

Education Attainment of Looked After Children March 2012 (Academic year 2010-2011)

This report is based upon the last day of the academic year 2010 – 2011 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.

The data has been grouped into four age groups corresponding to the National Curriculum Key Stage 1 to 4.

Table 1

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

Secondary			
	School Year	Age	School Stage
Group 3	Year 7	11 – 12	KEY STAGE 3
	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	
	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.

A Profile of the Group

There are 111 relevant children within the cohort:

- Foundation Phase - 15 children
- Key Stage 2 - 28 children
- Key Stage 3 - 33 children plus 3 children in special provision. Due to the nature of their disability these 3 children follow alternative curriculum for young people with complex learning difficulty and/or Autism Spectrum Disorder (ASD)
- Key Stage 4 - Year 10 – 16 children, plus 2 children in special provision
- Key Stage 4 - Year 11 – 15 children

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. This follows a process of assessment by the local authority in order to meet a child's needs.

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.

If requiring input from the LEA, or outside provision, this is School Action Plus (SAP). The 2010 – 2011 Cohort Profile:

29% children with a SEN
36% children are receiving support through SAP
6% children receiving support in school via SA
29% no additional provision

The total number of the 111 with identified ALN is 71% of the total cohort.

KEY STAGE Profile

Foundation Phase – Reception, Year 1

This group of children will not have a baseline Key Stage 1 assessment because they are too young. There were 15 children in this group. These children are following the Welsh Foundation Phase assessment process. At this stage a child's performance is individual child centred 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.

Foundation Phase – Year 2

There are currently 6 children at this stage. These children are following the Welsh Foundation Phase process for the end of Key Stage 1 – there are no completed assessments because Welsh Government is reviewing the scoring matrix. Only pupils with ALN are tested as part of the assessment process to issue a SEN to meet additional 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 28 children in this category, of these, 9 children were subject to the CSI assessment in Year 6.

For this group 3 out of 9 children had a SEN for ALN

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, 6 out of the 9 met the CSI at level 4 i.e. 66%

Group 3- Key Stage 3 –Year 9

There are 33 children in this category plus 3 children disappplied from testing due to complex disabilities.

Of these, 18 children were subject to the CSI assessment in Year 9. Due to specific difficulties in placement the CSI assessment was not applied for 2 children therefore there is missing data.

5 out of the 18 had a SEN for ALN

7 out of the 18 received provision under SAP

2 out of the 18 did not have a CSI assessment

Out of the 16 with CSI assessment 6 met the CSI at the Key Stage – 38%

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 in 2011 68%, Flintshire 69% approximate.

Children in Need including Children Looked After had lower attainment levels than the average for all pupils at each of the Key Stages. However by Category Children in need who were looked after achieved slightly higher levels than children in need who were not looked after. Across Wales and England the CSI results fall significantly in percentage at Key Stage 3 (source: Child in Need Census 2011 published by WG Continued CIN. The term 'Child in Need' has a specific meaning defined by the Children Act 1989, which placed a statutory duty on local authorities to 'safeguard and promote the welfare of children within their area who are in need'. This includes children looked after.

Key Stage 4 – Year 11

Please see Table 2

TABLE 2: Key Stage 4 – Year 11
Qualifications and Outcomes 2010 - 2011

Services Number	Legal Status	Child's Name	DOB	Gender	Age at LAC(yrs)	School Type	Additional Needs	OOC School	Key Stage 4 Care Placement with Changes	Qualifications	Post 16 Destinations		Point Score
											Education	Accommodation/Care Placements	
3988	CO	Child A	0/10/94	M	2	Mainstream Secondary	SEN	No	Foster Care	GCSEs: Science g, English g, Art & Des. D, D&T Food Tech. e.	Employment without training	Remains in foster care	91
11538	CO	Child B	0/03/95	F	6	Mainstream Secondary	SAP	Yes	Foster Care 1 change	Key Skills - Literacy 2. Was not entered for any external examinations due to her non-attendance in the latter stages	Further Education College	Remains in foster care	34.5
12162	CO	Child C	0/05/95	F	14	PRU	SAP	No	Foster Care	Entry Level: English L2, Numeracy L1, childcare L3.	Careers Wales	Remains in foster care	36
21223	Voluntary Accom.	Child D	0/09/94	F	15	Hospital Mental Health	SAP	Yes	Hospital/Resident	GCSE Science c/c	Hospital education	Mental Health Hospital	80
23896	CO	Child E	0/06/95	M	11	Mainstream Secondary	SEN	No	Foster Care	GCSEs: D & T d, Eng e, Eng Lit d, ICT f, Maths f, Science ee.	College / Apprenticeship	Supported lodgings	190
30296	CO	Child F	0/01/95	M	11	PRU/College	SAP	No	PWP	Entry level 3 in numeracy x3, Entry level 3 in literacy x3, Entry level 3 in life skills	FE College	Living with parent	98
35669	Voluntary Accom.	Child G	0/05/95	M	14	Residential School	SEN	Yes	Residential Home / School - 1 change	GCSEs: Eng Lang d, Maths e, Leisure & Tourism u. ASDAN silver challenge. 20AQA Unit awards in catering, work exp & health & safety.	Employment	Supported lodgings	79
39280	CO	Child H	0/10/94	M	7	Mainstream	SAP	No	Foster Care - 1 change	GCSEs: Science f, D&T Design g, Maths g, English e, Eng Lit f, Geography u, Welsh 2nd Lang g.	FE College	Remains in foster care	120
54282	CO	Child I	0/01/95	F	12	Mainstream	SA	No	PWP - 1 change	GCSEs: Science e, Additional Applied Science e, Maths g, Child Development d, Music d, Welsh 2nd language e, Entry Level English 2, Entry Level Maths 2. ASDAN/Cope Qual. - Pass.	Further Education College	Living with parent	203
54482	CO	Child J	0/01/94	M	12	Mainstream	SA	No	Foster Care - 2 changes	GCSEs: App Science f, English d, English Lit d, D&T e, History f, French d, Religious St d, PE e, Science e.	Further Education College	Living with parent	252
58361	Voluntary Accom.	Child K	0/01/95	M	16	Independent ESBD School	SEN	Yes	Foster Care - 1 change	GCSE Eng Lang e, Photography e, Science f. Entry Level 3 in Maths. Arts Award Bronze.	Sixth form	Foster care	103
58361	Voluntary Accom.	Child L	0/10/94	F	16	Mainstream Secondary	SA	No	Foster Care	GCSEs: English d, Maths c, Science A c.	FE College	Independent living - hostel	163
70695	Voluntary Accom.	Child M	0/10/94	F	15	Mainstream	SA	No	Foster Care	GCSEs: Maths c, Science A d.	School	Foster care	71
6869	Voluntary Accom.	Child N	0/08/95	F	14	PRU	SAP	No	Foster Care - 1 change	GCSEs: Maths e, English g. Entry Level Maths 1, English 2.	Employment	Independent living - hostel	66
60852	Voluntary Accom.	Child O	0/12/94	M	15	PRU	SAP	Yes	Residential Placement type	No qualifications - refused to attend education	NEET-discharged himself from Care.	Independent living - hostel	0

A statistical analysis of the group characteristics for the 15 young people and their profiles referred to in Table 2.

Legal Status:

- 53% - Full Care Order to the local authority with joint parental responsibility with Parent
- 47% - Voluntary accommodation – Parental responsibility with parents only

Additional Learning Needs – ALN

- 27% - with SEN
- 47% - SAP
- 26% - SA

Type of Educational Establishment on role:

- 53% in mainstream secondary school
- 27% in Pupil Referral Unit (PRU)
- 14% in Residential school
- 6% in special circumstances – Mental Health facility

Out of County Education Establishment

- 33% of LAC in Year 11 educated outside Flintshire

Average age at becoming LAC

- 12 years

47% of the Cohort was placed in voluntary accommodation by a parent due to their behaviour and breakdown in relationships with parent.

The recent Child in Need Census (March 2012) based on the figures for 2010-2011 showed that children in their adolescence and young adult years (over 10 years old) accounted for almost three quarters of children in need (74%) which includes children looked after, with substance misuse being a significant factor, and 77% accounted for children with a mental health problem including emotional and conduct disorders.. Of those, children looked after, represented 38% of the total number in Key Stage 3 and 4.

Care Placement

67% children placed in foster care
13% placement with parent (PWP) but still subject to a Care order
20% children placed in residential care.

Post 16 Destinations in September 2011

26% young people in employment, to include, with training and part-time
53% young people in school or college

7% young people choosing not to be in education, employment or training – NEET
7% in special circumstances – Hospital facility with education available
7% Careers Wales programme.

Conclusion and Reference

Children looked after do not achieve comparable results with the Wales average in respect of the Core Subject Indicator. There is a year on year improvement in percentages. Children Looked After do better than Children in Need who are not looked after. There is evidence of significant disparity between the average pupil and children with recognised Additional Needs in the category of SEN, SAP and SA with 71% of the 2010 – 2011 cohort receiving additional services under the Code of Practice for Special Educational Need. The children who become looked after are delayed in their education journey, 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.

Many of the young people in Key Stage 4 becoming looked after are often known to agencies for some years before losing their place in the family. The 2010 – 2011 is evidence of this pattern.