## Key lines of enquiry linked to Education

This framework is designed to support professionals across a range of settings with information gathering and sharing, with a focus on education and learning as protective factors, assessing and planning through the graduated approach.

Current Status- *Please identify and date*

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| Previously Looked After | Child Looked After |
| CiN/CP/CWSW | Early Help |

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|  | Key Line of enquiry  | Supporting Questions | Responses  |
| **Attend****Presenting Issues** | **Is the child/young person able to access education?***Can the CYP get to school?*  | * What is current attendance? Is this consistent?
* Is the CYP punctual with arrival at school and between lesson?
* Has the CYP had any school moves (excluding Y6/Y11)
* Suspensions/PX?
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|  | **What is the current impact on their access to education?***What are the barriers experienced to accessing school consistently?* | * How is the CYP presented at school? (uniform and self care)
* Does the CYP arrive at school with all of the equipment/resources required for their day? (Including pencil case, books, PE Kit, lunch)
* Do they have an appropriate environment, access to resources and support at home for homework?
* Relationships with staff/peers? Any observations?
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| **Attain****Predisposing Factors** | **Is the young person able to access their learning?***Does the CYP have SEN?* | * What is the reading age?
* Does the CYP have identified SEN?
* Is the CYP on the SEN register at school?
* Does the CYP have Exam Access Arrangements?
* What is the main area of need: Social Emotional and Mental Health, Communication and interaction, Physical and Sensory, Cognition and Learning
* Any known SEN of parents/family
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|  | **What is the current impact on their learning?** | * Is the CYP able to complete work within the classroom?
* Does the CYP participate in lessons?
* What is the CYP current attainment in English Maths and Science? Are they working Age Related Expectation (ARE) ?
* How is the CYP emotional presentation in school? Do they socialise?
* Does the CYP access any additional support in school (this may include TA support, Mentoring, interventions)
* Is the CYP making progress?
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| **Achieve****Protective and Precipitating Factors** | **What is working well/ not working well for the child/young person in school** | * Are any external agencies involved?
* Family interaction with school (including communication)
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|  | **What is important for the child/young person? Including aspirations for the future** | * Transitions to Post 16?
* Has the CYP had access to Careers Advice and Guidance?
* Have links with next setting been made/is there a careers plan in place?
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| **Perpetuating Factors** | **What is important to the child/young person? Including aspirations for the future** |  |  |