



STRATEGIC PLAN FOR NORTH SOMERSET COUNCIL

WORKING TOGETHER FOR CHILDREN AND YOUNG PEOPLE IN CARE



The overall aim is to raise the educational
achievement of looked after children and support
them in maximising their achievement in and
experience of learning

September 2003: Revised March 2004

Further revision - April 2005

Further revision - January 2006



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CONTEXT

1. Children Looked After by the Local Authority - Key National Statistics

Children looked after and care leavers have significantly poorer life chance than other children in the community.

- 50% - 80% of care leavers are unemployed.
- 23% of adult prisoners and 38% of young prisoners have been in care.
- 50% of the young people in a Save the Children fund survey found leaving care affected their health.
- At least 14% of young women leaving care are pregnant.
- 47% of care leavers live in a flat or bedsit.
- Care leavers are 60 times more likely to be homeless than other young people in the community are (from NCH Fact file 2002-3).

The Government recognised this in 1999 in the Quality Protects programme establishing an objective for children looked after to gain the maximum life chance benefits from educational opportunities, health care and social care. Educational achievement is as important for looked after children 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 and the Education Protects Programme was established to support its implementation.

In spring 2003 the social exclusion unit produced a report "A Better Education for Children in Care". This report built on more recent evidence and aim 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 looked after children, the introduction of personal education plans for all looked after children 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.

More recently, The Children Act 2004 focuses on five outcomes:

- Being healthy.
- Staying safe.
- Enjoying and achieving.
- Making a positive contribution.
- Economic wellbeing.

Joint Area Reviews (JARs) will look at the extent to which Services provide positive outcomes for all children but with specific reference to looked after children and disabled children.

Annual Performance Assessments (APAs) will look at the outcomes from the authority's performance indicators (PIs) regarding children in care. The most recent government legislation (2004) places a duty on local authorities to promote the educational achievement of children in care.

Our Values

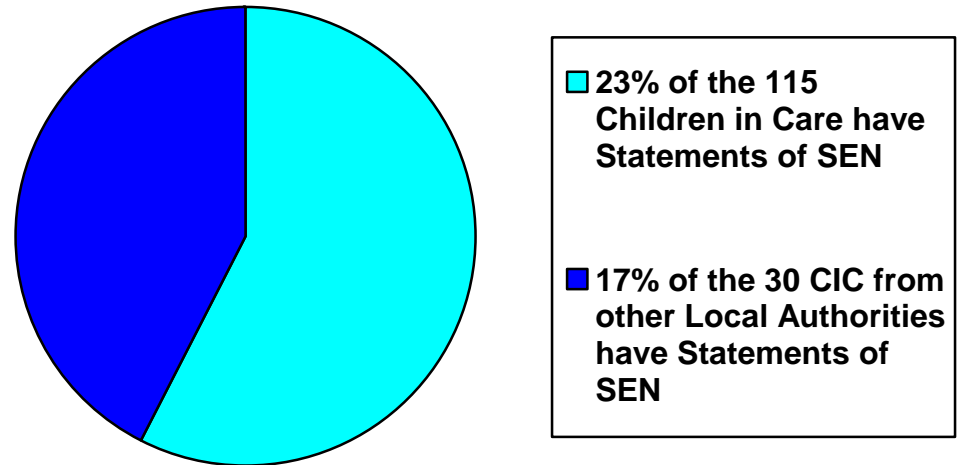
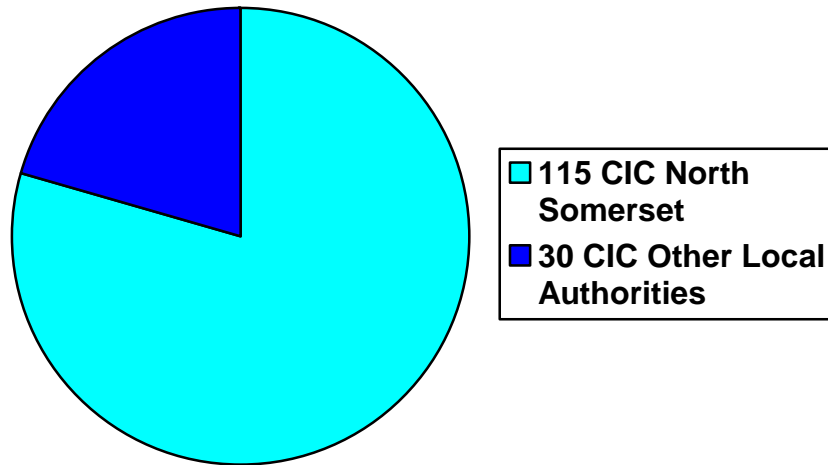
Children in care to the Local Authority require us as corporate parents to:

- Ensure they are safe.
- Ensure 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 adulthood ready to contribute as valuable members to society, to work and to be economically independent, to care well for their own children and families, and to develop fulfilling friendships and relationships

How many children are in care?

NORTH SOMERSET DATA:

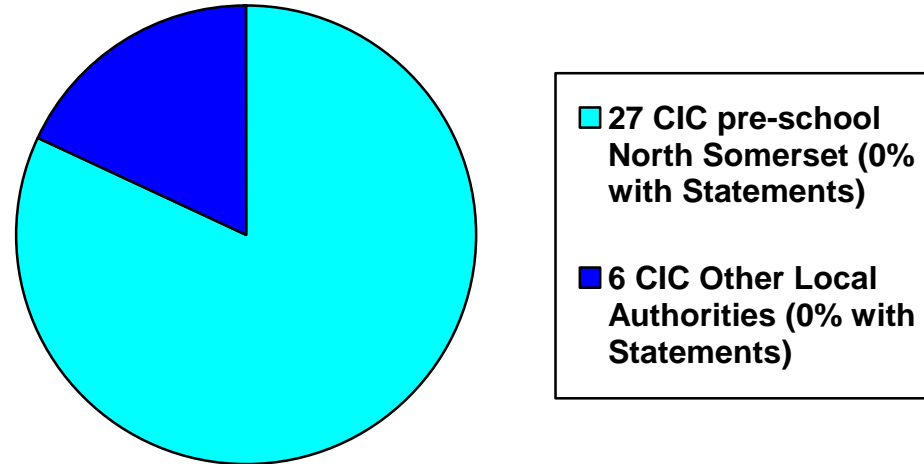
School Age Looked After Children (January 2006)



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.

NORTH SOMERSET DATA:

Pre-School Age Children (January 2006)



Exclusion of Children in Care

	2003 - 2004	2004/2005 (Terms 1 and 2)
Children in care who have experienced a fixed term exclusion	24 (including 7 children in care from other Local Authorities)	13 (including 2 children in care from other Local Authority)
Fixed Term Exclusions (total number)	28	25
Permanent Exclusions (total number)	1 (CIC from other authority)	0

as at 21/03/05

TARGETS

- A. Target set jointly by the Department for Education and Skills, Department of Health and the Office of the Deputy Prime Minister: Improve life chances for children, including by substantially narrowing the gap between the educational attainment and participation of children in care and that of their peers by 2006.

This target will have been achieved if, by 2006:

- Outcomes for 11 year olds in English and Maths are at least 60% as good as those of their peers.
- The proportion who become disengaged from Education is reduced, so that no more than 10% reach school leaving age without having sat a General Certificate of Secondary Education (GCSE) equivalent exam, and
- The proportion of those aged 16 who get qualifications equivalent to five GCSEs graded A* - C has risen on average by 4 percentage points each year since 2002; and in all authorities, at least 15 per cent of young people in care achieve this level of qualifications.

- B. The table below shows actual results and targets set for the years 2003 - 2006.

Key Stage	Qualification		Actual		Target	
			2003	2004	2005	2006
Key Stage 4	GCSE or equivalent	Looked After Children 5+ A* - C	6%	0%	13%	14%
		Looked After Children 1+ A* - G	63%	60%	66%	75%

Targets for children in care have been set using Key Stage 3 results in Year 9 and predicted outcomes at Key Stage 4 for individual pupils who have been in the care of North Somerset Council for more than 12 months. Officers in the Social Services and Education Departments establish targets for these pupils jointly.

NB 43% of the 6,200 children leaving care aged 16 or over in 2003/04 had at least one GCSE. 6% left care with five GCSE's at Grades A - C (both results same as for 2002/03).*

There are often very small numbers in each year group. * = children in care for more than one year

Year 11	Number
2002	6*
2003	20
2004	8*
2005	13

2003 - Of the 20 Children in Care, 62.5% had Statements for Special Educational Needs. 8 were educated in mainstream schools.

2004 - Of the 10 Children in Care, 62.5% had Statements for Special Educational Needs. Only 3 were placed in mainstream education.

C. The Social Services indicator (**PAF A2**), registers the percentage of young people leaving care aged 16 or over with a least 1 GCSE at Grade a* - G or GNVQ. N.B. The official definition has changed for 2003/2004 and stands at 56.5%.

2002/2003 Actual	2003/2004 Actual	2004/2005 Target	2005/2006 Target
38.1%	56.3% (good)	47.4% (acceptable)	75%

The Social Services indicator **PAF C24**, registers the percentage of young people looked after continuously for at least 12 months and were of school age, who missed 25 or more days schooling for any reason during the previous year:

2001/2002	2002/2003	2003/2004	2004/2005 forecast	2005/2006 target
5.0	9.4 (good)	8 (good)	2.3 (very good)	9.0% (good)

Activity Data and Workflow

Social Services and Education have identified indicators to monitor progress. Unless otherwise stated, a child in care will only be included if they have been in care for 12 months or more.



Education Indicators:

- SAT results in Year 2, Year 6 and Year 9 (Y)
- Exclusions
 - Permanent (T)
 - Fixed Term (T)
- Percentage of overall attendance for CIC (T) Number of CIC with below 80% overall attendance rates (T)
- Percentage of children with current & up-to-date Personal Education Plans (PEPs) (M)
- Number of children changing educational placement in Key Stage 4 prior to GCSEs (Y)
- Number of children changing care placement in Key Stage 4 prior to GCSEs (Y)
- Number of CIC who come into care in each school year (Y)
- Percentage of schools in North Somerset with named teacher for looked after children (Y)
- Percentage of CIC with a Statement of special educational needs (T)
- Number of CIC aged 16 or over undertaking A levels or NVQ Level 3 equivalent (Y)
- Number of CIC going into higher education (Y)
- Percentage of CIC who had a carer attend at least one parents' evening per annum (Y)
- Number of CIC who have a Reading Age greater than one year below chronological age (T)
- Number of CIC in KS3 and 4 who have a reading age below 10 (T)

These indicators will be monitored monthly (M), bitermly, ie 3 x a year (T), yearly (Y).



1. Maintaining continuity of education at times of change in a child/young persons in care life experience




1a Pre-care experience



Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
1.1 All new North Somerset school age admissions to care have a "screening of attainment" to identify any gaps in educational achievement. Information is then included in PEP	 <p>Now happening for school age children in North Somerset schools</p> <p>Increase to 85% by following up schools who do not respond</p>	<p>CiC Teacher, Kathryn Stalder. Appointed September 2004</p> <p>Kathryn Stalder</p>	<p>System in place since December 2004</p> <p>July 2006</p>	<p>80% completed within the first month of being in care</p> <p>Success criteria met</p>	<p>Evaluated through fortnightly meetings of CIC team</p> <p>85% achieved</p>	<p>Within current CIC team funding</p>	<p>From CIC advisory teacher time</p>	<p>10.2</p> <p>10.5</p> <p>10.6</p> <p>10.18</p>
1.2 Consider 'support package' upon admission - and recommended appropriate action	 <p>Support packages in place, but more robust system to monitor and review progress needs to be developed</p>	<p>Kathryn Stalder</p>	<p>System in place since December 2004</p>	<p>Education progress demonstrated on targets set at point of support package being agreed via PEP review</p>	<p>Monthly meetings of LIFT</p>	<p>Access to Quality Protects funding and Vulnerable Children's Standards Fund</p>	<p>From CIC advisory teacher time</p>	<p>10.5</p> <p>10.6</p> <p>10.16</p> <p>10.18</p>
1.3 Develop system to monitor and review progress		<p>Kathryn Stalder</p>	<p>System operational by September 2006</p>	<p>System is reflected in PEP review paperwork</p>	<p>Monthly meetings of LIFT</p>	<p>As above</p>	<p>As above</p>	<p>As above</p>

1. Maintaining continuity of education at times of change in a child/young persons in care life experience





1b. In care experience


Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
1.1 Protocol agreed between Social Services and Education to manage transport		Sheila French Nicole Belamy	Protocol agreed June 2004	Reduction of school moves on a year on year basis	From data produced by social care	Additional transport costs may be incurred		9.15 10.5 10.7 10.15
1.2 Revise PEP format and guidance for PEP implementation Guidance & PEP forms are updated annually	 PEP revised and now incorporates separate review format and separate child and carer views	Jan Harper-Shea (CIC EWO)	December 2003 Target ongoing	Completed & disseminated to all designated teachers	Accepted by Looked After Children Education Steering Group [LIFT]	Publication of guidance	From CIC team time	10.4 10.5
1.3 Ensure all CLA have a good quality PEP, updated within timescales	April 2005 - 80% October 2005 - new target of 100% not achieved. Now set at Jan 2006.	CIC Team plus SEN Manager	January 2006	100% CLA have PEPs completed within last six months	Data from Jan Harper-Shea			

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
1.4 Facilitate designated teachers in producing PEPs by: a) Provide regular reminders re PEP requirements and updated information to school designated teachers and social workers	a)  April 2005	a) Jan Harper-Shea	a) Ongoing	Increase in completion of PEPs within timescales April 2005	Progress monitored against baseline on a termly basis. Report provided by Jan Harper-Shea (CIC EWO) to CIC team	Within current funding	From CIC team time	10.4 10.5
1.4 b) CIC advisory teacher facilitates initial PEP on coming into care	 April 2005 System set up but will take time to reach 100% success. Preschool system still to be implemented	Kathryn Stalder	Revised target date from Sept 2005	100% of initial PEPs completed for all North Somerset children attending North Somerset education settings (includes preschool)	CIC team	Within current CIC team funding	CiC Advisory Teacher	10.4 10.5
1.4 c) Training is provided twice a year for designated teachers on PEPs and other related issues for CLA	 Training well received, but few numbers. Short twilight sessions to be offered.	Pam Salisbury	March 2006	More than six attend twilight training	Training evaluated as useful and effective			


Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
1.5 PEP at transition, eg Year 6 to Year 7 to include liaison with receiving school	 Year 6 - 7 transitions complete, but need to extend to other transition points	CIC team	September 2006	100% of transitional PEP completed	Planned and agreed at CIC team meeting before Easter each year	Within current CIC team funding	From CIC team time	10.4 10.5
1.6 Implement a system to track fixed term exclusions for CIC and intervene to ensure an effective PSP is in place	 System in place April 2005	Jan Harper-Shea (CIC EWO)	Target achieved April 2005 but ongoing	100% of all CIC fixed term excluded have an effective PSP in place within 15 days of fixed term exclusion	Report provided to LIFT on termly basis	Within current CIC team funding	From 0.5 CIC Senior EWO time	10.22 10.6





2. Pre-School CLA

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of Time	SEU Report Rec.
2.1 To implement Early Years rep at LIFT Group	 Early Years rep attends LIFT group	Fran Kirkwood	Continuing	Identified and good attendance at appropriate meetings	Looked After Children Education Steering Group monitor	Within current funding	2 days x 1 officers per annum	10.6 9.17
2.2 To maintain database of CIC under 5s and identified provision.		Jan Harper-Shea (CIC EWO)	Ongoing	100% of CIC preschool children tracked via database.	Looked After Children Education Steering Group monitor via monthly report to LIFT meeting	Within current CIC team funding.	From CIC 0.5 Senior EWO time	9.17 10.4
2.3 PEPs in place for all pre-school CLA	 April 2005 Foundation stage curriculum advisors and social workers have not been involved	Kathryn Stalder Jan Harper-Shea Fran Kirkwood Social Workers	January 2004 January 2006 Revised September 2006	100% of pre-school CIC have PEP	Looked After Children Education Steering Group monitor via monthly report to LIFT meeting	Within current CIC team funding	Part of core role for Social Workers and foundation stage curriculum advisers. From CIC team time	9.17 10.4
2.4 All CIC access funding for pre-school placement from age 3	 Access funding is in place, currently over 90% take up April 2005	Linda Bunting (Reviewing Officer)	Ongoing	100% of CIC access appropriate provision	Looked After Children Education Steering Group monitor via monthly meetings	Costs met from EYCCP		9.17 10.4


Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of Time	SEU Report Rec.
2.5 All CIC given priority for nursery school places and for three months after return home		LIFT group	From September 2003	100% of CIC access appropriate provision	LIFT	Nil		10.4



3. Dealing with Disrupted Schooling and Managing Transitions



Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
3.1 Draw up protocols for:	a)	Sally Varley (Admissions Manager)	Continuing	All CIC are prioritised for North Somerset school admissions	No CIC is out of school for more than 20 days. Admissions forum to monitor progress	Within current funding	Core time (2 days)	10.7 10.15
a) Admissions to North Somerset schools (casual within year admissions).	 Completed							
b) Implement standard letters to foster carers and schools when a child enters the care system (or changes school), which gives both advice, and contact number.	b)	Jan Harper-Shea (CIC EWO)	Continuing	100% of letters are sent within 21 days	CIC team	CIC team	From CIC 0.5 Senior EWO time	10.5
c) Exclusions - fixed and permanent. Data from the EMS module used to pre-empt further exclusions. Link to current EWS documents eg permanent exclusions document & Negotiated transfers	c)	Jan Harper-Shea (CIC EWO)	Continuing	All EWOs monitor exclusions of CIC within individual schools. Looked After Children Education Steering Group monitor via termly report to LIFT meeting	% of CIC children who experience permanent exclusion maintained at 0%	Within current CIC funding	From CIC 0.5 Senior EWO time	10.5 10.22

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
d) Attendance protocol for CIC - including first day calls to foster carers and Social Services e) monitor attendance of individual CIC using EMS data	 Protocol in place	Jan Harper-Shea (CIC EWO) e) Jan Harper-Shea		Ensure that CIC with below 80% attendance are identified and EWO intervention put in place.	Looked After Children Education Steering Group monitor via monthly meetings	Within current CIC team funding	From CIC 0.5 EWO time	10.5 (v)
3.2 Publish guidance for schools to ensure that CIC Educational achievement is seen as a priority	 Handbook of Guidance produced and disseminated Being updated and revised to reflect CYPS	Pam Salisbury	January 2004 Issued May 2004 To be reissued April 2006	Guidance is annually updated Updated guidance widely available to LA staff	All designated teachers have updated Guidance	Printing costs Printing costs	From CIC EP time From CIC EP time	10.5
3.3 Produce leaflet for foster carers and Social Workers on Education issues.		Jan Harper-Shea (CIC EWO)	September 2004 target complete Updated leaflet June 2006	Leaflets are regularly updated	All foster carers and social workers have updated leaflets	Printing costs Printing costs	From CIC 0.5 EWO time From CIC 0.5 EWO time	10.27
ESS transition arrangements for all phases prioritise CIC		Sue Harding	From April 2004	Transition courses have included all CLA	To LIFT via CIC teacher	Within current funding	Within current ESS roles	10.5



Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
3.5 To maintain educational provision at point of transition for N Somerset CIC placed out of area, N.B except for Somerset where there is a specific protocol.	New target from April 2005 Jan 2006		April 2005 And ongoing	All CIC placed out of county have education maintained. No CIC placed out of county go more than 20 days without education	SCIP LIFT	Social Workers core time		
a) Social care consider change of school as part of placement and register the change of school with Jan Harper-Shea within one day.		a) Sheila French						
b) All heads of Inclusion Services are informed and information is passed to SCIP		b) Jan Harper-Shea						
c) Social Services pass information to Lynne Packer within two days.		c) Sheila French						
d) Case is prioritised for discussion at SCIP within 1 week.		d) Lynne Packer						




Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
e) Social Worker calls professionals meeting within one week of placement change.		e) Sheila French						
f) Where N Somerset EOTAS tuition is already in place, priority is given to continuing this where feasible.		f) Jan Richards						
g) N Somerset CIC placed out of county are prioritised Joint Concerns for discussion & tracking.	New target from April 2005  Rolling programme of reviews established	Jane Routledge	From April 2005 Ongoing from Jan 2006		SCIP minutes JC Minutes	None	Within current roles	
3.6 Social care required to discuss change of care placement with service manager.		Steve Tanner	From Jan 2006	All changes of care placement are discussed with service managers	Placement stability improves as shown on data			
3.7 For N Somerset CIC placed out of area, their continuing placement at their current school is facilitated, where appropriate, through provision of transport (max 3 months).		Sheila French	September 2004 and ongoing	Transport is provided whenever CIC move placement within feasible travelling distance	LIFT			


Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
3.8a) Develop protocol with Somerset to maintain consistent access to education for children placed in Somerset. 3.8b) Ask other authorities e.g. Wiltshire, Cornwall to develop similar protocol	New target April 2005	Lynne Packer Jane Routledge	Target completed September 2006	Protocol with Somerset agreed and functioning Protocol agreed and functioning				
3.9 For North Somerset CLA placed out of area, social workers and SEN to facilitate production of PEPs at six monthly intervals		Sheila French Jane Routledge	January 2006	All social workers and SEN case officers are active in asking schools for PEPS	LIFT			
3.10 Maintain accurate database of CIC to other authorities attending N Somerset schools		Jan Harper-Shea Social Services declarations desk	April 2005			None	Within existing CIC team	
3.11 CIC to other authorities arriving in N Somerset schools have access to N Somerset Education CIC provision, as appropriate and as per agreed policies		Jan Harper-Shea Kathryn Stalder	From April 2005 and ongoing	All CIC have access to CIC team support	CIC team	None	Within CIC team	

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
3.12 Jointly funded statemented CIC placed in out of area provision have a transitions plan drawn up in Year 9 and Year 11 by a North Somerset Connexions PA	 Not achieved	Karen Davies Connexions	September 2003 September 2006	100% of group (currently approximately 8 pupils) have identified North Somerset Connexions PA	Annual review of Connexions/ Social Services Partnership Agreement	Within current funding	6 days of PA Connexions	10.5 (iii)
3.13 Ensure that all CIC with Statements of SEN either living in N Somerset, or placed by N Somerset, have a SEN Officer attend the Annual Review as a minimum requirement (estimated at about 30 children)	 Assistant SEN Manager has been in post only since September 2004 January 2006 working towards 100%	Assistant SEN Manager, Lynne Packer	Implemented from April 2004 Revised target date April 2005 100% Sept 2006	100% attendance at Annual Reviews	Asst SEN Manager	Within current funding	20 days SEN Officer	10.5 (ii)



4. Helping Children who Need to Catch Up in Their Schooling and Maximising their Educational Opportunities


Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
4.1 Support schools in providing short-term additional resources to meet the needs of CIC falling behind through Vulnerable Children's Grant	 VCG used increasingly by schools	Pam Salisbury	Ongoing since April 2004	Monitored progress is demonstrated	LIFT Kathryn Stalder	VCG up to £7,000	CIC team	
4.2 Extend CIC team ability to support CLA with learning through appointment of 0.5 LSA to work directly with individuals under the supervision of the advisory teacher		Kate East and Kathryn Stalder	September 2006	Post advertised and suitably filled		Funding for 0.5 LSA		
4.3 Implement afterschool 'tuition' sessions for CIC children achieving at a level below their peers		<ul style="list-style-type: none"> Sheila French (Quality Protects Manager) 	December 2003 achieved and continuing	Progress demonstrated by outcomes in SATs and GCSEs and PEP targets Difficult to demonstrate this, but out of school learning has a positive impact on mental health	LIFT monitor PEP outcomes and receive analysis of GCSE and SATs data	Access funding identified in 1.2	Core social services time. Time from CIC team EP	10.16



Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
4.4 Extend employability scheme to Years 10 and 11		<ul style="list-style-type: none"> Karen Davies, Connexions Sheila French (Quality Protects Manager) 	September 2004 Not achieved	100% of those identified have access to scheme	Through employability comp.	Time from existing staff.		10.11 (ii)
4.5 All CIC of school age to have access to a computer	 Completed and now extended to younger children and those at college	Sheila French, QP manager	Ongoing	100% of CIC of secondary school age to have access to a computer in the foster home	Looked After Children Education Steering Group monitor every month	Quality Protects funding	Core social services role	10.13
4.6 Access to “revision” & practice materials for SATs in year 6 & 9 and 10/11		Linda Bunting	From December 2003 and ongoing	All CIC in Year 6 & 9, 10 & 11, have access to revision materials	Looked After Children Education Steering Group monitors monthly meetings	Quality Projects fund	Core social services role	



Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
4.7 Ensuring effective management use of the data systems eg CSS and Fisher Family Trust to ensure that CIC attainment is monitored and intervention put in place when required. Monitoring of national curriculum levels of all CIC children		Pam Salisbury (CIC EP)	From September 2003 Continuing April 2005 Continuing from Jan 2006	Demonstrated monitoring of attainment on an individual CIC basis	Data provided is interrogated by Pam Salisbury together with Sheila French	Within current funding	Core social services time. Time from CIC Team EP	
4.8 Provide link to higher education via care leavers university entrance project	Links made with UWE	Kathryn Stalder and Next Step	July 2006	All care leavers have opportunity provided for them to taste university life	All CLA in tertiary education are encouraged to consider university. Numbers attending reported to LIFT	UWE providing project		

5. Encouraging High Expectations: Providing Training and Information



Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
5.1 Provide foster carers with training in relation to Education	 Completed and extended to prospective foster carers (see 5.2)	CIC Team	Continuing	100% of all foster carers have been offered training within one year.	Training evaluated positively by participants	Within current CIC funding	From CIC team time	10.27
5.2 Working with foster carers	a) Choosing to foster course - input continuing. b) Workshops surgeries have been provided regularly but need ongoing	Jan Harper-Shea	July 2006 and ongoing	Input to choosing to foster course is rated as good. A training workshop/surgery is provided for foster carers, is well attended (more than 10) and is rated as good.	Evaluations	Nil		
5.3 Have a named Education Department contact in leaflet to foster carers. a) Named contact identified on North Somerset website b) Write profile of CIC team roles and responsibilities for website. Include PEP forms	 a) Target completed.	Jan Harper-Shea (CIC EWO)	a) Sept 2004 b) Sept 2005 c) Sept 2005	Identified on North Somerset website	b) Identified on N Somerset website c) Identified on N Somerset website	Within current CIC funding	From CIC team 0.5 EWO time	





Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
5.4 Provide training for Connexions PAs	 <p>Connexions staff not available for training.</p> <p>Jan 2006 Connexions staff have been offered training.</p>	CIC team		<p>50% of Connexions have completed training session by July 2004, and remaining 50% by July 2005.</p> <p>By December 2006.</p>	Positive evaluation of the session	Within current CIC team funding	From CIC team time	10.27
5.5 Provide training for social workers	<p>Training for social workers provided</p> <p>January 2006 very low take up. See below.</p>							
5.6 Develop three session training package for social workers leading to certificate of awareness of education issues for CLA	Meetings being held	Dawn Williams	From September 2006	12-15 social workers attend	Training evaluated as good	Within social care training budget		




Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
5.7 Wednesday morning, telephone advice line within the Education Department for foster carers and Social Workers and Designated Teachers	 Jan receives regular positive feedback	Jan Harper-Shea CIC EWO	September 2004 Continuing	Positive feedback	LIFT	Within current CIC team funding	From CIC team 0.5 EWO time	10.27
5.8 Implement programme to encourage foster carers and volunteers to read to children. Access to teachers if required.	 Element of reading training within foster carer training, but no specific initiative implemented See target 5.9 for new reading project	Kathryn Stalder Pam Salisbury	September 2004 CIC teacher only appointed Sept 2004	Programme implemented.	Improvement in reading from baseline assessment	Additional time for EP to work with CIC teacher implementing specific project on reading, approx 6 days	Develop programme of training for foster carers. 3 x 0.5 days - rolling programme	10.5
5.9 Raise standards of reading and interest in reading in specified groups of CLA.	Project at planning stage.	Kathryn Stalder	December 2006	Project established and attended by 10+ foster carers	£2000			

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
5.10 a) Target foster carers with children who have not achieved age expected reading targets	 Information on reading skills is requested via the PEP, but very few schools complete	Pam Salisbury	January 2004	Programme implemented. Demonstrate an improvement in reading skills.	Monitor through LIFT meeting	<ul style="list-style-type: none"> Education Protects Funding 	To be quantified	10.5
b) Set up tracking mechanism	 Reading skills information is now entered on CSS database	Kathryn Stalder Jan Harper-Shea	April 2005	CLA with low reading skills have progress tracked		<ul style="list-style-type: none"> Vulnerable Children Standards Fund 		




6. Improving self-esteem




Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of Time	SEU Report Rec.
6.1 Priority access to Connexions PAs in secondary schools Information is fed back to Connexion PAs from LIFT meetings attended, but these children are not automatically prioritised or given comprehensive support	 Target date extended	Karen Davies (Connexions)	September 2003 From Jan 2006	All CIC aged 13+ have an identified PA.	LIFT via PEP returns	Core Connexions time		10.5 (iii) 10.11 (iii) 10.20 10.21
6.2 Prioritised access to the Pyramid Trust programmes for Year 3 pupils who meet the Pyramid Trust criteria. Pyramid Trust to amend guidance to schools to ensure that CIC children are included in project if appropriate		Jacque Buckley (Behaviour Support Team) & designated teachers in schools	January 2004	Increase in the number of CIC children in the programme. Take baseline from Sept 02/July 03	Looked After Children Education Steering Group monitor data collected by Pyramid Trust and demonstrate s Year 3 CIC are included in all school projects	Nil	Nil	



Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of Time	SEU Report Rec.
6.3 Prioritised access to 0-17 social skills groups.		Ruth Staples	Ongoing		Feedback from young people			
6.4 Implement monitoring of attendance at parents evening by foster carer and/or social worker	 Need to update monitoring	Sheila French	From September 2003 May 2006	Increase baseline for 02/03 by 50% more attendance in 03/04	Monitor by LIFT via PEPs	Nil	Jan Harper-Shea	
6.5 a) Run study skills seminar for KS4 young people b) Ensure schools prioritise CLA for all study skills seminars/ opportunities	 a) Seminar run once, but not repeated. Format needs to be revisited	a) Pam Salisbury EPS b) Jan Harper-Shea	b) From April 2005	a) Annual workshop for KS 4 children b) All CIC have opportunities for study skills development	Via CIC team	Cost of suitable trainer and venue & transport £1,000	Attendance at session for 2 officers	10.16
6.6 Healthy Schools Initiative - ensure CIC are included and prioritised in the activities		Sue Walker, Health and Wellbeing Co-ordinator	Ongoing	Evidence that schools involved in the healthy schools initiative have included CLA	Identified CIC involvement	Nil	Nil	


Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of Time	SEU Report Rec.
6.7 Monitor individual CLA access to extra curricular and out of school learning		Jan Harper-Shea	From Jan 2006	Database set up				
6.8 Healthy Care Initiative	Initial meetings already held 	Sheila French	From Jan 2006	Skills of foster carers raised in providing healthy care environment				
6.9 Further development of the Consult! support for carers and children in care, multi-agency CAMHS initiative	 CONSULT! now well established and expanding	Susan Nichols Carol Franzen Dali Sidebottom	Ongoing	Care and school placements maintained after Consult! intervention	Monitoring of success by the Consult! Management Group	CAMHS grant funded Establishment needs to be increased	Currently 0.2 EP 0.4 Clinical EP 0.4 Social Worker	10.14
6.10 To develop a mentoring project available to all CIC	 Target extended to September	Mike Reay Sheila French	September 2006	CIC can access mentoring	Via feedback from young people	£12,000 in total (shared between three agencies)	Nil	

7. Developing Effective Corporate Parenting

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
7.1 Streamline the current working party groups and reporting mechanisms. Ensure that clear terms of reference membership are drawn up.		Sheila French	April 2006	Clear terms of reference and a review of membership for both the Education Strategy CIC group and LIFT.	Targets met with a higher degree of success	Nil		10.1 (iii)
7.2 Multi-agency linking under Children's Services. CIC team members attend all working parties arising from 'working together' LAC seminar	Meetings already attended 	CIC team	From April 2006	Closer networks with professional groups and foster carers are achieved	LIFT	Nil		
7.4 Implement the Champion role of CIC within an elected members group (linked to 7.7)	 Children's Champions group well established and receive regular repots	Steve Tanner, Assistant Director of Social Care	From September 2005 ongoing April 2005 ongoing	At least two Elected members identified and briefed on CIC issues	Elected members able and willing to actively challenge officer and others on the needs of CIC children	Nil – within current funding		10.1 (ii)

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
7.5 Organise Headteacher & Chair of Governors' evening meeting on issues relating to Children's Services and Children in Care		Colin Diamond, Director of CYPS	September 2006	To have been completed by end of September 2006	Positive evaluation of conference by participants	Nil	Attendance at the meeting from key officers/ Heads & Governors	10.1 (iii)
7.6 Each member of CIC team to provide annual training on issues relating to CIC and messages from research to their own teams and jointly to EDS staff	 Training has been provided for EP and EWS teams. Training is planned for ESS.	CIC team	January 2004 December 2004 September 2006	Evaluation of training positive. Increased opportunities for these teams to be challenging schools on CIC attainment	Improvement in attainment, attendance and reduction in exclusions for CIC in academic year 03/04	Nil	From core time	10.27
7.7 Ensure that CIC children are prioritised in Education Department decision making groups e.g. SCIP, EOTAS panels	 Target complete	Kate East, Head of Personalised Learning	June 2003	Minutes of meetings demonstrate prioritisation	LIFT monitor on regular basis and inform Head of Personalised Learning of any areas where this proves not to be the case.	Nil	Nil	10.1 (iii)

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
7.8 Data monitoring provided to elected members to demonstrate progress annually.		Kate East, Head of Personalised Learning Steve Tanner, Director Social Care	Ongoing since Sept 2005	Minutes of meeting demonstrate active involvement for members	Data indicates progress against measures.	Nil	Data management time – 2 days	10.1 (iii)
7.9 GCSE results to the Director of CYPS and Director of Social Care on the same day and as soon as the results are available	To be implemented in 2004  Congratulations cards from both the Director of CYPS and Director of Social Care were sent	School Examination officers and/or headteachers. Designated teachers identify children in care to head prior to the Summer break Pam Salisbury Dave Martin	July 2004 Completed July 2005 July 2006	GCSE results obtained within one day of the day of issue.	LIFT group monitor success.	Nil	Nil	

Task	Progress Check	Person(s) Responsible	Target Date	Success Criteria	Evaluation	Resource Implications	Allocation of time	SEU Report Rec.
7.10 Information for Governors on CLA made available at CPMs	 Governor update not currently monitored at CPMs, though CIC are discussed as an agenda item. This requirement to be flagged up in annual designated teacher training	Designated Teacher	Ongoing December 2006 (after two training sessions)	Information provided at CPM is up-to-date and well informed	CPM minutes include outline of progress of children in care	Nil	Core school time Designated Teacher	10.9

Contacts and Acknowledgements

The revision of this document has been carried out by the Education Children in Care Team (Jan Harper-Shea, Kathryn Stalder and Pam Salisbury) in conjunction with Sheila French (Social Services). Views have been taken from Kate East (Head of Personalised Learning), Jane Routledge (SEN Manager) and members of Services attending the wider Looked after Information Facilitation and Teaching group (LIFT). Services represented here include Social Care Teams and Reviewing Officers, Education Early Years Advisory Teams, Connexions, Youth Offending Team and the Special Educational Needs Team.

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