

FLINTSHIRE COUNTY COUNCIL

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

DATE: **FRIDAY, 2 MAY 2014**

REPORT BY: **DIRECTOR OF LIFELONG LEARNING**

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

1.00 PURPOSE OF REPORT

1.01 To update members on the attainment of Looked After Children in Flintshire in the Academic year 2012-2013.

2.00 BACKGROUND

2.01 This report is based upon the last day of the academic year 2012 – 2013 for those pupils in care on that day, regardless of how long they have been in care, for pupils of statutory school age:

The statutory school age means any age between 5 and 16 years. See Section 35 of the Education Act 1944, the Education (School Leaving Date) Act 1976, and the Education 1996.

2.02 The data has been grouped into four age groups corresponding to the National Curriculum Key Foundation Phase to K.S. 4.

Table 1

Primary				
	<u>School Year</u>	<u>Age</u>	<u>School Stage</u>	
Group 1	Nursery	3 - 4	FOUNDATION PHASE Key stage 1)	
	Reception	4 - 6		
	Year 1	5 - 6		
Group 2	Year 2	6 - 7		Key Stage 2
	Year 3	7 - 8		
	Year 4	8 - 9		
	Year 5	9 - 10		
	Year 6	10-11		

	Year 8	12 -13	
	Year 9	13 -14	
Group 4	Year 10	14 -15	KEY STAGE 4
	Year 11	15 -16	
Post 16	Year 12	16 -17	Key stage 5
	Year 13	17 -18	

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

3.00 CONSIDERATIONS

3.01 Profile of the Group

There are **140** relevant children within the cohort:

- **Foundation Phase** - 51 children (22 of which are in nursery provision)
- **Key Stage 2** - 32 children (11 have additional needs, of those, 6 have statements of special educational needs, 2 are Polish and have English as an additional language, 2 are in special schools and 1 attends an International school)
- **Key Stage 3** - 33 children (10 children in special provision i.e. special schools or PRUS) - 10 children have a statement, 4 are on role in a mainstream, 6 are in alternative provision.
- **Key Stage 4**
Total Key Stage 4 = 24 young people, with 13 learners educated outside of the mainstream schools i.e. in pupil Referral Units or Special Schools. 5 learners have a statement of SEN (1 pupil with a statement is educated in mainstream provision. 11 learners are in mainstream education.

3.02 Additional Learning Needs (Special Education Needs)

A child has ALN if he or she has Learning Difficulties or Emotional Social Behavioural Difficulties (BSED) which requires special provision to be made for him or her to access the curriculum. Pupils with ALN may have a statement (SEN) issued by the Local Authority under Part IV of the Education Act 1996. Statements of SEN often follow a process of formal assessment by the local authority. Once a statement has been written, providers have a legal obligation to provide the appropriate provision detailed within the document.

3.03 Pupils may also have their needs identified by a school needing additional resources but not a statement. This is School Action (SA) if a child requires additional resources provided within the school by the school.

3.04 If requiring input from the LEA, or outside provision, this is School Action Plus (SAP). The 2012-2013 Cohort Profile:

22 (16%) of Looked After Children have a Statement of Special Educational Needs in Flintshire. Whilst the national average is 2.0% of the school population having a statement of SEN. Looked After Children in Flintshire are over represented on the list of children who have a statement of SEN, this may be symptomatic of difficulties that children present before they are brought into local authority care and not necessarily because they are brought into care.

The total number of the 140 with identified ALN is 25% of the total cohort.

This includes statements and support at school action plus and education outside of mainstream. This % may be higher when consideration is made to those children within the Foundation Phase whose needs have not been fully assessed.

3.05 **KEY STAGE Profile**

The following information into each Key Stage:

Group 1 Foundation Phase – Nursery, Reception, Year 1 and year 2

This group of children will not have a baseline Key Stage 1 assessment because they are too young. There were 51 children in this group. 22 were in nursery settings. This is a considerable increase in size of population on previous years and shows that there is an increase in younger children being brought into care. These children are following the Welsh Foundation Phase assessment process. At this stage a child's performance is assessed through an individual child centred approach without a formal testing mechanism against a national baseline. Teachers are looking for a child developing a series of milestones. Progress is recorded in the child's file. During the next academic year there will also be literacy and numeracy test results for year 2 pupils becoming available.

Only pupils with ALN are tested as part of the assessment process to issue a Statement of Special Educational Needs.

Reports on Attainment at Key Stage 2 and 3 are based on the national baseline Core Subject Indicator (CSI).

Group 2 - Key Stage 2 – Years 3, 4, 5 and 6

There are currently 32 children in this category, of these, 10 children were subject to the CSI assessment in Year 6.

To achieve the Core Subject Indicator at Key Stage 2 the child must gain a level 4 assessment in all Core Subjects to include Maths, Science and English (or Welsh). The Flintshire average was 80.3%, Welsh average 83 %. For Children in Need in Wales 43%, Children Looked After in Wales 57%, (source: Children in Need Census, 2011)

For this group, 3 out of the 10 met the CSI at level 4 i.e. 33%

Group 3 - Key Stage 3 –Years 7, 8 & 9

There are 33 children in this category.

Out of these, 10 children were subject to the end of Key stage 3 teacher assessment in Year 9. All of the 10 pupils underwent end of key stage teacher assessment, of which 5 achieved the CSI = 50%.

To achieve the Core Subject Indicator at Key Stage 3 the child must gain a

level 5 assessment in all Core Subjects to include Maths, Science and English (or Welsh). The Welsh Average in 2011 68%, Flintshire 69% approximate.

Group 4 Key stage 4 – See Appendix 1 – Qualifications and Outcomes for Year 11 LAC

A statistical analysis of the group characteristics for the 17 young people is set out in the following section. There are 2 tables a. shows the students who left local authority maintained schools and b. showing those students who left Private Non maintained settings (those in these settings are not reported in the average points score).

3.06

Summary

At the end of year 11:

- 16 young people left with a formal recognised qualification. (1 refused to attend or engage with education)
- 8 achieved 5 or more GCSEs or equivalent
- 14 young people were identified as having Additional Learning Needs (ALN)
- All pupils in maintained schools achieved at least one recognised qualification.
- 10 pupils achieved GCSE qualifications in both English and Maths.
- The average points score for this cohort is 182 within a range of 0 to 446 (without those from non maintained settings)
- All learners apart from 1 have a planned pathway into college or school post 16.

Legal Status of school leavers

- 100% Full Care Order to the local authority with foster placement, residential care and placement with parent
- 0% - Voluntary accommodation

Additional Learning Needs – ALN

- 47% - with SEN (Statemented)
- 35% - SAP (School Action Plus)
- 18% - No additional needs

Type of Educational Establishment Yr 11 Leaving From:

- 47% in mainstream secondary school
- 23% in Pupil Referral Unit (PRU)
- 12% in Residential school
- 6% in special circumstances – Mental Health facility
- 12% in special school

Out of County Education Establishment

- 23% of LAC in Year 11 educated outside Flintshire

Average age for school leavers becoming LAC

- 9 years

Post 16 Destinations in September 2013

- 82 young people in school or college
- 12% young people choosing not to be in education, employment or training – NEET
- 6% in special circumstances – Hospital facility with education available

3.07 **Conclusion and Reference**

Flintshire Local Authority places the educational achievement of Looked After Children as a high priority and to this end, the authority have in 2013/14 initiated the following:

1. Set up a task and finish group to examine the processes and interface between education services and children's services, so that both agencies can work together to provide best outcomes for this vulnerable group.
2. Invited school representatives to help with effective spending plans for grants that target the LAC group. e.g School effectiveness grant and pupil Deprivation Grant (which this year amounts to £918 per student)
3. Organised training for school staff to raise the profile of LAC in schools and to highlight the requirement for all schools to have a LAC co-ordinator.
4. Be at the forefront of creating regional systems across North Wales to ensure a co-ordinated response including the creation of a virtual LAC school with a data base to reflect the needs of this vulnerable group.

There has been a considerable increase in the average point score for LAC leavers this year, but there is also a recognition that the ability of the cohort of leavers is the greatest determining factor on results. The experiences of many Looked After Young People still represent barriers for which much coordinated action is required. The Local authority will however be ensuring that their fullest potential is being achieved with all the measures that are being put in place.

The children who become looked after are often delayed in their education journey, often under stimulated with poor language skills. Exposed to the trauma that domestic violence, substance and alcohol abuse, neglect and emotional harm impacts on their learning cycle.

4.00 **RECOMMENDATIONS**

- 4.01
- That the work of the LAC steering group made up of education and children's services staff is acted upon to increase the levels of attainment of Looked After Children, by developing strategies and spending plans for the School Effectiveness Grant and the LAC Pupil Deprivation Grant which has doubled to £918 for the financial year 2014-2015
 - That the literacy and numeracy strategy be used to further identify and up-skill those children and young people who may not be achieving to their potential.
 - That those children who have Additional Learning Needs (ALN) continue to access specialist support to help them reach their potential.
 - The directorates of Social Services and Lifelong Learning continue to work collaboratively to further enhance and embed consistent approaches with regard to LAC.
 - That there is a continuation of support for LAC from the School Effectiveness Grant from the Welsh Government.
 - That work to develop a data base on a regional basis to reflect the needs and support provision required for all Looked After children continues.
 - The positive collaboration across local authorities should continue to be encouraged so that cross border working and information sharing improves.

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 None.

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 – KS4 Qualifications and Outcomes 2012-13
Appendix 2 – KS4 Qualifications and Outcomes 2012-13 for those
students in non maintained settings

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

None.

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