## 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? |  |
|  | **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? |  |
| **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 |  |
|  | **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? |  |
| **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) |  |
|  | **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? |  |
| **Perpetuating Factors** | **What is important to the child/young person? Including aspirations for the future** |  |  |