



# Services for Children, Families and Wellbeing

## **CHILDREN IN CARE Children's Homes**

### **Education**

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**Author: Sally Rimmer**

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## **Education**

This policy applies to all staff working in Trafford Children's Homes. It is presented with reference to the Guidance - Education of Young People in Public Care (DfES/DH 2000), the National Minimum Standards for Children's Homes ( DH 2002), A Better Education for Children in Care (Social Exclusion Unit Report- OPDU/SEU 2003) Every Child Matters (Green Paper Sept 2003), Children's Homes Regulations 2015 and Quality Standards.

### **Introduction**

Children placed in children's homes are likely to have experienced disruption in their education through moving schools or difficult family circumstances. They may have been unable to learn due to anxiety, stress or fear as a result of distressing and/or abusive experiences.

Education is a protective factor as school can provide an important source of continuity and stability. It provides somewhere to develop self-confidence and skills, to receive praise and encouragement, to learn about and build relationships, and to achieve.

### **Philosophy/Policy**

- Trafford Children & Young People's Service is committed to the development of the whole child and recognises that education is of crucial importance in maximising their chances and their development of potential.
- Learning opportunities must be supported and staff will promote and assist the development of a child's potential in all areas.

### **We will do this by:**

- Valuing and supporting the education of children in care.
- Safeguarding and promoting the education of children in care.
- Recognising, valuing and supporting children to raise educational achievements of individual children.
- Prioritising education and creating an environment which encourages high self-esteem and values the experience of learning.

### **1. Establishing the right ethos in the children's home**

The Registered Manager and staff will:

- Create and maintain an environment which encourages children to value education.

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- Ensure that a suitable quiet room is available for children to use for education and leisure activities. This should be welcoming and comfortable, with appropriate resources.
- Ensure each child has access to working computers with age and culturally appropriate educational software and access to the internet.
- Ensure the provision of equipment to facilitate learning activities i.e. a variety of stationary, age and culturally appropriate fiction and non-fiction books.
- Encourage the children to take advantage of extra-curricular activities either in school or in the community e.g. visits to the library, museums, Sports Centres, Theatre, or joining local clubs.
- Make available age-appropriate newspapers, magazines, educational toys and games. Staff should ensure that equality issues are addressed with positive gender, racial and cultural portrayal and representation.
- Ensure staff encourages high aspirations for children.
- Recognise and reward a wide range of achievements both in the home and through Trafford's awards for children in care.

## 2. Working in Partnership

The Registered Manager and staff will:

- Be aware of particular areas of difficulty that may arise for a child in care and ensure (together with the child's social worker) that schools have appropriate and accurate information.
- Work in partnership with the child, parents, schools and other agencies
- Build up relationship networks, and links with local schools and designated teachers to support the educational needs of the child.
- Liaise with Trafford's Children's Service Virtual Head regarding any concerns relating to a child's education.
- Contact school and ascertain the young person's progress, and, with the child's social worker and virtual school ensure that a Personal Education Plan (PEP) is in place within 20 school days prior to the first review at 28 days and that it is accurate and regularly reviewed
- The Registered Manager will set up an educational file for each young person, containing details of educational history, educational reports, monitoring progress, achievements, PEP's, assessments, Education Action Plan, dates of national examinations such as SATs, GCSE, AS and A levels and other relevant information.

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- The Child's Link Worker will take a special interest in the young person's education and be familiar with the young person's educational history, be aware of the PEP and the individual needs and plans identified.
- The Link worker will liaise with school whenever necessary and attend relevant school functions and educational reviews.
- Each Children's Home will have a staff member who acts as 'Liaison Worker for education issues'.
  - I. The Liaison worker will liaise with other homes, schools, connexions, employers and other agencies.
  - II. Ensure that relevant information is requested and included in the education file as per contents list and shared between agencies and professionals when necessary.
  - III. Monitor school attendance and consult the School/ Education Welfare Service of any concerns.
  - IV. Promote good relationships and communication with Schools and other agencies and ensure any issues of difficulty are handled sensitively and with diplomacy to meet the needs of the young person.
  - V. Discuss the young peoples' needs that may affect progress in school so that the responsibility of managing education issues can be shared.
  - VI. Ensure that if any potential difficulties may arise that these are incorporated into the care plan/residential plan.

### 3. Working with the Young Person

The effects of being a child in care will almost always have an emotional impact on a child, they will have difficult feelings to resolve and will need understanding and support. The children need adults who consistently value what they are good at, and stress how important their education is while offering support.

- Value education in its broadest sense, promote and assist development of potential in all areas and raise self esteem.
- Listen to the young person when they express their views on their particular experience of school life, including listening sensitively to their anxieties or concerns and carefully explore possible reasons for anxiety about school.
- To be aware of young people's potential and develop this in areas where they can achieve and enjoy success. Achievements should be rewarded and celebrated.

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- To help young people to complete homework/course work and encourage a variety of learning activities.
- Ensure that the young people have the appropriate uniform and equipment e.g. Stationery, books, Sports/PE kit when attending school. Make use of the block loan contract negotiated with the library service
- Ensure that at the beginning of the school year/or when a child starts at a school, the Link Worker will check the school's homework policy and be familiar with what homework will be set, guidelines for the amount of time spent and school's expectation of carer's input.
- Encourage the young person to attend school and arrive on time, and monitor arrangements for traveling to and from school.
- In the event of exclusion or persistent non-attendance liaise with the school and/or Attendance & Behavior Support Service and alert the Registered Manager to any concerns.
- Ensure full access to all available educational facilities at school level and further/higher educational level.

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# **Fact Sheet for Staff – Supporting the Education of Children in Care**

### **Guide to the Education System**

Age	Year	Key Stage (KS)	Assessment
0-4		Early Years Foundation Stage (EYFS)	
4-5	Reception	EYFS	EYFS Profile
5-6	Year 1	KS1	
6-7	Year 2	KS1	Teacher assessments in English, maths and science
7-8	Year 3	KS2	
8-9	Year 4	KS2	
9-10	Year 5	KS2	
10-11	Year 6	KS2	National tests and teacher assessments in English, maths and science
11-12	Year 7	KS3	Ongoing teacher assessments
12-13	Year 8	KS3	Ongoing teacher assessments
13-14	Year 9	KS3	Teacher assessments in English, maths and science and the other foundation subjects
14-15	Year 10	KS4	Some children take GCSEs
15-16	Year 11	KS4	Most children take GCSEs or other national qualifications

The majority of pupils are expected to work at:  
levels 1-3 in key stage 1 and attain level 2 at the end of the key stage  
levels 2-5 in key stage 2 and attain level 4 at the end of the key stage  
levels 3-7 in key stage 3 and attain level 5/6 at the end of the key stage.

The levels are also split into 'sub levels' A, B and C, with A being the highest.

### **Early Years Foundation Stage (birth to 5yrs)**

Early Years Foundation Stage (EYFS) is from birth to five and it sets the standard for early years development, learning and welfare. The Early Years Foundation Stages ends when children enter year 1/key stage 1.

Please note also:

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Every three and four year old in England is entitled to 15 hours of free early learning per week, in nurseries, playgroups, pre-schools or at their child minders for 38 weeks of the year.

There are six areas of learning within the EYFS

- Personal, Social and Emotional Development
- Communication Language and Literacy
- Physical Development
- Creative Development
- Problem Solving, Reasoning and Numeracy
- Knowledge and understanding of the world

### **The National Curriculum**

The National Curriculum means that all children from the age of 5 (year 1) complete the same kind of work in a range of subjects. The 5 central subjects are known as the core subjects. The remaining 6 subjects of the National Curriculum are known as the foundation subjects.

- Core subjects English, Mathematics, Science, Information and Communication Technology (ICT), Religious Education (RE)
- Foundation subjects Technology, Art, History, Physical Education, Geography, and Music.

### **Vocational Qualifications**

These give you skills directly related to the world of work. These include NVQ, BTEC, City and Guilds, OCR Nationals etc. These are provided at various levels. Some young people may sit the ALAN tests; these are adult literacy and adult numeracy tests.

### **Special Educational Needs (SEN)**

Where children do not make adequate progress in school there is a need for the school to do something different or additional. This could include the following:

- Early Years Action
- School Action– additional adult support, the use of an Individual Education Plan (I.E.P) or target setting
- Early Years Action Plus
- School Action Plus – is used when school action has not helped and requires the support from outside agencies (health or social work professionals)
- Statement – used if a child's needs cannot be met through school action plus. This is a statutory assessment used by the LEA (local educational authority). This statement must be reviewed at least once a year
- Individual education plan (I.E.P.) – to record strategies to enable the child to progress, it should also state the short term targets

### **Education for Children in Care**

All schools have a designated teacher for Looked After Children; this is often the Headteacher or the Deputy Head or Special Educational Needs Coordinator (SENCO). The role of the designated teacher is to assess and identify the learning needs of the child, to ensure that all teachers respond positively and with sensitivity to the child's needs, liaise

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with social workers and to promote good home-school links. They are also responsible for ensuring they have a current Personal Education Plan (P.E.P.) and that it is updated on a 6 monthly basis.

The Children Centre Teacher is the designated teacher for children attending playgroup, day nursery or child minder. For children not attending any education setting the Health Visitor will complete the Early Years Personal and Learning Development Plan.

### **Personal Education Plan**

All looked after children must have a current Personal Education Plan (P.E.P.):

- 0-5 years –Early years Personal and Learning Development plan
- 5y – 16y (key stage 1 – key stage 4) – Personal Education Plan.

The PEP must be completed within 20 days of a child/young person coming into care and/or starting a new school/education setting. This is to be reviewed every 6 months with the Care Plan. A copy is to be kept on file and at school. School should also attach a current individual education plan (IEP) and attendance report if necessary. The PEP states the legal status, name and contact details of social worker and placement. A PEP meeting is necessary to share information; it should make reference to other existing education plans such as IEP, pastoral support plans and reference to the SEN statement. Carers should be fully involved in this process.

### **Leaving Care**

The young person should have a Pathway Plan for when they turn 16 and they will also be assigned a Personal Adviser. A Pathway Plan should look at the young persons need for support and assistance as identified in the assessment and detail how these needs will be met. This needs to include accommodation, life skills, education, employment, financial support and any other specific needs. This plan then needs to be reviewed every 6 months or before if the child requests it or if the personal advisor deems it necessary. Not all young people at the age of 16 will leave their current placement; many will stay on until they reach 18 although some may choose to live in supported lodgings. Young people who go to college will be entitled to claim for the Education Maintenance Allowance (EMA). Many young people are also interested in alternative education such as apprenticeships.

For those that continue on to university, there would be financial support available and they would continue to receive after care support up to the age of 24, otherwise this service would cease at 21. Trafford will also provide vacation accommodation to those who are living away at University. Whilst at University, the young person will receive a weekly living allowance, a bursary and a laptop computer.

### **Ways to support young people with their education**

- Introduce yourself to the school, in particular the designated teacher for Children in Care and familiarise yourself with the schools Prospectus and policies and also procedures such as their timetable, uniform and homework
- Work in partnership with the school and inform them of any concerns or issues
- Make an appointment with the school if you need to see a member of staff
- Support the school, but be an advocate for the child
- Encourage the child to be positive and enjoy school



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- Encourage the joining of the local library and local facilities for sport and leisure and out of school activities e.g. drama, music, clubs
- Attend sporting events, concerts, exhibitions at the school if possible
- Check homework and sign diaries etc and support learning. Make sure children have a suitable place to do homework and have the necessary equipment
- Be interested and be on hand to talk to your child about what has been learnt so far
- Help your child to be an independent learner. Explain how to look up information
- Be positive and encourage attempts by praise and small rewards to develop good self esteem and build on success
- Monitor attendance
- Some children may need extra support at certain times e.g. start of new school year, when taking exams/tests or when making new friends.
- Watch out for school newsletters

### **Term dates for Schools**

It is for each Local Authority to decide these dates and these vary between authorities. In most cases the school year is divided into 3 terms with an extended summer break. Further information can be found on the Trafford website for the current term dates. Sometimes there may be slight variations depending on what has been agreed by the school governing body so keep the school calendar handy when it is sent out by the school.

### **Attendance**

By law, all children of compulsory school age (5 -16 years) must get full-time education. Being in school full-time gives children the best possible chance to succeed. As well as learning subjects they develop socially and emotionally, routines and understanding about timekeeping. Missing school makes it harder for them to catch up.

### **Exclusions**

The decision to exclude can only be taken by the Headteacher or the teacher who is acting in that role. It should be taken only in response to serious breaches of the schools Behaviour Policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. There are two types of exclusions:

- Fixed Term - a pupil is not allowed to attend school for a stated period of time
- Permanent - this is the final step in a process for dealing with disciplinary concerns

### **School Uniform**

A young person should always wear school uniform if they are going to school. This shows a commitment to the school, and a desire to be part of the school community. Schools usually have rules about uniform set out in a policy so it is important that everyone understands them. It is particularly important that looked after children know the school rules and understand the sanctions and consequences.

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### Academic Year

Relationship of Pupil Age	Key Stage	National Curriculum Year Group	Date of Birth (1 <sup>st</sup> September – 31st August)
3 - 4	Foundation	Nursery	01/09/2012 – 31/08/2013
4 - 5	Foundation	Reception	01/09/2011 - 31/08/2012
5 - 6	1	1	01/09/2010 – 31/08/2011
6 - 7	1	2	01/09/2009 – 31/08/2010
7 - 8	2	3	01/09/2008 – 31/08/2009
8 - 9	2	4	01/09/2007 – 31/08/2008
9 - 10	2	5	01/09/2006 – 31/08/2007
10 - 11	2	6	01/09/2005 – 31/08/2006
11 - 12	3	7	01/09/2004 – 31/08/2005
12 - 13	3	8	01/09/2003 – 31/08/2004
13 - 14	3	9	01/09/2002 – 31/08/2003
14 - 15	4	10	01/09/2001 – 31/08/2002
15 - 16	4	11	01/09/2000 – 31/08/2001

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### Glossary of terms

**Special Educational Needs Coordinator (SENCO)** – a teacher who monitors and oversees provision for children with Special Educational Needs (S.E.N.)

**Designated Teacher for Children in Care** – a teacher who is responsible for overseeing the progress of Children in Care in school

**Head of Year** – a teacher who is responsible for overseeing academic and pastoral needs of a year group (Secondary School)

**Form Tutor** – a teacher who usually registers a class each morning and may have additional time with this class (Secondary School)

**Learning Mentor** – works in school or other setting to help underachieving pupils overcome barriers to learning (not usually a qualified teacher)

**Teaching Assistant** - works under the direction of a teacher to support learning (rarely a qualified teacher)

**Education Welfare Officer (EWO)** – An officer not a teacher who is responsible for attendance

**PEP (Personal Education Plan) Coordinator** – Works with the education placement and social workers to provide an up to date Personal Education Plan (PEP) to ensure the child's education needs are fully met.