

Gateshead Early Years Personal Education Plan for Looked After Children



**REALAC - Raising the Educational
Achievement of Looked After Children
in partnership with Early Years Area SENCOs**

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Guidance notes for Social Workers and Early Years Practitioners

Introduction

- The Early years PEP proforma applies to all Looked After Children aged 3 years and upwards attending pre-school, nursery class or day care provision.
- The information gathered and the targets agreed will, however be specific to each individual child, so it would be good practice to revise the plan at the start of each school year.
- The completed PEP should follow the child when they move to any new early years setting, new foster placement or into an adoptive placement.
- A new Personal Education Plan should be produced following any major changes, such as when a child moves to a new early years setting or care placement, or moves to a new authority.
- If the child has Special Educational Needs, an Early Years Transfer document will be completed by the early years setting on the child's transfer to a new setting.
- The Personal Education Plan has a number of separate sections, most of which will only require updating annually.
- The PEP should normally be reviewed in full, once within the academic year.
- The authority by whom the child is looked after (the home authority) ie. Gateshead, have the responsibility for initiating the PEP and should use the home authority PEP.

Part A: Core Information

- This section is to be completed by the child's social worker. Social workers will maintain responsibility for initiating the planning process and ensuring that it is an integral part of the Care Plan.
- The Designated Practitioner/Teacher within the Early years setting will be responsible for managing the PEP plan within the setting.
- The range of people involved in drawing up the plan will vary according to the age, needs and circumstances of the child.
- It is important that early years settings have a clear understanding with regard to contacting and seeking permissions eg. for school trips or medical treatment.
- Medical conditions will relate to those that may impact on the child's placement in the early years setting.

Carers Views about Nursery

- Carers and parents, where appropriate, should be encouraged to add their views about the child's education, both positive as well as not so positive. We need to know the good side in order to promote the best practice.

Section 2 - Statement of Child's Current Performance

- This section is to be completed by the designated teacher/practitioner in the early years setting.

- Copies of any current education plans (eg. Individual Education Plan, Gateshead Nursery Profile and attendance print outs, where available) should be attached to avoid any duplication when target setting.

Practitioner/Key Worker's Views about the child in Nursery

- This section is to be completed by the designated teacher/practitioner in the early years setting.

Child's Views about Nursery

- To be completed by the designated practitioner/child's key worker in discussion with the child within the early years setting.

Section 3: The Plan

- All sections of the PEP to be completed and brought to the PEP meeting which will include the Designated Practitioner, the child's Social Worker, the Carer(s) and if appropriate the child's parent(s).

Immediate causes for concern

- Consideration needs to be given as to whether the child is making progress and at what stage within the Nursery Profile the child is achieving. What factors have been recorded that are affecting educational progress? (see section 2 of the PEP).
- Are there any target areas that need to be given priority in order to support the child's progress within the setting?
- Are there any transition plans, to a new school, to a new placement etc. that need some action in order to secure the child's stability.

What needs to happen in the Future?

- The targets should be related to the child's educational progress and the objectives should be:
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-related
- "By whom" should indicate the name of the person who takes responsibility for ensuring that the specific agreed objective is implemented, this can be any one of the contributors to the plan or more than one.
- The value of the PEP is in making connections with but not duplicating other plans. Related plans could include:
 - Statement of Special Educational Needs
 - Individual Education Plan
 - Personal Learning targets
 - Education Support Plan (if the child has a diagnosis)

Do not duplicate targets, use the PEP to draw them together and cross reference, attach copies of all other plans to the PEP.

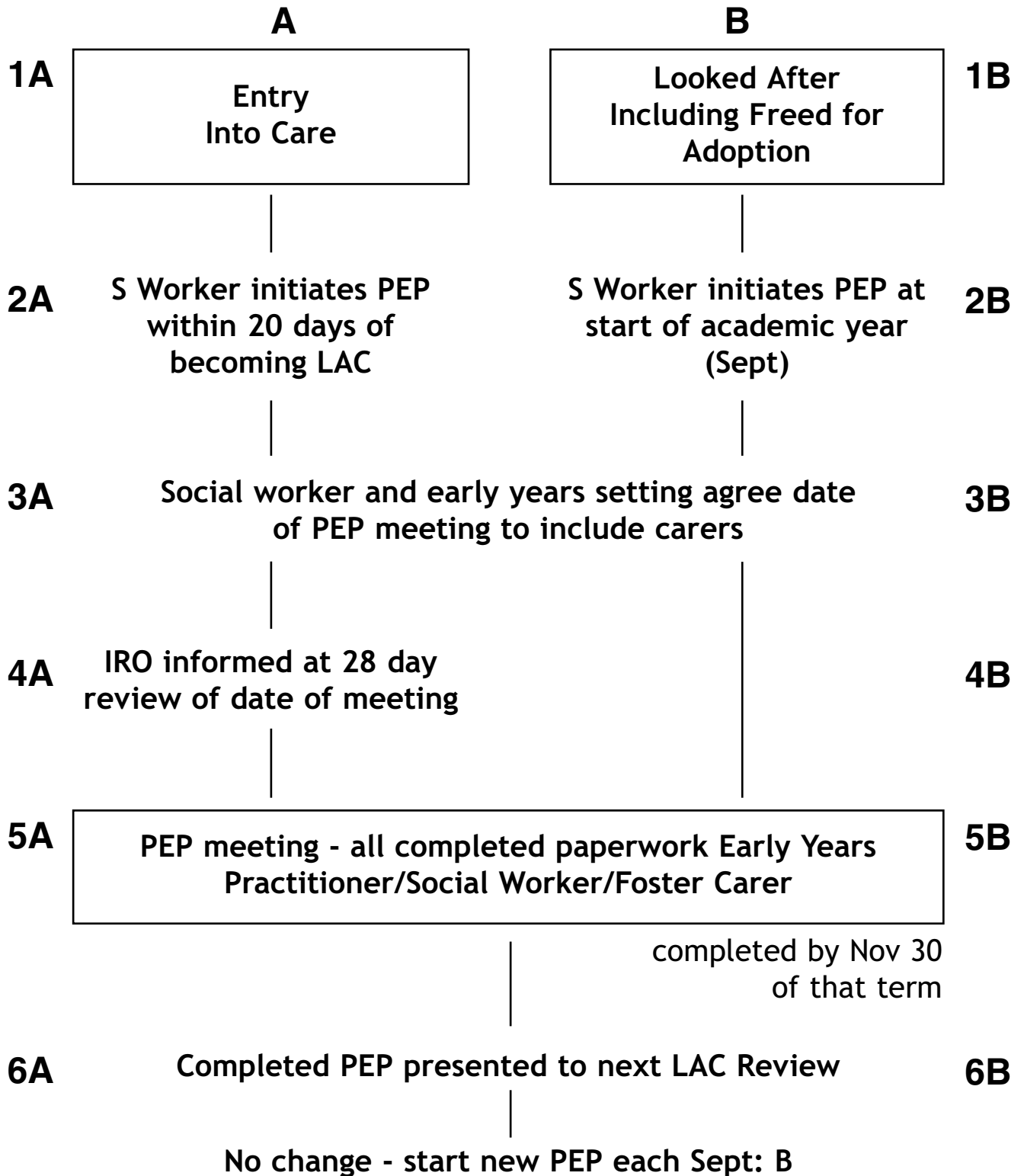
- Reviews of other plans, including any review of Special Educational Needs should be reflected in the PEP.
- A completed copy of the PEP should be presented to the Independent Reviewing Officer by the child's social worker, to be considered at the Looked After Care Review.

Good practice guide

When a child is placed for adoption then the completed PEP should be forwarded to the adopters and the child's new school.

Early Years PEP process

Child aged 3 upwards from 1st September in academic year



Changes requiring new PEP go to Step 2A

Personal Education Plan Early Years

*Working Together
to Raise Achievement*

CONFIDENTIAL

Gateshead Personal Education Plan for a Child Attending Pre-school, Nursery Class or Day Care Provision

A PEP must be made for any looked after child who attends pre-school, nursery class or day care provision from the age of 3 years onwards.

The Personal Education Plan (PEP) must be initiated by the Social Worker.

The PEP must be updated annually, and at the point of any transfer to another Early Years setting or into Reception class.

SECTION 1 - Details of the Child

(to be completed by the Social Worker and brought to the PEP meeting)

PEP number Date completed

Name of Child:		aka:	
Date of Birth:			
Date Child became Looked After:		Legal Status:	
Ethnic Origin:		First language:	
Religion:			
Is the Child Placed Outside Gateshead?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the Child Attend Nursery or Day Care Outside Gateshead?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Name of Nursery or Day Care Provision:			
Name of any previous provision attended:			
Name of Social Worker:		Name of Health Visitor:	
Telephone No:		Telephone No:	
E-mail:		E-mail:	
Address:		Address:	
Carer's Name:			
Address and contact number:			

Responsibilities

Record Name and Contact Details of:	Names, Tel Nos. and Addresses
Who will be the first point of contact for the Nursery in an emergency?	
Please record the names of any person with whom contact is not permitted with.	
Who will receive and respond to communication from Nursery?	
Who will attend parents' meetings?	
Who will give permission for trips etc?	
Who takes responsibility on health issues?	
Who can give permission for invasive medication?	
Please list any medical conditions:	
Date of last change of placement:	
Total number of placements since becoming Looked After:	
What is the child's care plan?	

Carers Views About Nursery

What does the child like most about Nursery?

Can you describe some things that the child does really well at Nursery?

Is there anything at Nursery that you feel the child worries about?

Is the child happy to go to Nursery?

Does the child separate easily from you at Nursery?

Does the child have friends at Nursery?

Any other comments.

Completed by: Date:

SECTION 2 - Statement of Child's Current Performance

(to be completed by the Designated Teacher/Practitioner and brought to the PEP Meeting)

Does the child have any current Special Educational Needs? Yes No

If NO go to 2a

2.

SEN Code of Practice:

Early Years Concern Early Years Action Early Years Action Plus Statement

Has the child been referred for statutory assessment? Yes No

SEN Review Date:

Does the child have an IEP? (If so, please attach) Yes No

Name of Education Authority maintaining the Statement:

.....

Is the child discussed at termly meetings? Yes No

Brief outline of reason

.....

.....

Please attach copy of last IEP review.

2a.

Date of admission:

Does the child attend Nursery full or part-time?

What are the child's strengths/interests?

.....

.....

.....

Does the child have any cultural and/or religious needs?

.....

.....

Are there any issues relating to the child's language, culture or religion?

.....

.....

.....

2b.

Has a Gateshead Nursery Profile been Initiated? Yes No

(If Yes, please attach a copy)

What strategies help the child to learn and progress?

.....

Is there anything that gives you cause for concern with regard to this child?

.....

Are any outside agencies involved? e.g. Speech and Language Therapy Service, Occupational Therapy, Educational Psychology Service, Child and Family Guidance

(If so, please state name and contact details)

.....

2c. Factors Affecting Educational Progress

	Detail (including dates etc.)
Attendance/punctuality <i>Please state whether the child is a good attender or not / are there any significant absences or number of lates?</i>	
Fixed term exclusions (number of days in this academic year).	
Permanent exclusions (Dates)	
Time without a Nursery placement if known.	
Other Comments	

Practitioner/Key Worker's Views About Nursery

What does the child like most about Nursery?

Can you describe some things that the child does really well at Nursery?

Is there anything at Nursery that you feel the child worries about?

Has the child established relationships with adults in the Nursery setting?

Is there a practitioner or anyone else that the child particularly relates well to at nursery?

Does the child have friends at Nursery?

Any other comments.

Completed by: Date:

Please attach child's views about nursery.

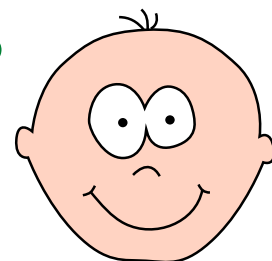
Child's views about Nursery

An adult may need to guide and support the child throughout this activity. The adult or the child may record the responses.

Name of Key Worker within Nursery/Early Years provision:
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Date:

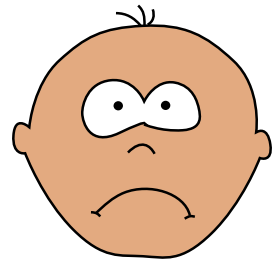
What makes you happy at Nursery?



What do you like doing at Nursery?



Does anything make you feel sad at nursery?



.....

Who are your friends at nursery?

(Child or Key Worker to draw friends)

.....

Who helps you at nursery?

SECTION 3 - The Plan to be Agreed at the Completion Meeting

(to be filled in by the Designated Teacher/Practitioner at the PEP Meeting).

Are there any immediate causes for concern that need to be addressed?

--

What Needs to Happen in the Future?

Action	By Whom and When	Action Completed on
Curriculum development. Please give details.		
Personal, social and emotional development including behaviour and attendance. Please give details.		
Other, eg. further assessments, referral to other agencies. Please give details.		
Any other area that needs to be addressed?		
Is the child registered for a school? If yes please indicate date of entry and name of school.		
What arrangements need to be made for transfer or transition to school? Please give details.		

List of People Involved in Making this PEP:

Social Worker to file original copy in child's file. All other people listed below must be given a copy of the Plan. Please note that the Social Worker and Designated Teacher/Practitioner are both responsible for updating the PEP, and it is envisaged that the Designated Teacher/Practitioner will be responsible for the day to day management of the Plan.

Title	Name (please print)	Signed
Designated Teacher/Practitioner		
Carer		
Social Worker		
SENCO; if appropriate		
Parent; if appropriate		
Area SENCO		
Other, e.g. Advocate		

Copy also to REALAC, Dryden PDC, Evistones Road Gateshead. NE9 5UR

Key Dates

1. Date of Next Progress Meeting with Parents/Carers e.g parents evening/consultation event	
2. Date of next Looked After Review (1st Review within 28 days, 2nd within 3 months of 1st, 6 months thereafter)	
2. Date of PEP Update/Review Meeting.	

Thank You

Appendix - Part 1

DfES/DoH.2000 Education of Young People in Public Care Guidance. Ch7.

The importance of the early years

1. The Department of Health's statistics for 1999 indicated that 4% of looked after children in England were under 1 year of age and 17% were between the ages of 1 and 4 years. The corporate parenting principles set out in Section 4 apply to the early years, particularly the emphasis on early intervention and prevention. Although in many cases children under five years in public care may appear to be succeeding educationally, the effects of separation and pre-care experiences upon their emotional well being may not yet be apparent.
2. Young children in public care, including those with Special Educational Needs, will benefit from access to a full range of early years experiences, including those which lead to the acquisition of the Early Learning Goals, and which provide a secure nurturing, consistent and non-stigmatising environment, both in care and education. As with any child, care needs to be taken in ensuring that the setting appropriately meets the needs of the child.
3. The early years are a time of rapid change and development for children and careful planning will be critical. Key transitions, such as going to a care/education setting for the first time, and the transition to school, are times when well co-ordinated support helps children to settle and to succeed in their new environment.

4. Key adults are particularly important for young children in public care because of the importance for all children in forming secure attachments in order to develop independence and to gain confidence. Where young children are subjected to a number of moves of care and early years placements they may have particular difficulties in forming such relationships. Young children also require adults to advocate on their behalf and ensure that they have access to the same life chances as their peers.

Current national and local initiatives

5. The Government's early years policy makes clear a commitment to high quality early years education. Every four year old, where their parent or carer wishes it, has the entitlement to free part-time early education for three terms before they reach compulsory school age. Funding has also been provided to raise the proportion of three year olds with a free early education place to 66% from 2002 onwards. Places are currently being phased in and targeted on areas where there is the greatest social need. Such strategies are particularly helpful in ensuring very young children who are vulnerable and those in public care receive high quality educational provision which matches their needs. This helps prioritise early identification and assessment of children's needs and active monitoring of young children's attainments. It also provides an opportunity for multi-agency preventive support and an opportunity for raising the educational achievement of very young children.

6. Through the Sure Start programme the Government is helping families in England with children aged under 4. The aim is to invest in the crucial early years to prevent social exclusion in later life. Resources are targeted on areas of greatest social need to reach those children, who for a variety of reasons, are seriously at risk of failure.
7. The planning and delivery of early education is carried out by local authorities through Early Years Development and Childcare Partnerships (EYDCPs). EYDCPs bring together all the local partners with an interest in childcare to plan early education and childcare provision. The partners include local education and social services departments, voluntary and private providers, employers, parents and other interested parties. EYDCPs are responsible for drawing up and implementing annual Plans setting out how the local authority will meet its statutory duty of providing early education and to promote equality of access and opportunity for all children receiving early years education and childcare provision. The Plans should take account of the Quality Projects programme which is designed to improve the management and delivery of children's social services. The Government has set specific objectives to be achieved for children in need including those in public care and children who are disabled. For example, local targets may be set to take into account the need for further training for all early years providers to improve the educational attainments of children in public care and, in particular, to enhance their life chances through effective multi-agency planning. The Early Years Development and Childcare Plan will ensure children in public care have equal access to good quality, early years education and assist local authorities to facilitate early learning and ensure stability for vulnerable children.
8. There are a range of initiatives developing locally designed to support children in public care and vulnerable families. Home Start is an organisation that is supported by the Department for Education and Employment and the Department of Health. It is committed to promoting the welfare of families with at least one child under five years of age. Trained and committed volunteers from the local community offer regular support, friendship and practical help to young families under stress in their own homes, helping to prevent crisis and breakdown.

Training

9. Multi-agency training is of benefit to all those with an involvement in the early lives of children. Social Services staff must be aware of the importance of providing children with quality experiences in their early years as a foundation for their future learning. They need to know how services are accessed and delivered so that they are able to choose, in partnership with parents and carers, appropriate early educational experiences for children.
10. Staff in early years settings should understand the basic principles of the Children Act and associated guidance and have an understanding of how the care system works and the different routes by which young children arrive in care. They need to understand the effects of separation on very young children in public care, the importance of contact with siblings and other family members, and they need to know their role in ensuring successful planning and intervention.

Planning and recording

11. Planning for individual young children should be a joint process where educational issues are considered jointly with health and care issues. Before children are placed in an early years setting, the social worker should liaise with the health visitor and the carers in the statutory LAC review cycle. Where concerns arise, the health professionals should be involved in the usual way and without undue delay. (See 7, 16 below).
12. Efforts should be made to ensure that educational goals are included in the planning process. Ideally, when young children attend early years settings they should have the equivalent of a Personal Education Plan, setting the services and support required for the child's particular needs (see 5.16 - 5.26 above).
13. The statutory LAC review meeting should explore how the child's educational needs can best be met within the early years setting (see 7.15. below) they should liaise with the social worker and attend statutory LAC review meetings.
14. Particular consideration must be given to involving the young child in this process. They will need support in understanding what is happening and the plans which are being made for them. Young children may use a range of ways to express their feelings about what is happening, for example, through language, play, drawings and through their behaviour.
15. Some local authorities may choose to designate a member of staff to act as a reference point and resource for young children, carers and parents, social workers and other professionals and early years workers.

Special educational needs

16. Young children with special educational needs may be known to a range of professionals including paediatricians, speech and language therapists, physiotherapists, occupational therapists and educational psychologists. Where these are involved and the child is not yet in an early years setting, the social worker should ensure their involvement in the statutory review cycle.
17. Early years settings which are a members of the Early Years Development and Childcare Partnership have a duty to adopt the Code of Practice on the Identification and Assessment of Special Educational Needs (1994). Children identified at earlier stages will have Individual Education Plans.
18. A small minority of children with exceptional needs in the early years will have their progress monitored through the Local Education Authority Statement of Special Educational Needs. Any Annual Review arrangements must be well co-ordinated, with social services and the Health Authority contributing to the setting of targets.

Collecting Information

19. In gathering data the Local Authority should keep the following information in relation to children who are in public care:
 - numbers of children aged under one year;
 - numbers of children aged under three years;
 - numbers of children aged under five years;

- numbers attending each of the different types of setting;
- total number of children under five years in public care with special educational needs.

Key Messages

- Importance of early years
- Co-ordinate with other services
- Early identification of and response to special educational needs

APPENDIX - Part 2

Policy for the Education of Children and Young People in Public Care.

EXECUTIVE SUMMARY

1. This report asks Council to approve the Policy for the Education of Children and Young People in Public Care.
2. The Government has published guidance for Local Authorities on the 'Education of Young People in Public Care' and this policy will demonstrate the Council's commitment to the children and young people in its care to ensure they can access their educational entitlement.
3. The Cabinet fully considered all the facts and issues arising from the report including alternative options. The Cabinet took all the relevant advice before formulating their recommendations.

RECOMMENDATIONS

4. The Cabinet recommends that the Council approve the Policy for the Education of Looked After Children and Young People in Public Care for adoption.

The Education of Children and Young People in Public Care

Introduction

The purpose of this document is to ensure the Council fulfills its role as corporate parent and safeguards the rights of children in public care. This is intrinsically linked to the Council's Social Inclusion Strategy.

The National Context

The issues surrounding the education of children and young people have been well researched and documented in both government and research literature. In response to the Utting Report (1997 People Like Us: the Report of the Review of the Safeguards for Children Living Away from Home), the Government established Quality Protects to reform and regenerate services for children particularly children in public care, and that work is now reflected in Community Based Services and Learning and Culture Service Plans.

The context for this policy is of the Department of Education and Employment and the Department of Health's joint 'Guidance on the Education of Children and Young People in Public Care' (2000) which consolidates some of the practices suggested in Circular 13/94 (DfE and DOH 1994) including the identification of a designated teacher for children in public care in each school and the provision of a personal education plan for every child. It also limits to twenty days the length of time a child in public care can be without a school place and requires local authorities to establish and maintain a protocol on the inter-agency sharing of relevant data concerning children in public care (DfES and DOH 2000).

The joint guidance reflects Section 24 of the Children Act 1989, as amended in the

Children (Leaving care) Act 2000, regarding the education, training and employment of young people leaving care.

In September 2003, the Government published two major documents 'A Better Education for Children in Public Care' by the Social Exclusion Unit (SEU) and "Every Child Matters' the Government Green Paper on reforming children's services. The SEU report highlights five key reasons why children in public care underachieve in education; instability, time spent out of school, insufficient help with education, insufficient help and support and encouragement for education in the care environment and the need for more support with their emotional, physical and mental health well-being. The Green Paper focuses on joined up working practices and services at national and local level that cannot fail to have an impact on the education of children and young people in public care.

The Local Context

The Council's vision for Gateshead is set out in its "Towards 2010" document. The overarching outcome that has been identified for children and young people is:

"Children and Young People who are empowered and supported to develop to their full potential and have the life skills and opportunities to play an active part in society."

The Council has also identified six medium term objectives in working towards the delivery of its vision. In particular, it will work to ensure that:

"all local people feel included and valued, have an equal chance to succeed in life and are able to participate."

Policy Statement

Children and young people in public care have the same educational entitlement as all children that is responsive to their individual needs. Gateshead Council is committed to its role as . It will safeguard and promote the education of children and young people in its care and ensure that they all have access to educational opportunities of the highest quality, which will enable them to reach their full potential. More specifically, the Council will:

- Ensure that the education of children and young people in public care is a priority and identify key staff to take strategic and operational responsibility for this.
 - Ensure that children in public care have access to early years education that is suitable to meet their needs.
 - Ensure children and young people in public care receive their entitlement to appropriate full time education and the educational opportunities afforded to all other children, including those with particular needs.
 - Support the principle of inclusion of all children and young people with Special Educational Needs entitling all pupils to a broad and balanced curriculum with high expectations for all.
 - Ensure that children and young people in public care have continuity of education and that, unless the circumstances are very exceptional, any period without a school placement does not exceed 20 school days. Where twenty days is exceeded then full-time, alternative educational provision will be made until the case is resolved.
- Ensure that positive action is taken to keep any period without a school place to a minimum, including any additional or different intervention required to achieve this.
 - Ensure that Looked After Children are given the highest priority in the admissions criteria for primary and secondary schools in accordance with the School Admissions Code of Practice.
 - Ensure that children and young people in public care have their views taken into account in any decisions that affect their lives.
 - Support the implementation and continued use of Personal Education Plans (PEPs) for pre-school and statutory school age looked after children, ensuring that the views and comments of all those involved in ing are sought and taken into account in any significant decisions affecting the lives of children and young people in public care.
 - Support the use of Pathway Planning for Care Leavers ensuring that it builds upon the foundation of the educational progress made while young people were looked after.
 - Support young people, through their role as corporate parent, in the completion of any programme of further and higher education or training.
 - Take action to recognise and celebrate the achievements of children and young people in public care.

Implementation

The Learning and Culture and Community Based Services Groups take a lead role in the care and education of children in public care. The two Groups will work together in the implementation of this policy statement.

Learning and Culture and Community Based Services will jointly:

- Establish clear arrangements for joint working and planning in order to secure positive educational outcomes for children and young people in public care.
- Ensure that key objectives of the joint planning and working will be to ensure the child receives suitable full time educational provision and resources are used effectively to promote the child's or young person's educational progress.
- Encourage aspirations by setting very challenging educational goals that are at the same time realistic and achievable.
- Establish management information systems that record relevant information so that information can be shared, used and monitored across service areas while taking appropriate measures to maintain confidentiality.
- Support and manage the Council's annual Celebration of Achievement Event for Looked After Children.

Within the Council, the Community Based Services Group (Children and Families) will:

- Make the education of children and young people in public care a priority and identify key staff to take strategic and operational responsibility for this.
- Ensure that each pre-school and statutory school age child and young person in public care has a Personal Education Plan (PEP) co-ordinated by the social worker and made in consultation with the child, foster carer, teacher or Early Years practitioner, residential social worker and parent.
- Ensure that the child's or young person's educational needs, attainments and plans are considered fully in all statutory looked after children reviews.
- Ensure that as part of the role of corporate parent Community Based Services is properly represented in all educational reviews and meetings concerning a child or young person in public care.
- Notify the relevant Local Education Authority and school of any new admission into care or change of placement.
- Provide appropriate training for all groups of staff including joint training across the departments.
- Ensure that young people will be supported to continue or return to Education, in the wider context of Lifelong Learning, and it is expected that the Pathway Plan will ensure that they have received the appropriate support that will enable them to achieve this.

Within the Council, Learning and Culture will:

- Make the education of children and young people in public care a priority and identify key staff to take strategic and operational responsibility for doing this.
 - Ensure that schools are especially sensitive to exclusion issues where children in public care are concerned and have tried every practicable means to maintain the child in school including seeking other LEA and professional advice.
 - Ensure that referrals to all support services, i.e Behaviour Support Service, Education Psychological Service, Education other than At School (EOTAS), Special Educational Needs Panel; give a priority response to the needs of Looked After Children.
 - Ensure that effective communication exists so that support services personnel working specifically in schools are aware of the Looked After Children who are attending those schools.
- Ensure that as part of the role of corporate parent Learning and Culture is properly represented in all statutory looked after children reviews and meetings concerning a child or young person in public care.
- Ensure that the quantity and quality of Personal Education Plans (PEP) for each pre-school and statutory school age child and young person in public care is monitored and recorded on a regular basis.
- Ensure that appropriate training about the educational needs of looked after children is provided for all groups of staff including joint training across services.

- Ensure that young people are actively encouraged to access vocational learning through the Teenagers To Work initiative.
- Promote access to Education Maintenance Allowance for all Looked After Children.

All Schools should ensure that they:

- Nominate a designated teacher for children and young people in public care with a specific brief to monitor their achievements.
- Allow sufficient time to provide advice and guidance within school regarding their needs and to liaise with staff of the Children and Families Service in Community Based Services.
- Nominate a link person (usually the Designated Teacher) to work with the social worker in drawing up a Personal Education Plan.
- Have appropriate support systems within the school for this group of children.
- Make an appropriate contribution (by attendance and/or written report) to all statutory reviews and meetings for children and young people in public care.
- Involve School Governors by reporting to them regularly on the achievements of their looked after children and young people.
- In accordance with good practice nominate a named Governor for Looked After Children.

Carers of Looked After Children and Young People should:

- Take responsibility for ensuring that school attendance is maintained.
- Consult with the young person and contribute actively to drawing up the Personal Education Plan.
- Promote the involvement of the young person in out of school-hours activities, including study support.
- Attend parents' evenings and educational reviews, where appropriate in partnership with parents and the social worker.
- Support the young person to complete their homework and provide a suitable environment in which to do it.
- In the case of the carer with the day to day responsibility for the young person, sign the Home-School Agreement.
- In the case of residential establishments, have clear written education policies that set out the requirements for regular school attendance, homework support and supported reading. Also, in respect of monitoring and supporting education plans and liaising between schools, social services and children's homes.

Young people should remember to: (provided by young people)

- "Ask parents or foster carers for all the help you can get because it is a crucial stage in your life."
- "Stick at it - keep going- it might be boring now but it will not last forever."
- "Find out what you are interested in at school and the time just flies."

- "Not rely on other people to do what you are supposed to do, for example, if you need to take something take it yourself, get up for school and arrive on time."
- "Get lots of help with homework and stuff - you do not have to struggle - you can stay behind at school, go to your local library, or ask the REALAC team."
- "Just do your best - if you can not do something just try."

Monitoring and Review

Currently, the educational attainment of looked after children is monitored and reviewed through the Best Value process, the Education Development Plan, the Delivery and Improvement Statement and locally agreed indicators.

Indicators are reported twice yearly to the Department of Health on the achievements of looked after children.

Indicators are collated and reported on a six monthly basis to the Looked After Children Overview and Scrutiny Committee and the Council.

Support for the education of children and young people in public care is overseen by a multi-agency education sub-group, which reports to the Steering group for Looked After Children. Six monthly reports will be submitted in order to monitor outcomes.

Reports will also be made on a regular basis to the Council's Cabinet, updating on issues as necessary.

Strategic responsibility is held by the Multi Agency Looked After Panel (MALAP).

Links to Other Policies and Plans

This policy statement incorporates requirements set out in the guidance document 'Education of Young People in Public Care' (DfEE* and DoH 2000), and should be read in conjunction with it. This policy contributes to and supports the following local plans, policies and initiatives:-

- The Education Development Plan
- The Behaviour Support Plan

- Delivery and Improvement Statement
- Adoption Beacon Status
- Area Child Protection Committee Business Plan

Contact Details

David Mitchell

Head of Access and Improvement

Learning and Culture

Dryden PDC

Tel: 433 8500

Definitions

The Children Act (1989) introduced changes in terminology. The term 'in care' now refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked-after' by the local authority.

In the DfEE* and DoH guidance document 'Education of Young People in Public Care' (2000) the term children and young people 'in public care' was introduced as a result of consultation. The two terms, 'looked after' and 'in public care', are interchangeable.

It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order may be living with:

- foster carers
- in a children's home
- in a residential school
- relatives
- parents - under the supervision of Social Services

Similarly, an 'accommodated' child may be living:

- in foster care
- in a children's home
- in a residential school
- with parents or relatives but in receipt of respite care if it exceeds 20 days in one episode or over 120 days in a year.

* now DfES - Department for Education and Skills

APPENDIX - Part 3

Definitions and Legal Terminology

As of the **Children Act 1989** that was implemented in 1991.

CARE ORDERS

- Section 20 - Voluntary 'Accommodated'
- Section 31 - Full Care Order
- Section 31 - Supervision Order
- Section 38 - Interim Care Order
- Section 44 - Emergency Protection Order

Section 20

- Voluntary accommodated
- Joint Parental Responsibility
- Can be removed from care at any time

Section 31 - Full Care Order

- Made by a court
- Significant harm or likelihood
- Child beyond parental control
- Parental responsibility held by the Local Authority

Supervision Order

- Made by court
- Under supervision of Local Authority(LA)
- Probation Service
- Remanded to LA

Interim Care Order

- Made by a court
- Initially for no more than 8 weeks
- Information gathering and assessment
- Parental responsibility held by Local Authority

Section 44 - Emergency Protection Order

- Made by a court
- Removed as likely to suffer significant harm
- Police involvement
- Time Limited

APPENDIX - Part 4 - Designated Teacher List

MEMBER	SCHOOL
Dave Hewitson	Barley Mow Primary
Raymond Foster	Bede Community Primary
Jean L Wilson	Bensham Grove Community Nursery
Toni Hilton	Bill Quay Primary
Emma Brown-Rigg	Birtley East Community Primary
Steve Bangs	Blaydon West Primary
Maggie Mitford	Brandling Primary
Moira Pallent	Brighton Avenue Primary
Christine Hanratty	Caedmon Community Primary
Callum Kidd	Carr Hill Community Primary
Bernadette Fellowes-Pryne	Chopwell Primary
Wendy Edwards	Clover Hill Community Primary
Morris Fryer & Val Moir	Colegate Community Primary
Christine Ingle	Corpus Christi Catholic Primary
Sarah Taylor	Crookhill Community Primary
William Foreman	Dunston Hill Community Primary
Paul Cleghorn	Dunston Riverside Community Primary
Alison Slassor	Emmaville Primary
Christine E Graham	Falla Park Community Primary
Christine Allen	Fell Dyke Community Primary
Kevin Doran	Fellside Community Primary, Wickham
Paul Sergison	Front Street Community Primary
Mrs D Ryan	Glynwood Community Primary
Liz Newton	Greenside Primary
Sue Abram	Harlow Green Junior
Suzanne Gainford	Highfield Community Primary
Jean Fisher	High Spen Primary
Diana Hewitson	Kells Lane Primary
Jan Skelton	Kelvin Grove Community Primary
Joan Cullen	Kepier Chare Community Primary
Mrs D Hall	Kibblesworth Primary
Christine Haddock	Larkspur Community Primary
Alison Cowings	Lindisfarne Community Primary
Christine Jones	Lingey House Primary
Sue Shaftoe	Lobley Hill Primary
Mrs C J Westgate	Marley Hill Community Primary
Janet Jacques	Oakfield Infant
Mrs H J Gladstone	Oakfield Junior
Ben Harding	Parkhead Community Primary
Angela Charlton	Portobello Primary
Jean Simpson	Ravensworth Terrace Primary
Carol Jones	Roman Road Primary
Sheila Richardson	Rowlands Gill Infant and Nursery
Hannah Martin	Rowlands Gill Junior
Janice V Porter	Ryton Infants
Sue Haswell	Ryton Junior
Denis C Godfrey	Sacred Heart RC VA Primary, Burnopfield

MEMBER	SCHOOL
Ian Bainbridge	South Street Community Primary
Alison Watson	St Agnes' Catholic Primary
Jill Blenkinsopp	St Aidan's Church of England Primary
Deborah Fox	St Alban's Catholic Primary
Connie Megginson	St Anne's Catholic Primary
Angela Woof	St Augustine's Roman Catholic VA Primary
Margaret Owen	St John the Baptist RC Primary
Pamela A Baggaley	St Joseph's Catholic Infant, Birtley
David J Slowey	St Joseph's Catholic Junior, Birtley
Mr J Hannah	St Joseph's Catholic Primary, Blaydon
Eileen Donnelly	St Joseph's RC VA Primary, Gateshead
Anne Parkin	St Joseph's RC VA Primary, Highfield
Elaine White	St Mary and St Thomas Aquinas Primary
Mary T McMillan	St Mary's RC Primary, Whickham
Christine A Wallace	St Oswald's RC VA Primary
Lisa Stokoe	St Peter's RC VA Primary
Michael Leckenby	St Philip Neri Roman Catholic Primary
Alan Murray	St Wilfrid's RC VA Primary
Paul Ashton	Swalwell Primary
Heather Gofton	The Drive Community Primary
Heather Stokes	Tyne View Community Primary
Tony Scott	Wardley Primary
Ian Morton	Washingwell Community Primary
Alan Dobson	Whickham Parochial C of E Primary
Brenda M Bentley	White Mere Community Primary
Sue Foggon	Windmill Hills Community Primary
Alwyn Bathan	Windy Nook Primary
Angela Exley	Winlaton West Lane Community Primary
Tom Powell	Heworth Grange Comprehensive
Anne Leach	Hookergate
Peter Sanderson	Joseph Swan
Christine Brennan	Kingsmeadow Community Comprehensive
Steve Turner	Lord Lawson of Beamish
Maureen Summerhill	Ryton Comprehensive
Dorothy Leahy	St Edmund Campion Roman Catholic
Paul Wood	St Thomas More Catholic
John Gardiner	Thomas Hepburn Community
John Bleasdale	Whickham Comprehensive
Becky Harrison	Dryden
Peter Groves	Eslington
Noreen Tomkins	Furrowfield
Patricia A Gilbert	Gibside
Sandra Cooper	Hill Top
Jane Fraser	The Cedars
Susan Arciero	Millway
Michelle Wynd	Bleach Green
Sheila Atkinson	Shipcote
Ros Barlow	Home Tuition
Peter McIntosh	Outreach

Pre-school Designated Practitioners

Name of Pre-School Provision	Name of Designated Practitioner	Designation	Address & Tel No.
ABC Nursery	June Allport	Deputy Officer in Charge	Holly House Holly Hill Felling Gateshead NE9 5AT Tel: 4950003
Ashfield Nursery & ELC	Rachel Thompson	Deputy Manager	Joicey Road Low Fell Gateshead NE9 5AT Tel: 4873777
Bensham Grove Nursery	Jean Wilson	Headteacher	Sidney Grove Gateshead NE8 2XD Tel: 4772453
Bleach Green Family Centre	Val Jackson	Family Centre Manager	8 North Street Winlaton NE21 6BX Tel: 4147271
Brandling Primary	Dawn Foster	Headteacher	Mulberry Street Gateshead NE10 0JB Tel: 4693218
Bright Sparks Nursery	Angie Maddison	Parent/ Teacher	7 Back Main Street Ryton Tyne and Wear Tel: 4131485
Byermoor Pre-School	Ann Moffitt	Pre-School Manager	Sacred Heart RC Aided School Burnopfield Tyne and Wear NE16 6NU Tel: 01207272838
Colegate Primary	Mrs V Moir Mr M Fryer	Head	Colegate West Felling Gateshead NE10 9AH Tel 4206626
Cromer Pre-School	Linda Clarkson	Pre-School Leader	United Reform Church Hall Cromer Avenue Low Fell Gateshead NE8 3UB Tel: 4824110

Name of Pre-School Provision	Name of Designated Practitioner	Designation	Address & Tel No.
Dunston Hill Community Primary School	Anne Stewart	Headteacher	Dunston Bank Dunston Gateshead NE11 9PY Tel: 4334021
Dunston Pre-School Centre	Marian Spurr	Pre-School Leader	Dunston Activity Centre Ellison Road Dunston Gateshead NE11 9SS Tel: 433 5678
Fell Dyke Community School	Christine Allen	SENCO Deputy Head	Springwell Road, Gateshead NE9 7AA Tel: 4875097
Fell Dyke Community School	Christine Allen	SENCO Deputy Head	Springwell Road Gateshead NE9 7AA Tel: 4875097
Kelvin Grove Primary School	Jam Skelton	Headteacher	Kelvin Grove Gateshead NE8 4UN Tel: 4774186
Kibblesworth Primary School	Vicki Longhurst	Headteacher	Kibblesworth Gateshead NE11 0XP Tel: 4102975
Kinder Co Playgroup	Susan Oswell		The United Reformed Church Front Street Winlaton NE21 4RF Tel: 07812665169
Larkspur Primary School	Christine Haddock	Headteacher	Beacon Lough East Gateshead NE9 6SS Tel: 4875628
Lindisfarne Primary	A Cowings	Headteacher	Lindisfarne Drive Gateshead NE8 3LB Tel: 4775395
Ready Steady Grow Neighbourhood Nursery	Lynsey Reid	Senior Nursery Nurse	Blaydon Sure Start Shibdon Bank Bleach Green Blaydon NE21 5EX Tel: 4335595

Name of Pre-School Provision	Name of Designated Practitioner	Designation	Address & Tel No.
Rose Villa Day Nursery	Sarah Skotidakis	Nursery Manager	
Rowlands Gill Infant and Nursery	Moira Foster	Headteacher	Sherburn Park Estate Rowlands Gill NE39 1QT Tel: (01207) 542858
Ryton Community Infant School	Janice Porter	Headteacher	Ryton NE40 3AF Tel: 4132776
South Street Primary School	I Bainbridge	Headteacher	South Street NE40 3AF
Stepping Stones Day Nursery	Christine Wright	Deputy Officer In Charge	Market Lane Swalwell Newcastle upon Tyne NE16 3ED Tel: 48899000
St Agnes Day Nursery	Margaret Kelly	Nursery Manager	Ryton NE40 4NF Tel: 4132184
St Augustine's Catholic Primary	Angela Woof	Deputy Head	Colegate Leam Lane Estate Gateshead NE10 8PP Tel: 4692949
St Chad's Nursery	Christine McDormont	Early Years Co-ordinator	Dunsmuir Grove Bensham Gateshead NE8 4QL Tel: 4430033
St James & St Bedes Family Centre	Nicola Dunn	Childcare Services	St James and St Bede Family Centre 6 Wordsworth Street Gateshead NE8 3HE Tel: 4775705
St Mary and St Thomas Aquinas Catholic Primary	Wendy Duffy	Headteacher	Stella Lane Blaydon NE21 4NE Tel: 4143116
St Oswald's Roman Catholic Voluntary Aided Primary School	Christine Wallace	Education Head	Wrekenton Gateshead NE9 7LH Tel: 4878641

Name of Pre-School Provision	Name of Designated Practitioner	Designation	Address & Tel No.
St Wilfrid's RC Primary School	M Brown	Headteacher	Old Fold Road Gateshead NE10 0DJ Tel: 4771909
The Drive Primary School	H Gofton		The Drive Felling Gateshead NE10 0PY Tel: 4210390
The Village Montessori Nursery School	Lynn Bailey	Principal	27 York Road Birtley Chester-le-Street County Durham DH3 2BD Tel: 4111999
Trinity Corner Nursery	Lindsay Scott	Nursery Deputy	106 Rawling Road Bensham Gateshead NE8 4JL Tel: 4776562
Windmill Hills Community Primary School	Sue Foggon	Headteacher	Chester Place Gateshead NE8 1QB Tel: 4772568
Windy Nook Primary School	Andrea Preece	Headteacher	Albion Street Gateshead NE10 9BD Tel: 4694954
Whickham Community Centre/ Pre-School	Hazel Mullings		Washingwell Community School Bucks Hill View Off Broom Lane Whickham Tyne and Wear NE16 3AF Tel: 4888621
Whickham Cottage Nursery	Hayley Stees	Nursery Manager	Sands Road Swalwell Tyne and Wear NE16 3AF Tel: 4960016

APPENDIX - Part 5

Social Services Jargon Quiz

What do the following Social Services' abbreviations stand for?

- 1. C.B.S.
- 2. S.S.I.
- 3. C.I.N.
- 4. I.C.O.
- 5 Section 20
- 6. Section 31
- 7. P.Q.C.C.A.
- 8. DipSW
- 9. N.A.F.
- 10. L.A.C
- 11. A.C.P.C
- 12. I.S.O.
- 13. Y.O.T.
- 14. C.P.U.
- 15. P.E.P.

Answers
1. Community Based Services; 2. Social Services Inspectorate; 3. Children in Need;
4. Interim Care Order; 5. Section 20 of Children Act - Voluntary Care;
6. Section 31 of Children Act - Full Care Order; 7. Post Qualifying Child Care Award;
8. Diploma in Social Work; 9. National Assessment Framework; 10. Looked After Children;
11. Area Child Protection Committee; 12. Interim Supervision Order;
13. Youth Offending Team; 14. Child Protection Unit; 15. Personal Education Plan

Roles and Responsibilities for Gateshead Early Years Settings in the Education of Looked After Children (in Public Care)

Looked after children have the same educational entitlement as all children. Gateshead Council, as Corporate Parent, has a special duty to safeguard and promote the education of children in care, and to ensuring

that they have access to educational opportunities of the highest quality. The Council's aim is to enable looked after children to reach their full potential.

Gateshead Early Years Settings play a key role in helping to meet this duty.



 **Gateshead**
Council
www.gateshead.gov.uk

Access and Inclusion • Learning and Culture
and Community Based Services

THE ROLE OF EARLY YEARS SETTINGS IN PARTNERSHIP WITH GATESHEAD COUNCIL

In partnership with Gateshead Council in its role as corporate parent, Early Years settings will aim to safeguard and promote the educational achievement and welfare of looked after children by:

- Providing a safe and secure environment, which values education and believes in the abilities and potential of all children.
- Aiming to bring the educational achievements of our looked after children nearer to those of their peers.
- Identifying the Early Years settings contribution to the Council's role as corporate parents in promoting and supporting the education of our looked after children by asking the question, "Would this be good enough for my child?"

Looked after children, like their peers, will have full access to the Foundation Stage Curriculum.

In pursuit of this, each Early Years setting is required to nominate a Designated Practitioner for looked after children whose role is to lead and manage on issues for looked after children within the setting.

THE ROLE OF THE DESIGNATED TEACHER/PRACTITIONER

- To have an overview of the Early Years setting looked after population and to develop the necessary understanding, policies and resources to promote good practice within the setting.
- To act as the general contact person for the LEA and Community Based Services to develop clear communication, ensuring the speedy transfer of information between agencies and individuals and ensuring that each looked after child has a Personal Education Plan.
- To ensure that the setting is meeting the needs of individual looked after children and that they have access to someone within the setting they can talk to for support, if needed.

- To work in partnership with the Raising the Education Achievement of Looked After Children Team (REALAC), liaising directly to ensure that systems for monitoring and supporting the achievement of looked after children and young people are readily available.
- To be aware of, from a child's point of view, what is problematic on a day to day basis so that they can plan with other practitioners to ensure that the child is fully included within the setting.

The Designated Practitioner should be available to ensure that support, whether setting based and/or referrals for intervention to LEA/Health/ CBS services is properly co-ordinated.

CONFIDENTIALITY

It is important that all staff are made aware of how to access information/advice on looked after children when necessary. The responsibility for the transfer of this information should be that of the

Designated Teacher/Practitioner for Looked After Children and/or the Headteacher/Manager and have regard to protecting the confidentiality of the child/young person.

ADMISSION ARRANGEMENTS

On admission, outside of normal transition times, records should immediately be requested from the child's previous setting and a meeting will be held with carer/parent/Social Worker as appropriate, but always involving someone with parental responsibility. This will provide information to inform the Personal Education Plan.

An induction should take place suitable to the needs of the child and carer.

A Personal Education Plan meeting, initiated by the social worker, should take place within 20 days of a child/young person transferring to the school, outside of normal transition times.

INVOLVING THE CHILD

Where possible a child should be encouraged to talk about their views as part of the PEP. It is important that the child is

offered the opportunity to contribute to the PEP, with the support of a key person.

COMMUNICATION WITH OTHER AGENCIES

Settings should ensure that a copy of all relevant records (e.g. end of year reports) are forwarded to the child's Social Worker in addition to the Foster Carer and/or parent where appropriate.

Settings should endeavour to contribute to all relevant review meetings. Learning and Culture and Community Based Services should endeavour to co-ordinate their review meetings, e.g. to have an Annual Review of a Statement combined with a Statutory Care Review if possible.

Community Based Services, Learning and Culture and settings will need to exchange information between formal reviews if there are significant changes in the child's/young person's circumstances, e.g. if there is a change of care placement or there are significant issues. The Personal Education Plan should be amended accordingly.

ASSESSMENT, MONITORING AND REVIEW PROCEDURES

Each looked after child will have a Care Plan that will include a Personal Education Plan (PEP) that the Social Worker takes a lead in initiating. This will identify specific areas of concern and achievement and include realistic targets. Areas of consideration may include:

- attendance;
- achievement record (academic or otherwise);
- behaviour;
- special educational needs (if any);
- developmental needs (development of skills, and key experiences);

- realistic plans with smart targets and realistic aspirations;
- child's views.

The PEP will be updated at least once in the academic year, as part of the Statutory Reviewing process carried out by Community Based Services.

The designated practitioner, or nominated person within the setting, plays a key role in co-ordinating the Personal Education Plan in partnership with the child's Social Worker.

WHOLE TEAM APPROACH

The role of all Practitioners and Governors, where appropriate, should be:

- To work in partnership with parents and carers.
- To support carers and parents in valuing educational achievement and improving attendance.
- To celebrate the achievements of looked after children and support the Council's annual Celebrating Achievement event.
- Good practice indicates that for Nurseries attached to schools, they should nominate a Governor for Looked After Children and that the governing body monitor and evaluate the progress made by looked after children in the school.
- Governing Bodies should have an annual update on their looked after children's progress within the school.



For more information contact:

Raising the Education Achievement of
Looked After Children Team (REALAC)
Dryden PDC
Evistones Road
Gateshead
NE9 5UR

Tel: 0191 433 8523



www.gateshead.gov.uk

APPENDIX - Part 7

Abbreviations

- LAC** - Looked After Children
- DoH** - Department of Health
- DfES** - Department of Education and Skills
- CBS** - Community Based Services
- IRO** - Independent Reviewing Officer
- SW** - Social Worker
- REALAC** - Raising the Educational Achievement of Looked After Children
- SEN** - Special Educational Needs
- IEP** - Individual Education Plan
- PEP** - Personal Education Plan
- UPN** - Unique Pupil Number
(allocated by Education Authority)
- LEA** - Local Education Authority
(Children's Services from April 1st 2005)
- SEU** - Social Exclusion Unit
- BSS** - Behaviour Support Service
- SENS** - Special Educational Needs Support Service
(Individual Needs Service)
- EP** - Educational Psychologist
- EMTAS** - Ethnic Minority, Traveller and Asylum Seeker Service

Gateshead Early Years Personal Education Plan for Looked After Children

**REALAC - Raising the Educational
Achievement of Looked After Children**
in partnership with Early Years Area SENCOs