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## 1. Statement of Intent

‘Children in public care are our children. We hold their future in our hands, and education is the key to that future’

(Education of Young People in Care; DfEE, 2000)

- 1.1 During the 1999/2000 academic year 795 children were in the care of Hertfordshire County Council. The Authority is determined to fulfil its responsibilities as a good parent to all those children and young people who are in its care. Parents play an extremely important role in the education of their children. The serious under-achievement of children who are without continuous parental advocacy is testimony to this.
- 1.2 Research studies and reports reveal an alarming nationwide under-achievement of children in public care, with only an estimated 25% leaving formal education with a qualification (Biehal et al 1995) compared with 94% of the rest of the school population. This low level of achievement has a devastating effect of the life chances of this most vulnerable group.
- 1.3 Within Hertfordshire the situation is more encouraging with 59% of pupils in the care of the Authority and in their last year of statutory education achieving at least one GCSE or GNVQ in 1999. This, however, compares to 96% of all Hertfordshire pupils achieving at least one GCSE or GNVQ.
- 1.4 While the cause of this difference in attainment levels can be partly attributed to the emotional trauma and disruption suffered by these children in their earlier lives, Hertfordshire County Council acknowledges that the current level of performance is not a true reflection of the ability of these children. Quite simply, these children can do better. Children in public care are less likely to fall behind at school if every professional associated with the care and education of these children attached the same primacy to their education as any ‘good’ parent would. The local authority and its schools are the corporate parent to these children and will do all that a good parent would to enhance the life chances of these children.
- 1.5 Getting it right for children and young people in public care is about getting it right for all children. The ways in which children in public care are supported is a test to the general policies and practices of Hertfordshire County Council. The County Council has acknowledged that improving the educational performance of children in its care is a ‘joined-up’ issue requiring ‘joined-up’ solutions and believes that the new integrated Children, Schools and Families Service, operational from 1 April 2001, will ensure effective collaborative action at local level. This Policy is part of a countywide strategy to raise educational standards for all pupils and to address the causes of social exclusion.
- 1.6 Hertfordshire County Council recognises that its responsibilities as a corporate parent continue at least until children reach the age of 21 and up to the age of 24 if the young person is still being supported in Higher Education or Training.
- 1.7 This Policy seeks to translate the notion of corporate parenting into the practice of ‘good parenting’ and ensure that children and young people in care receive as seamless a service as possible. It builds on existing good practice and defines the roles and responsibilities of all those involved, taking account of the DfEE Guidance on the Education of Children and Young People in Public Care.

- 1.8 We are committed to working together to raise the achievement of all children, particularly those in our care. The measure of our success will be the improvement of educational outcomes for those children and young people.

## 2. The Legislative Framework and Policy Context

### 2.1 The Legislative Framework

- i) This Policy reflects the Government's drive to transform the quality of children's services and the Government's broad policy themes of:
  - Raising educational standards and tackling under-achievement;
  - Recognising that particular groups are at risk of social exclusion; addressed by a range of policy initiatives aimed at promoting inclusion;
  - An emphasis upon planning and target setting;
  - An integrated approach to service provision;
  - Delivering efficient services that represent value for money.
- ii) The Government's Response to the Children's Safeguards Review (1998) was unequivocal: 'The Government is convinced that the quality of the public care system in which children are looked after is unacceptably low'. The response set out a major programme of reform, including specific objectives for improving the educational outcomes for children and young people in public care.
- iii) In September 1998 'Quality Protects, Transforming Children's Services,' was launched by the Secretary of State for Health. This is a three-year strategy, which seeks to overhaul and improve services to children. This programme sets out eleven key national objectives. The key objectives that relate to this Policy are:
  - Objective 4.0 - 'To ensure that children looked after gain maximum life chance benefits from educational opportunities, health and social care.'
  - Objective 4.0, sub objective 4.4 - 'To ensure that children looked after from the black and ethnic minority groups gain maximum life chance benefits from educational opportunities, health and social care.'
- iv) Under the Quality Protects programme Local Authorities are required to produce Management Action Plans in which they set out plans to improve the life chances of all young people in public care, with particular reference to their educational attainment, their health and their levels of offending.
- v) In September 1998 the Department of Health issued the National Priorities Guidance for Modernising Health and Social Services, which also set out complementary objectives and targets. These objectives included:
  - 'To promote and safeguard the welfare of socially excluded children, particularly of children looked after by local authorities.'
  - 'To improve the educational attainment of children looked after by increasing to at least 50% by 2001 the proportion of children leaving care at 16 with a GCSE or GNVQ qualification; and to 75% by 2003'.

- vi) The Social Exclusion Unit report on ‘Truancy and Social Exclusion’, published in 1998, contributed by setting the target of ‘reducing by one third the numbers of permanent and fixed term exclusions, and time lost to truancy by 2001’. The report recommended that ‘effective education should be a key outcome of relevant social services work involving school age children’.
- vii) The Schools Standards and Framework Act 1998 placed a duty on local education authorities to promote high standards and produce Educational Development Plans, (EDP), which set out key targets and how they should be met. These targets include the National Priorities targets for young people in public care.
- viii) This Act enables the introduction of Standards Funds. The most relevant grant to assist children and young people in public care is the Social Inclusion: Pupil Support grant.
- ix) The Children (Leaving Care) Bill links directly with the Quality Protects agenda. The Bill states that Local Authorities will have a duty to provide support and assistance to ‘care leavers’. The aims of the Bill are to:
  - Increase the number of children leaving public care entering education, training and employment
  - Ensure all ‘care leavers’ have contact with the Local Authority
  - Ensure all ‘care leavers’ have a Personal Adviser
- x) The Guidance on the Education of Children and Young People in Public Care was issued jointly by the DfEE and the DoH in May 2000. The guidance builds upon and replaces DfEE circular 13/94 and contains five statutory elements –
  - Each child and young person must have a Personal Education Plan;
  - Every school must have a Designated Teacher for Children in Public Care;
  - Local Authorities will develop a protocol for sharing information;
  - Care placements will only be made with educational arrangements already in place, except in emergencies;
  - Education placements will be provided within 20 school days of the care placement.

## 2.2 Local Policies

This policy contributes to and is supported by the following local plans and policies:

- i) The Quality Protects Management Action Plan, which identifies the authority’s aspirations for children in public care and its strategy for achieving them and sets targets for raising attainments and attendance and for reducing exclusions.
- ii) The Education Development Plan, which aims to raise school standards and pupil attainment.
- iii) The Behaviour Support Plan, which provides an overall framework for support to schools in promoting good pupil behaviour and in dealing with emotional and behavioural difficulties.

- iv) The Early Years Development and Childcare Plan, which enables the provision of early years education for children aged 3 to 4 and plans the development of high quality childcare for children aged 0 to 14.
- v) The Youth Justice Plan, which aims to prevent offending by children and young people.
- vi) The Drug Action Team Plan, which translates national priorities for tackling the problems of drug and alcohol misuse into local objectives.
- vii) The Health Improvement Plans, which describes how national and local priorities will be tackled by those with an influence on health and which specify action plans to address these priorities.
- viii) The Child and Adolescent Mental Health Strategy, which identifies the need to ensure speedier mental health assessments for children in public care and to provide additional support from mental health teams to foster carers and children's home staff.
- ix) The ConneXions Strategy, which aims to create a step change in participation and attainment through the teenage years and to ensure that an increasing number of young people make a successful transition from adolescence to adulthood and working life.
- x) The Children's Services Plan, which seeks to ensure that young people have the skills and support necessary to manage their own lives successfully.

2.3 The review of these plans should scrutinise their effectiveness and the impact on the educational performance and achievement of children in public care.

2.4 It is recommended that each of the above plans contain specific references to children in public care, their carers and teachers.

### **3. Local Authority Roles and Responsibilities**

#### **3.1 Who is in public care?**

- i) Children in public care are subject to care orders, accommodated or unaccompanied minors who are asylum seekers.
- ii) Under Section 20 of the Children Act 1989 accommodation is provided on a voluntary basis with the agreement of the parent/person with parental responsibility. Parents retain primary responsibility and may remove the child from accommodation at any time.
- iii) Under Section 31 of the Children Act 1989 the Local Authority is granted a care order through the court. The making of the care order gives the Local Authority parental responsibility in relation to the child. The parents, however, do not lose total parental responsibility, which is shared with the Local Authority. Whether children are subject to a care order or are accommodated the Local Authority should be working in partnership with parents. This is a principle of the Children Act, Section 22 (4)(b).

### **3.2 What is corporate parenting?**

- i) Hertfordshire County Council believes that the following principles must be followed in order to carry out effectively its responsibilities as a good corporate parent:
- The education of children in public care should be valued and seen as a priority and a passport to better life chances;
  - High expectations of achievement should be communicated to each individual child enabling them to meet their full potential;
  - All those involved in corporate parenting should promote achievement and actively challenge instances of less favourable or different treatment;
  - Every effort should be made to maintain the educational continuity and stability for each child in public care;
  - Care status should act as a trigger for priority action by all involved in providing support services;
  - Prompt and positive action should be taken to the identification of educational difficulties;
  - Every effort should be made to ascertain the wishes and feelings of each child in public care.

### **3.3 The role of elected members**

- i) All elected Members play a key role in corporate parenting. They have overall responsibility for the education of each child in public care and should receive regular reports from officers, which include specific reference to outcomes for children in terms of:
- Achievement in academic, sporting and recreational activities;
  - Attendance at school;
  - Exclusion from school;
  - Educational placements other than at school;
  - Meeting of special educational needs;
  - Participation in education, training and work-based learning on leaving care.

## **4. Operational Roles**

- 4.1 It is the responsibility of the whole Authority to promote the educational performance and attainment of children in public care by acting as a corporate parent and applying the principles of good parenting. Specific individuals will, however, have day to day responsibilities for ensuring that the Authority is able to fulfil its duties as a corporate parent. A table identifying the primary and supporting responsibilities held by members and officers of the Authority is attached as Appendix 1.
- 4.2 Every child in public care will be allocated a named case co-ordinator who will be accountable for the case plan and associated work, as well as for monitoring the outcomes for the child. The allocation of the case co-ordinator will depend upon the nature of the concerns and the child's needs.

### 4.3 **The Child**

- i) The child or young person in public care has the right to an education that meets their needs and enables them to fulfil their potential.
- ii) There will be an expectation placed upon each child in public care to do the best that they can, using the educational opportunities that are available to them.
- iii) Each child or young person has the right to be involved in and consulted about the educational decisions that are made about them.
- iv) Each child or young person has the right to express their views about their education in order that their views can be carefully considered.
- v) Each child or young person has the right to educational aspirations, as well as to the encouragement and support from all those who act as corporate parent to help achieve those aspirations.

### 4.4 **Parents and other family members**

- i) In the vast majority of cases parents retain ‘parental responsibility’ for their children until they attain adulthood. Even when a court order is made and a child or young person is in the care of the Local Authority parents retain responsibility, which is shared with the local authority.
- ii) In some cases the Local Authority may obtain a contact order under section 34 of the Children Act 1989, setting out conditions for or refusing contact with a parent. In such cases, the school will be informed of the situation and how this effects arrangements for the child’s education.
- iii) The task of the parent is to work in partnership with the Local Authority and to take an active interest in their child’s education, including seeking appropriate information about their child’s educational progress.

### 4.5 **Foster Carers**

- i) Foster carers provide family-based care. They provide day-to-day care for a child and are well placed to identify and promote issues such as health and education. They have a detailed awareness of a child’s abilities, background and care plan.
- ii) Foster carers have the primary responsibility for the education of the children who are in their care. The tasks of the foster carer include:
  - Acting as an advocate for the child and showing ambition for them, including attending parents evenings and school events where appropriate in accordance with the care plan and Personal Education Plan;
  - Being enthusiastic about the child’s achievements and encouraging them to make plans for their future careers or education;
  - In consultation with the Social Worker and the child, providing the school with relevant information about the child’s educational and personal history;

- Accompanying the child on an initial visit to any new school and, where appropriate, the first day at that school;
- Setting up arrangements for routine and emergency contacts between the home and the school;
- Actively building up relationships with school staff;
- Informing the school, with the child's agreement, of significant events as they occur;
- Supporting the school to ensure that any special educational needs are met by forming good links with the school and by contributing to the implementation of any individual educational programme drafted by the school;
- Encouraging the child to value education, ensuring that they have the time, space, resources and support to do homework;
- Doing everything possible to promote regular school attendance;
- Alerting the Social Worker to educational issues and problems so that appropriate action can be agreed;
- Initiating, where appropriate, appeals procedures for school places, in consultation with the field Social Worker and the Advisory Teacher for Children in Public Care and Pupil Services;
- Helping the child to develop the strategies they will need to deal with the possible curiosity from other children about their status;
- Acting as a role model, being enthusiastic about books, careers and hobbies;
- In conjunction with the child's field Social Worker, immediately alerting the school to any instance of bullying;
- Promoting educational and social development of pre-school children through attendance at playgroup or nursery school.

#### 4.6 Residential Social Workers

- i) Residential Social Workers have the responsibility for the care of children placed in Children's Homes. In fulfilling the role of key worker for an individual young person in residential care Residential Social Workers have a detailed awareness of the young person's abilities, background and care plan.
- ii) In accordance with the Children's Homes Education Policy, Residential Social Workers have the primary responsibility for the education of children who are in their care. The tasks for the Residential Social Worker include:
  - Acting as an advocate for the child and showing ambition for them, including attending parents evenings and school events where appropriate in accordance with the care plan and Personal Educational Plan;
  - Establishing an environment and ethos that encourages children to value education;
  - Being enthusiastic about the child's achievements and encouraging them to make plans for their future education or career;
  - Strongly encouraging parents to take an active interest in their child's education;
  - Accompanying the young person on an initial visit to any new school;
  - Setting up arrangements for routine and emergency contacts between the home and school;
  - Becoming acquainted with school policies and procedures;

- Providing the school with relevant information about the young person's educational and personal history;
- Helping to ensure that the young person's education is treated as a priority at planning and statutory review meetings;
- Helping the child to develop the strategies they will need to deal with possible curiosity from other children about their status;
- Actively building relationships with school staff;
- Informing the school, with the child's agreement, of significant events as they occur;
- Supporting the school to ensure that any special educational needs are met by forming good links with the school and by contributing to the implementation of any individual educational programme drafted by the school;
- Encouraging children in public care to value education by ensuring that they have the time, space, resources and support to do homework;
- Obtaining the calendar of events for the school year and organise the staff rota to take account of them;
- Alerting the field Social Worker to educational issues and problems so that their respective roles and responsibilities can be agreed;
- Discussing progress and achievement as well as behaviour and attendance;
- Acting as role models, being enthusiastic about books, careers and hobbies;
- Forming links with and make use of other services and agencies;
- Doing everything possible to ensure regular attendance;
- Encouraging relationships with professionals and peers that will help build up self-esteem;
- In conjunction with the child's field Social Worker, immediately alerting the school to any instance of bullying.

iii) The Head of Care Practice within each Children's Home will have specific responsibility for leading on education. Their tasks will include:

- Keeping up to date on relevant aspects of basic educational law;
- Maintaining general links with local schools and know about their systems;
- Having an overview of the educational provision for all young people resident in the home;
- Initiating, where appropriate, appeals procedures for school places, in consultation with the field Social Worker and the Advisory Teacher for Children in Public Care and Pupil Services;
- Ensuring that other staff are operating best practice;
- Collecting and providing information and data relating to the education of children within the Children's Home.

#### 4.7 **Adoptive Parents**

For children placed for adoption the Hertfordshire County Council Policy states:

- i) It is often necessary for a child of school age to change school when placed for adoption. This is either because the adopters live too far away from the child's current school for the child to travel daily or because it is necessary to preserve the confidentiality of the adopter's surname and address. A change of school must be properly planned. The (adoption) agency will ensure that the school selected is appropriate to the child's needs. The school will have full information about the child's educational and social history, the child's legal status and contact details for the relevant professionals.

- ii) The provision of the policy for the education of children in public care applies to children placed for adoption and who remain children in public care until they are adopted. Adoption placement will not be made until admission to an appropriate school has been agreed. The Advisory Teachers for Children in Public Care will advise on school placements where their assistance is required. The responsibilities of the Designated Teacher include oversight of children placed for adoption.
- iii) At the point of placement for adoption, children are usually subject to care orders and it is not until the adoption order has been granted that the adoptive parents obtain full parental responsibility for the child. The Personal Educational Plan for any child placed for adoption will include information about the child's legal status and the implications for the school including the name by which the child is to be known and strict guidelines on confidentiality.
- iv) Occasionally a child placed for adoption will be subject to a 'freeing order', which severs the parental responsibility of the birth parents prior to an adoption order. Schools will be made aware of the implication of this order where it applies.
- v) For children placed for adoption there should be direct communication between the school and the adoptive family. Designated Teachers, Social Workers and adoptive parents must help the child to develop strategies to deal with possible curiosity from other children about their status and past.
- vi) The local authority is required by law to provide post-adoption support services to adopted children and their families. Where an adoptive child continues to need the support of the Designated Teacher and the Advisory Teacher for Children in Public Care following an adoption order, their services will continue as necessary in consultation with the adoptive parents.

#### 4.8 **Social Workers**

- i) Social Workers have the primary responsibility of defining and monitoring the care plan for a child in public care.
- ii) In relation to the education of children in public care the tasks for the Social Worker include:
  - Ensuring that education is central to any plans made for a child either in care or being considered for a care placement;
  - Ensuring that relevant educational and personal information on a child entering care has been given to the Corporate Parenting Officer, the relevant Advisory Teacher for Children in Public Care, the relevant Designated Teacher and the carer within 3 working days;
  - Communicating with the child about his/her school, education and aspirations;
  - Inviting Designated Teachers to attend all planning meetings, or to send a report, and ensuring that they are informed of all decisions taken. Local arrangements should be made to ensure that these communications can take place during school holidays;

- Attending an induction meeting at any new school with the child and the carer, ensuring that the Designated Teacher is made aware of the child's care status and care plan;
- Contributing to the child's Personal Education Plan and ensuring that it is taken into account in care planning;
- Supporting the carer in seeking to ensure that any special educational needs are met, in forming good links with the school and in encouraging the child to value education;
- Ensuring that schools know and fully understand the status of parents in the shared responsibility towards their child;
- Encouraging the natural parents to take an active interest in the child's education;
- Liaising with other involved professionals from, for example, Health, Education and Careers, to ensure a 'whole authority' approach to supporting the young person.

#### 4.9 Schools

- i) Each school must appoint a Designated Teacher to act as a resource and advocate for children and young people in public care within their school setting.
- ii) Key tasks for the Designated Teacher include:
  - Maintaining a register of all children in public care on the roll of the school;
  - Ensuring an induction meeting takes place when a child in public care joins the school;
  - Obtaining educational records from the child's last school;
  - Ensuring that within 3 weeks of a child in public care entering the school or changing a care placement a Personal Educational Plan is completed with the Social Worker and carer;
  - Sharing relevant personal information sensitively with other people that 'need to know';
  - Ensuring that high expectations are set in school for children in public care;
  - Ensuring that they or someone appropriate acts as an advocate for each child in public care;
  - Ensuring good liaison with the child's Social Worker and other Children, Schools and Families Service staff. Local arrangements should be made to ensure that these communications can take place during school holidays;
  - Ensuring that all teachers are aware of what may be particular issues for children in public care;
  - Establishing good communications systems between relevant teachers and carers;
  - Supporting carers and school staff to ensure that any special educational needs of children in public care are met;
  - Encouraging children in public care within the school to value education;
  - Participating in training and support networks for Designated Teachers set up by the local authority.

#### 4.10 School Governing Bodies

- i) Each governing body should consider appointing a Designated Governor for children in public care. The responsibilities of the Designated Governor would not include discussion about or involvement with individual children. The key tasks would include:
- Oversight of the implementation of the DfEE and DoH guidance and the Local Authorities Policy on the Education of Children in Public Care within the school;
  - Attendance at specific training events on the education of children in public care;
  - Providing support for the Designated Teacher for Children in Public Care.

#### 4.11 Education Support Centres

- i) Each Education Support Centre must appoint a Designated Teacher to act as a resource and advocate for children and young people in public care within their educational setting.
- ii) Key tasks for the Designated Teacher include:
- Maintaining a register of all children in public care on the roll of the Education Support Centres;
  - Ensuring an induction meeting takes place when a child in public care joins the Education Support Centre;
  - For single registered pupils, obtaining educational records from the child's last school. For dual registered pupils, obtaining relevant educational information from the child's school;
  - Ensuring that within 3 weeks of a child in public care entering the Education Support Centre or changing a care placement a Personal Educational Plan is completed with the Social Worker and carer;
  - Sharing relevant personal information sensitively with other people that 'need to know';
  - Ensuring that high expectations are set in the Education Support Centre for children in public care;
  - Ensuring that they or someone appropriate acts as an advocate for each child in public care;
  - Ensuring good liaison with the child's Social Worker and other Children, Schools and Families Service staff;
  - Ensuring that all teachers are aware of what may be particular issues for children in public care;
  - Establishing good communications systems between relevant teachers and carers;
  - Supporting carers and school staff to ensure that any special educational needs of children in public care are met;
  - Encouraging children in public care within the school to value education;
  - Participating in training and support networks for Designated Teachers set up by the local authority.

#### 4.12 Youth Programmes Unit

- i) Each Children, Schools and Families Quadrant must appoint a Youth Programmes Unit designated worker to act as a resource and advocate for children and young people in public care who are placed on alternative educational programmes.
- ii) Key tasks for the designated worker include:
  - Maintaining a register of all children in public care who are placed on alternative educational programmes;
  - Ensuring an induction meeting takes place when a child in public care is placed on an alternative educational programme;
  - For single registered pupils, obtaining educational records from the child's last school. For dual registered pupils, obtaining relevant educational information from the child's school;
  - Ensuring that within 3 weeks of a child in public care being placed on an alternative educational programme or changing a care placement a Personal Educational Plan is completed with the Social Worker and carer;
  - Sharing relevant personal information sensitively with other people that 'need to know';
  - Ensuring that high expectations are set for children in public care by those delivering alternative education programmes;
  - Ensuring that they or someone appropriate acts as an advocate for each child in public care;
  - Ensuring good liaison with Social Services;
  - Ensuring that all workers and tutors are aware of what may be particular issues for children in public care;
  - Establishing good communications systems between relevant workers and carers;
  - Supporting carers and tutors to ensure that any special educational needs of children in public care are met;
  - Encouraging children in public care within the Unit to value education;
  - Participating in training and support networks for Designated Teachers set up by the local authority.

#### 4.13 The Advisory Teachers for Children in Public Care

- i) The Advisory Teachers for Children in Public Care are responsible for ensuring that each child has access to education appropriate to their needs.
- ii) Key tasks for the Advisory Teachers for Children in Public Care:
  - Providing high quality educational advice and support to children in public care;
  - Attending initial planning meetings for children who enter public care or change care placement
  - Visiting and providing educational advice to foster carers and Residential Social Workers within 7 working days of a young person entering the care system
  - Monitoring the implementation of each child's PEP and actively continuing to support those where children are experiencing educational difficulties;

- Offering advice, support and training to social workers, carers, schools, particularly Designated Teachers, and others involved in the education of children in public care;
- Collating and monitoring information on the educational provision and attainments of children in public care;
- Raising awareness of the educational needs of children in public care throughout the local authority;
- Referring children with identified special educational needs to the Educational Psychologist for Children in Public Care as a 'fast track' route to the Educational Psychology Service.

#### 4.14 **The Educational Psychologist for Children in Public Care**

- i) The Educational Psychologist for Children in Public Care provides psychological assessment, advice and intervention for children in public care.
- ii) Key tasks for the Educational Psychologist for Children in Public Care:
  - Providing advice, support and training to Children, Schools and Families Service staff, particularly Social Workers, Advisory Teachers and carers, regarding strategies and approaches for meeting individual pupils educational needs;
  - Providing advice and support to school staff regarding strategies and approaches for meeting individual pupils' special educational needs;
  - Providing the Advisory Teachers for Children in Public Care with consultation services concerning children who have, or may have, special educational needs;
  - Assessing children referred by the Advisory Teachers for Children in Public Care;
  - Assisting in the integration of children in mainstream schools;
  - Providing advice on the process of transition for children in public care;
  - Contributing to annual reviews of Statements;
  - Supporting the carer in seeking to ensure that any special educational needs of children in their care are met;
  - Liaising with other Educational Psychologists over children in public care.

#### 4.15 **Education Welfare Officers**

- i) Education Welfare Officers are responsible for working with schools, parents/carers and children to maximise school attendance.
- ii) In relation to the education of children in public care the tasks of the Education Welfare Officer include:
  - Providing support to carers and young people where there are attendance or other pupil welfare problems;
  - Collecting and providing attendance data for the Corporate Parenting Officer

#### 4.16 **Community Nurse for Children in Public Care**

- i) The Community Nurse for Children in Public Care provides information, advice, guidance and training on health issues to young people and professionals.
- ii) In relation to the education of children in public care the tasks of the Community Nurse for Children in Public Care include:
  - Ensuring that immunisations missed due to changes of school are up to date;
  - Providing support to carers and children where there are attendance problems due to poor health or other personal welfare problems;
  - Providing advice and guidance to children in public care on matters of personal and social exclusion;
  - Providing training on health matters relevant to children in public care to foster carers, Residential Social Workers and Social Workers;
  - Liaising with school nurses over issues relevant to the education of children in public care.

#### 4.17 **The Advocate for the Child in Public Care**

- i) The local authority in its role as corporate parent is expected to fulfil the role of advocate to the children in its care.
- ii) Foster carers, Residential Social Workers, Designated Teachers, Social Workers and Advisory Teachers for Children in Public Care all have a clear day-to-day advocacy role in terms of accessing children to services and ensuring they receive appropriate support when it is needed. This will include advocacy during instances of exclusion from school.
- iii) In addition to the above, Hertfordshire has independent advocacy arrangements for children in public care provided by 'The Voice of the Child in Care, which children may use in cases of complaint or appeal. Children may also use these advocacy arrangements if they feel their views are not being heard.

#### 4.18 **Corporate Parenting Officer**

- i) The Corporate Parenting Officer acts as the main link between the Corporate Parenting Panel and the key services and agencies at operational level on matters of education, throughout the authority.
- ii) Key tasks for the Corporate Parenting Officer include:
  - Carrying out an audit of children and young people's current achievements and circumstances;
  - Ensuring the implementation of the new joint DfEE/DoH guidance;
  - Ensuring the implementation of the Local Authority's Policy on the Education of Children in Public Care once it has been published;
  - Maintaining an up-to-date register of Designated Teachers;
  - Planning and organising the delivery of training for Designated Teachers;

- Evaluating current educational services to children in public care and identifying gaps in provision;
- Reviewing and setting targets for educational achievement and performance;
- Devising further strategies to meet those targets;
- Managing the Advisory Teachers for Children in Public Care.

#### 4.19 Corporate Parenting Panel

- i) The Corporate Parenting Panel has overall responsibility for monitoring how the Authority fulfils its duties as a corporate parent.
- ii) The Panel receives regular reports on the educational performance and progress of children in the care of Hertfordshire County Council, scrutinises policy development and implementation and ensures good practice is developed and disseminated.

## 5. Operational Procedures

5.1 The following operational procedures will be followed:

- i) When a child enters the public care system and has an educational placement
  - The Social Worker will ensure that the Corporate Parenting Officer, the Designated Teacher and Advisory Teacher for Children in Public Care are notified immediately a child becomes looked after. The Social Worker will also ensure that the Essential Information Part One and Placement Plan Part One are copied to the Advisory Teacher for Children in Public Care;
  - The Corporate Parenting Officer will ensure that the central database is amended and will inform the Community Nurse for Children in Public Care;
  - The Advisory Teacher for Children in Public Care will discuss educational arrangements with the Designated Teacher, the child's Social Worker and carer, including when the Personal Education Plan will be drawn up;
  - The Advisory Teacher for Children in Public Care will visit the child and carer at home within 3 working days during term time to discuss and confirm educational arrangements. Where children enter the public care system during school holidays the Corporate Parenting Officer will arrange for the child and carer to be visited at home within 3 working days. In some cases it may, however, be more appropriate for educational arrangements to be discussed and confirmed during the initial placement planning meeting.
- ii) When a child enters the public care system and does not have an educational placement
  - The Social Worker will notify the Corporate Parenting Officer and Advisory Teacher for Children in Public Care immediately a child becomes looked after, sending to them copies of the Essential Information Part One and Placement Plan Part One;
  - The Corporate Parenting Officer will pass information to the relevant Pupil Services Officer, and ensure that the central database is amended;
  - The Advisory Teacher for Children in Public Care will discuss educational provision with the Pupil Services Team, the child's Social Worker and carer;

- The Advisory Teacher for Children in Public Care will set up an educational planning meeting within 3 working days to include all relevant agencies;
- The designated officer for the relevant local Pupil Services Team will ensure that a school place or other suitable educational provision is in place within 20 school days;
- The Advisory Teacher for Children in Public Care will be responsible for the Personal Education Plan until an education placement has been organised.

iii) When a child leaves the public care system

- The social worker will ensure that the Corporate Parenting Officer, Designated Teacher and Advisory Teacher for Children in Public Care are notified using Form SS924 if the child is returning home but still subject to a care order. When a child who has been accommodated returns home the Social Worker will ensure that the Corporate Parenting Officer, the Advisory Teacher for Children in Public Care and the Designated Teacher are informed immediately;
- The Corporate Parenting Officer will ensure that the database is amended;
- Where young people leave care after the age of 16 the procedures outlined in the Policy for the Education of Young People Leaving Care post-16 will be followed (these will be issued once the Leaving Care Bill becomes legislation).

iv) When a change of care placement is being considered

- The educational considerations will be central to all decisions;
- Every effort will be made to maintain the continuity of school placement wherever possible;
- The Social Worker will ensure that the Designated Teacher and Advisory Teacher for Children in Public Care are aware of the situation and invited to attend or contribute to all review or planning meetings;
- The Designated Teacher will ensure that a teacher attends or contributes to all meetings;
- The Social Worker will inform the Designated Teacher and Advisory Teacher for Children in Public Care of all decisions.

v) When the child's care placement takes them out of their school's area

- The procedures noted in paragraph 5(iv) will apply;
- Decisions about the child remaining at their current school or moving schools should be made purely on the basis of the child's best interests, taking account of the child's stage of education, the likely length of care placement, the child's school experience, the length of the journey, friendships and links with the local community;
- If it is decided that the child should remain in their current school, either for a specified period or indefinitely, funding for transport must be made available;
- In most cases there should be an expectation that the situation will be reviewed at appropriate stages in the child's education. The reviews should take account of both the carer's and the child's views.

vi) When a child in public care starts at a new school at normal transition

- School places will be allocated to children in public care in accordance with the LEA's admissions policy or, in the case of foundation schools and Voluntary Aided schools, the admission policy of the relevant school. If the school allocated is not in accordance with the carer's preference the appeals procedures will be followed and the child placed on the 'continuing interest list'. The responsibility for initiating the appeals procedures will rest with either the foster carer or the Head of Child Care Practice within the Children's Home, after consultation with both the Social Worker and the Advisory Teacher for Children in Public Care;
- The Designated Teacher will, with the pupil's knowledge, pass on the Personal Education Plan and other educational records to the new school;
- The Designated Teacher will ensure that the carer and the child, with the Social Worker's support, engage in the transition process;
- Communication systems will be agreed between the school and the carers;
- The Designated Teacher at the new school will take responsibility for the pupil's well-being in school and for ensuring that the Personal Education Plan is reviewed regularly.

vii) When a child in public care starts at a new school not at normal transition

- Requests for changes of secondary school placement at times other than at normal transition will be dealt with in accordance with the LEA's Casual Admissions Procedures or, in the case of those foundation schools and Voluntary Aided schools that do not follow the LEA's Casual Admissions Procedures, the school's own admission procedures. Requests for changes of primary school placement at times other than at normal transition will be made direct to the school. If the requested place is not allocated the carer has the right to follow the appeals procedures. The responsibility for initiating the appeals procedures will rest with either the foster carer or the Head of Child Care Practice within the Children's Home, after consultation with both the Social Worker and the Advisory Teacher for Children in Public Care;
- The Designated Teacher at the child's current school, or the Advisory Teacher for Children in Public Care if the child is not in school, will liaise with the new school and pass on the Personal Education Plan;
- The Designated Teacher at the new school will arrange an induction meeting for the child, Social Worker, carer and parents if appropriate;
- Communication systems will be established between the school and the carers;
- The Designated Teacher at the new school will take responsibility for the child's well-being in school and for ensuring that the Personal Education Plan is reviewed regularly.

viii) When a statutory review is to be held

- The Social Worker will try to arrange a meeting at a time when a teacher can attend, although this may not be possible where their availability conflicts with the foster carer's availability due to other child care commitments;

- The Designated Teacher will ensure that an appropriate teacher attends or supplies a report;
- The Social Worker will ensure that education is a key issue to be discussed;
- The Social Worker will inform the Designated Teacher of any relevant decisions made if a teacher is not present.

ix) When a review of a statement or an Individual Education Plan is to be held

- The Designated Teacher will liaise with the SENCO and the Social Worker about who should attend the review;
- The child's foster carer or Residential Social Worker will always be invited to attend the review;
- The Social Worker will ensure that the school is informed of who is presently supporting the pupil so that the school is able to invite relevant people;
- The Designated Teacher will ensure that the child's care situation is discussed sensitively and only where relevant;
- The Designated Teacher will inform the Social Worker of any relevant decisions made if the Social Services Department is not present.

x) When a child has learning difficulties and has an educational placement

- The Designated Teacher will ensure that the child's special educational needs are assessed under the Code of Practice as speedily as possible and ensure that the Social Worker and carers/parents are involved in the process;
- The Social Worker will make sure that education is a central part of review meetings;
- The Social Worker and Designated Teacher will act as advocates for the child;
- The Advisory Teacher for Children in Public Care will inform the Corporate Parenting Officer of any delays in assessment or provision and liaise with the designated person in the relevant local Pupil Services Team as necessary.

xi) When it is considered a child has special educational needs that may require a statutory assessment and the child has an educational placement

- The Designated Teacher will liaise with the SENCO and ensure that a request for statutory assessment is made and ensure that the carers/parents and Social Worker are involved in the process;
- When a request is received by the Pupil Services Team and the child is at Stage 3 of the Code of Practice the Authority will undertake a statutory assessment;
- The Advisory Teacher for Children in Public Care will inform the Corporate Parenting Officer should there be any delays in assessment or provision and liaise with the designated person in the relevant local Pupil Services Team as necessary.

xii) When it is considered a child has special educational needs that may require a statutory assessment and the child does not have an educational placement

- The Advisory Teacher for Children in Public Care will refer the child to the Educational Psychologist for Children in Public Care for an initial assessment;
- Should this initial assessment indicate that the child has significant special educational needs then the Advisory Teacher for Children in Public Care will liaise with the carers/parents and the Social Worker to ensure that a request for statutory assessment is made;

- When a request is received by the Pupil Services Team the Authority will undertake a statutory assessment;
- The Advisory Teacher for Children in Public Care will inform the Corporate Parenting Officer should there be any delays in assessment or provision and liaise with the designated person in the relevant local Pupil Services Team as necessary.

xiii) When a child is educated in a school and lives in a care placement out of the county

- The procedures noted in paragraphs 5.1(iv), 5.1(vii) and, if applicable, 5.1(vi) will apply;
- The Social Worker will ensure that a clear and robust communication system is established between the carer, the Social Worker and the school;
- The Hertfordshire Personal Education Plan will be used for all children in the care of the authority regardless of where they attend school.

xiv) When a child is educated in a special school out of county on a 52 week basis

- The procedures noted in paragraphs 5.1(iv), 5.1(vii) and, if applicable, 5.1(vi) will apply;
- The Social Worker will ensure that a clear and robust communication system is established between the school teaching staff, the school's Head of Care Practice and the Social Worker;
- The Hertfordshire Personal Education Plan will be used for all children in the care of the authority regardless of where they attend school;
- The procedures noted in paragraphs 5.1(viii) and 5.1(ix) will apply;
- The Social Worker and the Designated Teacher will act as an advocate for the child;
- The Social Worker will inform the child of the independent advocacy arrangements to which all Hertfordshire children in public care have access.

xv) When a child is not attending school regularly

- The Designated Teacher will discuss the causes of the poor attendance and devise strategies with the child and the carer, and inform the Social Worker;
- If the problem persists the Designated Teacher will inform the Advisory Teacher for Children in Public Care within 2 weeks. The Advisory Teacher for Children in Public Care will either visit the child and the carer personally or arrange for an Education Welfare Officer to do so within the next week, keeping the Social Worker informed;
- If the problem persists there will be an educational planning meeting, attended by the child, the Designated Teacher or the form teacher, the carer, the Social Worker and the Advisory Teacher for Children in Public Care or Education Welfare Officer in order to review the Personal Education Plan including the appropriateness of the educational provision and any additional support that is needed.

xvi) When a child's educational provision is not in mainstream or special school

- A multi-disciplinary education planning meeting, taking full account of the views of the carer and the child, will be held before an alternative educational programme is arranged for the child, with the reason for alternative provision being clearly stated on the Personal Education Plan;

- The responsibility for the Personal Education Plan will be with the Designated Teacher if the child attends an Education Support Centre or with the Head of the Youth Programmes Unit if the child attends alternative provision arranged by the Youth Programmes Unit.

xvii) When a child is in danger of exclusion from school

- The Designated Teacher will devise strategies to address the child's behavioural problems in consultation with the carer, Social Worker and the child, keeping in regular contact with all parties to review and revise the strategies as appropriate;
- The Designated Teacher will make use of and gain prompt access to all resources within Hertfordshire support services, including the Advisory Teacher for Children in Public Care, the Educational Psychologist with responsibility for children in public care and the Behaviour Support Team, as well as school-based support;
- If problems persist the Designated Teacher or Advisory Teacher for Children in Public Care will call a multi-disciplinary meeting within 4 weeks to set up a Pastoral Support Programme, simultaneously reviewing the Personal Education Plan and any Individual Education Plan.

xviii) When difficulties arise or are predicted because a group of children living in the same residential home are attending the same educational provision

- The residential manager or the child's Social Worker will inform the Advisory Teacher for Children in Public Care;
- The Advisory Teacher for Children in Public Care will call a strategic planning meeting to include all relevant local Social Worker team managers in order to identify who should have lead responsibility;
- An education planning meeting will be convened by the Advisory Teacher for Children in Public Care for any child whose educational or care placement is proposed for change. Attendance at this meeting must include a representative from the local Pupil Services Team;
- No changes will be made for an individual child's educational or care placement without the child and their current Designated Teacher or form teacher being consulted.

xix) When a child is permanently excluded from school

- The Social Worker and Advisory Teacher for Children in Public Care will liaise with the local Pupil Services Team and check that the Headteacher has followed the procedures as laid down in Social Inclusion: Pupil Support Circular 10/99;
- The Social Worker or Advisory Teacher for Children in Public Care and, if appropriate, the child's parents and/or carers will attend the meeting of the Discipline Committee, which will be within 15 days of the exclusion and may submit a prior written statement about the incident leading to exclusion if they feel it would be useful;

- If the exclusion is upheld by the Discipline Committee, the Head of Care Practice (Children's Homes) or the foster carer will, in consultation with the child's Social Worker and the Advisory Teacher for Children in Public Care, decide whether to appeal to the independent appeals tribunal. They would appeal if they felt that the incident was not sufficiently serious to justify permanent exclusion or if they felt that the School had not complied with procedures as laid out in Circular 10/99;
- Whether or not the exclusion is upheld, there will be an educational planning meeting within 10 school days, with suitable educational provision in place within 20 school days.

xx) When a young person leaves school

- Planning for the young person's future will start at least two years before the young person is due to leave school, taking into account his/her views and aspirations;
- The Designated Teacher will have ensured that the young person, having had careers advice, has agreed an action plan and this will have been incorporated into the Personal Education Plan;
- The Social Worker will have ensured that the young person feels confident and supported with regard to future care/independent living arrangements, and the latter will be incorporated into an individual leaving care plan;
- Hertfordshire County Council will celebrate the young person's achievements at school and wish him/her luck in the future by, for example, a personal letter from the Director or an Awards Ceremony for all young people in their care who are leaving school;
- Hertfordshire will continue to give support to the young person up to the age of 21 years or as long as they are in full-time education if that is longer.

5.2 Transport

- i) A separate budget for home-to-school transport in relation to children in public care will be managed by the local Pupil Services Teams within each Children, Schools and Families Quadrant.
- ii) The underlying principle for the management of the transport budget will be that disruption to educational placements for children in public care should be avoided wherever possible.

5.3 Higher Education/Further Education

The principles of corporate parenting continue until the age of 21 and they are particularly important at the critical transition to post-16 opportunities. The Authority may provide assistance towards the cost of education and training for children up to the age of 24, regardless of when the course starts. The Authority may also provide vacation accommodation for care leavers who are in full-time Higher Education if it is required, together with a grant towards its cost.

5.4 Out of Authority Placements

- i) Efforts will be made to educate children in public care in local placements wherever possible. In order to meet the full range of need, however, it will be necessary for some children to be placed and to receive their education outside the Authority.

- ii) Where an out of authority placement is being considered every effort will be made to maintain the continuity of school provision until the transfer to the new placement.
- iii) Wherever children are placed the Authority will continue to uphold the responsibilities of the corporate parent and will continue to weigh carefully all educational considerations including how the child's life chances are likely to be affected by the placement decisions.
- iv) Where the Local Authority intends to recall a child who is placed out of the authority the individual child's interests will be placed above all else and any move will be justified in terms of the benefit to the child.
- v) The Local Authority will seek to ensure that the same standards of care and education apply to out of authority placements as are expected within the authority.

### 5.5 Children in the Care of Other Authorities

- i) Children in the care of other authorities who live in Hertfordshire will be subject to the PEPs of that authority. The responsibility for the monitoring and review of their placement in school and of the PEP will also be the responsibility of that authority.
- ii) Designated Teacher for Children in Public Care in Hertfordshire schools will have the same responsibility towards children in the care of another authority.
- iii) A register of children placed within Hertfordshire who are in the care of other local authorities will be maintained centrally and a copy will be held by the Corporate Parenting Officer.

### 5.6 Children placed in Secure Accommodation

- i) Children can be placed in secure accommodation for a number of reasons, either for their own welfare, on remand or as a custodial sentence. Whatever the reason, children need access to education or training.
- ii) If the child has been placed in secure accommodation on remand or as a custodial sentence the Social Worker will liaise with the Youth Offending Team Manager who will in turn liaise with the institution to determine the education provision.
- iii) If the child has been placed in secure accommodation for his/her own welfare the Social Worker will liaise direct with the institution to determine the education provision.
- iv) The Social Worker will liaise with the Advisory Teacher for Children in Public Care to ensure that the exit plan for the child enables all educational and examination needs to be met on return to Hertfordshire.

## **6. Training and Awareness Raising**

- 6.1 The policy and procedures for improving the educational performance and outcomes for children in public care will be supported by a focused and systematic training programme for all services and agencies.
- 6.2 The training programme will include:
- A high profile multi-disciplinary seminar to launch the policy;
  - Briefings for Headteachers and school governors;
  - A series of joint training sessions for Designated Teachers, carers, Social Workers and other relevant personnel;
  - Conferences and workshops for foster carers;
  - Training for residential staff.
- 6.3 The Corporate Parenting Officer will be responsible for implementing the training and awareness programme.

## **7. Performance Measures**

- 7.1 The success of this policy, which aims to improve the educational performance and outcomes of children and young people in the care of Hertfordshire County Council will be assessed in accordance with the performance measures listed in Appendix 2.
- 7.2 Other measures of achievement for individual children will be recorded in their PEP, which will be reviewed annually.

## **8. Monitoring and Review Arrangements**

- 8.1 Every child's Personal Educational Plan will be reviewed at least once each term by the Designated Teacher with the child, the carers and, where appropriate, the child's Social Worker, Advisory Teacher for Children in Public Care and other relevant professionals. If the child has a change of care placement the Social Worker will instigate a review of the Personal Education Plan.
- 8.2 Significant concerns that are identified through the review of the child's Personal Education Plan will be reported by the Social Worker to the Corporate Parenting Officer who, with the assistance of the multi-disciplinary officer group, will take steps to ensure that the concerns are resolved.
- 8.3 Children who feel that their views have not been appropriately listened to, or represented, during the review process should either discuss the matter with their carer or their Designated Teacher or contact the relevant Advisory Teacher for Children in Public Care who will arrange for appropriate mediation. If the child feels unable to contact the Advisory Teacher for Children in Public Care he/she should contact the Corporate Parenting Officer who will arrange for appropriate mediation.

- 8.4 Professionals who are concerned that operational procedures have not been followed in accordance with Section 5 of this policy should contact the Corporate Parenting Officer who will take steps to ensure that the concerns are resolved satisfactorily.
- 8.5 The implementation of the policy for the education of children and young people in public care and the operational procedures contained in section 5 of the policy will be monitored through:
- i) An annual review of progress in relation to the performance measures listed in section 7, carried out by the Corporate Parenting Officer;
  - ii) Termly reports by the Corporate Parenting Officer to the Corporate Parenting Panel;
  - iii) Termly reports by the Corporate Parenting Officer to the Director and Senior Management Team of the Children, Schools and Families Service;
  - iii) Half-termly meetings of a multi-agency officer group, which will assist the Corporate Parenting Officer in the implementation and monitoring of the policy, bringing the perspectives of the various services and agencies involved in supporting children in public care;
  - iv) Quality Assurance systems that represents the views of:
    - School staff;
    - School governors;
    - Carers;
    - Young people and children in public care.

## APPENDIX 1

### Primary and Supporting Responsibilities

<b>Task</b>	<b>Primary Responsibility</b>	<b>Supporting Responsibility</b>
Ensuring each child in public care has access to education appropriate to his/her needs	The Advisory Teachers for Children in Public Care	The Pupil Services Teams
Encouraging children in public care to value education	The Heads of Care Practice (Children's Homes) Foster Carers Parents	Designated Teachers The child's Social Worker
Ensuring that children in public care have the stability and support to promote success	The Heads of Care Practice (Children's Homes) Foster Carers Parents	The child's Social Worker Designated Teachers
Ensuring that high expectations are set within the school for children in public care	Designated Teachers	
Acting as an advocate for the child's education	The Heads of Care Practice (Children's Homes) Foster Carer's Parents	Designated Teachers Advisory Teachers for Children in Public Care
Ensuring that, where appropriate, the continuity of school placement is maintained by securing appropriate transport arrangements	The local Pupil Services Teams	The Advisory Teachers for Children in Public Care
Ensuring that school placements are secured for children in public care within the stated timescale	The local Pupil Services Teams	The Advisory Teachers for Children in Public Care
Ensuring the regular school attendance of children in public care	The Heads of Care Practice (Children's Homes) Foster Carers Parents	The Advisory Teachers for Children in Public Care The child's Social Worker The school's EWO The Designated Teacher
Ensuring that all children in public care have a Personal Education Plan	The child's Social Worker	Advisory Teachers for Children in Public Care Designated Teachers
Initiating, where appropriate, appeals procedures in relation to the allocation of school places or against the decision to exclude a child in public care	The Heads of Care Practice (Children's Homes) Foster Carers Parents	The child's Social Worker The Advisory Teachers for Children in Public Care

<b>Task</b>	<b>Primary Responsibility</b>	<b>Supporting Responsibility</b>
Celebrating the educational achievements of children in public care	The Corporate Parenting Officer	The Advisory Teachers for Children in Public Care Designated Teachers The Heads of Care Practice (Children's Homes) Foster Carers Parents
Providing psychological assessment, advice and intervention for children in public care	The Educational Psychologist for Children in Public Care	Educational Psychologists
Ensuring that children in public care receive appropriate careers advice and guidance	Designated Teachers	The Advisory Teachers for Children in Public Care
Providing advice, support and training on matters related to the education of children in public care to all Children Schools and Families Service staff and Designated Teachers	The Corporate Parenting Officer	The Advisory Teachers for Children in Public Care
Monitoring the Authority's fulfillment of its duties regarding the education of children in public care	The Corporate Parenting Panel	The Corporate Parenting Officer
Ensuring the Authority meets its targets for the educational performance and attainment of children in public care	The Corporate Parenting Officer	The Advisory Teachers for Children in Public Care Designated Teachers Residential Social Workers Foster Carers

## APPENDIX 2

### Performance Measures

	Performance Measure	1999/99 Baseline	1999/00 target	2000/01 target
1	<b>Key Stage 4 attainment</b>			
	a) The percentage of those young people leaving care aged 16 or over with at least 1 GCSE at Grades A* to G or an GNVQ	31%	40%	50%
	b) The percentage of those young people leaving care aged 16 or over with at least 5 GCSEs at Grades A* to G	Not yet available	To be set	To be set
	c) The percentage of those young people leaving care aged 16 or over with at least 5 GCSEs at Grades A* to C	11.3%	12.5%	13.5%
	d) The percentage of those young people in care for more than 12 months who at aged 16 achieve at least 1 GCSE Grades A* to G or an GNVQ	59%	65%	75%
	e) The percentage of those young people in care for more than 12 months who at aged 16 achieve at least 5 GCSEs Grades A* to G	30.8%	32%	35%
	f) The percentage of those young people in care for more than 12 months who at aged 16 achieve at least 5 GCSEs Grades A* to C	Not yet available	To be set	To be set
	g) The proportion of children in public care who attain 5 or more passes at GCSE Grades A* to C expressed as a ratio of the proportion of all children in the local authority achieving this standard	1 to 12	1 to 10.8	1 to 9.7

	<b>Performance Measure</b>	<b>1998/99 Baseline</b>	<b>1999/00 target</b>	<b>2000/01 target</b>
2.	<b>Key Stage 1 attainment</b>			
	a) The proportion of children in public care who attain level 2 or better in the reading task at the end of Key Stage 1 expressed as a ratio of the proportion of all children in the local authority achieving this level	1 to 1.7	1 to 1.5	1 to 1.4
	b) The proportion of children in public care who attain level 2 or better in the reading comprehension test at the end of Key Stage 1 expressed as a ratio of the proportion of all children in the local authority achieving this level	1 to 3.6	1 to 3.2	1 to 2.9
	c) The proportion of children in public care who attain level 2 or better in the writing task at the end of Key Stage 1 expressed as a ratio of the proportion of all children in the local authority achieving this level	1 to 1.6	1 to 1.4	1 to 1.3
	d) The proportion of children in public care who attain level 2 or better in the spelling task at the end of Key Stage 1 expressed as a ratio of the proportion of all children in the local authority achieving this level	1 to 3.6	1 to 3.2	1 to 2.9
	e) The proportion of children in public care who attain level 2 or better in Mathematics at the end of Key Stage 1 expressed as a ratio of the proportion of all children in the local authority achieving this level	1 to 1.6	1 to 1.4	1 to 1.3

	<b>Performance Measure</b>	<b>1998/99 Baseline</b>	<b>1999/00 target</b>	<b>2000/01 target</b>
3.	<p><b>Key Stage 2 attainment</b></p> <p>a) The proportion of children in public care who attain level 4 or better in the English test at the end of Key Stage 2 expressed as a ratio of the proportion of all children in the local authority achieving this level</p> <p>b) The proportion of children in public care who attain level 4 or better in Mathematics at the end of Key Stage 2 expressed as a ratio of the proportion of all children in the local authority achieving this level</p> <p>c) The proportion of children in public care who attain level 4 or better in Science at the end of Key Stage 2 expressed as a ratio of the proportion of all children in the local authority achieving this level</p>	1 to 1.5	1 to 1.4	1 to 1.2
4.	<p><b>Key Stage 3 attainment</b></p> <p>a) The proportion of children in public care who attain level 5 or better in the English test at the end of Key Stage 3 expressed as a ratio of the proportion of all children in the local authority achieving this level</p> <p>b) The proportion of children in public care who attain level 5 or better in Mathematics at the end of Key Stage 3 expressed as a ratio of the proportion of all children in the local authority achieving this level</p> <p>c) The proportion of children in public care who attain level 5 or better in Science at the end of Key Stage 3 expressed as a ratio of the proportion of all children in the local authority achieving this level</p>	1 to 1.4	1 to 1.3	1 to 1.1
5.	<p><b>Permanent Exclusions</b></p> <p>a) The percentage of children who had been in public care continuously for at least 12 months who were of school age, who were permanently excluded from school at any time during the previous school year</p>	2.0%	1.0%	1.0%

	<b>Performance Measure</b>	<b>1998/99 Baseline</b>	<b>1999/00 target</b>	<b>2000/01 target</b>
6.	<b>Attendance</b>			
	a) The percentage of children who had been in public care continuously for at least 12 months who were absent from school for 25 days or more during the academic year	Not available	16.3%	14%
	b) The percentage of children who attended more than 90% of sessions during the academic year	Not available	71%	75%