

FLINTSHIRE COUNTY COUNCIL

REPORT TO: **JOINT EDUCATION AND YOUTH AND SOCIAL AND HEALTH OVERVIEW AND SCRUTINY COMMITTEE**
DATE: **THURSDAY, 4 JUNE 2015**
REPORT BY: **CHIEF OFFICER (EDUCATION AND YOUTH)**
SUBJECT: **EDUCATIONAL ATTAINMENT FOR LOOKED AFTER CHILDREN**

1.00 PURPOSE OF REPORT

1.01 To update members on the attainment of Looked After Children (LAC) in Flintshire – For the Academic year 2013-2014.

2.00 BACKGROUND

2.01 This report is based upon the last day of the academic year 2013 2014 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 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	KEY STAGE 4
	Year 9	13 – 14	
Group 4	Year 10	14 – 15	
	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 A Profile of the Group

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

This group of children will not have a baseline Foundation Phase assessment because they are too young. This is the largest group of children LAC in Flintshire (44). This 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 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 individual file.

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

Key Stage 2 Core Subject Indicator (CSI) of the eligible LAC 4 out of 8 children achieved the CSI i.e. 50%

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).

Key stage 3 Core Subject Indicator (CSI) of the eligible LAC 6 out of 12 children achieved the CSI i.e. 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).

Key Stage 4

The average points score of those Looked After children leaving at the end of Key stage 4 has once again increased this academic year (2013-2014) the average points score now is **358**. This score has been achieved primarily because of the profile of the learners and also because of the high priority shown towards the schools and the local Authority towards helping them to reach their potential. There are still difficulties around some LAC learners who score extremely low because of non- engagement and significant additional learning needs. (Please appendix 1 average point score)

Attendance rates for LAC =

Primary= 94.96% which represents a higher rate than the average for primary schools

Secondary = 91.1% which is below the average for secondary schools

Exclusion rates for LAC=

There have been no permanent exclusions of LAC.

There have been 55 exclusions over the year of LAC – the majority of which are from the PRU (49)

There have been 115.5 days lost to exclusion for LAC- the majority of which are from the PRU (99)

The attachment theory training that all staff within the PPRU have received will undoubtedly have a positive impact upon the numbers of LAC excluded from school. The PPRU is endeavouring to find alternative measures to exclusion including in house sanctions . at times, the behaviours displayed are extremely challenging.

3.02 Conclusion and Reference

The education of looked after children is set as high priority in Flintshire and many initiatives have been instigated to improve the outcomes for this group of vulnerable learners.

- There is an established group of professionals who now oversee the education of Looked After Children (LAC)- there is representation on the group from CAMHs, Behaviour Support Service, schools, Children's Services, Inclusion and the LAC Co-ordinator.
- The above group has a remit to look at training for schools, spending plans for the previous School Effectiveness Grant (SEG) (which now is not given to the Local Authority to control) and the Pupil Deprivation Grant (PDG) (which has also be subsumed into a regional pot controlled by GWE). The group also highlights education issues that transpire for the LAC population in Flintshire.
- Training has been given to key representatives from schools and the Local Authority by the 'Yellow Kite Company' who are nationally recognised in the training of professionals in the 'Attachment Theory ' and how best to manage young people who obviously by definition often fall into this category. On-going workshops in schools across Flintshire should help with all school staff being aware of the needs of children who have difficulties in making positive relationships because of traumas and losses in their lives.
- Many LAC present with social, emotional and behavioural difficulties and find themselves being supported in schools by individual adult support, some however display behaviours that are unacceptable to schools and they find themselves receiving their education in the Portfolio of

Pupil Referral Units (PPRU). Others, are placed in specialist schools out of county.

- The managers and teachers in charge of the PPRU are mindful of the often poor academic performance of LAC and to that end, the curriculum offer to these children and others is changing to meet their needs. In future, college linked courses will help children reach their full potential.
- The Flintshire LAC co-ordinator is 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.
- The SEG and PDG has been spent on the following:

After school 1.1 tuition in Key stage 2 –year 6

After school 1.1 tuition in key stage 4—year 10 &11 with public exams in core subjects plus French.

Support in class with emergency provision for TA to prevent exclusion

After school club access with support

Literacy language / communication aids in class for LAC

Study packs for exams, coursework specialist text books

15 laptops, with specialist software and licences

Higher education bursary £2000 for care leaver starting university.

Teaching Assistant and Teacher support for Catch Up programme.

Purchase of software, IPADS, music specialist, forest school, communication? Language programmes in school setting together with arrangements for children with similar catch up needs ie FSM children

Sending staff on specialist training ie running nurture groups for children with emotional / social difficulties.

- 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. Those current LAC who will be leaving school in 2015 may or may not achieve to the same degree as this years leavers- 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.

3.03 Numbers of LAC for the academic year 2014-2015.

There is an increase in LAC numbers this academic year and the reports on their achievement will be presented next year. Profile of current LAC:

LAC PROFILE 1st MAY 2015

217 LAC	Key stage	Numbers
Pre-school	0 to 3 years Foundation	48
Nursery -4 years	"	4
Reception- 5 years	"	14
	Compulsory education	
Year 1 -6 years	"	9
Year 2 -7 years	"	11
Year 3 -8 years	KEY STAGE 2	9
Year 4—9 years	"	16
Year 5—10 years	"	3
Year 6—11 years	"	13
Year 7—12 years	KEY STAGE 3	13
Year 8—13 years	"	12
Year 9—14 years	"	12
Year 10---15 years	KEY STAGE 4	19
Year 11—16 years	"	14
POST 16		
Year 12—17 years		8 students
Year 13 –18 years		9 students
Year 14---19 years		1 student specialist provision
LAC PUPILS OUT OF COUNTY IN WALES		24
LAC PUPILS OUT OF COUNTY IN England		19

4.00 RECOMMENDATIONS

- That the work of the LAC steering group continues to have a positive impact upon the achievement of LAC- this coupled with the significant input that the ESF TRAC project and the Youth Engagement and Progression Framework will give Flintshire LAC a supportive structure to reach their full potential.
- That the remodelling of the PPRU will give added impetus to LAC to achieve to the best of their ability- this should be given high priority
- That LAC are given named mentors in every school to ensure that they are properly advised and guided on their education pathway in line with the Youth Engagement and Progression

Framework.

- That every LAC as well as having their Personal Education Plan will have a Personal statement written about themselves in line with the PCP initiative being introduced throughout Flintshire schools
- 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 Flintshire accesses funds that will be controlled by GWE to ensure positive and worthwhile training is given to all school staff
- 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- this should be enhanced with GWE now holding the PDG.

5.00 FINANCIAL IMPLICATIONS

None arising from this report.

6.00 ANTI POVERTY IMPACT

None

7.00 ENVIRONMENTAL IMPACT

None

8.00 EQUALITIES IMPACT

None

9.00 PERSONNEL IMPLICATIONS

None

10.00 CONSULTATION REQUIRED

None

11.00 CONSULTATION UNDERTAKEN

None

12.00 APPENDICES

Appendix 1: Table 2 Key Stage 4

LOCAL GOVERNMENT (ACCESS TO INFORMATION ACT) 1985 BACKGROUND DOCUMENTS

Contact Officer: Kate Wilde
Telephone: 01352 707811
Email: kate.wilde@flintshire.gov.uk