings, employing staff and determining admissions criteria and religious education.
Annual Review	A yearly review of a Statement of Special Educational Needs.
Approved Foster Carers	People who have successfully completed the assessment and vetting process and have been approved by the Local Authority.
Birth Family	A child's biological parents and brothers and sisters.
Care Order	An order made by court under Part IV of the Children Act 1989 which confers parental responsibility on the Local Authority.
Care Plan	A Care Plan is compulsory for any child who is looked after.
Child Protection	A register of young people who have been the subject of a child protection conference and for whom a child protection plan is deemed to be necessary. The register is held by the custodian in Social Services central office.
Code of Practice	The Code of Practice or Special Educational Needs: a staged approach to dealing with special educational needs.
Connexions Service	A youth support service that provides holistic support to young people aged 13-19 years with the aim of making a successful transition from school to employment.
Controlled School	A school where admission arrangements are determined by the County Council.
Designated Teacher	A teacher designated to act as a resource for children and young people in public care. They coordinate services and support, ensuring that every child has a Personal Education Plan.
DCSF	Department for Children, Schools and Families
Disagreement Resolution	All LEAs must provide arrangements to help prevent or resolve disagreements between parents of children with special educational needs and the LEA or the school. These must include an independent service with trained mediators, designed to bring the different parties together in an informal way to try to resolve the disagreement through discussion.
Disapplication	When a pupil at Key Stage 4 (years 10 and 11) is exempted from certain subjects in the National Curriculum.

Early Education Settings	All preschool education provision, such as nursery Classes Schools, day nurseries and playgroups.
Early Years Development & Childcare Partnerships	All LEAs must establish an Early Years Development and Childcare Partnership to work with them in reviewing the sufficiency of nursery education and preparing early years development plans.
EP	Educational Psychologist.
ESA	Educational Support Assistant: a worker employed by a school to work with young people who have special needs.
EWO	Educational Welfare Officer.
Extended Family	Relatives outside the immediate family unit.
Family Placement Officer	A Social Services Officer whose responsibility is to support placements in order to promote educational outcomes of looked after children.
Fieldwork Manager	The child's Social workers manager.
Fixed-Term Exclusion	Exclusion from school for a fixed period of time. Schools may use fixed-term exclusions more than once, but pupils may not be excluded for more than 45 days in a school year.
Fostering Allowance	Regular, age related payments to cover the costs of caring for a child.
GCSE	General Certificate of Secondary Education.
Graduated Approach	The graduated approach recognises that children learn in different ways and can have different kinds and levels of special educational needs. Step-by-step the school or the early education setting must provide additional help. They may also call on more specialist help in order to assess the child's needs and make appropriate provision.
Guardian and Litem	An independent person (social work trained) appointed by the court to safeguard and promote the welfare of the children.
Independent Parental Supporter (IPS)	Someone who can support parents, for example, by going to meetings, encouraging parents to get involved and helping them to understand the SEN procedures. IPS in North Somerset are provided by Supportive Parents, a voluntary parent-led organisation providing a confidential and independent parental support service for parents of children with special educational needs.
Individual Education Plan	Individual Education Plan (IEP): children and young people who are on Action and above of the Code of Practice for Special Educational Needs should all have an IEP which is regularly reviewed by the school.
Infant School	A school which serves pupils from Reception to Year 2 inclusive.
Junior School	A school which serves pupils from Years 3 to 6 inclusive.
Key Stage	A stage of progression through the National Curriculum. There are four key stages between when a child starts school and when they reach school leaving age.
LACS	Children and Young People Looked After System.

LEA	Local Education Authority.
Learning Gateway	A scheme for 16-17 year olds who need extra support and help to enter mainstream work based training or education.
Learning Support Assistant	A widely used job title for an assistant providing in-school support for children with special educational needs. LSAs are one group of assistants within the broader Classification of 'teaching assistants'.
Life Story Work	Working with a looked after child to help build up a picture of their past.
Link Worker	A worker in a residential children's home who has a link responsibility for a young person in that home. Sometimes also used to refer to a foster carers link family placement officer.
Local Education Authority (LEA)	A Local Government body that is responsible for providing education and for carrying out Statutory Assessments and maintaining Statements.
Looked After	An umbrella term for all children who are in the care of the Local Authority for whatever reason.
Maintained School	A state school.
Named LEA Officer	The person at the LEA who deals with your child's case and who will talk to you if you have an enquiry or concern. This will normally be the SEN Officer who deals with your area.
Note in Lieu:	A document produced by the LEA which describes a child's special educational needs, explains why a Statement of Special Educational Needs is not needed and sets out what should be done to help the child.
Parent Partnership Service	All LEAs must make arrangements to provide an independent service offering information, support and advice to parents of children with special educational needs, helping them to play an active and informed role in their children's education. In North Somerset this service is provided by the independent parent-led organisation Supportive Parents for Special Children.
PEP - Personal Education Plan	Every looked after child and young person should have a PEP to detail access to services and support, special needs requirements and short and long-term goals.
Permanent Exclusion	When a pupil is taken off the school roll, his or her exclusion having been ratified by the school's governors.
Personal Adviser	Every young person in care aged between 13 and 16 has a personal adviser under the Connexions Programme.
Primary School	A school which serves pupils from Reception to Year 6 inclusive.
Private Foster Care	When children under 16 are placed by their parents with families other than their own for more than 27 nights, the regulations relating to private foster care apply.
PRU	Pupil Referral Unit.
Residence Order	A Court Order determining with whom a child lives. It automatically gives parental responsibility to the person in whose favour it is made. Foster carers can apply in certain circumstances.

Respite Care	Accommodation through a series of short-term placements.
Review	The Children Act 1989 requires that all Children and Young People Looked After have regular, independent reviews which are held within 28 days of the start of a placement, then within three months and thereafter within six months.
Same Race Placement	Matching a child's placement with carers from a similar ethnic background.
SATS	Standard Attainment Tests: external examinations which are taken by pupils in Years 2, 6 and 9 at the end of Key Stages 1, 2 and 3.
Secondary Schools	A school which serves pupils from Years 7 to 11 inclusive (and sometimes also to Year 13).
Secure Accommodation	Accommodation provided by local authorities for young people who have been involved in absconding and/or serious offending.
SEN	Special educational needs. Children have special educational needs if they have learning difficulties that need special education provision.
SENCO	Special Educational Needs Coordinator.
SEN Code of Practice	A guide for early education settings, state schools and LEAs on the help they can give to children with special educational needs. Schools and LEAs must take account of the Code when they deal with a child with special educational needs.
Special Educational Needs and Disability Tribunal (SENDIST)	An independent body that hears appeals against decisions made by LEAs on Statutory Assessments and Statements, as well as CLAims of disability discrimination.
Special Educational Provision	The extra or different help given to children with special educational needs.
Special School	A school that is just for children with Statement of Special Educational Needs. In North Somerset we have three: Baytree, Ravenswood and Westhaven.
Statement	A Statement of Special Educational Needs, which is drawn up by the Local Education Authority when a child or young person is on Stage 5 of the Code of Practice.
Statutory Assessment	A very detailed examination of a child's special educational needs. It may lead to a Statement.
Transition Plan	A plan drawn up after the Year 9 Annual Review of a Statement. It sets out the steps needed to move from school to adult life. It must involve the Connexions Service Personal Adviser.
Voluntary Care Local	When a child or young person is accommodated by the Authority under Section 20 of the 1989 Children Act.
YOT	Youth Offending Team: a multi-agency team whose responsibility is to work with young offenders.

Abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
DCSF	Department for Children, Schools and Families
BESD	Behaviour, Emotional and Social needs
HI	Hearing Impairment
IEP	Individual Education Plan
LEA	Local Education Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
OfSTED	Office for Standards in Education
MSI	Multi-Sensory Impairment
PD	Physical Disabilities
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
PSP	Pastoral Support Programme
SENCO	Special Educational Needs Coordinator
SLD	Severe Learning Difficulties
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
VI	Visual Impairment

APPENDIX 1

Background in Understanding Mental Health Needs of Children in Care

All children in care or adopted have lost one set of parents, possibly siblings as well, and many will have experienced a succession of “homes” and carer figures whilst going through the care system. The child may not understand the reasons for some of these changes because nobody has offered them a reasonable explanation of why things happened the way they did. All children take time to settle in a new environment, but a child newly placed in care may not make the expected academic progress for his age for a long time. Also, whereas most children new to a school are quiet at first, a child who has experienced moves and traumas in his early years will be much more unpredictable. Whilst he may start with his worst behaviour and improve once he is reassured that his teachers and parents are talking to each other and to him, equally he may behave beautifully at school and act out his stresses quite excessively at home. Any changes at school, such as a teacher, a Classroom or a routine, can be distressing for him and both he and his parents will need your support and understanding at such times.

Children in care may also feel guilt and blame themselves for the break-up of their family, just as children whose parents are divorcing do. This can lead to low self-esteem and their resulting bad behaviour may be a key indication of how frightened they are feeling inside. They will need a lot of help and support from parents and teachers to overcome these feelings.

Common Features Which May Cause Difficulties in School

Strange behaviour – lying to adults, stealing, hoarding food, screaming and making a show of outright defiance may not fit into normal school life, but remember such behaviour may once have kept this child alive! Think of the concentration camp survivors who had to re-learn behaviours and this might help you to understand the child. Some of these behaviours may be triggered by some outwardly normal incident, e.g. a touch on the shoulder, the sound of a bell, which has a resonance with something that happened long ago.

Loss and grief – applied to children who are in care as much as to those who have lost a parent through death. Help with grief may be especially vital to them.

Control – children who have suffered early trauma and loss may be obsessive clock-watchers, or hand washers, or they may try to dominate others in the Class. They may find it difficult to cope with being helped or given advice, because they have learnt that control comes through nagging, screaming, or some other method! Conversely, some children may feel they have no control over their lives and think that what happened to their birth family will eventually happen to them. Both these attitudes make it difficult for such children to take responsibility for their own actions.

Disturbed home life – caring for a child who has been neglected or abused isn't easy. Foster or adoptive parent often have to handle a wide range of difficult behaviours as their child struggles to come to terms with the past and the present. They really need your support with this.

Problems with concentration – when survival has been the focus of your early life, it is hard to have the energy to concentrate on learning. It may be a long time before

these children can focus on school work. As a result they may be behind their peer group and need extra support to catch up.

Ways in Which Teachers Can Help

Many children in care love school whether they are progressing well or not. Having had a bad start to their lives, they like being somewhere normal and school is a place where they can learn to be themselves, away from home. At their best, schools can be places where children with difficult pasts can grow and change. The ideas below are to help you actively get involved in helping children get on with their new lives.

DO – Talk to the foster carers or adoptive parents - A sympathetic ear will help, as will your ability to see the positives in the child. Their home life with that child may be horrendous as they struggle to parent someone who is understandably angry at the hand life has dealt them. The child's academic performance may be poor but providing a stable environment for that child – and good communications with his carers or parents – will help him settle.

DO – Be aware that issues such as homework could be difficult - Ask yourself whether you are helping the home situation by sending a child home with a list of things to do. Such a list can place the child in a position of control by a refusal to comply with the instructions, leading to parenting battles that only compound the struggles these children bring to their new family.

DO – Be creative in your discipline - Many children in care have a desire to see themselves punished because of their low self-esteem and may create situations for you to confirm that. Make them think about their behaviour, instead of allowing them to spend their lives caught up in an urge to self-destruct.

DO – Check that the curriculum doesn't make it harder for the looked after child – e.g. my family, family trees, genetics, sex education and drama topics are all subjects where extra forethought will be needed. Young people in care seldom want their status to become a discussion point in Class, even when they are happy to share this information with their friends.

DO – Be supportive of wider family links - Many children now stay in touch with grandparents, siblings, aunts etc by letter or visits. Such contact may involve meeting during school time and may have implications for you afterwards.

AND DON'T Refer to birth parents as “natural” or “real” parents - Call them birth parents.

DON'T Overcompensate! - Some children may wish to tell all and sundry about their difficult past. This may not always be appropriate and many foster carers help their child to develop a “cover story” for their child to use with Classmates that glosses over certain facts. You can help to support them in this by asking them about what cover story they want to use.

DON'T let the child feel that they are a problem -They didn't create their family situation and you and your fellow staff members need to be part of the solution.

APPENDIX 2 - Leaflet for children and young people

Coming Into Care: How Will I Cope With School?

When you become 'looked after', school is often the one, continuing, familiar place in your life. If you are lucky enough to stay at the same school, then carry on using the same support network of friends and some teachers that you already have. You will need them even more at this time! If you have moved to a new school, then you will need to know from the start one member of staff you can go to for help and support.

Designated Teachers for Looked After Pupils

Each school has a specially designated teacher to watch out for and care for the needs of pupils like you who have come into care. Usually it will be the Head teacher in a primary school. At secondary schools it is often a Deputy Head, and sometimes the Special Educational Needs Co-ordinator. Ask your Foster Carer to find out who it is at your school.

You may not particularly like that person, or have had anything very much to do with them. That's okay. They are responsible for making sure you are okay, but they don't have to work with you directly. If you have a teacher you are closer to, or who knows you better, e.g. your form or Class teacher, or maybe a particular subject teacher, you can use them as your particular support person. Just check it out with the designated teacher first. If you are at a new school, use the designated teacher until you have found others you prefer. The designated teacher will also help you to sort out what you are going to say to other pupils and friends about what has happened. You do need to think carefully about this and discuss it with your carer.

Do you want everyone to know the details of what has happened, or just a best friend and one teacher?

If you have gone to a new school you might want a fresh start and not have anyone know anything.

You might want to construct a story to tell people to explain who your Foster Carer is.

The designated teacher, as well as your carer can help you to do this.

You must know, however, that the designated teacher is informed when you become looked after. It is also sensible for the other teachers to know that you have come into care, so that they can be aware of the stress you are going through, and they may then be a bit kinder than they would be otherwise.

They do not, however, have to know any details.

If at any time you are feeling stressed out and unable to cope with work at school or homework, do talk to a teacher about it. You will find they can be surprisingly sympathetic if you let them know about how your circumstances are affecting you. This is particularly necessary in Years 10 and 11 if you have got behind with coursework. Do have a discussion with a teacher. They can help you plan what is essential for you to cover to stay on top.

Personal Education Plans (PEP)

Everyone in education cares about how coming into care is going to affect your schoolwork and, particularly, how it is going to affect your results in SATs and GCSEs. We all want you to succeed and not let coming into care mess your life up so badly that you fail all your exams and can't get a job. For this reason, schools have to work together with your Social worker and Foster Carer to produce a plan for you to be able to your very best in school. It is called a Personal Education Plan (PEP). It should be updated every 6 months. Lots of people will look at this plan to make sure your teachers in school are helping you in the best possible way to achieve your very best. If you think you need some extra lessons, say in maths or reading, to help you, you can say so at your Personal Education Plan meeting. There is some money available to pay for extra tutoring. If you would really like to learn a musical instrument, or have lessons in a particular hobby, or join a club, then do tell someone. There may be some money available for this too.

Coming into care is a real challenge.

Don't let it mess up your whole life.

Good luck.

Achieve well.

Look ahead to the future.

APPENDIX 3

When a child or young person becomes looked after: A checklist for social workers

1. Inform declarations desk who inform Jan Harper-Shea and she alerts relevant personnel in Personalised Learning.
2. If the child is to remain at the same school, as a minimum, ring to inform them of the changes and the details of who and where the child is being cared for. Schools do appreciate, and it is seen as good practice, if you can meet with school staff within 1-2 days. Schools often feel they are left in the dark about what is happening to a child, yet have to deal with the consequences of emotional trauma without knowing what the plans might be. It is better to acknowledge with schools that there are no firm plans, e.g. because awaiting a court decision or because an emergency placement has meant that plans are not yet formulated, rather than say nothing.
3. Ensure the school formalise this initial conversation with the key worker calling a meeting to draw up a PEP.
4. Keep a telephone contact with a named person at the school so that if circumstances change you have easy access to each other.
5. Ensure either yourself or the foster carers (and parents) attend parents' evenings.
6. Treat a school like another parent. They care about your child and want to do their best for them.
7. Regularly ask the child what extra curricular activities they are involved with. If you are not sure what is on offer, ask the school to send you information and encourage the child to join in.
8. Encourage participation in activities like peer mentoring, peer drugs education, helping backstage with school production, setting up open evenings etc, mentoring younger children.

APPENDIX 4

Placement Checklist

- Can the child remain at their current school in the short and long-term?
- Is the young person due to take any examination during the change of placement or entry into the looked after system?
- Has the child/young person got strong links with friends, peers or teachers in their existing school?
- If the child/young person has to change school, has proper consideration been given to the new school?
- What help will be required to facilitate a smooth transition?
 - ◆ Will the school be able to offer the appropriate support?
 - ◆ Will it meet the individual needs of the child/young person?
- Has the young person been consulted on their preference for a school?
- What transport arrangements are needed to get the child/young person to the school?

APPENDIX 5

Care Matters: Transforming the Lives of Children and Young People in Care

Executive Summary

Although outcomes for children in care have improved in recent years, there remains a significant and widening gap between these and the outcomes for all children. This situation is unacceptable and needs to be addressed urgently. This Green Paper sets out a radical package of proposals for change which will be delivered only through absolute commitment from central and local government and from professionals working on the front line. We have no doubt that this commitment exists.

In setting our priorities for change, we are driven by the knowledge that these are our children, and that the childhood we are giving them has not been good enough. We have an excellent legacy of achievement on which to build, and a dedicated workforce standing ready to deliver. The time has come to accelerate the pace of change, and to make care not only a way out of difficult situations at home, but a bridge to a better childhood and a better future.

The case for reform

1. Chapter 1 sets out the shocking statistics on the education of children in care. Only 11% of children in care attained 5 good GCSEs in 2005 compared with 56% of all children, and similar performance gaps exist at all ages both before and after Key Stage 4.
2. The long-term outcomes of children in care are also devastating. They are over-represented in a range of vulnerable groups including those not in education, employment or training post-16, teenage parents, young offenders, drug users and prisoners.
3. A lot of progress has been made for children over the last decade. We have seen an increase of eleven percentage points in the proportion of all young people gaining 5 A*-C GCSEs, and the proportion of young people in education, employment or training by 19 now stands at 87% - the highest it has ever been.
4. In the early years too, the dedication of local residents and professionals to the Sure Start agenda has contributed to a rise in registered childcare places to 1.26 million – almost double the level in 1997 – and the creation of 894 Children's Centres, offering services to over 715,000 children and their families.
5. We have also taken a range of steps to address directly the problems experienced by children in care, and progress has been made through a number of reforms including:
 - Quality Protects in 1998;
 - The Care Standards Act 2000;

- The Prime Minister's adoption initiative;
 - The Children (Leaving Care) Act 2000;
 - The Social Exclusion Unit 2003 report on the Education of Children in Care; and
 - The duty in the Children Act 2004 for local authorities to promote the education of children in care.
6. The outcomes of the 60,000 children in care at any one time have improved in recent years: the proportion gaining 5 A*-C GCSEs has risen from 7% in 2000 to 11% in 2005 and the proportion known to be participating in education, employment or training at age 19 has increased by 8% since 2002, when the Children (Leaving Care) Act 2000 came into effect. But it is clear that they are not improving at the same rate as those of all children.
 7. Children in care are a group who are especially deserving of our help precisely because they are in care. As their corporate parent the State cannot and must not accept any less for them than we would for our own children.

Children on the edge of care

8. While most of the proposals in this Green Paper are aimed at children already in the care of the local authority, it is important also to recognise that many children come in and out of care in a short space of time, and several spend more than one period in care. Chapter 2 therefore looks at the sorts of interventions which can help to prevent children needing to come into care in the first place, and to resettle them with their families after being in care where that is the best option for the child.
9. This means – in line with our reforms of children's services through the *Every Child Matters* programme – identifying problems early and responding to them quickly by offering sustained, multi-disciplinary support.
10. Our proposals include:
 - New research on identifying and responding to neglect;
 - Testing out a model of intensive whole-family therapy which aims to keep families together where possible;
 - Improving the links between adults' and children's services in order to ensure that professionals working with either group see the family as a whole; and
 - Creating a National Centre for Excellence in Children's Services in order to identify and spread evidence-based solutions to the problems experienced by families whose children are on the edge of care.
11. Chapter 2 also launches a national debate on the future of care. We want to use the Green Paper to explore who care is for, whether there are any groups of children for whom care is not an appropriate response, and what we want the population of children in care to look like in the future.

The role of the corporate parent

12. Children have told us that the lack of a consistent adult in their lives is a major and harmful feature of being in care. Chapter 3 sets out in detail how the corporate parenting role should be carried out in order to address this gap.

13. Our proposals include:

- Exploring the feasibility of piloting new independent ‘social care practices’, small independent groups of social workers who contract with the local authority to provide services to children in care;
- Piloting the use of individual budgets for each child in care to be held by their lead professional - the social worker;
- Clarity over the role and use of care plans; and
- A revitalisation of the independent visitor scheme in order to provide ‘independent advocates’ for children in care.

Better placements

14. Evidence shows that frequent moves between care placements have a drastic effect on the ability of children and young people to succeed both in education and in other areas of their lives. Currently children in care are moved between placements far too frequently.

15. Chapter 4 sets out proposals radically to reform the placement system, improving the number and quality of foster carers and ensuring that children are only placed in residential children’s homes which meet high standards of care.

16. Our proposals include:

- Introducing a tiered framework for foster placements to respond to different levels of need, underpinned by a new qualifications framework, fee structure and national minimum standards;
- Piloting for younger children the use of intensive foster care with multi-agency support;
- Improving the recruitment of foster carers through specially-tailored recruitment campaigns;
- Extending use of specialist foster care for children with complex needs; and
- Introducing new regional commissioning units to secure better value for money and introduce placement choice for children.

A first class education

17. While the experiences they have in their placement are critical to children in care, the school environment and the way in which teachers and other school staff work with them are also vital to their chances of success. But many children in care currently have a poor experience of school: they tend to be in lower performing schools, be moved round between schools too often, and receive insufficient support within school to flourish.

18. Chapter 5 sets out how we will work with local authorities as corporate parents and with schools to secure the very best education possible for these children. We want to ensure that every child in care is in a good school, and is given the support they need to make the most of being in that school. We are committed to ensure that children in care also fare well in our further education system.

19. Our proposals include:

- Piloting the introduction of a 'Virtual Headteacher' in every local area responsible for driving up the performance of schools in relation to children in care;
- Providing local authorities with the power to direct schools to admit children in care, even where the school is fully subscribed;
- An enhanced entitlement to free school transport to ensure that where children do move placement they do not necessarily also need to change school;
- Better support in school to prevent exclusions of children in care; and
- A dedicated budget for each social worker to spend on improving the educational experience of every child in care.

Life outside school

20. This Green Paper is not only about the part which education and social services have to play in improving the lives of children and young people. It is truly a cross-Government agenda. Taking as its starting point the aim of securing for children in care the kind of happy, fulfilled childhood which we would want for our own children, the Green Paper also has a range of proposals for ensuring that children in care access all the other types of positive activities and support which children generally tend to enjoy.

21. Our proposals include:

- Encouraging local authorities to provide free access for children in care to all their facilities including leisure centres, sports grounds and youth clubs;
- A new model of comprehensive health provision for each child in care;
- Better training for a range of professionals including paediatricians on how to work with children in care;
- Improved access for children in care and their foster parents to Children's Centre provision; and
- Enhanced opportunities for them to participate in stimulating and rewarding personal development activities and volunteering.

The transition to adult life

22. We know that the long-term outcomes of many people who were in care as children are distressing: care leavers are over-represented in some of our most vulnerable groups of adults including young parents, prisoners, and the homeless. They are also under-represented in further and higher education, and the proportion of young people leaving care aged 19 without any form of purposeful activity such as employment, training or education is much higher than that of their peers.

23. This Green Paper signals a turning point in the way young people in care are treated as they grow older. We want to abandon a system where young people are forced to leave care as early as age 16. We want an approach which continues to support them as long as they need it, which ceases to talk about 'leaving care' and instead ensures that young people move on in a gradual, phased and above all prepared way.

24. Our proposals include:

- Piloting a veto for young people over any decisions about moving on from care before they turn 18;
- Piloting allowing young people to continue to live with foster carers up to the age of 21, receiving the support they need to continue in education;
- Providing a top-up to the Child Trust Funds of young people in care.
- Creating supported accommodation for older young people; and
- Introducing a national bursary for children in care going to university.

Making the system work

25. We are confident that the proposals set out in this Green Paper will deliver a step change in the outcomes of children in care. But as the corporate parent of children in care we cannot rely on expectations alone: we need to take decisive action in instances of failure. Chapter 8 therefore sets out a new accountability framework which works with the grain of the forthcoming Local Government White Paper to ensure that failure for this group of vulnerable children is identified and addressed.

26. Our proposals include:

- Asking OfSTED to carry out a regular inspection of how each local authority is meeting the educational needs of children in care;
- Introducing an annual national stock-take by Ministers of the progress of children in care;
- Expecting every local authority to set up a 'children in care council';
- Making Independent Reviewing Officers more independent; and
- Making the education of children in care one of the DCSF's key national priorities for local government.