

# Public Document Pack

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Pennaeth Gwasanaethau Cyfreithiol a Democraataidd



To:

CS/NG

Councillors: Marion Bateman, Amanda Bragg,  
Peter Curtis, Adele Davies-Cooke, Ian Dunbar,  
Carol Ellis, David Evans, Veronica Gay,  
Ron Hampson, Cindy Hinds, Stella Jones,  
Colin Legg, Phil Lightfoot, Brian Lloyd, Mike Lowe,  
Dave Mackie, Nancy Matthews, Hilary McGuill,  
Ann Minshull, Gareth Roberts, Ian Roberts,  
Ian Smith, Paul Shotton, Nigel Steele-Mortimer,  
Carolyn Thomas and David Wisinger

15 March 2013

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## **Co-opted Members**

David Hytch, Carole Burgess, Rita Price, Rebecca  
Stark and Stephanie Williams

Dear Sir / Madam

A meeting of the **JOINT LIFELONG LEARNING AND SOCIAL & HEALTH CARE  
OVERVIEW & SCRUTINY COMMITTEE** will be held in the **ALYN & DEESIDE  
ROOM, COUNTY HALL, MOLD CH7 6NA** on **THURSDAY, 21ST MARCH, 2013** at  
**2.00 PM** to consider the following items.

Yours faithfully

Democracy & Governance Manager

## **AGENDA**

### **1 APPOINTMENT OF CHAIRMAN**

Nominations will be sought for a Chairman for the meeting.

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The Council welcomes correspondence in Welsh or English  
Mae'r Cyngor yn croesawau gohebiaeth yn y Cymraeg neu'r Saesneg

2 **APOLOGIES**

3 **DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)**

4 **CHILDREN & YOUNG PEOPLE PARTNERSHIP** (Pages 1 - 10)

Report of Director of Community Services enclosed.

5 **FAMILIES FIRST** (Pages 11 - 18)

Report of Director of Lifelong Learning enclosed.

6 **EDUCATIONAL ATTAINMENT OF LOOKED AFTER CHILDREN** (Pages 19 - 36)

Report of Director of Community Services enclosed.

## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** JOINT LIFELONG LEARNING AND SOCIAL &  
HEALTH CARE OVERVIEW & SCRUTINY  
COMMITTEE

**DATE:** THURSDAY, 21 MARCH 2013

**REPORT BY:** DIRECTOR OF LIFELONG LEARNING AND  
DIRECTOR OF COMMUNITY SERVICES

**SUBJECT:** CHILDREN & YOUNG PEOPLE PARTNERSHIP

### **1.00 PURPOSE OF REPORT**

- 1.01 To update on the progress of the Flintshire Children and Young People's Plan " Making a Positive Difference 2011 -2014" as the vehicle for Flintshire to deliver the Welsh Government Child Poverty Strategy, 2011 and as the catalyst to commission collaborative strategic projects.

### **2.00 BACKGROUND**

- 2.01 Flintshire County Council is responsible in law for the development and the delivery and implementation of the Children and Young People's Plan. The Plan sets out the local vision and aspirations for the Children, Young People and Families in Flintshire. The 2011 – 2014 plan has been developed in consultation with a broad range of stakeholders. This included children, young people and families.

### **3.00 CONSIDERATIONS**

- 3.01 At its meeting on 11th April 2011, Flintshire County Council Executive endorsed the Children and Young People's Plan. In its meeting in May 2011, the Betsi Cadwalader University Health Board endorsed the plan. At its meeting on 13th April 2011, the Children and Young People's Partnership Board agreed the final CYPP plan and approved the delivery approach.
- 3.02 The children and young people's version of the CYPP Plan was developed as a bilingual DVD which was produced by bilingual young people in Flintshire. The DVD has been utilised by all sectors to ensure all ages understand the aims of the CYPP Plan.
- 3.03 The Flying Start plan had been agreed by WG and is now in delivery mode and supporting families. The Communities First and the Health Social Care and Wellbeing plans have significant cross over to the CYPP plans. With some agreed shared priorities. The three plans

enhance each other to deliver the best outcomes for our children, young people and families.

- 3.04 The Families First Plan, which is a delivery plan for the CYPP. Plan was agreed by Welsh Government in December 2012. The Families First plan was informed by a mapping of vulnerable families exercise which informed the CYPP. about the level of vulnerable families in Flintshire. It was also informed by a mapping profile of services for families with a disabled child.
- 3.05 This evidence and data had informed the Team Around The Family (TAF) development. The TAF team have supported over 100 families since their development on 1<sup>st</sup> March 2012. On 1<sup>st</sup> March 2013 the TAF team celebrated the launch of a Welsh language service. The TAF team are utilising early intervention approaches to achieve measurable positive outcomes for children, young people and families.
- 3.06 Partnership working was assessed as 'good' by Estyn in the 2011 full inspection. The CYPP took an active part in the recent Estyn Monitoring Visit to demonstrate to inspectors how the whole CYPP is working in an outcomes focussed approach to all delivery. The Estyn team also monitored progress with recommendation 5: improve the monitoring arrangements for the Children and Young People's Partnership to effectively track the progress of children and young people.
- 3.07 Estyn reported that 'each partner within the Children and Young People's Partnership (CYPP) uses a consistent approach to self-evaluation. This means that the authority has valuable information about the range of interventions supporting children, young people and their families. On occasion, this includes useful outcome data on the progress of children and young people.

Many externally funded initiatives within the partnership track the progress of learners and their families effectively. In the best examples, early bespoke interventions with families make measurable contributions to improved educational outcomes for learners.

However, the partnership does not fully capture the overall performance of interventions or track consistently the progress of children and young people. This means that opportunities are missed to make the best use of resources and interventions across sector and service boundaries. In particular, the early intervention work by wider support services with learners and their families is not known by and therefore built upon by schools or school improvement services. The lack of strategic level data on outcomes and progress means that the partnership cannot successfully hold others to account, or be held to account by the Local Service Board.'

- 3.08 The partnership now needs to extend awareness of projects and outcomes with schools and school improvement services. Targets and outcomes need to be fully owned by the Local Service Board.

#### **4.00 RECOMMENDATIONS**

- 4.01 That Members receive the update and the attached Families First programme overview for information.
- 4.02 That Members of Lifelong Learning Overview and Scrutiny receive a report on how the views for securing further improvement from Estyn can be implemented.

#### **5.00 FINANCIAL IMPLICATIONS**

- 5.01 The costs of translating, producing and publicising the 2011 - 2014 plan and the DVD were met from existing resources.
- 5.02 The Children and Young People's Plan has been a key document in determining how resources have been allocated in the recent Families First Commissioning process. The Families First national outcomes and the CYPP action areas informed the decisions made in the commissioning process. The full Families First programme has been in delivery mode since 1<sup>st</sup> October, 2012. The programme members are working collaboratively which adds value to the delivery for children, young people and families.
- 5.03 The CYPP have proposed a review of the commissioning process to identify lessons learned for future commissioning. The CYPP propose to undertake a review of the first year of the Team Around the Family delivery and the impact made in year one.

#### **6.00 ANTI POVERTY IMPACT**

- 6.01 The needs assessment/health profile (developed by Public Health Wales), which underpins the Children and Young People's Plan includes a consideration of poverty and deprivation and its impact on Children, Young People and Families. The priorities identified will have a direct and an indirect impact on the causes of deprivation and poverty. The Welsh Assembly Government Child Poverty Strategy (WG 2011) sets out the National Context and the Flintshire Children and Young People's Plan sets out the local context and has the following three key Strategic objectives:
1. To reduce the number of families living in workless households.
  2. To improve the skills of parents/carers and young people living in low income households so they can secure well paid employment.

3. To reduce the inequalities which exist in health, education and economic outcomes of children and families by improving the outcomes of the poorest.

6.02 There is an expectation that all services and organisations will work together to contribute to the eradication of child poverty. All grants and commissioning programmes under the overall CYPP umbrella should ensure that the services commissioned contribute to the above strategic objectives.

6.03 These key objectives informed the commissioning for the full Families First programme.

## **7.00 ENVIRONMENTAL IMPACT**

7.01 Welsh Assembly Government Guidance states that a commitment to sustainable development must inform the preparation and implementation of the plan.

## **8.00 EQUALITIES IMPACT**

8.01 The Children and Young People's Plan intends to address the needs of all Children, Young People and Families. However, priority must be given to those with the greatest need so that inequalities can be reduced and we can offer opportunities and chances for the poorest Children, Young People and Families. Our vulnerable families mapping exercise has enabled us to target these families.

## **9.00 PERSONNEL IMPLICATIONS**

9.01 The Children and Young People's Plan includes a consideration of the workforce skills required to implement the Plan. This also includes recognition of the need to continue to develop bilingual skills within the existing workforce.

9.02 We have developed a workforce development strategy as part of the Families First programme which identifies and considers future planning needs on a local, sub regional and regional level.

## **10.00 CONSULTATION REQUIRED**

10.01 The Children and Young People's Plan, has been the subject of a wide consultation to develop and agree the headline outcomes within the plan. The delivery, monitoring and review of the plan will require continuing engagement and consultation with a broad range of stakeholders. We have a participation strategy to support this work. We utilise all existing networks and websites to ensure that engagement and consultations are meaningful and that they are adapted to the audience targeted. E.g. the CYPP developed a bespoke consultation approach for the 21<sup>st</sup> century schools

consultation work.

**11.00 CONSULTATION UNDERTAKEN**

11.01 The extensive public consultation included the utilisation of partners, stakeholders, children, young people and families to ensure a very broad and robust consultation exercise.

**12.00 APPENDICES**

12.01 1. Overview of Families First strategic commissioned projects.

**LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985  
BACKGROUND DOCUMENTS**

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Telephone: 01352 704112  
Email: [ann.roberts@flintshire.gov.uk](mailto:ann.roberts@flintshire.gov.uk)**

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# Flintshire Families First Programme with effect from 01/10/12 to 31/03/14



## National Outcome 1

Working age people in low income families gain, and progress within employment



## National Outcome 2

Children, young people and families in or at risk of poverty achieve their potential



## National Outcome 3

Children, young people and families are healthy, safe and enjoy wellbeing



## National Outcome 4

Families are confident, nurturing and resilient

- SP1: Parenting support for parents/carers to care for children and young people
- SP2: Accessible learning opportunities for children and young people
- SP3: Supporting family health, wellbeing and resilience
- SP4: Supporting play and access to play and activities for family wellbeing
- SP5: Social inclusion for children, young people and families
- SP6: Keeping children, young people and families safe
- SP7: Income and opportunity maximisation for families

Families First Specification	Delivering Organisation	Named Lead
<b>4.1 Parenting Support</b>	Daffodils	Anita James
	Flintshire Parenting Strategy <b>collaboration</b>	Gail Bennett
<b>4.2. Family Resilience (intensive support)</b>	Sure Start <b>collaboration</b>	Samantha Greatbanks
<b>4.3 Family Resilience (voluntary support)</b>	Homestart	Ann Woods
<b>4.4. Family mental health improvement</b>	BCUHB	Sara Hammond-Rowley
<b>4.5. Children and young people are learning, achieving and aspiring</b>	Time for Change <b>collaboration</b>	David Messum
<b>4.6 Young people are in employment, education or training</b>	The Princes Trust	Henna Cheema
	Time for Change <b>collaboration</b>	David Messum
<b>4.7 Families with disabled children are supported</b>	Core Children's Services	Hefin Daniels
	Daffodils/CIDS/FLVC <b>collaboration</b>	Ray Dickson/James Johnson
<b>4.8 Play opportunities for fun and development</b>	Daffodils	Anita James
	Play <b>collaboration in development</b>	Janet Roberts
<b>4.9. Families are safe and functioning</b>	Action4Children	Julie Gillbanks
	BCUHB	Sara Hammond-Rowley
	Children's Services	Jane Jones
<b>4.10. Families are safe</b>	Action4Children	Julie Gillbanks
<b>4.11 Children and young people have positive health and well being</b>	Active 8-16	Yen Leung
<b>4.12 Families are financially literate</b>	Hafan Cymru	Sherrie Evans



# Families First is an innovation programme that promotes the development by local authority areas of effective multi-agency systems and support, with a clear emphasis on prevention and early intervention for families, particularly those living in poverty



## National Outcome 1

Working age people in low income families gain, and progress within employment



## National Outcome 2

Children, young people and families in or at risk of poverty achieve their potential



## National Outcome 3

Children, young people and families are healthy, safe and enjoy wellbeing



## National Outcome 4

Families are confident, nurturing and resilient

### TEAM AROUND THE FAMILY



#### Who we are:

Team Around the Family (TAF)

#### What we do:

We offer advice and support in bringing together the right people to help families. We are a coordinating service to engage families in Flintshire's Team Around the Family approach.

#### Where we are based:

Lifelong Learning, County Hall, Mold with hot desks in Children's Services/ F.L.V.C. and N.E.W.C.I.S. in Mold.

#### How to contact us:

Rhiannon.edwards@flintshire.gov.uk (01352) 704173 /Maxine Bithell - Maxine.bithell@flintshire.gov.uk  
Denise Piggott  
denise.piggott@flintshire.gov.uk (01352) 704132

### QUEST



#### Who we are:

**Quest:** - "The act or an instance of seeking or pursuing; journey or undertaking in a pursuit of a goal"

#### What we do:

Support families to gain better skills and qualifications which are the key to getting parents on the ladder towards improving their opportunities.

We work to encourage aspirations to work and / or undertake training to help people to move closer to the labour market and out of poverty.

#### Where we are based:

Westwood Centre, Tabernacle Street, Buckley, Flintshire, CH7 2JT

**How to contact us:** Caryl N Jones  
Project Genesis a Quest / Genesis Project & Quest Coordinator  
Caryl.jones@flintshire.gov.uk (01244) 551141 / 07799 897668

### WELFARE RIGHTS



#### Who we are:

Welfare Rights

#### What we do:

We provide benefits dispute and appeal representation for families (this covers all benefits and all kinds of disputes from DLA, ESA, Tax Credits, overpayments and Right to reside from Income Support etc).

**Where we are based:** Welfare Rights Income Maximisation Unit, Community Services, Flintshire County Council

#### How to contact us:

Tel (01352) 703567  
Email  
Karen.linford@flintshire.gov.uk  
paul.l.hughes@flintshire.gov.uk

### FAMILY INFORMATION SERVICE



#### Who we are:

Family Information Service,

**What we do:** The Family Information Service Flintshire (FISF) provides a range of information on all services (for example health, leisure, support, education, etc.) available to parents to help them support their families. FISF also holds up-to-date details of local registered childcare and early years provision and can give extra help (known as brokerage) if you need childcare or support for a child with a disability.

#### Where we are based:

Westwood Centre, Tabernacle Street, Buckley, Flintshire, CH7 2JT

**How to contact us:** Telephone: (Mobile: (07775) 410498, (Office) (01244) 547017 Email: Peter\_Wynne@flintshire.gov.uk

## “Putting Families First “Contacts

Some organisations will be listed more than once due to multiple specifications tenders awarded and the collaborative programmes are shown in red to highlight the collaboration element



Page 9

Name	Contact	Email	Phone
Daffodils (4.1)	Anita James	<a href="mailto:daffodils@tiscali.co.uk">daffodils@tiscali.co.uk</a>	01352 250147
Flintshire Parenting Strategy - collaboration	Gail Bennett	<a href="mailto:Gail.bennet@flintshire.gov.uk">Gail.bennet@flintshire.gov.uk</a>	01244551140
Sure Start (4.2) collaboration	Samantha Greatbanks	<a href="mailto:Samantha.greatbanks@flintshire.gov.uk">Samantha.greatbanks@flintshire.gov.uk</a>	01244823234
Homestart (4.3)	Ann Woods	<a href="mailto:annwoods@home-startflintshire.org.uk">annwoods@home-startflintshire.org.uk</a>	01352 744060
B.C.U.H.B (4.4)	Sara Hammond-Rowley	<a href="mailto:Sara.Hammond-Rowley@wales.nhs.uk">Sara.Hammond-Rowley@wales.nhs.uk</a>	01244 811314
Time for Change (4.5) collaboration	David Messum	<a href="mailto:David.h.messum@flintshire.gov.uk">David.h.messum@flintshire.gov.uk</a>	01352 704122
The Princes Trust (4.6)	Henna Cheema	<a href="mailto:Henna.Cheema@princes-trust.org.uk">Henna.Cheema@princes-trust.org.uk</a>	02920 437020
Time for Change (4.6) collaboration	David Messum	<a href="mailto:David.h.messum@flintshire.gov.uk">David.h.messum@flintshire.gov.uk</a>	01352 704122
Core Children’s Services (4.7)	Hefin Daniels	<a href="mailto:Hefin.daniels@corechildrensservices.co.uk">Hefin.daniels@corechildrensservices.co.uk</a>	01978 664276
Daffodils/CIDS/FLVC collaboration volunteer mentor pilot ( 4.7)	Ray Dickson/James Johnson	<a href="mailto:Ray.dickson@flintshire.gov.uk">Ray.dickson@flintshire.gov.uk</a> <a href="mailto:James.johnson@flvc.org.uk">James.johnson@flvc.org.uk</a>	01352 702611 01352 744025

Daffodils (4.8)	Anita James	<a href="mailto:daffodils@tiscali.co.uk">daffodils@tiscali.co.uk</a>	01352 250147
Play / leisure F.C.C. (4.8)	Janet Roberts	<a href="mailto:Janet.a.roberts@flintshire.gov.uk">Janet.a.roberts@flintshire.gov.uk</a>	01352 702456
Action 4 Children (4.9)	Julie Gillbanks	<a href="mailto:Julie.Gillbanks@actionforchildren.org.uk">Julie.Gillbanks@actionforchildren.org.uk</a>	02920 222127
B.C.U.H.B. (4.9)	Sara Hammond-Rowley	<a href="mailto:Sara.Hammond-Rowley@wales.nhs.uk">Sara.Hammond-Rowley@wales.nhs.uk</a>	01244 811314
Children's Services (4.9)	Jane Jones	<a href="mailto:Jane.l.jones@flintshire.gov.uk">Jane.l.jones@flintshire.gov.uk</a>	01352 701128
Action 4 Children (4.10)	Julie Gillbanks	<a href="mailto:Julie.Gillbanks@actionforchildren.org.uk">Julie.Gillbanks@actionforchildren.org.uk</a>	02920 222127
Active 8 - 16	Yen Leung	<a href="mailto:yen.leung@flintshire.gov.uk">yen.leung@flintshire.gov.uk</a>	01352 702463
Hafan Cymru (4.12)	Sherrie Evans	<a href="mailto:Triciajones@hafancymru.co.uk">Triciajones@hafancymru.co.uk</a> <a href="mailto:Sherrievans@hafancymru.co.uk">Sherrievans@hafancymru.co.uk</a>	01978 813831 07887744803
Barnados Young Carers- regional commissioning	Claire Edwards	<a href="mailto:Claire.edwards2@barnados.org.uk">Claire.edwards2@barnados.org.uk</a>	01352 755422
N.Y.A.S. – regional commissioning	Jo Swords	<a href="mailto:jo.swords@nyas.net">jo.swords@nyas.net</a>	01352 751399 07795 122359

## REGIONAL CONSIDERATIONS

### REGIONAL PROJECTS TO BE COMMISSIONED W.E.F. 01.04.14

These include Young Carers and Advocacy.

### YOUNG CARERS

Barnados deliver the Young Carers Flintshire project

### ADVOCACY

The National Youth Advocacy Service (N.Y.A.S.) is funded by families first to deliver a research document to explore the current picture and gaps in services for generic advocacy delivery in Flintshire.

### Programme Lead:

Ann Roberts  
Lifelong Learning  
[ann.roberts@flintshire.gov.uk](mailto:ann.roberts@flintshire.gov.uk)  
(01352) 704112

### Programme Monitoring Officer:

Stacey Wynne  
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## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** JOINT LIFELONG LEARNING AND SOCIAL &  
HEALTH CARE OVERVIEW & SCRUTINY  
COMMITTEE

**DATE:** THURSDAY, 21 MARCH 2013

**REPORT BY:** DIRECTOR OF LIFELONG LEARNING AND  
DIRECTOR OF COMMUNITY SERVICES

**SUBJECT:** FAMILIES FIRST

### **1.00 PURPOSE OF REPORT**

1.01 To inform Members of the progress and ongoing development of the Families First Programme and the transition from the Cymorth Programme to the Families First Programme which is now completed.

### **2.00 BACKGROUND**

2.01 The Welsh Assembly Government aspires to the eradication of child poverty by 2020. This aspiration is a fundamental element of its Social Justice Policy and is also part of the key priorities in the implementation of the United Nations Convention on the Rights of the Child. (UNCRC).

2.02 The Children and Family Measure which was given Royal Assent in 2010 places a duty on all public bodies in Wales to develop a strategy to tackle child poverty at a local level.

2.03 The Welsh Assembly Government published their Child Poverty Strategy in February 2011. This sets the National context and the Children and Young People's Plans which the local authority are legally required to develop and publish every three years set out the local context. The C.Y.P.P. plan "making a positive difference 2011-2014" and the Families First Plan and commissioning programme act as the vehicles to deliver the Child Poverty Strategy for Flintshire.

2.04 Both the National and Local plans which aim to tackle child poverty have the following strategic objectives:

1. To reduce the number of families living in workless households.
2. To improve the skills of parents/carers and young people living in low income households so they can secure well paid employment
3. To reduce the inequalities which exist in health, education and economic outcomes of children and families by improving the outcomes of the poorest.

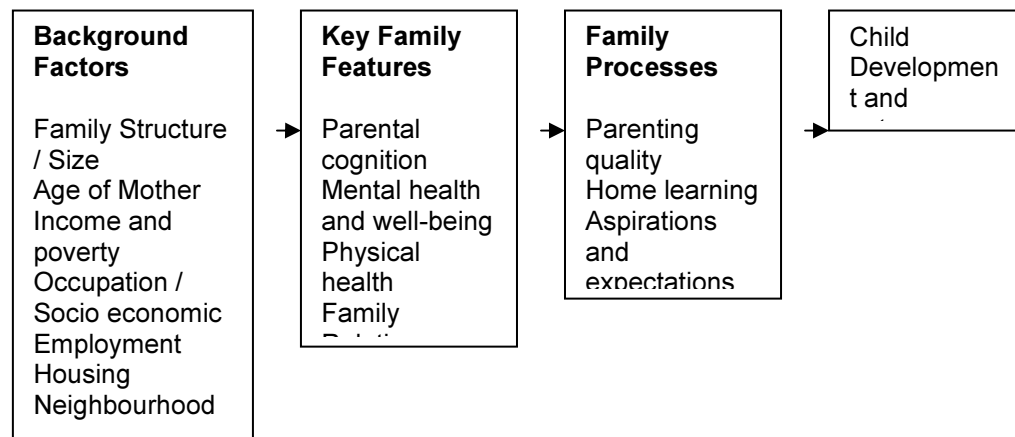
There is an expectation that all service areas will contribute to the eradication of child poverty. The service areas and the newly

commissioned Families First Programme will all work to contribute to the National Families First Outcomes. The four National outcomes for Families First have been agreed as:

1. Working age people in low income families gain, and progress within employment.
2. Children, young people and families in or at risk of poverty achieve their potential
3. Children, young people and families are healthy, safe and enjoy wellbeing
4. Families are confident, nurturing and resilient

All projects have been commissioned in line with the above outcome requirements.

- 2.05 In the Strategy, poverty is defined as a long term state of not having sufficient resources to afford food, reasonable living conditions or amenities or to participate in activities (such as access to attractive neighbourhoods and open spaces) that are taken for granted by others in their society.
- 2.06 Children’s life chances are influenced by the experiences and circumstances that they are exposed to from before birth and throughout their childhood. There are a range of factors that can impact on outcomes for children, for example:



‘A Model of the Inter-Generational Transmission of Educational Success’  
Feinstein, Duckworth and Sabates (2004)

- 2.07 Low income and living in a workless household are key factors associated with poor outcomes for children. Evidence demonstrates that income mediates with other factors that affect child development such as parental

education and the home learning environment and therefore low-income children experience poorer environments in terms of factors that would otherwise promote their cognitive, social and health development. They are more likely to begin school with deficits in their learning ability and social behaviour. As a result, they progress more slowly than their more affluent peers and achieve fewer qualifications, even in circumstances in which schools serve all learners equally.

2.08 We also know that differences for children as a result of poverty begin to show themselves at a very early age. Differences in cognitive ability as a result of parental background show themselves from as early as three years of age. It also shows that social class gaps in attainment open early, and continue to widen as children get older.

2.09 The Welsh Assembly Government has made increasing family prosperity a priority as this is a necessary condition for improving outcomes for children and families. However, family prosperity alone is not sufficient. Public Services, Communities, the third sector and the faith sector paid staff and volunteers all have a vital role to play in shaping the life chances of children and adding value to the service delivery of universal services.

2.10 The following priorities have been identified as the main focus for reducing inequalities:

- The early years are fundamental to children's development
- We need to address the needs of families as well as the needs of the child
- That building resilience is critical because prevention is more effective than cure
- Schools should be focused on literacy, numeracy and breaking the link between educational attainment and poverty
- We must raise aspirations and maintain a ladder of opportunity for young people
- Working together with local partnerships

Children grow up in families. Better outcomes for children and tackling inequalities means supporting the whole family in a holistic and preventative manner. e.g. the Team Around The Family approach.

### **3.00 CONSIDERATIONS**

3.01 Families do not come in neat packages, and they do not have identical needs. Accordingly, that variety of needs cannot always be met through one size fits all solutions. Rather, children and families often require a broad range of help and support, pitched at different levels by various service providers, throughout life.

3.02 There is emerging consensus, and evidence from Flying Start, that the best way of supporting families, particularly those families in poverty, is through an integrated, whole family approach. This means that national policy and local services must be designed or reconfigured to ensure effective and efficient delivery.

- 3.03 A clear message of the new policies and programme is that a whole family's approach built around integrated service to provide holistic support to children and families at every level of need is the way forward.
- 3.04 In July 2010 the Minister of Children announced the launch of a new programme named Families First. The programme aims are to build on best practice in the development of integrated service models to deliver preventative and early intervention approaches. Central to this approach are the following:-
- Placing the family at the centre and tailoring services to their needs
  - Providing a continuum of support, including a focus on the integration of universal services and targeted services
- Targeting those families most in need i.e. .Our most vulnerable families.
- 3.05 In August 2010 the Welsh Assembly Government appointed two pioneer consortia projects. One in South Wales involving Rhondda Cynon Taff, Blaenau Gwent and Merthyr Tydfil. The North Wales pioneer included Denbighshire, Flintshire and Wrexham.
- 3.06 Wrexham have been the named lead partner and had responsibility for leading the collaboration across the three authority areas. This has provided an opportunity to:
- Work collaboratively in planning and recruitment issues
  - Share learning across the three partner authorities and with the Southern Consortium via learning sets
  - Share notable practice and share the development of developing new initiatives e.g. common approaches to vulnerable families mapping exercise
  - Work collaboratively to identify and share training and development needs for the consortia
  - Develop a workforce strategy collaboratively across the consortia and engage in participation approaches
- Host conferences and events to publicise the Families First programme and report on the end of pioneer area in a report.
- 3.07 Families First was developed under four work streams:
1. **Home/Learning/Money**
    - Development of opportunities for parents through training, volunteering, education
    - Improving parents skills in preparation for employment.
    - Increasing access to advice and information about employment, benefits, tax credits, reducing debt, money management, housing issues
  2. **Team Around the Family (Integrated Services and Parenting)**
    - Development of a Common Assessment to assess the needs of families. This is now fully effective in Flintshire having supported 100 families in year one.



- Train staff/volunteers in the use of the assessment process and ensure that this training is ongoing and available bilingually
- Train staff/volunteers to be a point of information for families by equipping them with a toolkit and training on how to utilise this
- Train staff/volunteers to act as a point of referral on to other services
- Promote the use of the Family Information Service, Quest and the Welfare Rights service.

### **3. Community Conferences**

- Facilitate Community Conferences as a way to enable communities to address issues which cause problems for families who live there.

### **4. Transition from Cymorth to Families First**

- Working with partner authorities was developed an approach to commissioning / decommissioning services which were traditionally funded through the Cymorth Programme as the Cymorth Programme will cease and the Families First full programme will commence by 1<sup>st</sup> April 2012. All strategic projects were commissioned and in delivery mode by 1st October 2012.

The full programme has now been commissioned in Flintshire. The Families First Board advertised the specifications on the Sell to Wales Website and held a public buyers event in June 2011. This led to a tendering process supported by the F.C.C. procurement team. The Board advertised twelve separate specifications which were all bid for and secured. The full programme is now effective and in delivery mode. The collaborative approach of this programme is already demonstrating positive measurable outcomes.

- 3.08 The Family and Adolescent Support Team (FAST) within the Directorate of Community Services (Children's Social Services) also provide a range of family centred interventions. These include parenting groups, family care and support arrangements and the provision of direct work to those children on the child protection register.

It should be noted that the third work stream of Families First (community conferencing) operates under the umbrella of the FAST service.

- 3.09 In July 2011 the Welsh Government issued new guidance for the roll out of Families First across Wales. The guidance required each local authority to submit a draft plan by the 28<sup>th</sup> October 2011. This plan was submitted and approved by Welsh Government and a refreshed update of the plan has been submitted in December 2012. Welsh Government has indicated that the updated Flintshire Families First Plan is approved for roll out in April 2013.

- 3.10 A key element of the Families First plan has been the development of the Team Around the Family (TAF) development. The TAF team have been in place for one year since 1<sup>st</sup> March 2012. The team have supported over 100 families and worked with local services and support to coordinate a

holistic whole family support approach via the implementation of TAF meetings and interventions for our most vulnerable families. Since 1<sup>st</sup> March 2013 the TAF team are now delivering a bilingual service and targeting this new service to our Welsh medium providers.

- 3.11 The Flintshire Families First Plan now focuses on the National Outcomes as described in **2.04** above , and the following local workstreams areas :-
- Vulnerable young people
  - Family wellbeing
  - Family support
  - Family home, learning and money

Work has taken place to evidence the approaches of service delivery that work best in these areas of need. In addition population data has been gathered and analysed to demonstrate the current position regarding our most vulnerable families. This body of evidence and data has informed the development of the tendering process for the commissioning of the full Families First programme to deliver the broader Flintshire Families First Plan and the commissioned projects.

#### **4.00 RECOMMENDATIONS**

- 4.01 That Members accept this report for information and engage in the process of developing and supporting the plan when the opportunity is offered.

#### **5.00 FINANCIAL IMPLICATIONS**

- 5.01 The Families First Programme was funded by an additional specific grant from the Welsh Assembly Government initially for 2011-2012. During 2011-2012 service provision funded through the Cymorth Grant was re commissioned or decommissioned in line with the criteria for the Families First Programme. The funding has since been extended until March 2014 under which the new Families First Programme is funded

#### **6.00 ANTI POVERTY IMPACT**

- 6.01 The aim of the whole Families First Programme is to mitigate against the effects of poverty on the outcomes for children young people and families.

#### **7.00 ENVIRONMENTAL IMPACT**

- 7.01 None arising from this report.

#### **8.00 EQUALITIES IMPACT**

- 8.01 The Families First Programme aims to reduce inequalities as defined in the Child Poverty Strategy 2011.

## **9.00 PERSONNEL IMPLICATIONS**

9.01 Posts previously funded by the Cymorth Grant were potentially at risk in March 2012. Some projects were not successful in the tendering exercise. The extended Families First funding is now secured until March 2014 and Welsh Government have indicated that they will confirm the further continuation of this programme for a further three years depending on evaluation and evidence of outcomes for families.

## **10.00 CONSULTATION REQUIRED**

10.01 This is a multi-agency plan and so members of the public and other stakeholders have been engaged during the planning process in accordance with the Flintshire Participation Strategy. The plan was developed with a high level of stakeholder engagement which included 3<sup>rd</sup> sector, elected members, families, children and young people.

## **11.00 CONSULTATION UNDERTAKEN**

11.01 Members of the public and other stakeholders have been engaged during the planning process.

## **12.00 APPENDICES**

12.01 None.

### **LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS**

1. Children Act 2004
2. Child Poverty Strategy 2011
3. Families First Guidance
4. Shared Planning for Better Outcomes
5. Duty to Cooperate
6. Childcare Act 2006
7. Flintshire Families First Plan December 2012.

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## FLINTSHIRE COUNTY COUNCIL

**REPORT TO:** JOINT LIFELONG LEARNING AND SOCIAL & HEALTH CARE OVERVIEW & SCRUTINY COMMITTEE

**DATE:** THURSDAY, 21 MARCH 2013

**REPORT BY:** DIRECTOR OF LIFELONG LEARNING AND DIRECTOR OF COMMUNITY SERVICES

**SUBJECT:** EDUCATIONAL ATTAINMENT OF LOOKED AFTER CHILDREN

### **1.00 PURPOSE OF REPORT**

1.01 To update members of the attainment of Looked After Children (LAC) in Flintshire - March 2013 [Academic Year 2011 – 2012]

### **2.00 BACKGROUND**

2.01 This report is based statistically upon the last day of term for the academic year 2011/12 for children and young people in care on that day. It includes all LAC irrespective of how long they have been in care and covers Foundation Phase through to post 16 education.

2.02 The data has been grouped into five age groups corresponding to the National Curriculum Key Stage 1 to 5.

<b>Table 1 – Primary</b>	<b>School Year</b>	<b>Age</b>	<b>Number of LAC 2011/12</b>
	Pre-school	0-3	5
Foundation Phase	Nursery	3-4	42
	Reception	4-6	
	Year 1	5-6	
	Year 2	6-7	
Key Stage 2	Year 3	7-8	35
	Year 4	8-9	
	Year 5	9-10	
	Year 6	10-11	

<b>Table 2 - Secondary</b>	<b>School Year</b>	<b>Age</b>	<b>Number of LAC 2011/12</b>
Key Stage 3	Year 7	11-12	23
	Year 8	12-13	
	Year 9	13-14	
Key Stage 4	Year 10	14-15	27
	Year 11	15-16	
Key Stage 5	Year 12	16-17	15
	Year 13	17-18	
	Year 14	19	

For the purposes of the report children looked after under Short Breaks/Respite Care is not included in the statistical analysis.

### **3.00 CONSIDERATIONS**

#### **3.01 Profile of the Group**

3.02 There are 147 relevant children within the cohort. There is a notable increase in the number of LAC within the Primary sector (Foundation Phase and Key Stage 2) with numbers increasing from 43 in 2010/11 to 77 in 2011/12. Within the Secondary Sector (Key Stage 3 & Key Stage 4), numbers have decreased from 65 in 2010/11 to 50 in 2011/12.

3.03 74% of the 147 children are identified as having Special Education Needs (SEN). The level of need is indicated below:

- 32% have a Statement of Special Educational Need.
- 35% receiving support at School Action Plus
- 7% receiving support at School Action

#### **3.04 Placement type**

Pre-school / Primary Sector:

- 38 (46.4 %) residing with a parent or friend / family carers, 24 living with parent(s) under an agreement and 14 with a relative or friend.
- 3 (3.6%) within residential units
- 41 (50 %) with local authority or agency foster carers.

Secondary Sector

- 13 (26%) residing with a parent or friend / family carers, 4 (8%) of which are with a relative.
- 11 (22%) within residential accommodation
- 1 (2%) in prison

- 1 (2%) within a Mental Health Unit
- 24 (48%) reside with foster carers

### 3.05 Pupil Outcomes

#### Foundation Phase

Pupils are assessed against the Foundation Phase Indicator (FPI). To achieve FPI at Key Stage 1, the child must gain a level 2 in all core subjects to include Maths, Science and English (or Welsh). The Flintshire average 2011-2012 was 79.65%, Welsh Average 80.47%.

Three pupils were assessed against the FPI with 2 out of these (66.6%) meeting the expected level.

#### Key Stage 2

To achieve the core subject indicator (CSI) at Key Stage 2 the child must gain a level 4 assessment in all core subjects to include Maths, Science, English (or Welsh). The Flintshire Average was 81.30%, Welsh Average was 82.58%.

Out of the 5 children who were assessed, 3 (60%) achieved the CSI. The other 2 pupils had SEN which impacted on their ability to achieve this indicator. One had a Statement of SEN for Moderate Learning Difficulties and the other was accessing support for significant literacy difficulties.

#### Key Stage 3

To achieve the core subject indicator at Key Stage 3 the child must gain a level 5 in all core subjects to include Maths, Science, English (or Welsh). The Flintshire Average was 76.02% and the Welsh Average was 72.53%.

Out of the 7 pupils assessed, 5 achieved the CSI (71.4%). The other 2 pupils had SEN which impacted on their ability to achieve this indicator, one had a Statement of SEN for Moderate Learning Difficulties and Behavioural, Social & Emotional Difficulties. The other was accessing support for significant literacy difficulties.

#### Key Stage 4 /5 – See Table 2 Appendix 1

An overview of the outcomes at KS4 indicate that of the 19:

- 16 young people were entered for public examinations in the last year of compulsory education (year 11)
- 1 young person was entered in Year 10 and achieved 2 GCSEs at C grade (child KM)
- 2 young people were entered for GCSEs in Year 12 because they were unable to sit the exams in Year 11 due to their personal circumstances (child F & Child V).
- all young people achieved a formal qualification compared with 93% for 2010/11.
- 12 young people sat GCSEs achieving grades in the full range

of A\* to G.

- 3 young people achieved the Level 2 Threshold of 5 GCSEs at C and above
- The average point score for 2011/12 was 155.6 with a range of 12 to 548. This compares favourably with 99.2 for the last academic year.

### 3.06 Cohort Profile

The following information should be considered alongside pupil outcomes.

#### Legal Status:

- 9 out of 19 were subject to Full Care Orders to the local authority – joint parental responsibility between local authority and parent
- 10 were looked after under Section 20, Voluntary accommodation- Parental responsibility with parents only; and
- the average age of becoming LAC for Year 11 pupil cohort was 12 years 2 months.

#### Special Educational Needs (Year 11)

The number of Looked After Children with special educational needs (SEN) continues to be significant in the cohort for 2011-2012. compared to the general school population given the smaller numbers as a defined by their Care Status as can be seen below:

- Statement - 6 out of 16 (37.5%)
- School Action Plus – 5 out of 16 ( 31%)
- School Action – 4 out of 16 (25.7%)
- None Identified – 1 out of 16 ( 6%)

#### Type of Educational Establishment:

The 19 young people were placed in:

- Mainstream school – 10 out of 19 - 52.6%;
- Pupil Referral Unit (PRU) – 4 out 19 - 21%;
- Residential Day Provision – 2 out 19 - 10%;
- Special School LA – 1 out 19 - 5.2%;
- Home Tutor – 1 out 19 – 5.2%;
- 1 in special circumstances (prison) – 1 out 19 - 5%; Child E above had 8 placement changes during year 11 an unable to complete planned GCSE programme; and
- 4 out of 19 in Out of County Provision in Year 11 - 21%

#### Care Placement Type:

- Foster care – 13 out 19 young people (68.4%)
- Foster care (Kinship) – 2 out 19 young people (10.6%)
- Placement with parent (PWP) – 1 out 19 young people (5.2%)



- Residential / Special Circumstances 3 out of 19 young people (15.7%)

### 3.07 **Post 16 Destinations in September 2012:**

18 Young People in Post 16 Education had destinations as follows:

- 14 continuing in education
- 1 employment
- 2 not in Education, Employment or training (NEET); and
- 1 prison

### 3.08 **Conclusion**

Children who are Looked After do not regularly achieve comparable results to their peers or compare favourably as a cohort with the Welsh average in respect of Core Subject Indicator and Point Score. Many of these children and young people demonstrate a lack of basic skills along with the aspirations to achieve educationally. Earlier, more formal interventions by social workers and schools to support strategies to address the gaps apparent in basic skills, school attendance and social relationships enhance the potential for these young people to achieve favourable outcomes at the end of KS4.

In response to this Local Authority officers are working closely with colleagues in schools and other agencies to improve attainment for children who are looked after. School Effectiveness Grant funding has been allocated and used to target literacy and numeracy skills as a priority.

Joint partnership working with teachers and social workers is on going. A secondary school event took place at the end of October. It was well supported by designated teachers and well received by social workers.

Social Workers and Independent Reviewing Officers (IROs) commented positively on the support given by the designated teachers at Holywell High, Connah's Quay High School and the Argoed. (See Appendix 2 Role of the Designated Teacher.) Much praise is also given to staff at Queensferry Primary, St Mary's R.C Primary, Ysgol Cae'r Nant.

A second joint partnership day with Primary Schools is planned for May to develop plans for 'catch up' and basic skills recovery. It is hoped that there is continuation of support for LAC from the school Effectiveness Grant to support basic skills.

It is pleasing to note that the academic attainment for 2011-2012 shows an overall improvement in attainment for pupils within Flintshire when compared with those of the last academic year. This improvement is a reflection of the efforts of the young people, their

teachers and carers along with the targeted support and actions indicated above. It is important to note that a great number of young people within the Key Stage 4 cohort had identified issues around family relationships, a history of poor attitudes to learning and education and regular periods out of school and despite this a number had achieved outcomes in excess of Welsh averages.

#### **4.00 RECOMMENDATIONS**

4.01 That Members note the educational progress of looked after children in Flintshire.

#### **5.00 FINANCIAL IMPLICATIONS**

5.01 None.

#### **6.00 ANTI POVERTY IMPACT**

6..01 None.

#### **7.00 ENVIRONMENTAL IMPACT**

7.01 None.

#### **8.00 EQUALITIES IMPACT**

8.01 Strategies to support the achievement of looked after children are aimed to ensure that they achieve their potential.

#### **9.00 PERSONNEL IMPLICATIONS**

9.01 None.

#### **10.00 CONSULTATION REQUIRED**

10.01 None.

#### **11.00 CONSULTATION UNDERTAKEN**

11.01 None.

#### **12.00 APPENDICES**

12.01 Appendix 1 -Table 2 Key Stage 4  
Appendix 2 - Role of the Designated Teacher.

#### **LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS**

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QUALIFICATIONS & OUTCOMES KEY STAGE 4 2011-2012

Social Services No.	Name	Care Status	Gender	Age at LAC Admission	Additional Needs	Care Placement	Type of School/Changes in provision Keystage 4	OOO	Key Stage 4 changes in care placements	Qualifications	Post 16 Education	Accom Care Placement	Point Score
54486	Child B	CO	M	11yrs	SEN - MLD	Foster care	Mainstream	N	1 change	BTEC engineering, English lang F, home econom E, Maths U, Science G, Applied science E, Entry level English 2, Entry level Maths 2.	College Voc	Foster care	198
24057	Child E	CO	M	4yrs	SEN - ESB	Residential with Education prison	Residential unit prison	Y	8 changes	BTEC Applied Science Pass/Entry level 3 ICT Pass/BTEC Engineering L2	Prison Educ	Prison	183
6638	Child G	Accom Sec 20	F	15yrs	School Action Plus - ESB	Residential	PRU / 1 change	N	1 change	Entry level Eng 2/Entry level Maths 3/Science 3	College Voc	Residential Home	40
52279	Child J	Accom Sec 20	F	12yrs	SEN - MLD	Kinship care	Mainstream	N	none	GCSE Wlesh 2nd Lang E/Religious Studies E/ Media Studies D/Maths G Eng lang D/D&T F/Science F/G	College Voc	Kinship care	194
5996	Child P	CO	F	5yrs	School Action - ESB	Foster care	Mainstream	Y	1 change	GCSE Eng lang F Eng lit F/Drama E/Child dev E/ Maths G/Science G/E/ RE G/ Welsh D	College Voc	Foster care	207
11750	Child RJ	Accom Sec 20	F	15yrs	School Action - ESB	Kinship care placement	Mainstream	N	1 change	GCSE Art & Design D/BTEC Perform Arts Pass/D&T Textiles E/ Science E/Eng lang D/Maths G/Welsh 2nd Lang C/Welsh Bac pass /Entry L1 Info & Comm pass/ L2 Communication 2/ Applic of numbers level 2 pass	College	Kinship care	311
50721	Child L	Accom Sec 20	M	15.6yrs	SEN - ESB	Foster care	PRU- Refused to attend	Y	1 change	Entry level Eng 2/ Entry level Maths 2	Education Refused	No longer LAC Discharged to parents June2012	24
24741	Child M	I.C.O	F	15.9yrs	None Identified	Foster care	Mainstream	N	Discharged from section 20	GCSE Maths Foundation F/Entry level communication L2	College placement	No longer LAC	34
70202	Child JM	Accom Sec 20	F	16yrs	School Action - ESB	Foster care	Mainstream	N	Discharged from section 20	GCSE-Art B/Drama C/English C/Maths C/ RE C/Science C/ Welshs/ I C	School Sixth Form	No longer LAC -July2012	326
24043	Child Mc	Accom Sec 20	M	15.9yrs	School Action Plus - ESB	Residential	PRU - Refused to attend	Y	3 changes	Entry level 2/ Application of number	Education Refused	Supported lodgings	12
19926	Child R	I.C.O	F	15yrs	School Action Plus - ESB	Foster care	PRU/ Home tutor	Y	2 changes	Entry level 3 - application of number	College Voc	Foster care	14
33172	Child S	CO	M	12yrs	School Action Plus - ESB	Foster care	PRU/Residential Day Sch	N	2 changes	Entry level Maths 3 Entry level Eng 1 Refused to sit GCSE's	College/Employment	Foster care	24
12852	Child V	Accom Sec 20	F	16.6yrs	SEN -MLD	Foster care	Mainstream	N	2 changes	GCSE Art & Design C/Science E/ Eng lang F/Maths G/Health & Social Single award G Communication L2 - pass/App of Number L2 - pass	College Voc	Foster care	146
62028	Child W	Accom Sec 20	M	15yrs	School Action Plus - ESB	Foster care	Home tuition	Y	None	Entry level Maths 3 Entry level Eng 2	Employment	Supported lodgings	26
3535	Child JW	CO	M	5yrs	SEN - moderate learning difficulties	Foster care	Secondary Special Day S/N	N	None	Communication Entry L3/Maths Entry L2/Science Entry	Sixth Form	Foster care	62
9352	Child TW	CO	F	7yrs	School Action- ESB	Foster care	Mainstream	N	none	GCSE D&T Food Tech E/Eng lang F/ Eng lit F/Home Econ F/Maths Foundation G/Science A E/Applied Science French Written F/Religious Studies E/Welsh 2nd lang F	Sixth Form	Foster care	268
<b>Key Stage 4- Year 10</b>													
37603	Child KM	CO	M	12yrs	School Action plus- ESB	Residential placement with parent		N	1 change	GCSE Eng lang C/Maths C	still in compulsory educ	placement with pa	80
<b>Key Stage 5 - Year 12</b>													
70695	Child F	Sect 20 Accom	F	15yrs	School action ESB	Fostercare	Mainstream	N	1 change	GCSE Science A D/D&T B/ Adt Applied Science D/French D/ Art & Design B/Eng lang C/ Eng lit C/History E/Info &full course B/Religious Stud E/Science D/Maths C/Science D/Maths foundation C	College, Higher tier	Supported lodgings	510
70168	Child NV	Sect 20 Accom	F	16yrs	School action ESB	Fostercare	Mainstream	N	none	GCE Psyc B AS D/GCE H&Social care D/GCSE Art & Design D/ French B/D&T C/Eng B/Eng Lit C/Maths Foundation C/Media Studies C/Religious Stud D/Welsh Second B/Religious Studies C	Sixth form	Supported lodgings	543





**LOOKED AFTER CHILDREN**

**DESIGNATED TEACHER**

**Kate Wyld**  
**Learning Advisor for Children Looked After**  
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# **The Education of Children and Young People who are/were Looked After by Local Authorities**

## **Key Principle**

### **Corporate parenting – the role of the school**

Schools have duties and roles under the auspices of the corporate parent.

Corporate parenting; the local authority has a moral and legal duty to do everything a good parent would do.

Corporate parent; the local authority as a whole, including wider services such as health and the agencies who work on behalf of the local authorities such as independent fostering providers. Ultimately the elected lead member and the Director of Children's Services are responsible for the outcomes of looked after children.

### **Four important duties for local authorities**

In regard to looked after children's educational achievement, local authorities must ensure that:

- Looked after children have educational outcomes comparable to their peers;
- All local authority processes demonstrate a proactive commitment to educational outcomes for looked after children;
- All looked after children are encouraged to have high expectations;
- There is sufficient training and support for all local authority staff to facilitate understanding of the needs of looked after children.

The importance of the designated teacher's role is reflected by its place in legislation and statutory guidance. (The Children and Young People's Person's Act 2008)

- The designated teacher's over-arching objective is to ensure steps are taken to improve the educational progress and attainment of looked after children within the school.
- In acting upon this objective, the designated teacher's role can be broken down into a number of subsidiary aims, including developing and implementing the looked after child's personal education plan, and being aware of his or her wellbeing more generally.
- In order to see that the child receives the best possible support in his or her education, the designated teacher must co-ordinate effectively with members of staff, carers and professionals outside school.
- A designated member of staff has a crucial role as a leader and manager because of the complexity of the looked after population (In Our Hands, 2011 [www.cymru.gov.uk](http://www.cymru.gov.uk))

### **The Role and Responsibility of the designated teacher**

**Key information** – required qualifications for the designated teacher/person



The designated person should be: (In Our Hands, 2011 5.11)

- Where there is a significant number of looked after children, it is recommended that a member of the leadership team, already working in a strategic, inclusion or pastoral role, is given the responsibility
- A headteacher and/or acting headteacher of the school
- A qualified teacher who has completed the appropriate induction period and is working as a teacher at the school or
- May not necessarily be a qualified teacher, although this is likely to be the case in the majority of the schools.

The principle duties of the designated teacher/person

- To work with other teachers to identify the looked after child's educational needs;
- To take lead responsibility for the child's personal education plan;
- To have high expectations for the looked after child;
- To ensure that the looked after child has access to extra learning support;
- To be aware of the wider wellbeing of the looked after child; and
- To work effectively with others, both inside and outside the school, in supporting the looked after child's learning.
- To establish school policy and oversee its implementation
- To assess work during periods of non attendance
- To liaise with social workers, foster carers and designated members of staff in children's homes on a regular basis

### **The Headteacher**

In designating a member of staff the Headteacher will maintain a responsibility and ensure that:

- There is a policy on looked after children in school;
- The Governing Body is conversant with their roles and responsibilities as corporate parents;
- There are clear and well established processes to communicate with internal staff and key partners such as social service departments, local authority education departments, foster carers, youth services and youth offending teams;
- Training is regularly given to all members of staff on the personal education plan and issues associated with being in care;
- They know who all the looked after children are in their school;
- They know where the looked after children are receiving their education, particularly for learners who are on a 14-19 learning pathway.

### **The designated teacher, the school and the care placement**

- Looked after children are likely to have many more adults involved in their lives that their non-looked after peers
- The designated teacher forms a crucial part of the network of people and services around the looked after child, and will need to be able to effectively communicate

with these people and services to ensure that the looked after child's education is supported.

- The designated teacher should be aware of the particular role that different people and services play and how changes in other areas of the looked after child's life may affect their educational progress and attainment.

### **Key Information**

The designated teacher role is fundamental to making sure there is a central point of initial contact – not necessarily the designated teacher him or herself – within the school who can manage the process of how the school engages with others from outside the school.

### **Designated teachers are responsible for:**

- Ensuring an agreed means of working with other professionals to review and develop educational attainment;
- Seeing that school policies are communicated to the carers, social workers and, as appropriate, the parents of looked after children;
- Ensuring the child's teachers know who to contact for different reasons, e.g. in an emergency, or for signing permission slips;
- Creating strong communication and partnerships between school and the relevant services, including the looked after children service, and specialist services such as youth offending teams and child and adolescent mental health services (CAMHS).

### **Good Practice – working with Foster Carers/Carers**

- Get to know the looked after child's foster carers, make an introduction and exchange contact details
- Put together a specific induction pack of school materials and information for carers including information for carers including information about the role of the designated teacher and the personal education plan.
- Make sure the foster carer knows the child's form tutor and year head and has opportunities to attend parent's evenings, school events and awards events.

### **The Role of the Residential Home**

Residential homes generally provide 24 hour care for young people, rarely younger children under eleven years.

### **The Responsibilities of a Children's Home**

The children's home must communicate with the teacher to ensure:

- They are up to date with the home-school agreement;
- There is an understanding about time keeping and attendance;
- They are happy with any arrangements for maintaining the looked after child's homework diary;
- The child's personal educational plan is on track.

## **Good Practice**

- Find out who the looked after child's residential carers are, establish contact and ensure both parties know how to connect with each other;
- Consider putting together a specific induction pack of school materials and information for carers including information about the role of the designated teacher, and the personal education plan;
- Ensure the carer or key worker knows the child's form tutor and year head and has opportunities to attend parents' evenings and awards events;
- Liaise with the social worker to establish practicalities such as who is responsible for signing permission slips, usually this is the social worker but the responsibility can be delegated to the carer.

## **Key Information**

### **Roles and responsibilities of the Social Worker**

- All children looked after by the local authority will have a designated social worker; older pupils may have a Personal Advisor.
- The social worker will assess the individual child's needs following comprehensive assessments.
- The social worker will develop a Care Plan taking into account the information gathered from colleagues, health, education, family and the child.
- The Care Plan will identify outcomes to be achieved to maximise the child's health and well being.
- The information gathered from education colleagues and contained in the Personal Education Plan (PEP) annual reviews, planning meetings is vital in updating the Care Plan.
- Get to know the social worker responsible for the Care Plan.
- Arrange to meet the social worker to gain and exchange information (see guidance – Completion of a PEP).

### **The Role of the Independent Reviewing Officer (IRO)**

- The local authority is required under statutory regulations to review the child's Care Plan at regular intervals, initially 28 days, three months and six months thereafter. If the child moves placement or circumstances change the cycle returns to 28 days, three months, and six months.
- The IRO is tasked with ensuring the local authority is fulfilling its legal duty of care and maximising the child's wellbeing and life chances;
- If possible the designated person should attend the review or provide an update report or updated PEP;
- The IRO will ensure that the Care Plans outcomes are being adhered to and have the powers to take appropriate action if there is lack of progress.

## **Additional Information**

### **Who is looked after?**

Children who are looked after and defined in Section 22 of Children Act 1989. They are children who are subject to care orders and those who are provided with accommodation for more than 24 hours by the Authority. They fall into 4 main groups:

- Children who are accommodated under a voluntary agreement with their parents (Section 20);
- Children who are the subject of a care order (Section 31) or an interim care order (Section 38);
- Children who are the subject of emergency orders for their protection (Section 44 and 46);
- Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (Section 21);
- In some cases children subject to a full care order remain living with their parents under a Placement with Parent Agreement. Parents sign a contract with Social Services. If the parent does not adhere to the agreement the child can be removed from their care;
- In some cases children live with grandparents or close relatives. If the carers are paid to care by Social Services this is kinship care. The carers must provide care to the same standard as foster carers.

## **Guidance Notes for completing the Personal Education Plan**

### **What is a PEP**

A PEP is an individual needs lead education plan which focuses on the action that is required for the child to fulfil their potential. It is a working document that plans, sets targets and acts as a record of progress and achievement. It is a school/education based record and an important source of continuity for the child and parent/carer.

### **Who should have a PEP?**

Every looked after child should have a PEP

### **Who informs the school that a PEP is required?**

It is the responsibility of the social worker to initiate the drawing up of the PEP

### **Whose responsibility is it to draw up a PEP?**

It is the school's responsibility, and within the school the designated person ensures it is completed.

It should be noted that the PEP is a working document.

## **Stage 1**

### **Within 3 days**

- The social worker to send the notification that a child/young person is looked after to the school
- The social worker completes the PEP cover and the Care detail pages
- The social worker to send PEP to Designated teacher to arrange date and time of the PEP meeting with the Social Worker
- Child/young person and parents (if applicable) to be invited
- Others may include Class Teacher, Education Coordinator, Learning Support Assistant, Health, Careers Wales, care professionals etc.

## **Stage 2**

### **Prior to the Meeting**

- Designated teacher to meet with child/young person to explain the PEP process and purpose, and to help with the child's/young person's contribution to the Plan.
- Designated Teacher to begin to arrange short term targets with the child/young person. These should include: specific literacy, numeracy and/or subject targets, behaviour, attendance
- Designated Teacher to collect all additional information in preparation for the meeting e.g. attendance statistics, SEN statement, IEP, PSP (Personal Support Plan) etc
- The Social Worker should ensure that all relevant parts such as Legal Status are filled in prior to the meeting
- The Social Worker to inform the Designated teacher of the circumstances of the child/young person that may impact upon education

## **Stage 3**

### **The Meeting**

- PEP meeting to look at the child's/young person's achievements and the positive aspects of their education, social skills etc
- PEP meeting will usually be Chaired by Designated Teacher
- Everyone should be invited to contribute to the Plan, and to clarify the short and long term targets for the child/young person
- Designated Teacher to identify appropriate Link Teacher (taking into account the child's/young person's preferences)
- All parties should be clear how the Plan will contribute to the child's/young person's education, well-being and what their role in it will be
- Check contact details and other details are correct
- Set date and time for Review
- Completed PEP to be distributed by the Designated Teacher to Social Worker, parents, carer and the Education Coordinator (preferably at the time of the meeting)

## **Stage 4**

### **The Review**

- Peps should be reviewed every 6 months initially in accordance with Statutory Reviews
- For children/young people with statements, the PEPs may be reviewed alongside the Annual SEN statement review
- The Review should check the progress against the short term targets in the original PEP
- The PEP should be renewed annually or sooner if there have been major changes
- Set date and time for next Review

**NB: The PEP should be completed within 20 school days of changing school/placement**