

Supporting Documentation/Guidance

Policy 8 – Promoting Educational Achievement

Underpinning Legislation: Children Act 1989. Care Standards Act 2000. Children's Homes Regulations 2001. Children Act 2004. Children and Young Persons Act 2008. Ofsted 2010 Children's Messages on Care: A report by the Children's Rights Director for England. Care Planning, Placement and Case Review Regulations 2010.

National Minimum Standards (NMS) 2011 Regulations:
18. Education, Employment and Leisure Activity

The education and achievement of the young people is actively promoted as valuable in itself and as part of their preparation for adulthood. Young people are supported to achieve their educational potential.

Our young people have a home which promotes a learning environment and supports their development.

Our young people have access to a range of educational resources to support their learning and have opportunities beyond the school day to engage in activities which promote learning.

Staff support our young people to achieve their educational or training goals. This includes providing support, facilities and opportunities as needed. Staff work with each young person's education provider to maximise each young person's achievement and to minimise any underachievement.

"Norfolk Children's Services is committed to a learning culture enabling young people to gain maximum life chances from formal and informal education."

- The service aims to promote a positive attitude to education recognising the value of learning through informal alternative approaches as well as formal provision.
- The service aims to liaise with professional networks to ensure that all young people in their care have appropriate education provision.
- The service aims to support young people to manage formal educational placements, by providing practical and emotional support.
- The service will consult young people in decisions about their education.
- The service will advocate on behalf of all their young people with regards to their educational needs. The home maintains regular contact with each young person's school, college, and other education settings, with staff attending all parents' meetings as appropriate in line with the placement plan. Staff advocate for the child where appropriate.

In line with the requirements set out in the government guidance (Education of Young People in Care: a better education for children in care and Children's Homes National Minimum Standards). The home complies with the education policy which sets out the home's provision for:

- Regular education provider attendance;
- Homework support;
- Regular supported reading;
- Monitoring and support of Personal Educational Plans; and
- Liaison arrangements between the professionals.

8.1 Promotion of Attendance at Regular Education Provider

There is an expectation that all young people will attend education provider and there will be a proactive approach from staff to achieve this.

- Staff will be responsible for assisting a young person to get prepared for the education provider.
- Staff will endeavour to arrange regular appointments and meetings at which a young person is expected to attend out of education provider hours to minimise the disruption to education provider attendance.
- There may be occasions when a member of staff would accompany a young person to education provider and remain with them as part of a support package (e.g. introductions to a new education provider). This would be in agreement with all parties involved.
- In accordance with the Transport Procedure transport to and from their education provision needs to be arranged as far in advance as possible. Whereby the young person and the education provision need to be made aware of any changes in who is taking or collecting them. This information should be recorded in the Personal Education Plan.
- Sickness - staff should inform education provider in accordance with their policy on the first morning that the young person is ill. If sickness continues depending on the nature of the illness, other professionals may need to be informed.
- Details of the Designated Teacher will be noted on the Young Person's care plan and Personal Education Plan for each young person.
- Holidays will be arranged to fit with education provider holiday dates. There may be occasions where a young person would go away in term time. This would need to be agreed by all parties concerned and seen to

be in the best interests of the young person and discussed at the Statutory Review in advance whenever possible.

- A record of the individual's attendance at education is kept within the home (Appendix 8a) and a weekly education register (Appendix 8b) is copied to the Senior Specialist Lead Teacher for Looked After Children.

8.2 Education Provider Refusal/Absence

A young person may be away from full time formal education for a number of reasons:

- Exclusion from education provider (permanent or fixed term);
- Unauthorised absence;
- Sick or ill young people (long term);
- No full time provision available;
- Significant dates in the young person's history;
- Bullying;
- Emotional distress (following trauma or emotional upheaval); and
- Mental Health issues (depression or education provider phobia).

It may be that we need a different approach for each scenario. The commitment to providing quality education will remain the same. In the event of education provider refusal/absence staff need to contact:

- The designated teacher/SENCO;
- Parents (where appropriate); and
- Social Worker.

This should happen on the first day and in keeping with good practice staff will liaise with education staff to try and address the issues and facilitate a return to education.

Structure of the Day

Education/Activities for young people not in full time education will require planning by staff and education provider.

Staff could provide education by:

- Requesting work from education provider;
- E-learning;
- The Educational activities provided by the home will include a priority element of numeracy and literacy;
- There will be a clear structure to the day with planned breaks;
- Television can be used only as part of the Educational Programme;

- A room will be provided where a young person is able to work with minimal disruption; and
- A computer will be available to young people. The educational provider can advise on suitable material.

8.3 Homework Support

- Staff to check the YP's homework diary, assist in completing homework and check that it is completed.
- Space and time is to be designated for all young people in which to do their homework. This can be flexible depending on the needs of each young person.
- If a young person does not have formal homework they could be provided with alternative social educational activities where this is felt appropriate. The young person's care plan will outline their needs. Social educational activities could include any number of activities.
- The children's home will obtain a copy of the education provider or educational provisions homework schedule, which will then be placed in a young person's current file and entered on to their weekly plan.
- Each children's home in consultation with education is responsible for acquiring resources necessary to enable a young person to do homework, to include reference books, computer programmes, desks and stationery. The children's home should also ensure that any computer equipment is made available for the completion of homework as a priority.
- Each children's home is responsible for considering any special provision that may be necessary for young people with disabilities (such as the provision of computers with young people with Specific Learning Difficulties) and for those young people where English is not their first language.

Regular Supported Reading

- The home will encourage an ethos of reading from a variety of resources.
- Staff will make time to read to young people and should encourage young people to read to them.
- Story Tapes/CDs may be used as an alternative to books.

- Each young person should be encouraged to have a library card and staff should promote the use of the library for reading material and music.

8.4 Monitoring and Support of Personal Education Plans

Staff should ensure that a current copy of the young person's Personal Education Plan is kept in their current file and that salient information from it is transferred to their care plan. Staff have up-to-date information about each young person's educational progress and school attendance record.

Staff should be involved with any review of the Personal Educational Plan and highlight any changes needed to the Designated Teacher, Education Co-ordinator and social worker and the plan gives clear guidance outlining roles and responsibilities.

8.5 Liaison between Education Providers, Families, Children's Services and the Home

- Contact is made with a young person's education provider as soon as possible, to share information and to establish future educational provision and liaison arrangements.
- Staff and a parent (where appropriate) should attend all parent's evenings.
- Staff have responsibility within the children's home for liaising with educational providers.
- The SENCO/Designated Teacher will be invited to Statutory Reviews.
- The young person's care plan should clearly state arrangements for a young person's educational attendance, transport arrangements and contact names and addresses within the education provision.
- Where appropriate the children's home should encourage the young person's parents to be actively involved in their education. Parents should be informed of significant dates in the education provider calendar (i.e. parents evening, assembly etc.) and achievements of the young person (i.e. prize giving).
- Staff should alert the social worker to educational issues and problems so that their respective roles and responsibilities can be agreed.

- In conjunction with the young person's social worker, the children's home should alert the education provider to any instances of bullying.
- The children's home should keep copies of records of achievement, certificates and progress files. All achievements should be recognised. The young person's social worker should also be informed, as should the Service Manager, Looked After Children.
- Young people will be encouraged to attend and participate in their Reviews.
- Information about a young person's background history or current difficulties should only be shared with the Designated Teacher or in their absence another appropriate person (SENCO, Headteacher). The information shared with the rest of the staff team would be on a need to know basis. Young people should be made aware of who holds such information.
- The young person's social worker should be involved in the planning and implementation of educational provision.

8.6 Health & Health Education

- Staff will inform the education provider of any health issues regarding a young person on a need to know basis. The LAC Nurse for the home should also be involved.
- If essential medication is to be taken into education, staff will inform the Designated Teacher or relevant other (SENCO) giving clear instructions regarding dosage etc. Each education provider has a clear policy on the administration of medication.
- Working alongside the LAC Nurse, staff will promote Health Education within the home.
- The Child and Adolescent Mental Health Service should be involved where appropriate in offering guidance regarding a young person's education.

8.7 The Role of Young People

Subject to age and ability, young people will:

- Prepare for education (e.g. uniforms, books);
- Attend education as required;

- Take advantage of the different educational opportunities offered to them;
- Raise relevant issues regarding their education;
- With the help of an Advocate where required, attend and contribute to their Reviews;
- Complete homework as required.; and
- Share their achievements with staff.

8.8 Educational Activities

It is important that staff provide young people with a range of educational opportunities, which could include:

- Encouraging an active interest in sport through the attendance of clubs and other activities;
- Attending sports events;
- Playing sports with the young people;
- Helping a young person pursue their interest in music through its appreciation or by playing an instrument;
- Visiting art galleries and museums;
- Attending the theatre and cinema;
- Attending regional or national events of cultural interest; and
- Encourage each young person to have a library card.

A record of all activities offered and undertaken (Appendix 7c) are kept by the home