



Notice of a public meeting of

Corporate Parenting Board

To: Councillors Brooks, Cannon, Cuthbertson, D'Agorne, Douglas, Funnell, Gunnell and Runciman

Date: Monday, 18 April 2016

Time: 5.00 pm

Venue: The Auden Room - Ground Floor, West Offices (G047)

A G E N D A

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests,
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda.

2. Minutes (Pages 1 - 4)

To approve and sign the minutes of the meeting held on 15 February 2016.

3. Public Participation

At this point in the meeting members of the public who have registered to speak regarding an item on the agenda or an issue within the Board's remit can do so. The deadline for registering is 5pm the working day before the meeting, in this case **5pm on Friday 15 April 2016.**

Filming or Recording Meetings

Residents are welcome to photograph, film or record Councillors and Officers at all meetings open to the press and public. This includes the use of social media reporting, i.e. tweeting. Anyone

wishing to film, record or take photos at any public meeting should contact the Democracy Officer's (whose contact details are at the foot of this agenda) in advance of the meeting.

The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at

https://www.york.gov.uk/downloads/file/6453/protocol_for_webcasting_filming_and_recording_council_meetingspdf

- 4. Virtual School Update** (Pages 5 - 50)
Members will receive an update on the Virtual School. The Virtual School Headteacher has been invited to attend the meeting for consideration of this item (report to follow).
- 5. Children and Young People in Care - York's Strategy 2016-2020** (Pages 51 - 70)
The Board will be presented with the final strategy.
- 6. Update from the Show Me That I Matter Panel**
Officers will provide a verbal update on progress of the Show Me That I Matter Annual Report and the work of the panel.
- 7. Visit to York by the Children's Commissioner**
Members will be advised of a forthcoming visit to York by the Children's Commissioner.
- 8. Workplan**
Members will consider a draft work plan for future meetings of the Corporate Parenting Board.
- 9. Urgent Business**
Any other business which the Chair considers urgent under the Local Government Act 1972.

Democracy Officers

Name: Catherine Clarke and Louise Cook (job-share)

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Email: catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی میا کی جاسکتی ہیں۔ (Urdu)

 **(01904) 551550**

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City of York Council

Committee Minutes

Meeting	Corporate Parenting Board
Date	15 February 2016
Present	Councillors Brooks (Chair), Cannon, Cuthbertson, D'Agorne, Mercer, Funnell, Gunnell and Runciman

6. Declarations of Interest

At this point in the meeting, Members were asked to declare any personal interests not included on the Register of Interests or any prejudicial or disclosable pecuniary interests they may have in relation to the business on the agenda or other general interests they might have had within the remit of the Board. None were declared.

7. Minutes

Resolved: That the minutes of the last meeting of the Corporate Parenting Board held on Monday 8 December 2015 be approved and signed by the Chair as a correct record.

8. Public Participation

It was reported that there were no registrations to speak under the Council's Public Participation Scheme.

9. Corporate Parenting Board - Draft Strategy for Looked After Children 2016-2020 and Update on Arrangements

The Board were asked to endorse the draft Looked After Children's Strategy 2016-2020 and consider the option of receiving independent professional advice to support the Board.

Officers tabled the draft strategy, which has been attached to the agenda, and confirmed this was a final opportunity for the Board to make comments commencing it being presented at Full Council.

Officers highlighted the minor amendments that had been made and discussed the new strategic themes. They stated that the new strategy was considerably broader in scope than its predecessor and introducing the new themes allowed officers to ensure every child and

young person living in York received the best possible care and support.

They also raised the challenges they faced when naming a theme 'normality' but confirmed the new strategy would strengthen the role of foster carers and reduce children and young people's experience of bureaucracy in relation to their everyday lives. Members agreed that some foster carers should be given the opportunity to strengthen their parenting skills, to allow them to make more decisions for the young people they care for, but questioned the use of the word 'professionalise'.

Members also noted how essential it was that all Councillors understood their corporate parenting role and discussed ways to raise awareness. It was suggested that officers could arrange for all elected Members to:

- sign a copy of York's Guarantee to children and young people in care.
- attend a corporate parenting safeguarding training session.
- receive further information on the new strategy at a pre Council seminar.
- consider the views from a young person, who had experienced being in care.
- periodically receive IT pop up questions that would relate to their corporate parenting role.
- receive some case studies.

Members discussed the role and operation model for the Corporate Parenting Board and considered the views from officers regarding utilising an independent advisor. Members agreed the advisor could help develop:

- a revised Terms of Reference (TOR),
- a new 2016/17 work plan,
- a framework for the provision of bi annual finance and performance reports and
- creative ways to engage with young people.

It was suggested that work should begin on developing the Boards TOR and a work plan for 2016/17. The Board agreed that Councillors Runciman, Brooks and Funnell would collaborate with the independent advisor to start the process and distribute copies around the Board for comments.

Resolved:

- i) That the draft Looked After Children's Strategy 2016- 2020 be endorsed.
- ii) That an independent professional adviser be utilised.
- iii) That a draft work plan and a Terms of Reference be prepared by the independent advisor, Councillors Brooks, Runciman and Funnell and distributed around the Board for comments, ready to be approved at the next meeting.
- iv) That arrangements be established for the presentation of the new strategy to Full Council.
- v) That the suggested actions to engage all Councillors as Corporate Parents be coordinated.

Reason: In order to strengthen corporate parenting arrangements in the city.

10. Work Plan

Members considered the committee's work plan for the 2016-17 municipal year.

Resolved: That a draft work plan be prepared by the independent advisor, Councillors Brooks, Runciman and Funnell and distributed for approval at the next meeting.

Reason: To consider a work plan for future meetings.

Cllr Brooks, Chair

[The meeting started at 5.00 pm and finished at 6.10 pm].

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April 2016 Report to the Corporate Parenting Board

Authors:

Sarah Clarke (Virtual School Head -VSH)

Tricia Head (Consulting Head - CH)

Introduction and York context

1. Students in the Virtual School

The City of York has a fluctuating cohort of school aged Looked After Children. The Virtual School is made up of the whole cohort of school aged Looked After Children where York is the corporate parent but they may live and be educated anywhere. In July 2015 that cohort was 132 (down from last July's 169) 5-16 year olds, 70% were educated in York with 30% in a range of schools across the country. In December 2015 there are 133 5-16 year olds (an increase of 1child).

2015/16 (December may change)	Primary		Secondary		Total/%
CYC CLA (5-16)	53	(40%)	80	(60%)	133 (100%)
Educated in York	30	(57%)	59	(74%)	89 (67%)
Educated OOA	23	(43%)	21	(26%)	44 (33%)
Mainstream in York	26	(49%)	38	(48%)	64 (48%)
Mainstream OOA	21	(39%)	14	(18%)	35 (26%)
Specialist in York	4	(8%)	21	(26%)	25 (19%)
Specialist OOA	2	(4%)	7	(8%)	9 (7%)
2015/16 (September 2015)	Primary		Secondary		Total/%
CYC CLA (5-16)	51	(39%)	81	(61%)	132 (100%)
Educated in York	31	(61%)	61	(75%)	92 (70%)
Educated OOA	20	(39%)	20	(25%)	40 (30%)
Mainstream in York	28	(55%)	38	(46%)	66 (50%)
Mainstream OOA	18	(35%)	11	(14%)	29 (22%)
Specialist in York	3	(5%)	23	(29%)	26 (20%)
Specialist OOA	2	(4%)	9	(11%)	11 (8%)

2014/15 (end of year)	Primary	Secondary	Total/%
CYC CLA (5-16)	69 (41%)	100 (59%)	169 (100%)
Educated in York	44 (64%)	73 (73%)	117 (69%)
Educated OOA	25 (36%)	27 (27%)	52 (31%)
Mainstream in York	42 (25%)	42 (25%)	84 (50%)
Mainstream OOA	22 (13%)	18 (11%)	40 (24%)
Specialist in York	2 (1%)	31 (18%)	33 (19%)
Specialist OOA	3 (2%)	9 (5%)	12 (7%)

Since September 2014 there has been increased capacity as Sarah Clarke was appointed as Assistant Head with a clear remit to strengthen links between the Virtual School, Social care and schools, provide training (on PEPs, Designated Teacher and Developmental Trauma and Attachment), support and challenge in improving outcomes for children and young people in care. After a period of induction Sarah Clarke became the Virtual School Head on 01/11/2015 and Tricia Head became the Consulting Headteacher. Tricia Head's role provides links with Headteachers' forums as well as providing advice and support around this vulnerable cohort, many of whom are at Danesgate Community, and input on strategic innovations within the Virtual School.

There is much work to be done in all aspects of the Virtual School but we are in a much better place than we were a year ago. We have a working School Self Evaluation and School Improvement Plan and we know what work there is to do and have identified a tight set of operational actions and strategic work-streams in order to improve the virtual school. With the capacity provided by the VSH, Consulting Head, Specialist Teacher and CLA Connexions advisor and now the appointment of an Administrative assistant for four days a week we are already seeing improved outcomes and better support for staff in schools to meet the needs of their looked after children and young people by ensuring clear transition plans, closer monitoring of attendance, exclusions, PEP targets and progress and attainment data alongside training.

1. Staff in the Virtual School from 01/11/2015

Name	Title	Contact details
Sarah Clarke	Virtual School Headteacher (teaching load of 2-6 hours pw)	sarah.clarke@york.gov.uk
Tricia Head	Consulting Headteacher (seconded from The Danesgate Community one day a week)	tricia.head@york.gov.uk
Anna Pearson	Specialist Teacher for Looked After Children (2.5 days a week)	anna.pearson@york.gov.uk
Cathy Ardern	Educational Psychologist for CLA (2 days a week)	cathy.ardern@york.gov.uk
Gill Clapham	Connexions Adviser for CLA (3 days a week)	gill.clapham@york.gov.uk
Susan Large	Administrative Assistant (seconded from Danesgate for 4 days a week)	susan.large@york.gov.uk

Other LA colleagues give of their time to be part of the Virtual School senior leadership team – these are **Stephanie Windsor** (Early Years Senior Adviser), **Maxine Benson** (Early Years Consultant), **Karron Young** (Head of Primary School Improvement), **Mike Jory** (Head of Secondary School Improvement) and **Nikki Wilson** (Children's Rights Advocate).

EDUCATIONAL OUTCOMES FOR YORK'S LOOKED AFTER CHILDREN

Please see a detailed breakdown attached (**Appendix A**).

The Personal Education Plan (PEP)

A PEP is a document which summarises educational provision for a CLA and, crucially, highlights targets for the year and additional support needed. Improving the quality and completion of PEPs was an Ofsted action point from May 2012 inspection. The current PEP (including MSP and EHCP completion rate is 75%. There is a seasonal variation but in July 2015 we had reached 94%.

The educational psychologist, Paul Bent, re-wrote the PEP document last year in line with the My Support Plan (MSP) and Education, Health, Care Plan (EHCP) to meet the new Special Educational Needs and Disability (SEND) code of practice. This document from mainstream settings to make it a slimmer, more usable and user-friendly document. Karron Young, Primary School Improvement Adviser, and Mike Jory, Secondary School Improvement Adviser, are working with Sarah Clarke to quality assure the PEPs regularly so feedback can be given to schools and designated teachers on their quality and areas for improvement.

Sarah Clarke worked with the Show Me That I Matter Group and The Children's Trust to develop a child and young person centred explanation of PEPs. By working with Show Me That I Matter we were able to get user involvement on the wording and lay-out of the document to ensure it met their needs.

2015/16 Priorities for the Virtual School

The School Improvement Plan for 15/16 details all the work planned for this year and it is all aimed at raising achievement and improving progression.

The School Improvement Plan will form part of our presentation to the CPB so we can go through it in more detail with elected members and explain how the school improvement priorities link to our school self evaluation.

New developments

During the course of 2014/15 Sarah Clarke undertook full school/setting training sessions at: Copmanthorpe Partnership, St John's CE Primary School (Knaresborough – where we had a York Looked after child – now adopted), Sherburn Hungate Primary (several York looked after children there) and staff at Westfield Children's Centre.

Sarah Clarke trained the Pastoral Team at Joseph Rowntree School. She also presented to Adoption UK Funded Yorkshire Adopters meeting. This year she has trained the whole staff at Archbishop of York's Junior School and Copmanthorpe Primary and already has dates in the diary to train staff at Danesgate Community, Early Years' Learning Leaders and Lord Deramore's.

In 2015/16 PAC-UK have government funding to deliver training in Fulford School, Acomb Primary and Joseph Rowntree School. We also have a series of Developmental Trauma and Attachment courses running as part of the Pathfinder continuing professional development programme and will be presenting to trainee secondary teachers at The University of York in June 2016.

Training is provided to foster carers and social care on PEPs and educational matters on a rolling programme led by Anna Pearson and Sarah Clarke.

Cathy Ardern, the new educational psychologist will work with Sarah Clarke to do termly drop-ins for staff with live developmental trauma and attachment cases. This will enable staff to come and discuss what strategies might help them manage the challenges that the children and young people present in the classroom. Best practice will be shared and there will be an opportunity for learning. This opportunity is being extended to staff working with children on the fringes of care and adopted as well as those in care as City of York are very aware that the challenges presented by children in care are also those shown by these cohorts.

Tricia Head and Sarah Clarke.

April 2016

Appendices

Appendix A	Educational Outcomes for Looked After Children
Appendix B	Promoting the Education of Looked After Children (DfE publication June 2014)
Appendix C	Pupil Premium for CLA

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

<https://www.gov.uk/pupil-premium-virtual-school-heads-responsibilities>

List of Abbreviations used in report and Appendix A

CH	Consulting Head
IEM	Including English and Maths
CLA	Children Looked After
CPB	Corporate Parenting Board
CYP	Children and Young People
DfE	Department for Education
EHCP	Education, Health, Care Plan

FSM	Free School Meals
GCSE	General Certificate Secondary Education
HT	Head Teacher
KS	Key Stage
MSP	My Support Plan
OOA	Out of Area
PAC-UK	The Agency for Adoption and Permanency Support
PEP	Personal Education Plan
PP+	Pupil Premium Plus
SEND	Special Educational Needs and Disability
VSH	Virtual School Head

York CLA Outcomes

Key Stage 1

Level 2+ Reading results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (3)	2013 (9)	2014 (7)	2015 (9)
York CLA	38%	25%	100%	50%	33%	44%	33%	44%
National CLA	61%	63%	63%	65%	67%	70%	71%	n/a
All York CYP	86%	90%	88%	87%	88%	90%	91%	91%
All National	84%	84%	85%	85%	87%	89%	90%	n/a

Level 2+ Writing results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (3)	2013 (9)	2014 (7)	2015 (9)
York CLA	25%	25%	80%	50%	67%	56%	28%	22%
National CLA	54%	55%	56%	57%	58%	62%	61%	n/a
All York CYP	84%	86%	84%	82%	82%	85%	86%	88%
All National	80%	81%	81%	81%	83%	85%	86%	n/a

Level 2+ Maths results

Year	2008 (8)	2009 (4)	2010 (5)	2011 (8)	2012* (3)	2013 (9)	2014 (7)	2015 (9)
York CLA	63%	25%	80%	75%	67%	56%	33%	56%
National CLA	68%	70%	68%	71%	73%	73%	72%	n/a
All York CYP	92%	92%	91%	91%	89%	91%	93%	93%
All National	90%	89%	89%	90%	91%	91%	92%	n/a

There was a small group of 9 looked after children who were in the Key Stage 1 cohort for 2014/15 and they achieved lower than their peers. However, the results do fluctuate year-on-year due to the small cohort size and pupil contextual factors. It is perhaps useful to compare 2008, 2011 and 2013 when looking for trends as the cohort size is similar (although the statistical value of this is debateable due to actual size of cohort). We can see that the gap in the L2+ writing results has improved significantly when compared with National CLA figures and the York CLA writing results show an up turn even though the whole York differential to National has declined.

Cohort information: 60% male, 40% female, 50% in area schools and 50% out of area schools. No pupil in specialist setting.

Attendance Information:

Future development. Areas for further scrutiny and improvement planning are Reading and Maths. The 13/14 improvement plan shows specific actions that respond to this issue. Work is in hand to track progress in this area more carefully and to encourage the LA's York Challenge Partners to deliver reporting that is more focused in this area.

Key Stage 2**Level 4+ Reading results**

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (13)	2013 (10)	2014 (15)	2015 (9)
York CLA	-	-	-	-	-	50%	58%	78%
National CLA	-	-	-	-	-	63%	68%	n/a
All York CYP	-	-	-	-	-	86%	89%	90%
All National	-	-	-	-	-	86%	89%	89%

Level 4+ Writing results

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (13)	2013 (10)	2014 (15)	2015 (9)
York CLA	-	-	-	-	-	60%	67%	67%
National CLA	-	-	-	-	-	54%	59%	n/a
All York CYP	-	-	-	-	-	84%	84%	88%
All National	-	-	-	-	-	83%	85%	87%

Level 4+ Maths results

Year	2008 (10)	2009 (9)	2010 (10)	2011 (9)	2012* (9)	2013 (10)	2014 (15)	2015 (9)
York CLA	40%	56%	30%	56%	67%	40%	33%	78%
National CLA	43%	44%	44%	48%	56%	60%	61%	n/a
All York CYP	79%	80%	83%	83%	85%	84%	87%	87%
All National	79%	79%	79%	80%	84%	85%	86%	87%

- **KS2 data is only available for 12 out of the 15 2014 Cohort, and therefore the percentages are out of the 12 eligible pupils**

English.

Reading. Significant improvement on 2014. Rate of progress significantly greater than peers in York. Reading intervention was supported by the Virtual School. Assistant Head for VS led on raising awareness programme with foster carers. All primary young people in care had a book bag gift and strategies for improving reading were shared with foster carers. 11% gap with national statistics but 12% gap between York CLA and peers.

Writing. Maintained a good level of attainment. 20% gap between peers in York and nationally therefore this is an area that we are making a focus in the Virtual School Improvement Plan for 2015/16.

Mathematics. This was a focus area for 2015. 9% gap between York CLA and their peers in York and nationally as compared to a 53% gap in 2014. Significant improvement.

Attendance:

Cohort information: 40% male, 60% female, 50% in area schools and 50% out of area, 20% well below ARE in KS1 and in specialist setting in Y6.

Future area for scrutiny and development for KS2 is the same for KS1 – Reading and Writing. Our response to narrowing the gap in reading can be seen in the significant improvement in 2015 but we are not complacent and know more needs to be done.

2015 CLA outcomes KS4 Analysis:

All Y11s (excluding Applefields)

Total	5+A-Ciem	5+A-C	5+A-Giem	5+A-G	1A*-C	1+A-G
18 (20)	3 (5)	3 (6)	11 (12)	11 (12)	9	17 (18)
	17% (20%)	17% (30%)	61% (60%)	61% (60%)	50%	94% (95%)

Attendance

In the academic year 2014/15 we received attendance reports termly from schools but this did not enable us to make strategic plans around

attendance. We are aware that primary attendance is higher than secondary. This year with the appointment of an administrative assistant we aim to get attendance weekly or bi-weekly from schools which will enable us to be more proactive in supporting and challenging attendance. We are also trialling a 100% attendance initiative with students receiving a certificate termly if they achieve 100% attendance and being entered into a prize draw.

Cohort information:

Commentary

- The analysis shows that the 5A-CIEM headline figure is well above National CLA figures from previous year (which was 15% 5A+-CIEM). This is good but there is still a gap between CLA and all York pupils which was 67% 5A-CIEM last year. This is not good enough and will be a key focus for 2015/16.
- It is hard to compare year on year due to missing data in previous years. Data from 2013 and earlier reports much lower % figures so evidence of improvement.
- It is clear that the 5+A*-C measure is the area of challenge for our pupils. The statistics are relatively stable for other measures and the fact that the pupils can achieve 1 to 4 Cs at GCSE but not the gold standard of 5 indicates that we need to look more closely at this area. The intervention work done by the Assistant Head for the VS and the Specialist Teacher for CLA showed positive outcomes. With introduction of a more restricted KS4 curriculum it is harder to provide a curriculum that can engage our young people.
- PP+ has only increased this year so roll out of useful targeted interventions needs to be a focus for 15/16. We are going to trial GCSE Pod this year as a service which has shown benefits in other Virtual Schools raising attainment by between 9 and 15%. Next year we will review whether this was a cost effective and impactful intervention.

For improvement plan over this year (as it relates to data tracking part of school improvement plan) we need to continue to roll out the work started in 14/15:

- Embed the CLA Integrus database for pupil level data so the VS has a database system that is fit for purpose and matches what schools use
- Embed the tracking points (in same way non-virtual schools do re school improvement) so that we can intervene where performance is dipping with more tactical use of CLA Specialist Teacher and newly appointed HT for CLA.
- Research use of PP+ and effective strategies particularly around 5+A*-C work.

For information:

5+A*-Cs including English and Maths historic data set (health warning – there were different DfE rules about which CLA results were included and so cohort size not necessarily full cohort compared to 2014 methodology).

Year	2008 (10)	2009 (12)	2010 (18)	2011 (17)	2012 (8)	2013 (13*)	2014 (20)	2015 (18)
York CLA	NA	0%	6%	24%	13%	38%	25%	17%
National CLA	9%	10%	12%	13%	19%	15%	n/a	n/a
All York CYP	54%	59%	59%	62%	63%	67%	n/a	
All National	48%	50%	54%	59%	58%	60%	53.4%	52.8%

*should have been 25 which would have made a difference to the final %

The government are no longer releasing data on CLA achievement rather disadvantaged children which includes those eligible for FSM and/or Pupil Premium and CLA.

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Department
for Education

Promoting the education of looked after children

Statutory guidance for local authorities

July 2014

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Summary

About this guidance

This is statutory guidance from the Department for Education. It is issued under section 7 of the Local Authority Social Services Act 1970. This means that it **must** be followed unless there are exceptional circumstances that justify departing from it.

This guidance sets the framework through which local authorities discharge their statutory duty under 22(3A) of the Children Act 1989 to promote the educational achievement of looked after children. That includes those children placed out-of-authority. The Children and Families Act 2014 amends section 22 of the Children Act 1989 to require every local authority in England to appoint an officer employed by the authority, or another authority, to make sure that its duty to promote the educational achievement of its looked after children is properly discharged. For the purpose of this guidance that officer is hereafter referred to as the Virtual School Head (VSH).

This guidance replaces *Promoting the Educational Achievement of Looked After Children* published in March 2010.

Expiry or review date

This guidance will be reviewed in 2016 but will only be revised if it is no longer considered fit for purpose.

What legislation does this guidance refer to?

- The Children Act 1989 as amended by the Children and Families Act 2014.
- The Care Planning, Placement and Case Review (England) Regulations 2010 as amended by the Care Planning, Placement and Case Review (England) (Miscellaneous Amendments) Regulations 2013 and the Adoption and Care planning (Miscellaneous Amendments) Regulations 2014.

Who is this guidance for?

This guidance is for:

- Local authority officers, in particular Directors of Children's Services; VSHs; social workers; officers carrying out a local authority's function as a school admission authority; special educational needs departments; Independent Reviewing Officers (IROs); personal advisers; care leaving services and Lead Members for Children's Services

A brief description of these roles can be found in Annex 1.

Key points

- Local authorities have a duty under the Children Act 1989 to safeguard and promote the welfare of a child looked after¹ by them. This includes a particular duty to promote the child's educational achievement, wherever they live or are educated. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children.
- This duty also applies to 'eligible'² children. It also applies to those who have been placed for adoption until the court makes the adoption order giving parental responsibility to the adoptive parents.
- The Children and Families Act 2014 amended the Children Act 1989 to require local authorities in England to appoint at least one person for the purpose of discharging the local authority's duty to promote the educational achievement of its looked after children, wherever they live or are educated. That person (the VSH) must be an officer employed by the authority or another local authority in England.
- Social workers, VSHs and IROs, school admission officers and special educational needs departments should work together to ensure that - except in an emergency - appropriate education provision for a child is arranged at the same time as a care placement.
- All looked after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. The broad areas of information that must be covered in the PEP are specified in Schedule 1 (paragraph 2) of the *Care Planning, Placement and Case Review (England) Regulations 2010* as amended. The PEP must now include the contact details of the VSH for the authority that looks after the child.

¹ A child who is looked after by a local authority (referred to as a looked-after child) as defined in section 22 of the Children Act 1989 means a child who is subject to a care order (or an interim care order) or who is accommodated by the local authority.

² An 'eligible' child is a child who is looked-after, aged 16 or 17 and has been looked after by a local authority for a period of 13 weeks or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16.

Supporting all looked after children

High-level responsibilities

1. Parents want their children to have the best start in life and to reach their full potential. As corporate parents, local authorities should have equally high aspirations for the children they look after.
2. As leaders responsible for ensuring that the local authority discharges its duty to promote the educational achievement of their looked after children, Directors of Children's Services and Lead Members for Children's Services should ensure that:
 - closing the attainment and progress gap between looked after children and their peers and creating a culture of high aspirations for them is a top priority
 - looked after children have access to a suitable range of high quality education placement options and that commissioning services for them takes account of the duty to promote their educational achievement
 - VSHs are in place and that they have the resources, time, training and support they need to discharge the duty effectively
 - VSHs have robust procedures in place to monitor the attendance and educational progress of the children their authority looks after
 - the authority's Children in Care Council (CiCC) regularly addresses the educational experiences raised by looked after children and is able to respond effectively to such issues
3. The VSH should be the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes of the authority's looked after children, including those placed out-of-authority.
4. Most parents take a keen interest in their child's educational progress. VSHs should ensure the educational attainment and progress of children looked after by the local authority are monitored and evaluated as if those children attended a single school.
5. The VSH should ensure that there are effective systems in place to:
 - maintain an up-to-date roll of its looked after children who are in school or college settings and gather information about their education placement, attendance and educational progress
 - inform headteachers and designated teachers in schools if they have a child on roll who is looked after by the VSH's local authority
 - ensure social workers, designated teachers and schools, carers and IROs understand their role and responsibilities in initiating, developing, reviewing and updating the child's PEP and how they help meet the needs identified in that PEP

- ensure up-to-date, effective and high quality PEPs that focus on educational outcomes and that all looked after children, wherever they are placed, have such a PEP
- ensure the educational achievement of children looked-after by the authority is seen as a priority by everyone who has responsibilities for promoting their welfare
- report regularly on the attainment of looked after children through the authority's corporate parenting structures

Implementing the duty

Giving the child a voice

6. The VSH should ensure that there are arrangements in place to:
- promote a culture that takes account of the child's views according to age and understanding in identifying and meeting their educational needs
 - help others, especially IROs, social workers, carers and schools, understand the importance of listening to and taking account of the child's wishes and feelings about education and the PEP process and how the VSH can help facilitate that process

Working with others

7. The VSH should ensure that there are effective arrangements in place to work with a range of professionals who will play a role in supporting the education of looked after children. This should include:

- encouraging and supporting social workers and carers to have high expectations in helping looked after children to achieve their full potential in education from pre-school to post-16 education, employment and training
- helping IROs and social workers understand the importance they need to place on education as part of care planning
- ensuring that whenever a child is likely to move schools that there is an informed discussion about the choice of school that will best meet their needs
- ensuring, through commissioners, that:
 - providers of fostering services and residential care have a robust evidence base that demonstrates they prioritise the educational achievement of looked after children and help them to achieve their full potential
 - when commissioning education services for a looked-after child from independent providers, commissioning decisions are based on the quality of the educational support provided and its ability to meet the needs of each individual
- ensuring there is timely communication and effective co-operation with the VSH from other local authorities, particularly in relation to possible education placement changes, school admissions, achievement and exclusions
- ensuring there are arrangements in place to support children looked after by the authority who are in custody. More information about looked after children in custody is provided in Annex 2

Supporting schools

8. To implement effectively their duty to promote the educational achievement of the children they look after local authorities should work closely with schools. To this end the VSH should ensure that:

- schools in their authority and their governing bodies understand a local authority's duty as a corporate parent to promote a looked after child's educational achievement and the main reasons why, as a group, looked after children underachieve
- school governing bodies understand the importance of specific professional development for, as a minimum, their senior leaders and designated teachers in supporting the achievement of looked after children
- schools understand the powerful role they can play in significantly improving the quality of life and the educational experiences of looked after children
- an up-to-date list of designated teachers is maintained to assist with their own internal communications and networking but also to assist other authorities that have placed children within the authority
- where a looked-after child attends school, that the child's social worker makes the designated teacher aware that the child is looked after and that the designated teacher has an up-to-date copy of each child's PEP on admission and after each statutory review of the care plan

9. The VSH should be aware of the requirements on school governing bodies to appoint a designated teacher for looked after children. They should have an understanding of the policies that schools in their area have in place to support the education of looked after children.

10. The VSH should make schools aware of their responsibility to ensure that designated teachers have had the appropriate training to undertake their role as set out in the statutory guidance for governing bodies on the role of the designated teacher for looked after children.

11. The VSH should offer training and advice to schools. This should enable schools to understand that looked after children, including those who remain looked after but have been placed for adoption, are not a homogenous group and that their individual needs will be different.

Pupil premium

12. Looked after children are one of the groups of pupils that attract pupil premium funding. Local authorities receive a pupil premium grant allocation based on the number of children looked after for at least one day and aged 4 to 15 at 31 August as recorded in

the latest looked after children data return³. This is additional funding provided to help improve the attainment of looked after children and close the attainment gap between this group and their peers.

13. VSHs, working with education settings, should implement pupil premium arrangements for looked after children in accordance with the latest conditions of grant published by the department and any supplementary departmental advice it issues.

Information sharing

14. The VSH needs to be aware of their duties regarding the sharing of information under sections 10, 11 and 12 of the Children Act 2004. VSHs should have access to a secure email account that enables them to exchange information securely with other VSHs in whose area they have placed children.

15. Appropriate and specific arrangements for sharing reliable data should be in place to ensure that the educational needs of looked after children can be understood and met. This is particularly important in relation to the tracking and monitoring of attainment data and notifications of where children, including those placed out-of-authority are being educated. The arrangements should set out:

- who has access to what information and how the security of data will be ensured
- how children and parents are informed of, and allowed to challenge, information that is kept about them
- how carers contribute to and receive information
- mechanisms for sharing information between relevant local authority departments and schools
- how relevant information about individual children is passed promptly between authorities, departments and schools when young people move. Relevant information includes the PEP, which as part of the looked after child's educational record should be transferred with them to the new school

Training for those involved in the care and education of looked after children

16. The VSH should ensure that there are appropriate arrangements in place to meet the training needs of those responsible for promoting the educational achievement of looked after children. This includes carers, social workers, designated teachers and IROs.

17. Such training, among other things, should include information about school admission arrangements; special educational needs; attendance and exclusions;

³ The SSDA903 data return for children looked after by local authorities in England year ending 31 March

homework; choosing GCSE options; managing any challenging behaviour in relation to education settings; promoting positive educational and recreational activities and supporting children to be aspirational for their future education; and training and employment.

Supporting individual children

Securing appropriate education

18. When a child becomes looked after his or her local authority will arrange a suitable placement. In doing so, the child's allocated social worker should do everything possible to minimise disruption to the child's education, whatever the child's age but particularly at key stage 4, and this should involve the VSH⁴.

19. If it is not possible to maintain the child's existing education placement, the child's new education placement should be arranged in consultation with the VSH at the same time as the care placement. The VSH has primary responsibility for ensuring that there is suitable education in place for all children looked after by the local authority. Their views should be given appropriate weight as part of decisions on placement moves. There should also be appropriate consultation with the VSH in another local authority where out-of-authority placements are planned and made.

20. In the case of an emergency placement, the authority that looks after the child, should secure a suitable new education placement within 20 school days.

21. In arranging a school placement the child's social worker (working with the VSH and other local authority staff, where appropriate) should seek a school or other education setting that is best suited to the child's needs. That could be a selective, non-selective, maintained or independent, boarding, day or alternative provision.

22. The following principles should apply:

- educational provision should mean a full-time place
- schools judged by Ofsted to be 'good' or 'outstanding' should be prioritised for looked after children in need of a new school. Unless there are exceptional evidence-based reasons, looked after children should never be placed in a school judged by Ofsted to be 'inadequate'
- the choice of the education setting should be based on what any good parent would want for their child. It should be based on evidence that the setting can meet the educational needs of the child and help them make the maximum progress
- the child's wishes and feelings should be taken into account and the suitability of the education setting tested by arranging an informal visit with the child. Where a looked-after child would benefit from attending a boarding school, either in the state or independent sector, VSHs and social workers should be proactive in considering this option. This decision is usually based on the care placement needs of the child and the boarding school's ability to meet these needs

⁴ The Care Planning, Placement and Case Review (England) Regulations 2010 – Regulation 10, avoidance of disruption in education.

- the VSH should ensure that social workers, IROs, admission officers for the schools maintained by the local authority and Special Educational Needs and Disability (SEND) departments understand and comply with the requirements in:
 - the School Admissions Code about the priority admission arrangements for looked after children to maintained schools and academies⁵: <https://www.gov.uk/government/publications/school-admissions-code>
 - statutory guidance on school exclusion: <https://www.gov.uk/government/publications/school-exclusion>
 - the special educational needs and disability code of practice 0 to 25 years: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School admissions

- Looked after children have been given the highest priority within school admission arrangements. The admission requirements for looked after children are set out in the School Admissions Code. This Code applies to maintained schools and academies, including free schools⁶.
- It is the responsibility of the VSH to ensure that:
 - admission authorities understand that Fair Access Protocols do not apply to looked after children and that they are 'excepted pupils' in relation to infant class size regulations
 - the local authority, as a corporate parent, does not tolerate drift and delay where children the authority looks after are without an education placement that is appropriate to their assessed needs. This includes using their powers of direction in a timely way rather than delay issuing a direction as a result of protracted negotiation
- The choice of school requires skilled working between relevant people. It should be based on a discussion between the child's social worker, their carers and, if appropriate, birth parents. The VSH should normally be consulted to avoid choosing a school that is unlikely to meet the child's needs. Delegated authority about choice of school should be addressed explicitly in the child's permanence plan, which is part of their wider care plan.

⁵ Academies include free schools.

⁶ A 'maintained school' means community school, foundation school, voluntary aided school, voluntary controlled school, community special school, foundation special school or maintained nursery school.

26. If social workers are unsure of how school admissions work in relation to looked after children they should discuss this with their VSH or someone else who can provide the correct information.

School exclusions

27. Local authorities and schools must have regard to the Department's statutory guidance *Exclusions from maintained schools, academies and pupil referral units in England*⁷. In line with that, headteachers should, as far as possible, avoid excluding any looked-after child. VSHs should ensure that carers and social workers know where to seek advice about their role and responsibilities.

28. Where a school has concerns about a looked-after child's behaviour, the VSH should be informed and, where necessary, involved at the earliest opportunity. This is to enable the VSH, working with others, to:

- consider what additional assessment and support (such as additional help for the classroom teacher, one-to-one therapeutic work or a suitable alternative placement) needs to be put in place to address the causes of the child's behaviour and prevent the need for exclusion
- make any additional arrangements to support the child's on-going education in the event of an exclusion.

Special educational needs

29. The majority of looked after children have special educational needs. Of those a significant proportion will, subject to transition arrangements resulting from changes introduced by the Children and Families Act 2014, have a statement of special educational needs. From 1 September 2014 statements are being replaced by Education, Health and Care (EHC) plans. In these circumstances the VSH should ensure that:

- the special educational needs and disability code of practice 0 to 25 years, as it relates to looked after children, is followed; and,
- the child's statement or EHC plan works in harmony with his or her care plan to tell a coherent and comprehensive story of how the child's needs are being met. Professionals should consider how the statement/EHC plan adds to information about how education, health and care needs will be met without the need to duplicate unnecessarily the information that is already part of the child's care plan.

30. Some children may have undiagnosed special needs when they start to be looked-after. As part of the PEP process there should be robust arrangements in place to

⁷ <https://www.gov.uk/government/publications/school-exclusion>

ensure that any undiagnosed special educational needs are addressed through the SEND framework⁸ as soon as possible.

The Personal Education Plan (PEP)

31. All looked after children must have a care plan, of which the PEP is an integral part.
32. All of those involved in the process of developing the PEP should use it to support the personalised learning of the child.
33. The PEP (pre-school to age 18) is an evolving record of what needs to happen for looked after children to enable them to make expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances.
34. The quality of the PEP is the joint responsibility of the local authority that looks after the child and the school. Social workers, carers, VSHs, designated teachers⁹ and, as appropriate, other relevant professionals will need to work closely together. All of those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, the child's parent and/or relevant family member.

PEP content

35. The range of education and development needs that should be covered in a PEP includes:
 - access to a nursery or other high quality early years provision that is appropriate to the child's age (e.g. pre-school playgroups) and meets their identified developmental needs
 - on-going catch-up support for those who have fallen behind with school work (including use of effective intervention strategies)
 - provision of immediate suitable education where a child is not in school (e.g. because of temporary or permanent exclusion)
 - transition support needs where needed, such as when a child begins to attend a new school or returns to school (e.g. moving from pre-school, primary to secondary school or following illness or exclusion) or when a child has a plan for

⁸ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

⁹ Section 20 of the Children and Young Persons Act 2008 requires the governing body of a maintained school to designate a member of staff (the 'designated teacher') to have responsibility to promote the educational achievement of looked-after children who are registered pupils at the school. The governing body must ensure that the designated teacher undertakes appropriate training. The designated teacher must be a qualified teacher, a headteacher or acting head teacher of the school. Through their funding agreements, designated teacher requirements apply to academies and free schools.

permanence (e.g. placed for adoption) and may change schools as part of that plan;

- support needed to help the child realise their short and long-term academic achievements and aspirations. This includes:
 - support to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications
 - careers advice and guidance and financial information about further and higher education, training and employment
- out-of-school hours learning activities, study support and leisure interests
- school attendance and, where appropriate, behaviour support

Initiating, developing and reviewing the PEP

36. Wherever the child is placed, their social worker, supported by the authority's VSH, should take the lead to:

- initiate a PEP even where a looked-after child is without a school place. This includes meeting with appropriate education providers and the carer;
- ensure that where a child is placed in an emergency the PEP is initiated within 10 working days of their becoming looked after, wherever they are placed;
- ensure, with the support of others, including the VSH, that the PEP contains a summary of the child's current attainment and progress;
- ensure the PEP is effective and is available for the first statutory review meeting of the care plan; and,
- ensure the PEP gives details of who will take the plan forward and specifies timescales for action and review.

37. The designated teacher leads on how the PEP is developed and used in school to make sure the child's progress towards education targets is monitored.

38. VSHs should have a quality assurance role in relation to PEPs. To be an effective and high quality PEP it should:

- be a 'living', evolving, comprehensive and enduring record of the child's experience, progress and achievement (academic and otherwise) and inform any discussion about education during the statutory review of the child's wider care plan;
- be linked to, but not duplicate or conflict with, information in any other plans held by the child's education setting;

- identify developmental (including any related to attachment) and educational needs (short and longer term) in relation to skills, knowledge, subject areas and experiences;
- include SMART¹⁰ short-term targets, including progress monitoring of each of the areas identified against development and educational needs;
- include SMART longer-term plans for educational targets and aspirations. These should, according to age and understanding, typically focus on public examinations, further and higher education, managing money and savings, work experience and career plans and aspirations
- identify actions, with time scales, for specific individuals intended to support the achievement of agreed targets and use of any additional resources (e.g. the pupil premium) specifically designated to support the attainment of looked after children
- highlight access to effective intervention strategies and how this will make/has made a difference to achievement levels

39. Arrangements for the flow of information to develop, review and update the PEP should be in place to ensure the VSH, designated teacher, carer and, where appropriate, child and parent have a copy of the latest version of the document.

40. The VSH and social worker should work together to ensure that monitoring arrangements are in place so that actions and activities recorded in the PEP are implemented without delay. This involves working in a joined-up way with the child's school (usually through the designated teacher) and other relevant people and agencies (for example educational psychologists or the Child and Mental Health Service) where necessary.

41. VSHs should make arrangements for PEPs to be reviewed each school term. This is to ensure that the story of the child's educational progress is current and continues to meet the child's educational needs. It is also to ensure that information from the PEP is available to feed into the next statutory review of the wider Care plan. The nature of these arrangements and who to involve are for the VSH to decide in partnership with others.

42. The social worker with responsibility for the child should:

- not take significant decisions about a looked-after child's education without reviewing the PEP in consultation with the child, the child's school, carer, VSH, IRO and, where appropriate, their parent(s)
- alert the IRO to any significant changes to the child's PEP such as the breakdown or change of an education placement so that the IRO can decide whether a review of the care plan is required

¹⁰ SMART means specific, significant, stretching, measurable, meaningful, motivational, agreed, achievable, action-orientated, realistic, relevant, results-orientated, time bound, tangible, trackable.

- work with the child's school or other education setting between the statutory reviews of their care plan (involving the VSH if necessary) to ensure that up-to-date PEP information is fed into those reviews, which are chaired by the child's IRO¹¹;
- ensure that all relevant information about the child's educational progress and support needs is up-to-date and evidenced before the statutory review meeting; and,
- act on any changes required to meet the child's education needs identified by the IRO.

43. IROs should ensure that the PEP's effectiveness is scrutinised in sufficient detail as part of the statutory review and at other times if necessary. Where a child has special educational needs, the IRO should ensure that the PEP review is linked with any review of those needs.

44. The IRO should raise any unresolved concerns about a child's PEP or education provision with social workers and the VSH.

Supporting transitions from care

45. The duty to promote the educational achievement of a looked-after child extends to looked-after young people aged 16 or 17 preparing to leave care. These are referred to in the Children Act 1989 as 'eligible children'.

46. Local authorities should ensure that:

- the PEP is maintained as part of the preparation and review of the pathway plan¹² and builds on the young person's educational progress;
- each pathway plan review scrutinises the measures being taken to help the child prepare for when he or she ceases to be looked-after by considering:
 - the young person's progress in education or training; and,
 - how he or she is able to access all the services needed to prepare for training, further or higher education or employment.
- links are made with further education (FE) colleges and higher education (HE) institutions and that care leavers are supported to find establishments that understand and work to meet the needs of looked after children and care leavers;
- each eligible care leaver knows about the 16-19 Bursary Fund;¹³

¹¹ Statutory reviews of care plans take place at a meeting chaired by the IRO. The care plan must be reviewed after 20 working days from the point at which the child becomes looked after, 3 months from the first review, six months after the second review and the third and subsequent reviews.

¹² The Children Act 1989 requires that a pathway plan is prepared for all eligible children. Eligible children are looked-after, aged 16 or 17 and have been looked after by a local authority for a period of 13 weeks, or periods amounting in total to 13 weeks, which began after they reached 14 and ended after they reached 16.

- receives a bursary of £2,000 when going on to study a recognised HE course and that arrangements for the payment of the bursary are agreed by the young person as part of the overall package of support that a local authority provides to its care leavers.¹⁴

¹³ This is a bursary to help with education related costs for 16 to 19 year olds who are studying at school or college (not university) in England or on a training course. More information is available at:

<https://www.gov.uk/1619-bursary-fund>

¹⁴ Section 21 of the Children and Young Persons Act 2008 added to the duties that a local authority owes to its former relevant children by amending section 23C of the 1989 Children Act.

Annex 1

This annex gives a brief summary of the main roles mentioned in this guidance.

Role	Brief description
Director of Children's Services (DCS)	DCSs have professional responsibility for the leadership and strategic effectiveness of local authority children's services.
Lead Member for Children's Services (LMCS)	The LMCS is a member of the Council Executive and has political responsibility for the leadership, strategy and effectiveness of local authority children's services.
Independent Reviewing Officer (IRO)	Every looked-after child must have a named IRO who is appointed to participate in case reviews, monitor the local authority's performance in relation to a child's case.
School admission authorities	Local authorities are the admission authority for community schools and voluntary controlled schools
Special Educational Needs Departments and SENCOs	The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays an important role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.
Designated teachers	All maintained schools, academies and Free Schools are required to appoint a designated teacher to champion the educational attainment of looked after children and act as a source of information and advice about their needs.

Annex 2

Custody

1. If a young person who has previously been accommodated under section 20 of the 1989 Act is remanded in custody he or she is no longer looked after under this section of the 1989 Act. This is because the child is no longer being voluntarily accommodated by a local authority. However, looked after status may need to be resumed on release or, depending on the child's age, he or she may be a 'relevant' care leaver. Prior to release, the authority that will be responsible for the child's future care, along with the assigned young offenders institution (YOI), should:

- make arrangements with the local authority secure children's home (LASCH), secure training centre (STC) or YOI to ensure that the child's needs have been re-assessed to inform arrangements for their future accommodation and care
- ensure that the assessment includes up-to-date information about the child's educational needs so that the PEP can be revised as part of the new care/pathway plan

2. Under section 104(1) of the Legal Aid, Sentencing and Punishment of Offenders Act 2012 (LASPOA), children remanded to youth detention accommodation become looked after children. During the period of remand the child will have a detention placement plan. That plan should include information about:

- the arrangements made by staff in the youth detention accommodation for the child's education and training. This should include the name and address of the educational or training institution the child was attending immediately prior to detention and details about the local authority that maintains any statement of special educational needs or EHC plan
- the name of the VSH responsible for discharging the local authority's duty to promote the educational achievement of the children looked-after by the authority

3. Children who offend and receive custodial sentences remain looked-after if they were under a care order immediately prior to conviction. The authority therefore has a continuing responsibility to review their PEP as part of the care plan and to ensure the child's access to education and training is consistent with their statutory entitlements. In these cases the local authority should:

- have procedures in place to know where these young people are placed and how long they are likely to be held
- have access to information about the child's educational progress
- plan ahead in sufficient time so that a suitable educational or training placement can be arranged wherever the child will live following release from custody

- work with their LASCH, STC or YOI, in partnership with the YOT supervising officer, to ensure:
 - that care planning reviews are continued and facilitate access to education while the young person is detained
 - information on a child's education and training needs is passed to the STC/LASCH or YOI, usually through the most up-to-date PEP, as quickly as possible
 - ensure that the learning needs of the individual are being met
 - that there is proper planning to maintain the continuity of education and/or training experience once the young person is released from custody

4. Where a looked after child is placed in secure accommodation for their own welfare (section 25 of the 1989 Act) local authorities should liaise directly with the secure unit to ensure that they meet their statutory responsibilities to promote the educational achievement of the child.

Further information

Useful resources and external organisations

- The Who Cares? Trust: <http://www.thewhocarestrust.org.uk/>
- The National Children's Bureau: <http://www.ncb.org.uk/>
- Attachment Aware Schools programme: a new partnership between Bath and North East Somerset Council and Bath Spa University: <http://attachmentawareschools.com/>
- Strength and Difficulties Questionnaire: <http://www.sdqinfo.com/>
- The impact of virtual schools on the educational progress of looked after children (Ofsted report 2012): <http://www.ofsted.gov.uk/resources/impact-of-virtual-schools-educational-progress-of-looked-after-children>
- Education Matters in Care: A report by the independent cross-party inquiry into the educational attainment of looked after children in England: http://www.thewhocarestrust.org.uk/data/files/Education_Matters_in_Care_September_2012.pdf
- Framework and evaluation schedule for the inspection of services for children in need of help and protection, children looked after and care leavers (single inspection framework) and reviews of Local Safeguarding Children Boards: <http://www.ofsted.gov.uk/resources/framework-and-evaluation-schedule-for-inspection-of-services-for-children-need-of-help-and-protectio>
- Looked after children: good practice in schools (Ofsted report 2008): <http://www.ofsted.gov.uk/resources/looked-after-children-good-practice-schools>

Other relevant departmental advice and statutory guidance

- Care planning, placement and case review guidance: <https://www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review>
- Planning transition to adulthood for care leavers: <https://www.gov.uk/government/publications/children-act-1989-transition-to-adulthood-for-care-leavers>
- The IRO Handbook: <https://www.gov.uk/government/publications/independent-reviewing-officers-handbook>
- SEN and Disability Code of Practice 0 to 25: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- Directors of children's services: roles and responsibilities: <https://www.gov.uk/government/publications/directors-of-childrens-services-roles-and-responsibilities>
- School Admissions Code: <https://www.gov.uk/government/publications/school-admissions-code>
- School exclusions guidance: <https://www.gov.uk/government/publications/school-exclusion>
- Pupil premium conditions of grant: <https://www.gov.uk/government/publications/pupil-premium-grant-2014-to-2015-conditions-of-grant>
- Improving the attainment of looked after children in primary schools: <https://www.gov.uk/government/publications/improving-the-attainment-of-looked-after-children-in-primary-schools-guidance-for-schools>
- Improving the attainment of looked after children in secondary schools: <https://www.gov.uk/government/publications/improving-the-attainment-of-looked-after-children-in-secondary-schools-guidance-for-schools>
- Mental health and behaviour in schools: departmental advice: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Careers guidance and inspiration in schools: <https://www.gov.uk/government/publications/careers-guidance-advice-for-schools>

Other departmental resources

- Academy admission request form for looked after children: <https://www.gov.uk/government/publications/academy-admission-request-form-for-looked-after-children>
- Outcomes for looked after children by local authorities: <https://www.gov.uk/government/publications/outcomes-for-children-looked-after-by-las-in-england>



Department
for Education

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Department
for Education

Pupil Premium and the role of the Virtual School Head 2014-15

Frequently asked questions

March 2014

What changes have been made to the conditions of grant for the Pupil Premium for looked after children in 2014-15?

The conditions of grant state the following:

Basis of the allocations to the local authority

16. The Department will allocate a provisional allocation of £1,900 per child for the number of children looked after for at least one day as recorded in the March 2013 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2012. This allocation will be updated and finalised in October 2014 based on the number of children looked after for at least one day as recorded in the March 2014 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2013.

Use of the Looked After Children Premium

17. The grant allocation for Looked After Children must be managed by the designated Virtual School Head in the authority that looks after those children to be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan (PEP). The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016.

The conditions of grant for the pupil premium arrangements in 2014-15 are published on the Department's website and can be found

here: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283193/Pupil_Premium_CoG_2014-15.pdf

What are the changes to the pupil premium arrangements for looked after children in 2014-15?

There are three main changes:

Firstly, looked after children attract a pupil premium of £1900, more than double the amount they attracted in 2013-14.

Secondly, the cohort of looked after children who attract the pupil premium is bigger and includes children looked after from the first day of care rather than, as previously, only those who had been looked after for six months or more.

Thirdly, for 2014-15 the pupil premium for looked after children must be managed by the virtual school head¹ in the authority that looks after them. Unlike in previous

¹ The Children and Families Act 2014 requires all local authorities to have someone (called the virtual school head) who will carry out the duty of the authority to promote the educational achievement of the children it looks after.

years, there is no requirement for an authority to pass the funding onto the school where the child is on roll to contribute towards meeting the needs identified in their Personal Education Plan. The presumption, however, is funding is passed to the school and this is strongly encouraged.

Why have the arrangements for managing the pupil premium for looked after children changed for 2014-15?

The Department has changed the conditions of grant regarding how the pupil premium is managed for looked after children to reflect more effectively the particular challenges of supporting their education. Now that virtual school heads will be statutory they will be responsible as part of the corporate parent role to promote the educational achievement of the children looked after by their authority. Ministers therefore want them to have a greater role in working with schools to ensure that duty is fulfilled. And now local authorities attract pupil premium for children from the first day of care giving the virtual school head management of the looked after pupil premium is administratively less bureaucratic.

Does the virtual school head have to manage the budget or can this be delegated to a local authority finance team?

The conditions of grant for 2014-15 states clearly that the pupil premium grant allocation must be managed by the designated virtual school head for the children looked after by the authority. This has statutory force. It is a virtual school head rather than a local authority finance team who is best placed to know how to use pupil premium to maximise the benefits to looked after pupils. Virtual school heads should consult finance teams about the best way to distribute funding to schools.

Can the Director of Finance dictate that the pupil premium funding is passed directly to schools?

The conditions of grant state that virtual school heads should manage pupil premium funding. It is therefore for the virtual school head to decide how the pupil premium for looked after children is managed. That is an important part of how the virtual school head complies with the duty under the Children Act 1989 to promote the educational achievement of the children looked after by the authority.

Does the virtual school head have to give the money to schools?

There is no requirement to do so. There is, however, a strong expectation that virtual school, heads will pass on pupil premium funding onto a child's education setting to be used to meet additional needs set out in his or her Personal Education Plan. That can be passed to the school on a termly or annual basis. Any funding not passed down to schools by the end of the financial year will have to be returned to the Department.

Does the virtual school head have to give £1900 to schools or can they give a higher or lower amount?

The conditions of grant state that grant allocation for looked after children must be managed by the virtual school head. It is for the virtual school head to decide whether to provide £1900 to a school for a looked after child or a higher or lower amount. They can also decide on whether to pay termly or annually. They can also link allocation to the content of the Personal Education Plan as agreed with the school.

Can the virtual school head pool funding for some of the authority's looked after children?

The Department expects virtual school heads to manage the pupil premium to ensure that it promotes the educational achievement of all the children looked after by the authority. It may be appropriate to pool some pupil premium for activities to benefit the authority's looked after children more holistically. For example, it might be appropriate to use this funding to provide training for a group of designated teachers across the authority or a group of Teaching Alliance schools.

Equally, a virtual school head might negotiate with a school regarding pooling pupil premium funding for looked after children with the school's pupil premium to provide an enhanced and more intensive package of support for disadvantaged children generally.

Does the pupil premium for looked after children need to be passed to non-mainstream schools?

There is no requirement to do so. There should be a discussion about what provision is being delivered and what would be provided in addition to that in accordance with the child's Personal Education Plan, if the pupil premium funding was passed on to the non-mainstream education setting.

Can the pupil premium for looked after children fund a post in the virtual school?

Pupil premium is additional funding provided to raise the achievement of looked after pupils and close the achievement gap. It is not intended to fund posts that should be the responsibility of local authorities as a corporate parent.

There may be instances where some pupil premium funding can be used to support the work of a person where it can be very clearly demonstrated that their role has a significant contribution to promoting the educational achievement of the children looked after by the authority. That role could, for example, involve working with schools to raise the quality of learning targets in a child's Personal Education Plan.

Can some of the pupil premium for looked after children be spent on providing other central services that support their education?

Pupil premium funding is additional funding provided to support schools to raise the achievement of disadvantaged pupils, including looked after children. It should not be used to fund central services that would reasonably be expected to be funded by local authorities, to comply with their duty to promote the educational achievement of the children they look after. As stated above, however, virtual school heads are responsible for managing the efficient use of pupil premium funding for the purpose it has been provided. They will therefore need to demonstrate a direct link between spending and raising standards of achievement for the children looked after by their authority, wherever they are placed.

Are virtual school heads accountable for the use and impact of the pupil premium on the achievement of looked after children, in the same way as head teachers?

Virtual school heads are responsible for making sure there are effective arrangements in place for allocating pupil premium funding to benefit children looked after by their authority. That means:

- making sure that pupil premium funding for looked after children is spent effectively and fully, given any underspend needs to be returned to the Department at the end of the financial year;
- being able to demonstrate how pupil premium funding managed by the virtual school head is linked to raising achievement for looked after children and closing the gap between their achievement and that of their peers; and
- having arrangements in place to engage with the looked after child's school (usually with the designated teacher) about how pupil premium funding allocated to the school is contributing to meet the needs identified in his/her Personal Education Plan.

Schools are accountable for the educational attainment and progress of all disadvantaged pupils who attract pupil premium on their roll, through Ofsted inspections and KS2/KS4 school performance tables. Virtual school heads and others involved in Personal Education Plans will want a constructive dialogue with schools about how best to support looked after children using the pupil premium.

The Ofsted framework for the inspection of children looked after services states that, as part of the performance information required, the inspector will ask for the annual report of the virtual school head. We would expect that to include information about how the pupil premium has been managed and the impact it has made.

But to whom is the virtual school head accountable within their local authority?

That depends on the line management arrangements in individual local authorities. Ultimately, however, the virtual school head is accountable to the Director of Children's Services and/or the Chief Executive and the Lead Member for Children.

How should the funding be allocated for looked after children in 2014-15 when the funding is based on one-year old data in the SSDA903?

It is important to distinguish the basis on which funding is allocated to local authorities from SSDA903 data and how that funding is managed by the virtual school head to support those children who are looked after during the 2014-15 period.

The provisional allocation is based on the number of children looked after for at least one day and aged 4 to 15 at 31 August 2012, as submitted in the SSDA903 in March 2013. This allocation is updated and finalised in October 2014, based on the number of children looked after for at least one day and aged 4 to 15 at 31 August 2013, as submitted in the SSDA903 in March 2014.

This funding should be managed by the virtual head teacher so it is used to support those children looked after by the local authority for one day or more during the 2014-15 period. This needs to take account of the fact that children move in and out of care.

How should virtual school heads give schools funding for children who have been looked after for a very short period?

It is up to virtual schools heads to manage pupil premium funding for looked after children during the 2014-15 period. Although £1900 is allocated for each looked after child, irrespective of how long they have been in care, this does not necessarily mean that virtual head teachers are expected to manage the funding on the same basis to schools. Virtual head teachers can therefore manage the funding to take account of the length of time in care, as well as other factors, if they wish. The funding, however, should always be to support the educational achievement of the looked after child, as described in their Personal Education Plan.

Can the virtual school head carry over pupil premium funding to 2015-16?

No. Any pupil premium funding that has not been passed to schools or spent by 31 March 2015 must be returned to the Department.

Can we give foster carers the pupil premium to spend rather than give it to schools?

The virtual school head manages pupil premium funding to support the education of looked after children, as set out in the Personal Education Plan. The expectation is that this funding is passed to schools unless there are clear reasons not to do this. It should not be used for activity that the local authority should normally be expected to fund as the corporate parent, such as support for foster carers. Foster carers, however, have an essential role in supporting the education of the children for whom they care. Foster carers can therefore make a valuable contribution, such as with the Personal Education Plan.

Does the pupil premium for 2014-15 work in the same way as personal education allowances did?

No. The pupil premium is not a replacement for the personal education allowance. The pupil premium is much more focussed on support to improve the educational achievement of looked after children and close the gap between looked after children and their peers.

Can virtual school heads impose conditions on how schools use the pupil premium for looked after children?

We want local authorities to have a constructive and meaningful dialogue with the schools on the most effective use of the funding and not impose conditions. The funding should support children's Personal Educational Plan, overseen by the designated teacher in the school.

Can a school insist that they get £1900 for a looked after child on roll?

It is up to the virtual school head to decide how the funding is managed, including how funding is distributed to schools. Although £1900 is allocated for each looked after child, irrespective of how long they have been in care, this does not necessarily mean that virtual head teachers are expected to manage the funding on the same basis to schools. Virtual school heads should also work closely with schools about how best to meet the needs identified in a child's Personal Education Plan with support provided through the pupil premium.

Can an amount be held by the virtual school head to administer the grant?

Pupil premium funding is additional funding provided to support schools to raise the achievement of disadvantaged pupils, including looked after children. It should not be used to fund central services such as the virtual school head to administer the funding. The pupil premium should be used to provide additional support for looked after children in order to raise the achievement of looked after children.

What tips have virtual school heads got to share about how they have worked with schools up to now in how the pupil premium is used?

Talk to other virtual school heads in your area through the virtual school head regional structures.

Department for Education

Children and Young People in Care



York's Strategy 2016 – 2020

Including children on the edge of care, those subject to special guardianship orders or arrangement orders, and care leavers.



CITY OF
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1. Foreword

Welcome to York’s new Strategy for Children and Young People In Care. This document also serves as York’s Corporate Parenting Strategy.

Since we published our last strategy in 2012, York has made enormous progress in this area. This is outlined in more detail in Annexe A. Some of the highlights include: a significant, safe, reduction in the overall numbers of children in care (below 200 at the time of writing); improvements in the stability of placements; better health and educational outcomes; and excellent work with those leaving care.

Most important of all, the children themselves tell us that, in the vast majority of cases, their placements are of good quality and that they feel safe. The results of the 2015 survey of their views are at Annexe B.

We should be proud of this performance. And yet no organisation or individual who has been associated with the production of this new strategy believes that we should stand still. Far from it, we want to refresh and re-energise our work in this area. Our vision and our strategic goals have not changed but the way we are going to approach them will be very different from 2016 onwards.

For a start, we have widened the scope of this strategy to ensure that it explicitly covers children on the edge of care, children who are adopted, children in the care of other local authorities who are living in York, and children subject to special guardianship orders and child arrangement orders and care leavers.

We recognise and welcome the growth in the numbers of foster carers who are connected through family ties to the children they look after.

‘It could be said that our present work with children and young people in care is ‘good enough’. But our mantra in York is that ‘good enough is not good enough’.’

We have also introduced six new strategic themes that are deliberately intended to challenge and inspire everyone who works in this area. We have set ourselves some ambitious new targets and milestones, and have constructed a comprehensive new scorecard that will be regularly monitored.

It could be said that our present work with children and young people in care is ‘good enough’. But our mantra in York is that ‘good enough is not good enough’. We should be doing much better than this. We want the very best for every single child or young person in care, on the edge of care or leaving care – just as we do for our own children.

This strategy sets out how we will achieve this.

Cllr Jenny Brooks
Executive Member for
Education, Children and
Young People

Steve Stewart
Chief Executive

Jon Stonehouse
Director of Children’s
Services, Education
& Skills



2. The New Strategy on a Page

Our vision for York’s children and young people in care is simple: we want our children and young people to have everything that good parents want for their children. In other words: to be happy and healthy, safe and protected, and supported each step of the way to adult life.

Six Strategic Themes: Ambition • Personalisation • Normality • Trust • Accountability • Efficiency	
Strategic Outcomes	Priority Projects and Actions
Respect and Involvement	Remodel support services for children and young people in care, ensuring someone is always available on the telephone, and that bureaucracy is minimised for straightforward issues Review all decision-making processes to ensure they are delegated to the most appropriate level, recognising that this may be different for different children, and different foster carers
Good, Safe Placements	Work with local foster carers to develop a new vision for foster care in York encompassing recruitment, roles, responsibilities, remuneration, development and support, recognising that ‘caring’ will always be the most important element of their role Change the way in which we deal with the most complex cases by building increased local capacity Review arrangements for every child placed outside York so that, where it is in their best interests, we can ‘Make York Home’ for everyone
Relationships	Introduce a new protocol for working with birth families, in consultation with the young people affected
Identity	Review all policies and procedures against the new strategic theme of ‘normality’ to ensure that, so far as possible, the experience of children and young people in care does not differentiate them from their peers
Education	Tackle the challenges around educational attainment with increased vigour and purpose Review and implement as appropriate the recommendations of the Rees Centre report about the ‘Educational Progress of Looked After Children’
Health	Introduce a health passport for all children and young people in care which supports their, and their carers’, understanding of their health needs Implement the recommendations arising from the 2015 local review of compliance with statutory guidance for the ‘Health of Looked After Children’
Emotional Wellbeing and Mental Health	Construct a profile of the emotional health needs of children and young people in care in order to inform commissioning arrangements across the city Ensure that the principle of early intervention is understood and embedded Understand better if this group of young people is more likely to engage in risky behaviours, including self-harm, and if so, what can be done to help
Moving to Adulthood	Work to ensure that ‘Staying Put’ becomes the norm in York, and is available for every young person who wants to remain with their foster family
Corporate Parenting	Refresh the remit and purpose of the Corporate Parenting Board Introduce a new performance scorecard for children and young people in care that fully exploits the additional functionality of MOSAIC

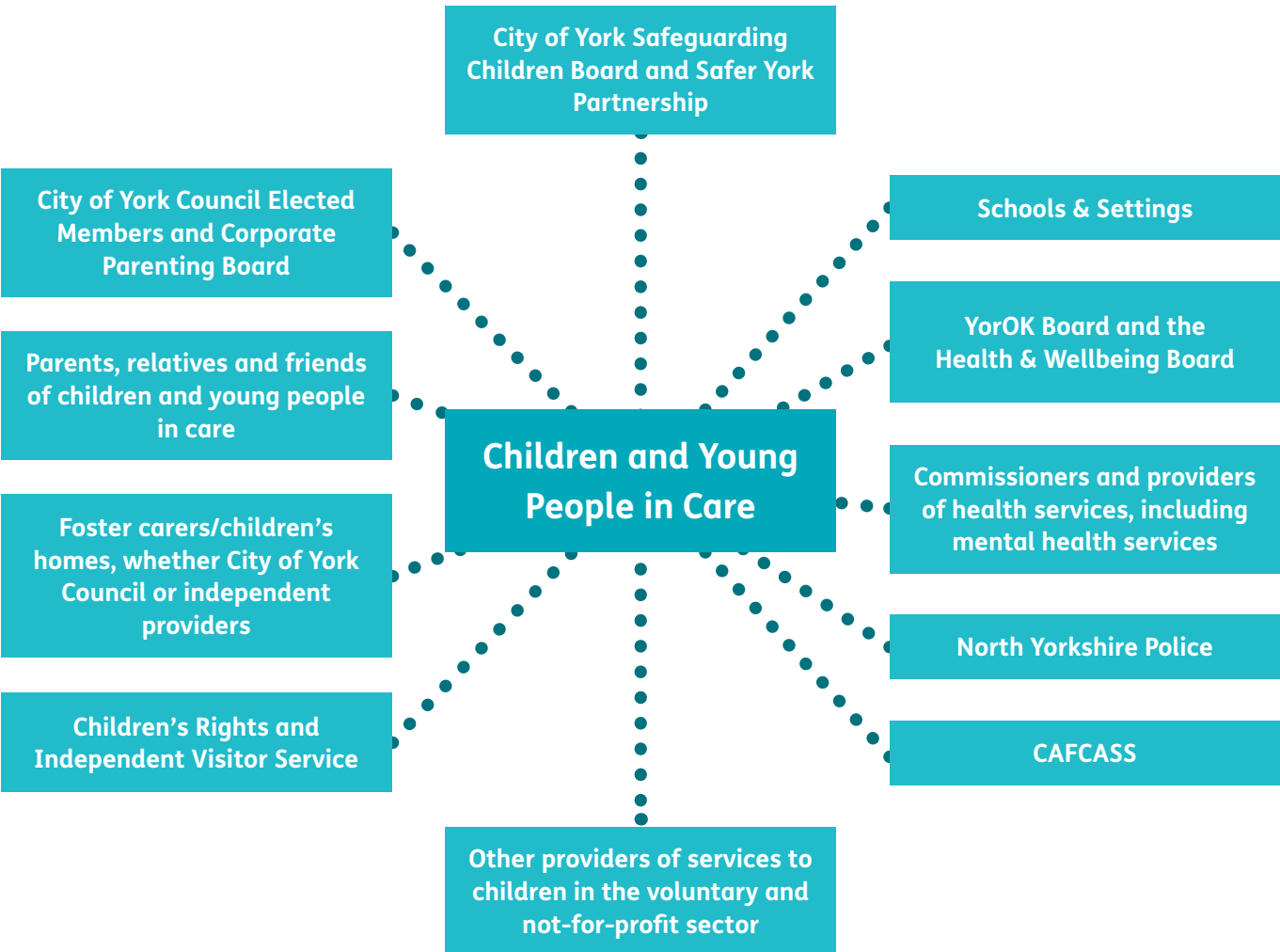
3. About the Strategy - Ownership, Drivers and Scope

Ownership

This strategy has been produced by the Multi-agency Partnership for Children who are Looked After in York (MALAP), now established as the Strategic Partnership for Children and Young People in Care. References to ‘we’ in the document should be taken to mean all of the agencies who are represented on this group.

A full list of members, current at the time of writing, is at Annexe E.

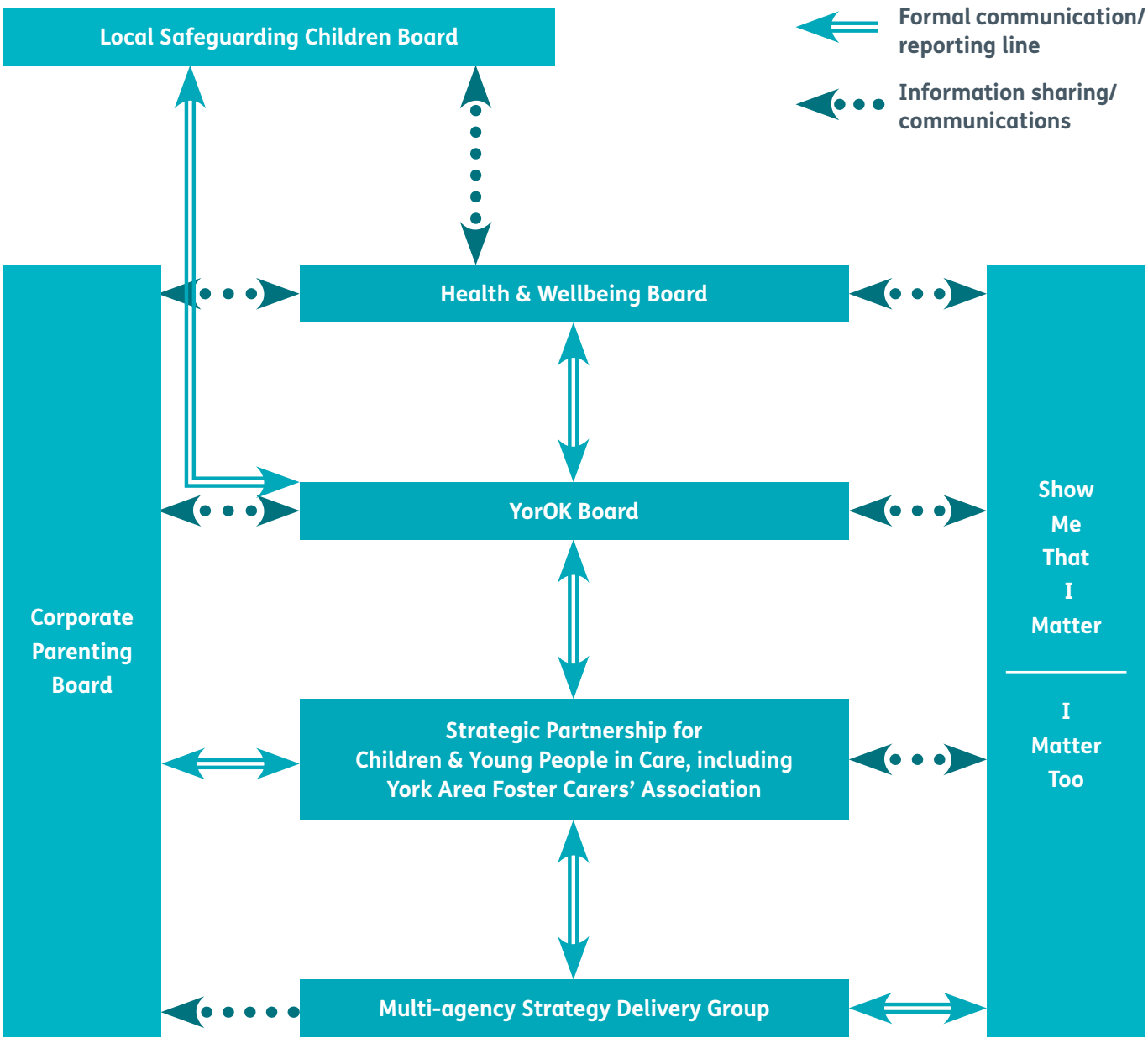
The diagram below illustrates the range of agencies involved with children and young people in care in York.





The Strategic Partnership for Children and Young People in Care is answerable to York’s Children’s Trust, known as YorOK, and through them to the Health and Wellbeing Board. Oversight and challenge is also provided by York’s Corporate Parenting Board. Independent scrutiny of all issues affecting the safety of children and young people is provided by the City of York Safeguarding Children Board. The views of children and young people in care are articulated through two panels: Show Me That I Matter, and (for younger children) I Matter Too. Their educational progress is tracked through our Virtual School.

These relationships are illustrated in the diagram below.



Drivers

Although this is a local strategy, throughout its life we will take account of national guidance and best practice. At the time of writing and in preparing this document we have had particular regard to:

- Recent statutory guidance on Promoting the Health and Wellbeing of Looked After Children ¹
- The Rees Centre report into Educational Outcomes for Looked After Children in England ²
- The Children’s Social Care Innovation Programme.

This strategy also sits within a local strategic framework which includes the overarching Children and Young People’s Plan 2016 – 2020 for the city, produced by the YorOK Board. The current plan has been revised at the same time as this strategy; care has therefore been taken to ensure consistency between the two documents. In particular, this strategy is consistent with the theme of ‘early help’ within the new plan. Children and young people in care are identified within the plan as one of the priority groups meriting careful attention.

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413368/Promoting_the_health_and_well-being_of_looked-after_children.pdf
² http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/11/EducationalProgressLookedAfterChildrenOverviewReport_Nov2015.pdf

Other important local strategies and projects which have had a bearing on this one include:

- Make York Home Project
- Sufficiency Strategy
- Early Help Strategy
- NEET Strategy
- CAMHS Strategy and the Local Transformation Plan
- Voice and Involvement Strategy.

The reader is also directed to York’s thematic story boards which set out the city and its partners’ approach to tackling or addressing key priority issues and challenges for children. These can be found at: <http://www.yor-ok.org.uk/workforce2014/storyboards.htm>

The views of children and young people in care have been a particularly important influence on this strategy. A summary of the 2015 U Matter Survey is at Annexe B.



Scope

This strategy is intended to apply to all those children and young people in the care of the City of York Council, including those placed outside the city.

It is also relevant to children placed for adoption, children subject to special guardianship orders or child arrangement orders, and care leavers. In January 2016 there were 196 children and young people in care in York, and approximately 50 families with special guardianship orders or child arrangement orders.

Over the lifetime of this strategy we intend also to find out much more about children in the care of other local authorities who may be living within our boundaries, and to develop our support for this group.

We also regard children on the edge of care as within the scope of this strategy, although the main actions relevant to this group are described in other documents, such as the Early Help Strategy. However, by including them within the scope, we are sending an important signal to all those who work with children and young people in care that our collective responsibilities extend to preventative work, as well as to support for young people after they come into care.

This strategy is therefore considerably broader in scope than its predecessors, in keeping with our ambition to ensure that every child and young person living in York receives the best possible care and support.

‘Over the lifetime of this strategy we intend also to find out much more about children in the care of other local authorities who may be living within our boundaries, and to develop our support for this group.’

4. Vision, Outcomes, and new Strategic Themes

Vision

Our vision remains as follows: we want our children and young people to have everything that good parents want for their children. In other words: to be happy and healthy, safe and protected, and supported each step of the way to adult life. This vision was first articulated in the 2012 strategy and still holds good.

Strategic Outcomes

The previous strategy set out nine strategic outcomes which still provide a useful framework:

1. Respect and Involvement

All those involved with children and young people treat them with respect, listen to their views and are reliable and trustworthy. Children and young people are involved in, and understand, the decisions made about their lives. They know how to get the information, advice and support they need, and how to complain.

2. Good, Safe Placements

Children and young people are in good placements where they feel safe and supported, and can remain for as long as they need to.

They receive information about their placement in advance and are listened to if they have concerns about it at any time. The placement feels like home and provides them with a positive experience of family life or residential care.

3. Relationships

Children and young people are supported to maintain, build and sustain positive relationships with others, including their birth families, siblings in care, carers and their peers.



4. Identity

Children and young people know who they are, why they are looked after and understand their heritage. They feel valued by others, and their individual needs arising from race, culture, religion, sexual orientation or disability are understood and met.

5. Education

Children and young people receive a planned and stable education which enables them to fulfil their educational, social and emotional potential, and to have high aspirations for their future.

6. Health

The health needs of children and young people are assessed and planned for, and they have appropriate access to all the health services they require. They are well and happy, and choosing healthy and active lifestyles.

7. Emotional Wellbeing and Mental Health

Children and young people have any need for additional emotional support recognised and addressed, and have the knowledge and skills to achieve emotional stability, resilience and self-confidence.

8. Moving to Adulthood

Children and young people enter adulthood in a planned way, with a home to live in, the skills to look after themselves and the ability to earn a living or continue in education. They feel confident about the future.

9. Corporate Parenting

City of York Council and its partners recognise and act upon their responsibilities to children and young people, particularly in relation to access to leisure and cultural activities, housing, work experience and employment opportunities. They act towards children and young people in care as good parents would in any family.

New Strategic Themes

Although York has made great progress during the period covered by the previous strategy, and can continue to make improvements on a continuous basis, we do not think that such an approach is sufficiently creative or ambitious. We believe the time is right for some fresh thinking and a step change in our work with children and young people in care.

This will require the enthusiastic commitment of all who work with them, not least York's community of foster carers, whose representatives have played a key role in drawing up this strategy.

As well as the vision and the strategic outcomes described above, we will therefore now introduce into our strategic thinking six new strategic themes:

Ambition – ‘good enough’ is not good enough

We want to introduce a fresh spirit of ambition into our work. Are we truly being as ambitious for the children and young people in our care as we would be for our own children? How can we ever be satisfied until health, emotional health, educational and employment outcomes for children and young people in care match those of their peers? We need to ensure there is a spirit of constructive challenge in our debates about the way forward, and to reinvigorate our whole approach.

Personalisation – every child and every family is different

We need to recognise that children and young people in care are not a homogeneous group, and that what works for one child (or family) may not work for another. Their circumstances, backgrounds, capabilities and aspirations may be entirely different. Our policies and practices need to be capable of differentiating between each unique individual – one size does not fit all.

Normality – every child and young person is entitled to a normal, stable, caring family life

We recognise that this word will be challenging for some – this is deliberate. We need to ask ourselves in relation to every policy we introduce, and every process we operate, is this normal? Obviously, being taken into care can never be completely ‘normal’ but, for example, having to go through bureaucratic loops to organise a sleepover with a friend is certainly not normal. Issues such as this one are raised with us very often by the young people themselves – the thing they most dislike is being differentiated from their peers. This will require adjustments to the roles and responsibilities of our most experienced



foster carers, whose involvement and support will be essential, and may be particularly appropriate for those who are already connected to the young people in their care through family ties.

Trust – we need to trust each other better, and young people even more

Many of our systems and processes are designed to minimise risk. However this is sometimes at the expense of commonsense, and certainly of ‘normality’. We also inevitably on occasions retreat behind organisational boundaries. We can not afford to do this in the future – we need to ensure that all decisions relating to children and young people in care are delegated to the level closest to the child wherever possible.

There can be no room for professional preciousness or organisational silos. That said, and bearing in mind the preceding points, the extent to which we can trust each individual child will vary from case to case, and needs sensitive judgement.

We will also only delegate responsibility to experienced foster carers where we can do so safely and in full cognisance of any risks.

Accountability – we need to be clear who is responsible for what

In York we are rightly proud of our multi-agency working. However, sometimes this can be at the expense of complete clarity around accountability. We need to review our present governance structures, as well as job descriptions and protocols for certain professionals, to ensure that accountability is never in doubt. We need to ask ourselves what elements of responsibility are genuinely best shared, and what better owned by a single person or agency? We need in particular to be clearer about the responsibilities of the Strategic Partnership for Children and Young People in Care.

‘...we need to ensure that all decisions relating to children and young people in care are delegated to the level closest to the child wherever possible.’

Efficiency – we have to live within our means

Whilst services for children in York have been prioritised within council and other agencies’ budgets, they cannot be completely immune from the downward pressure on public expenditure. We would be being dishonest if we failed to recognise that

saving money must also be a driver for us over the period covered by this strategy. Many of the improvements we want to see are not expensive in themselves, because they are more about a change of attitude than an elaborate new process. Some, in fact, will potentially be cheaper, because fewer people will need to be involved in individual decisions.

We believe that these six themes will prompt us to remodel significant elements of the current ‘system’ that surrounds children and young people in care in York, as well as carrying on with a process of continuous improvement. This is outlined in more detail in the next chapter.



5. Priority Actions and Projects

This chapter describes the actions and projects that we will undertake as a result of this strategy. They fall into three categories:

- Immediate and significant **priority actions**
- **Continuous improvements** we will continue to undertake throughout the period covered by the strategy
- **Ideas for further consideration**, which will not be pursued immediately but which we want to keep on our radar, to follow up when the time is right or after some further preparatory work.

This document sets out just the main headline objectives: each significant project will have its own action plan which will be overseen by the Strategic Partnership for Children and Young People in Care. Where it is felt necessary, certain projects will also be accompanied by a risk assessment and, if appropriate, expert legal advice. The intention, both in relation to the overall strategy and decisions about individual cases, is to be risk aware, but not risk-averse. All projects will have a named owner within the Strategic Partnership for Children and Young People in Care.

For ease of reference, the actions are shown within the framework of the nine strategic outcomes set out in the previous chapter.

1. Respect and Involvement

Priority actions

- Remodel support services for children and young people in care, ensuring someone is always available on the telephone, and that bureaucracy is minimised for straightforward issues
- Review all decision-making processes to ensure they are delegated to the most appropriate level, recognising that this may be different for different children, and different foster carers

Continuous improvements

- Take steps to improve the consistency/continuity of case workers, recognising that this is a national issue

- Further improve the quality of recording information
- Strengthen the link between the care leavers' consultation group and the Show Me That I Matter panel
- Update the 'Pack for Children and Young People in Care', and incorporate comments from children and young people into the complaints leaflet
- Ensure that children and young people in care, and their carers, have a clear package of York benefits (e.g. York Card)
- Ensure that every foster carer has a City of York Council email address and the technology and training to use it
- Remove all unnecessary bureaucracy, e.g. around matters such as expenses
- Ensure that our policies take full account of the changing ethnic make-up of York

Ideas for further consideration

- Consider how best to celebrate the achievements both of long-serving foster carers and of the children and young people themselves

- Some have suggested a regular event; others feel that this unnecessarily differentiates children and young people in care. We will debate these issues further
- Allow foster carers to log into the Children's Services client management system, MOSAIC
- Establish a fund to enable older children to have experiences, such as a foreign holiday.

2. Good, Safe Placements

Priority actions

- Work with local foster carers to develop a new vision for foster care in York encompassing recruitment, roles, responsibilities, remuneration, development and support, recognising that 'caring' will always be the most important element of their role
- Change the way in which we deal with the most complex cases by building increased local capacity
- Review the arrangements for every child placed outside York so that, where it is in their best interests, we can 'Make York Home' for everyone



Continuous improvements

- Ensure that foster carers are fully integrated into the wider team around the child
- Ensure that permanence planning for children and young people in care is promptly actioned, and take all possible steps to improve placement stability
- Ensure that 100% of children and young people receive written information about their new foster carers prior to placement
- Further work to ensure that all of York's children are being placed with providers/settings/schools with good or outstanding judgments from Ofsted
- Introduce better arrangements and management information for succession planning for foster carers, taking into account the age profile of the present workforce and attrition rates
- Embed supervision arrangements and fostering standards for foster carers
- Up-skill foster carers in relation to Early Years development issues

- Ensure we have timely emergency placements, assessments and support for those in care as a result of homelessness
- Ensure we understand, and can articulate, the impact of policies to support children on the edge of care
- Ensure that foster carers feel valued and that their contribution is celebrated

Ideas for further consideration

- Build on the current accredited learning being developed at York St John University to develop a local 'Fostering Degree' for those who want to pursue such a route
- Develop better links between foster carers and the voluntary sector, including 'safe and sound homes' (SASH) hosts
- Develop an agreed framework for evaluating successful placements and a mechanism for learning lessons if they break down.

3. Relationships

Priority actions

- Introduce a new protocol for working with birth families, in consultation with the young people affected

Continuous improvements

- Ensure that support is offered to children and families under special guardianship orders and child arrangement orders, and that all policies and procedures take into account the welcome rise in kinship or connected carers

Ideas for further consideration

- Encourage possible interactions between experienced foster carers and birth families.

4. Identity

Priority actions

- Review all policies and procedures against the new strategic theme of 'normality' to ensure that, so far as possible, the experience of children and young people in care does not differentiate them from their peers

Continuous improvements

- Young people have expressed concern about the use of abbreviations and jargon, such as 'LAC', 'contact' and 'siblings': everyone needs to take care to use jargon-free language
- Provide more independent visitors (aiming for one for every child who wants one)

Ideas for further consideration

- Investigate the potential for creative arts projects to provide an additional medium within which children and young people in care can explore issues of identity.

5. Education

Priority actions

- Tackle the challenges around educational attainment with increased vigour and purpose
- Review and implement as appropriate the recommendations of the Rees Centre report about the 'Educational Progress of Looked After Children'

Continuous improvements

- Despite the significant improvement in the 'Personal Education Plan' (PEP) completion rate, the target is 100%, and further work is needed to improve consistency and quality
- Support the Virtual School in its self-evaluation processes, and implement its improvement plan

Ideas for further consideration

- Provide joint training for social workers and teachers.



6. Health

Priority actions

- Introduce a health passport for all children and young people in care which supports their, and their carers', understanding of their health needs
- Implement the recommendations arising from the 2015 local review of compliance with statutory guidance for the 'Health of Looked After Children'

Continuous improvements

- Ensure initial and review health assessments are promptly undertaken, are of high quality, with an increased emphasis on participation, and improvements are consolidated
- Ensure all children and young people in care can make an informed choice about attendance at health assessments and feel engaged in the process, which should not unnecessarily differentiate them from their peers
- Ensure we commission health assessments for young people not educated in York schools

- Improve the uptake and recording of immunisation records for all children and young people in care
- Improve the numbers of children and young people in care who are registered with a dentist, with a target of 100%
- Work with Clinical Commissioning Group colleagues to ensure children and young people in care are permanently registered with a GP and temporary registrations are used only in exceptional circumstances

Ideas for further consideration

- Consider if the model of the Virtual School offers any lessons for the health community (e.g. a 'Virtual Clinic').

7. Emotional Wellbeing and Mental Health

Priority actions

- Construct a profile of the emotional health needs of children and young people in care in order to inform commissioning arrangements across the city
- Ensure that the principle of early intervention is understood and embedded

- Understand better if this group of young people is more likely to engage in risky behaviours, including self-harm, and if so, what can be done to help

Continuous improvements

- Work with the new mental health provider to develop services for children and young people in care, ensuring that the 'offer' is clearly articulated
- Implement the Transformation Plan that has emerged as part of the national 'Future in Mind' initiative
- Improve post-discharge by CAMHS services
- Prioritise children and young people who are on the edge of care who would benefit from targeted input from CAMHS
- Ensure that children and young people are a priority for prompt intervention and support to prevent the need for them to leave their families and communities

Ideas for further consideration

- Set up a 'Children and Young People in Care Reference Group' to support York's CAMHS Executive.

8. Moving To Adulthood

Priority actions

- Work to ensure that 'Staying Put' continues to be the norm in York, and is available for every young person who wants to remain with their foster family

Continuous improvements

- Ensure continued progress in the range of accommodation options for care leavers
- Ensure advice, guidance and support for young people promotes the optimum education, training and employment options
- Up-skill foster carers in relation to the life skills needed for those about to leave care
- Ensure that young people aged 21-25 are enabled and supported to return to learn with financial support, if they are planning to do so
- Ensure that all care leavers are prioritised for work experience, training, apprenticeship and employment in the City of York Council



Ideas for further consideration

- Explore different residential models for those leaving care but not ready to set up on their own
- Explore subsidised Council Tax for care leavers for the first two years
- Use family group conferences more creatively when young people are approaching leaving care to ensure all parties have the appropriate support
- Promise guaranteed interviews for care-experienced young people within the York business community
- Set up some form of mentoring service for young people by older more stable care-experienced young people
- Establish an ‘alumni’ scheme for care-experienced young people.

9. Corporate Parenting

Priority actions

- Refresh the remit and purpose of the Corporate Parenting Board
- Introduce a new performance scorecard for children and young people in care that fully exploits the additional functionality of MOSAIC (See Chapter 6)

Continuous improvements

- Work with the Corporate Parenting Board to ensure that all elected members are aware of their responsibilities and play an active role
- Seek the formal endorsement of the full City of York Council for this strategy
- Increase the number of visits by elected members to the Glen Short Breaks Centre and Wenlock Children’s Home
- Review all governance arrangements for children and young people in care to ensure they are fit for purpose and in accordance with the new strategic themes

‘The intention, both in relation to the overall strategy and decisions about individual cases, is to be risk aware, but not risk-averse.’

- Use the introduction of MOSAIC to prompt a wider reassessment of communications across the partnership, including the recording of information about children and young people in care, and data-sharing arrangements between foster carers, local authority staff, health providers and the Virtual School
- Ensure that all of the actions that flow from this strategy are joined up appropriately with those directed at providing Early Help, and support for troubled families

- Ensure that legitimate attention to systems and accountability is never at the expense of building stable, caring relationships with some of our most vulnerable young people
- Ensure that officers continue to pay due regard to the voice of the child in developing the ideas outlined in this strategy

Ideas for further consideration

- Explore joint access to individual agencies’ IT systems
- Continue to explore more joint working with North and East Yorkshire local authorities.



6. Milestones, Measures and Monitoring

As indicated in the previous chapter, in order to better monitor our progress against the implementation of this strategy, we will introduce a new comprehensive scorecard for children and young people in care. This will be published on the YorOK website.

During 2016 we will establish a core set of indicators to monitor service delivery across all the areas covered by this strategy. We will monitor these regularly through the Strategic Partnership for Children and Young People in Care and the Corporate Parenting Board. The targets will include national indicators, locally-agreed measures and qualitative assessments. We will also undertake an exercise to articulate, against each target, what its particular significance is (in other words, what the data is really telling us), and which agency or individual is responsible both for providing the data and accounting for performance. In order to ensure that such accountability remains focussed, each agency or service provider will be invited to contribute a maximum of three indicators to the core set. We will also monitor the individual projects described in the previous chapter through the establishment of appropriate milestones. We expect substantial progress to have been made on all of the priority projects during the course of 2016.

In the longer term – over the lifetime of this strategy – we will undertake more work to assess and agree what we really mean by a ‘good outcome’ (or a poor one) for a young person who has been looked after. This will not necessarily be straightforward, as there is no national consensus about this, and it could be that, consistent with the personalisation theme within this strategy, the answer may be different for each individual child or young person. We nevertheless believe that an exploration of this issue is timely and will ultimately lead to the development of better services for young people who are looked after in York. In addition to all of these objective measures we will, of course, continue to place the highest priority on the views of the children and young people themselves, captured both through formal surveys and informal means. We will also consult regularly with foster carers and others who work with children and young people in care.

Annexe A. Progress Since the Last Strategy

This annexe contains some statistical information as well as brief details of key developments in the services for children and young people in care in York since the publication of the last strategy in 2012.

The Population of Children and Young People in Care

In York, the numbers of children and young people in care has been reducing over recent years, stabilising at around 200.

Year End In Care population	2010-11	2011-12	2012-13	2013-14	2014-15
Total	255	259	237	219	198

We believe this is due to improving local practices and the impact of our Early Help Strategy and local arrangements. In York, our children and young people in care are provided for in a range of local placements with foster carers, adopters, or children’s homes. The proportion of children placed in foster care and adoptive placement compares favourably with national rates. Most children and young people in care are cared for in foster placements, with a small number living at residential schools or in out of city placements. The number of children placed in both local and out of city placements continues to reduce, in contrast to the national picture.

	2010-11	2011-12	2012-13	2013-14	2014-15
Local Placements	225	230	212	197	178
Out of City Placements	30	29	25	22	20
Total	255	259	237	219	198

Routine consideration is now given to placing children with connected people and family members. As at March 2015, 24 children were placed with connected people; 25 sibling groups were all placed together (93 children in total) with 37 children, who are part of a sibling group, not living with at least one sibling.



Some children (12) are placed with their parents under care orders with a view to rehabilitation upon the discharge of the order.

Outcomes for Children in Care and Care Leavers

In terms of educational outcomes for children and young people in care in York, we know the following.

Educational attainment gaps between children in care and their peers are wide across all levels and continue to represent a major challenge for us (as for most other authorities). There has however been a significant improvement at Key Stage 2, where the gap has narrowed more in York than the national average.

Outcomes at the end of Key Stage 2 for Children and Young People in Care Compared to Those Not in Care				
	2011/12	2012/13	2013/14	2014/15
L4+ including English & mathematics (Children and young people in care) National	42%	45%	48%	n/a
L4+ including English & mathematics (Children and young people not in care) National	75%	76%	79%	n/a
Gap - National	33%	31%	31%	n/a
L4+ including English & mathematics (Children and young people in care) York	56%	40%	33%	73%
L4+ including English & mathematics (Children and young people not in care) York	86%	84%	69%	68%
Gap - York	30%	44%	36%	-5%

Unfortunately the picture is not so good at the end of Key Stage 4: the gap had been narrowing more quickly than the national average but has now opened up again, indicating that the gains in attainment are not yet secure.

Outcomes at the end of Key Stage 4 for Children and Young People in Care Compared to Those Not in Care				
	2011/12	2012/13	2013/14	2014/15
			Old methodology	New methodology
5+A*-C including English and mathematics (Children and young people in care) National	15%	16%	14%	12%
				n/a
5+A*-C including English and mathematics (Children and young people not in care) National	59%	59%	55%	52%
				n/a
Gap - National	44%	43%	41%	40%
				n/a

Outcomes at the end of Key Stage 4 for Children and Young People in Care Compared to Those Not in Care				
	2011/12	2012/13	2013/14	2014/15
			Old methodology	New methodology
5+A*-C including English and mathematics (Children and young people in care) York	13%	38%	25%	20%
				17%
5+A*-C including English and mathematics (Children and young people not in care) York	63%	67%	n/a	66%
				64%
Gap - York	50%	29%	n/a	46%
				47%

It needs to be emphasised that cohort sizes are very small, making trend analysis difficult; this problem is compounded by the change in methodology in 2013/14. Issues for KS4 are compounded by placement stability and the length of time in care (a lot of late entrants to care have been out of parental control for some time and the education gap is already an issue). However, there is no question that the gap is still far too wide, and this will be addressed over the lifetime of this strategy.

Unauthorised absence from school for children in care has fallen from 1.5% to 1.1%. Persistent absentees also fell from 7.3% to 5%.

In terms of health and wellbeing outcomes for children and young people in care in York, we know the following.

The health needs of children and young people are assessed, planned for and met through continuous placement planning and child care reviews. The designated looked after children nurse works with professionals and carers to ensure that services are responsive and timely. Immunisations are nearly all up to date (94%) and whilst most health assessments (76%) and dental checks (70%) are undertaken annually, work is in hand to review local arrangements in the light of feedback from children and young people in care who would prefer a more normal approach to their health needs being met.

Our children and young people in care score highly on the ‘Strength and Difficulties Questionnaire’ (SDQ), this reflecting the prevalence of complex emotional difficulties.



Young people estranged from their birth family often move into adulthood with a limited knowledge of their family health history. Through consultation with the young people in York we have worked in partnership with North Yorkshire County Council and Scarborough and Ryedale NHS to pilot a looked after child health passport. This is something we are keen to review and implement over the next twelve months.

Outcomes for care leavers at age 19, 20, 21 are positive: two thirds will have their own tenancy, return to their own family, take up the offer of a taster flat or be living with friends; most stay put with their former foster carers (17 in March 2015). 10% are homeless and helped to get their own tenancy. Strong relationships exist with housing, probation, mental health services and children's services if a young person becomes a parent.

Young people leaving care or who have left care receive help and support tailored to their individual needs and are provided with opportunities to enable them to move successfully to adulthood. There is a range of support options in place to enable access to appropriate education and employment opportunities, including

work experience and apprenticeships. More young people in the age range 18-21 want a second chance in Further Education/Higher Education or want to try out independent accommodation. Four young people post 21 have asked to be supported in going to university and the local authority has provided support with transport and accommodation costs. Relatively low numbers of care leavers are NEET, though this will always remain a priority for us.

The number of young people 'staying put' has increased - 55% and rising: this has been a major achievement over the lifetime of the last strategy.

Other Developments

There have been many other developments over the past three years in the support for children and young people in care, including:

- The appointment of a Virtual School head teacher and the proactive work of the senior leadership team. The Virtual School has an overview of each child and young person in care and the monitoring of their progress through key stages. The Virtual School includes a part-time educational psychologist and a Connexions adviser.

The Virtual School now provides challenge around narrowing the gap, as well as engaging in greater operational work supporting children, young people, teachers and social workers. The school produces a regular self-evaluation and has an improvement plan

- The New Deal for Foster Carers, ensuring a vision for the future work of York's valued foster carers. 75% of York's children and young people in care are placed with skilled York foster carers, offering placement stability and valuable links with their home communities
- The CAMHS Looked After Children's Service works with children and young people in care, foster carers and care leavers to achieve greater placement stability
- Improved work in the 'edge of care services' through the Keeping Families Together commitment
- Increased opportunities for leisure and cultural activities for children and young people in care, such as the All Together Active youth club and access to the council's sports and leisure facilities

- The provision of a dedicated Looked After Children centre at Hamilton House has focused the contact provision for children and young people in care and their families
- Listening to children and young people in care has been a strong feature of our work. Examples include: Show Me That I Matter panel (age 14+), I Matter Too panel (age 10-14), U Matter Survey, Speak Up Event, young people interview panels and an expanded advocacy offer
- The Looked After Children's Handbook
- The expansion of Independent Visitors
- Improvements in the Independent Reviewing Service
- The renewed Guarantee for Children and Young People in Care (reproduced at Annexe C).

'The number of young people 'staying put' has increased - 55% and rising...'



Annexe B. The Views of Children and Young People in Care

The 2015 U Matter Survey was rolled out between February and April 2015 to collect the current views of children and young people in care in York. The U Matter Survey is just one approach within many taken to gather children and young people’s views. The highlights from this survey are as follows:

Placements

Most young people (87%) either agreed or strongly agreed that City of York provides good quality placements. 7% of young people disagreed (4/52 young people) and 6% strongly disagreed (3/52 young people). One young person who strongly disagreed said ‘I miss my family a lot so I strongly disagree that the council provide good quality placements’. This is in line with what young people were telling us last year in the 2014 U Matter Survey.

Social Worker

85% of young people knew how to contact their social worker when they needed them. Just over half of young people who participated in the survey (54%) did not know who to contact when their social worker was off sick or on holiday; however this shows an improvement from the previous year as 71% of young people did not know who to contact in 2014.

65% of young people said their social worker was reliable; this has dropped from the previous year when 81% of young people said their social worker was reliable.

Reviews

Most young people were positive about the review process. 78% of young people knew who their Independent Reviewing Officer was; previously less than half knew who this was. 88% of young people knew they could have a say in where their meetings take place, and 65% of young people stated they normally attend their reviews.

Contact with Family and Friends

82% of young people said they feel they have enough help and support to keep in touch with friends and family. 84% felt they were given enough information about when, where and how often they would see family or friends.

18% of young people were unhappy about contact arrangements, (9 out of 51 young people). If ever unhappy about contact arrangements, 90% of young people knew who to contact to talk about this. These results are in line with the 2014 statistics.

Education

Respondents were positive about their education and the support they receive at school. 89% of young people felt they receive the right amount of support in their education and training, 94% of young people knew who their designated teacher was at school and 76% of young people knew about their Personal Education Plan (PEP). This is a big increase from the previous year with 54% of young people knowing what this was.

90% of young people felt their carers take care of their health very well or well; this has dipped compared to the previous year with 98%. 10% of young people (5 young people) felt their carers did not take care of their health well or felt this was done poorly. 77% of young people said they were encouraged to take part in sport and after school activities however, this has dropped 13% from the previous year.

How Safe do You Feel?

Young people were asked about how safe they felt at home, at school and how safe they felt in the area they live in. This was asked on a scale of 1-4, 1 being not safe and 4 feeling really safe. Most young people felt either safe or really safe at home, while 9% did not feel safe. It is worth noting when young people identified not feeling safe at home this was dealt with and the appropriate people were contacted. 92% of young people felt safe at school. 85% of young people felt safe in the area they lived in.

Leaving Care

This question received the least responses as most of the young people who participated in the survey were still in care. 89% of young people (8 young people) said they had received enough support when getting ready to leave care and 86% (6 out of 7 young people) said they had received enough support since they left care.

Rights and Entitlements

In 2014, around half of the respondents said they were aware of the Children’s Rights and Advocacy Service; this year this has risen, with 85% of young people aware of the service.



In 2014, 74% of young people said they were treated with respect by people working with them; this has now improved with 85% of young people in 2015 feeling they are treated with respect. 81% of young people felt they knew enough about their rights and entitlements; those who did not were directed to the Show Me That I Matter website for more information.

81% of young people felt they have a say about decisions made about them compared to 70% in 2014. In 2014, 87% of young people knew they could make a complaint if they wanted about a service they had received. This has increased slightly as 89% of young people knew they could make a complaint in 2015.

Overall Care Experience

When respondents were asked to rate their overall experience of being in care the results saw a drop from the previous year with 63% of young people rating their experience being very good or good, compared to 76% of young people the previous year. Those who felt their experience was poor or very poor reflected 4% of young people in 2014. However we have seen an increase with 18% of young people not feeling happy with their care experience saying it was quite poor or very poor in 2015. The percentage of young people who feel their care experience was okay has remained very similar.

Annexe C. York’s Guarantee to Children and Young People in Care

York’s Guarantee

to children and young people in care

Good placements

We will provide good quality placements with kind carers who will do their very best to get to know you, make you feel comfortable, involve you and listen to your views. When choosing the right placement for you we will involve you whenever we can.

Treated with respect

We will make sure you are always treated with respect, know about your rights and the things you are entitled to and given this information when you first come into care.

Help you keep in touch

We know that keeping in touch with your friends and family is important and so we will support you with this wherever possible. If for any reason this can’t happen we will make sure you know why.

Have fun together

We will make sure that you have the opportunities to meet with other children and young people in care at groups and activity clubs, for those of you who would like to.

Help you in school

We will support you in school and help you catch up if you fall behind. We will also make sure you know about support available if you move on to college or university.

Reliable social worker

We will make sure you have a social worker who is reliable, you will be given all the information you need to contact them or a member of their team so that you get a quick response when you need it. If we have to change your social worker we will make sure you know what is happening and try to do this with a proper handover.

An Independent Reviewing Officer (IRO) you know

We will make sure you know who your Independent Reviewing Officer is and are able to talk to them about how, when and where you want your reviews to take place. You will meet your IRO before you have your review and be able to get in touch with them whenever you need to.

Support you until you’re an adult

As you get older we will help you with training, housing, managing your money, and will make sure that you have someone to talk to about the things that are important to you.

“We will make sure children and young people in our care are at the centre of everything we do.”



J. M. Brooks

Cllr Jenny Brooks
Executive Member for Education, Children and Young People



Jon Stonehouse

Jon Stonehouse
Director of Children’s Services, Education and Skills



If the council isn’t keeping these promises for you, please contact Speak Up, York Children’s Rights and Advocacy Service on 07769725174 or showmethatimatter@york.gov.uk





Annexe D. Membership of the Strategic Partnership for Children and Young People in Care (January 2016)

Assistant Director, Children’s Specialist Services, City of York Council – Chair	Executive Nurse for Safeguarding Children, Vale of York CCG
Chair, YAFCA	Group Manager, Achieving Permanence, City of York Council
Children’s Rights Manager, City of York Council	Head of Social Work Services, City of York Council
Consultant Headteacher for the Virtual School	Limetrees CAMHS
Designated Doctor for Safeguarding Children including Looked After Children, Vale of York CCG	Named Nurse for Safeguarding Children, York Teaching Hospital NHS Foundation Trust
Designated Nurse Safeguarding Children including Looked After Children, Vale of York CCG	North Yorkshire Police
Designated Nurse Safeguarding Children, North Yorkshire and City of York, Scarborough & Ryedale CCG	Principal Social Worker, City of York Council
Director of Operations, Tees, Esk and Wear Valleys NHS Foundation Trust	Senior Commissioner, Partnership Commissioning Unit, VACCU
Director of Public Health	Strategic Support Manager, Services for Children, Young People and Education, City of York Council
Executive Member, Education, Children & Young People	Virtual School Headteacher
	Youth Offending Team Manager, City of York Council

Annexe E. Strategic Partnership for Children and Young People in Care - Illustrative Scorecard

This scorecard is designed to illustrate how key performance measures will demonstrate our progress towards the strategy priorities.

Priority	Example Performance Measure(s)
Respect and Involvement Good, Safe Placements	% of children in care whose reviews take place within required timescales
	% of children in care who have less than 3 placement moves in a year
	% of children in care who are in a stable placement
Relationships Education	% of children returned home
	% of children in care who have an up to date Personal Education Plan % of children in care who do as well as their peers in school exams
Health	% of children in care who have an up to date health assessment
	% of children in care who have a regular check up with a dentist
Emotional Wellbeing & Mental Health	% of children in care report that they are happier, feel more secure and less anxious
Moving to Adulthood	% of care leavers who stay with their carer after they turn 18, if they want to
	% of care leavers in education, employment or training

For any queries about this strategy or in relation to children and young people in care, please contact:

- Children’s Specialist Services:**
- Eoin Rush, Assistant Director: eoin.rush@york.gov.uk
 - Dot Evans, Head of Social Work Services: dot.evans@york.gov.uk
 - Judy Kent, Group Manager, Achieving Permanence: judy.kent@york.gov.uk



If you would like this information in larger print or in an accessible format (for example, in Braille, on CD or by email), please telephone 01904 554212.

This information can be provided in your own language.

Informacje te mogą być przekazywane w języku ojczystym.
Polish

Bu bilgi kendi dilinizde almanız mümkündür.
Turkish

此信息可以在您自己的语言。
Chinese (Simplified)

此資訊可以提供您自己的語言。
Chinese (Traditional)

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