

Creating Success for Children in Care

North Lincolnshire Standards and Guidance for
improving the Health and Education of Children in
Care.

Professional Hand Book

July 2014

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These protocols apply to everyone who is involved with Children in Care, including:

- Children's Services
- Education Support Services
- Service Commissioners
- Northern Lincolnshire & Goole NHS Hospitals Foundation Trust
- CAMHS
- Consultants, Paediatricians and other hospital services
- PVI Private, Voluntary and Independent (PVI)
- Foster Carers
- Schools – including Governors, Head teachers, Designated Teachers of Children in Care,
- Teachers and Teaching Assistants
- Parents
- Education Welfare Services
- Information Advice and Guidance (IAG)
- Advocates
- The Voluntary Sector
- The Youth Offending Service
- PHASE
- Any other agency working with or supporting children in care or care leavers

1. Introduction

Working together, we want North Lincolnshire to be a place where children and young people in care are safe, where families are supported and where life chances are transformed.

Our efforts focus on six strategic priorities:

- a) **Raising Aspirations** – so that North Lincolnshire is a place where children in care want to be the best they can be to achieve their potential
 - Ensure children in our care have an equal chance to succeed by setting plans that recognise their uniqueness and support them to fulfil their potential
 - Provide first class education and support
 - Offer a wide range of personalised enrichment opportunities as part of their care and education
 - Support children through life transitions and into early adulthood
 - Encourage opportunities for young people in and leaving care to be in training and/or in employment
- b) **Ensuring children and young people feel safe and are safe** – so that North Lincolnshire is a place where every child in care is safe in their home, their PVI setting school and in their community
 - Provide sufficient and safe accommodation and strive where possible for this to be near to the child's family
 - Recruit staff who are safe and equipped to work with Children in Care
 - Provide independent advocacy and access to trusted adults
- c) **Giving children the 'best start'** – so that North Lincolnshire is a place where every child in care has the best start in life and parents are supported to create strong families
 - Effective early identification and robust prevention services to maintain children at home, with their parents and in their communities.
 - To undertake timely child centred assessments and where this is not possible secure permanent and stable alternative care
 - Ensure access to comprehensive and high quality Health Care.
- d) **Close the gaps in outcomes between children in care and their peers** – so that North Lincolnshire is a place where Children in Care receive the support they need so they are not disadvantaged
 - Provide additional support in PVI setting/school, further and higher education and employment to give Children in Care an equal chance to succeed
 - Provide additional information, advice, and guidance work experience and job opportunities.
 - Encourage participation in positive activities and reduce negative consequences of risky/anti social behaviour
- e) **Celebrating and engaging children and young people** – so that North Lincolnshire is a place where Children in Care are valued as part of the community and their achievements are recognised and celebrated and where children and young people in care have a 'voice' that is listened to and acted upon.

- Provide children with opportunities to have their say and influence their plans that affect them
 - Support the Children in Care Council to improve services for Children in Care
 - Celebrate achievements and success
- f) **One Vision, One Workforce** – so that North Lincolnshire is a place where services are child centred, focused on improving outcomes for children and young people in care and are integrated at the front line
- Introduce a single model of solution-focused interventions to work with children and improve outcomes
 - Continue to use safer recruitment processes, whistle blowing, codes of conduct and LADO to ensure adults are safe to work with Children in Care
 - Support the workforce to deliver on the principles for children and young people

1.1 Background

A small percentage of children and young people in North Lincolnshire do not live with their families and are 'Looked After' by the local authority. The responsibility for the education, health and welfare of these young people lies with the whole authority in their role as 'Corporate Parents'. The local authority has a duty, along with their partners in the health services, to ensure that these children and young people receive appropriate full time education, benefit from the same educational opportunities afforded to other children and have access to effective healthcare, assessment treatment and support.

This Professional Handbook details the best practice standards and guidance in order to achieve positive outcomes for all children who are 'looked after' by North Lincolnshire Council, including children whose care or educational placement has been organised by North Lincolnshire Council outside of the authority boundaries.

The standards and guidance in this handbook have been agreed by all agencies working with Children in Care in North Lincolnshire and represent a commitment to work together to ensure that the educational and health needs of Children in Care are a priority.

An indication of success in achieving the aspirations in this handbook will be that Children in Care are able to access, experience and benefit from education and health services in the same way as their peers, have high aspirations and achieve the success they aspire to.

The responsibility for the health, welfare and education of these young people is integral to the work undertaken by the whole authority and its partners and not with any one department or agency. It is recognised that Children in Care are amongst the most vulnerable and disadvantaged groups and the importance of education and health care services as a passport to better chances in life.

1.1.1 Ambition

North Lincolnshire's Vision – Safe children, supported families, transformed lives

The Multi Agency Looked After Children Partnership Strategy (MALACP) reflects North Lincolnshire's ambition to achieve the values adopted by our Children and Young People Partnership: 'Every child and young person should have the opportunity and support to reach their full potential in a complex multicultural context' and the strategic intentions of the Children and Young People's Plan: 'a shared ethos of aspiration so that all children and young people achieve their potential'.

It is our aspiration in North Lincolnshire that this strategy will ensure CIC children and young people have access to first class education, that all placements are rated good or better.

We will achieve this through:

- A successfully implemented collaborative vision for the future of education and learning in North Lincolnshire
- The transformation of teaching and learning encapsulating Information Communication Technology, as a co-driver of positive and effective change and inspirational learner engagement
- A supportive structure to ensure that every individual has opportunities to access the best provision to meet their needs and aspirations
- The development of learning communities which will work collaboratively to deliver the vision for all stakeholders
- A clear focus and consistent approach in improving attainment at all key stages

Ten Key Outcomes

1. All children and young people will be educated in schools that are at least good and aspire to be outstanding
2. All Governors and school leaders know what outstanding looks like, knows how to get there and have the capacity to do so
3. Children and young people have high aspirations of themselves and their schools, are partners in their learning journey and know what success looks like
4. All children and young people have the opportunity and encouragement to be the best that they can be
5. There is a high quality workforce because all staff have been safely recruited and have the skills and training to do their job
6. Teaching and learning inspires and engages children and young people.
7. Vulnerable children and young people receive the support they need to ensure they have the same chances as their peers and so narrow attainment gaps
8. Inspirational leadership at all levels challenges and encourages outstanding outcomes
9. All schools are working in partnership with others leading to further improvement in outcomes for children and young people
10. Easy and swift access to information about where to find the best practice and practitioners in North Lincolnshire and beyond to support improvement.

1.1.2 Corporate Parenting

Children in Care and Care Leavers require the support and encouragement of all partners to provide opportunities to develop their skills, achieve their potential, celebrate their achievements and enable them to achieve positive outcomes. The Local Authority and our partners have a **Corporate Parenting** responsibility for children in care and care leavers.

The Council, the Lead Member and partners on the Corporate Parenting Board take a clear strategic lead to ensure we fulfil our responsibilities towards our children and young people in care and children and young people experience better outcomes.

The Corporate Parenting Pledge 2013-15 was developed with members of the Children in Care Council to set out the responsibilities of Corporate Parents for Children in Care. The pledge is central to improving corporate parenting, and:

- tells children and young people what they can expect from North Lincolnshire Council and partners as a child in care
- encourages best practice
- promotes better outcomes
- reinforces the corporate parenting responsibilities

The pledge was launched on 24th April 2013, at an event which was jointly planned with children and young people. Senior members of North Lincolnshire Council, Police, Health, Education, Fire Service and partner agencies attended to sign the pledge. Representatives of the Children in Care Council approved the content of the pledge by also signing the document. For more information on the Corporate Parenting Pledge Event 2013, see

The Corporate Parenting Pledge 2013-15 is set out below:

1.1.3 Corporate Parenting Pledge to Children In Care and Care Leavers

As Corporate Parents, we promise to:

- Ask your views, listen to what you say and act on it
- Support you and give you the information you need to lead a healthy lifestyle
- Support you to feel safe
- Support you to have contact with your family and friends
- Make sure services and support are available to help you to be the best you can be
- Have ambitions for you and support you to achieve your goals
- Have high expectations of you and expect you to act sensibly
- Support you to access the education and training you need and help you develop your skills and achieve your aspirations
- Work with you to support other children and young people who may have had similar experiences
- Provide opportunities for training and work experience and support you to find employment
- Support you and your children while you gain life experience and become independent from us
- Provide an open door for support and advice, whatever your age
- Celebrate your successes and achievements
- Help you be involved in the community

1.2 Reporting Arrangements

Outcomes for Children in Care are overseen by the Multi Agency Looked After Children Partnership. This is a multi-agency partnership group attended by services from across the council and representatives from key partners including schools and health. The group has a number of key functions:

- oversee the Corporate Parenting Pledges (see also Multi Agency Looked After Children Partnership Strategy)
- monitor progress against the Children in Care Action Plan,
- have a strategic overview of progress against key performance indicators
- links to the Children in Care Council
- monitor the participation of Children in Care
- review, monitor and develop the strategic priorities for Children in Care

The Multi Agency Looked After Children Partnership reports to the LSCB and Local Strategic Partnership. It also provides regular updates to the Corporate Parenting Board and to the Cabinet Member for Children and Adults.

Children in Care and young people share many of the same health risks and problems as their peers, but often to a greater degree. They often enter care with a worse level of health than their peers in part due to the impact of poverty, abuse and neglect.

Promoting the health of LAC (DfE 2010)

1.3 Aims of the Professional Handbook

The standards and guidance contained within this document aim to ensure that:

All Children in Care receive appropriate full time education (in a local PVI setting/ mainstream school where possible) and have access to the same educational opportunities afforded to other children, including early years provision.

- If a Child in Care has alternative provision for education then there is access to appropriate qualifications.
- All Children in Care have a Personal Education Plan that is regularly reviewed and ensures that all partner agencies contribute to promoting successful individual educational outcomes.
- All Children in Care have an individual health care plan that is regularly reviewed and ensures that they receive appropriate, effective and timely healthcare, assessment, treatment and support to enable their health to be promoted, maintained and treated.
- Children in Care have continuity, of placement, education and health care provision
- Prompt and positive action is taken to provide any additional or different intervention required to secure the above principles.
- The views of Children in Care are taken into account in any decisions that affect their lives.
- All carers are supported, trained and adequately resourced to provide for the educational needs and the healthy development of children and young people in their care.
- All Children in Care live in a caring, healthy and learning environment and experience a caring, consistent and stable relationship with at least one adult.
- High achievement of Children in Care is promoted within a culture of high aspirations for Children in Care amongst all significant people in the child's life, including all corporate parents.
- Children in Care effectively access services that promote successful outcomes in all aspects of their lives.

- Children living away from home are safe and protected.

1.4 Children and young people

North Lincolnshire Council is committed to providing services to meet the assessed needs of children and their families to maximise their life chances. We will ensure that where possible, and safe, children will be brought up within their own family and community and we will work in partnership with all concerned to enable children to live safe and stable lives with their own families.

Where this is not possible we will work with everyone concerned to ensure that children are given the best opportunity for permanence in an alternative family without delay. We provide case management and support to children and young people who are in care. We strive to enable children and young people to live in permanent families with clear plans for the future, appropriate support and the chance to achieve the best outcomes they are capable of. We work closely with our colleagues in the placement team in order to provide safe and suitable placements as part of a full range of accommodation options for children who need to be looked after away from home as they grow up. This includes foster placements, matching with adoptive placements, supported lodgings and supported housing.

We provide services that help children and young people in care access education, training, employment, health services, accommodation and activities to promote self-esteem and personal responsibility.

We listen to our children and young people to create services that effectively support their needs. We believe that children and young people must have a voice in everything we deliver and see working in partnership with children, young people, their families and the communities they come from as integral to the services we deliver.

Principles of our work with Children in Care:

- Our priority is to enable children and young people to live with their parents and families within their community, where it is safe to do so.
- Where this priority cannot be achieved, we will work to ensure that they have permanence and stability within an alternative family.
- Where children and young people are not able to live within a family we will ensure they have stable placements within a children's home or within independent living.
- We will support them to keep links with their community and wherever possible keep the continuity of their education and social lives.
- Adults who work with our children and young people will be safe to do so and provide a consistent relationship with the child wherever possible.
- We will continue to support and help children and young people as they become young adults.
- We will work to ensure our children and young people have equal chances and succeed along with their peers.

1.4.1 Celebrate and Engage

There are a number of mechanisms in place to celebrate children in care's achievements.

Children in Care's educational achievements are acknowledged and celebrated at the following times:

- PEP reviews

- Children in Care Reviews
- At school based meetings
- Through school reports
- After examinations
- Awards ceremonies
- Any other time as appropriate

1.4.2 The Voice of the Child

- We ensure that Children in Care are provided with opportunities to have their say and influence their plans that affect them.
- We support the CICC to improve services for Children in Care
- We celebrate the achievements and success of Children in Care

To ensure that all that all children are listened to and can express any concerns they may have about their care or lives in general we have developed a range of consultation and participation processes. These include:

- Children in Care are actively encouraged to be involved in planning for their care. They are involved in statutory reviews either by attending or through consultation with their IRO and Social Worker making sure that their views are presented within the review.
- Opportunity to meet with their IRO prior to their review meeting
- Social Workers ensure that Children in Care are seen alone and away from placement.
- All Children in Care have access to the Children's Advocate. The Advocate visits all Children in Care in external placements.
- Children in Care are involved in recruitment in the recruitment of new staff.
- Children in Care Council.
- Children in Care are supported in completing the review consultation forms
- Staff ensure that the views of Children and Young People are reflected in written records i.e. statutory visit forms, care plans, review reports, court reports, diary logs
- Quarterly Question Process

Through these methods, children have influenced how services operate and how staffs are recruited. We ensure that children who are in care have active involvement in formulating their plans.

1.5 Parents and Families

Parents and carers should, in principal, be involved and consulted regarding all aspects of their children's care, health and education. Parents will retain their parental responsibility for the vast majority of Children in Care although in some cases there may be legal restrictions or other factors that restrict the nature and level of this involvement. (See PEP/EYPEP)

Where parents are not present or are deceased, other relatives may play an important part in motivating and supporting the child. In most circumstances, the local authority will want parents to continue to be involved with their children's upbringing, including health educational issues. Parents should normally be invited to participate in school/PVI meetings and events, and encourage their child to attend and to meet behavioural expectations. They should be encouraged to keep up to date with their child's progress and give support and praise. In many instances parents will be encouraged to accompany their child to health appointments.

2. Definitions

2.1 Children in Care

A child is looked after (in care) when s/he is in local authority care by virtue of:

- A Care Order or Interim Care Order
- Emergency Protection or Police Protection
- Is being provided with accommodation by the local authority under s20 of the Children Act 1989, usually at the request of parents (but occasionally at the request of the child).
- Being Remanded to Local Authority Accommodation

They may be:

- Placed by the Local Authority in children's homes or with foster carers
- Placed by the Local Authority with parents, relatives, friends, in hostels or their own accommodation or other placements
- In custody or a secure setting

2.2 Accommodated / accommodation

A child may be accommodated under Section 20 of the Children Act 1989. Being provided with accommodation replaced the old 'voluntary care' concept and refers to a service that a local authority provides to the parents of children and young people in need, and their children, on a voluntary basis.

The Local Authority does not assume Parental Responsibility for a child who is being provided with accommodation. However, the local authority has a number of duties towards children and young people for whom it is providing accommodation, including the duty to discover the child's wishes regarding the provision of accommodation and to give them proper consideration. Such children are 'looked after' by the local authority. (See also 'Care Order', 'In Care' 'Interim Care Order' 'Parental responsibility' and 'Looked after').

The Local Authority responsible for the Child is the one, which took the order and parental responsibility or placed the child.

2.3 The Public Law Outline

The Public Law Outline is the framework within which the Local Authority issues proceedings to apply to the court for an order to safeguard the child through a legal route. A primary focus of this is reducing delay and safeguarding children through achieving timely permanence. Child care proceedings must be fully completed within a maximum of 26 weeks. There is also a focus on the reduction in the use of 'expert' evidence.

Information, assessments and reports from all agencies must be provided to the courts in a timely manner (now prior to the commencement of proceedings rather than during). Individual agencies will face court sanctions if this is not done.

2.4 Interim Care Order

A Court Order which places a child or young person into the care of the Local Authority and which allows the Court a period of time to decide whether a Care Order should be made. The first interim order may last for no longer than 8 weeks (Section 38(4) (a) and any later order cannot last for more than 4 weeks before being renewed via the court.

2.5 Care Order

An order made by the court under Section 31(1) (a) Children Act 1989 placing the child or young person in the care of the designated local authority. (See also 'Accommodated', 'In Care', 'Interim Care Order' 'Parental responsibility' and 'Looked after').

2.6 Placement Order

A local authority or an adoption agency can only place a child for adoption if the birth parents have formally consented or the local authority has applied for a placement order.

- Parents may consent to placement and may also consent to the adoption, before proceedings are issued in which case the local authority or adoption agency must ask Cafcass to appoint an officer to witness that consent.
- Alternatively the parents may consent during proceedings in which case the court appoints a reporting officer from Cafcass.
- The consent of a parent is not valid if it is given before the child is six weeks old.
- A Local authority must apply for a placement orders if they conclude that adoption is in the best interests of the child, and the child is at risk of significant harm and the parents does not consent to placement for adoption.
- To avoid delay, local authorities should always during care proceedings consider applying for a placement order where the decision is made that adoption is in the best interests of the child

2.7 Placed For Adoption

As a result of recent Government Policy, more and more children are now being adopted. The interim process, between being in care and having a full adoption order is called "Placed for Adoption".

Adoption is surrounded by confidentiality and if adoptive parents wish their adopted child to start in an educational setting with a 'clean slate' then practitioners/teachers may never know they are adopted. If adoptive parents confide with key staff about the child's status, but wish it not to be generally known among the other staff in the setting/school, then their request needs to be adhered to. However, adoptive parents and their supporting agencies are more and more recognising that the majority of adopted children come with the same background of neglect and abuse that they had while in care and will need continuing, enhanced support. Where this is the case, adoptive parents are encouraged to be open with the PVI setting/school and seek help from the local Support Services. Technically a child placed for adoption is still in care to their placing authority. However, being placed for adoption in a new area with a new family and a new school is one of the most significant transitions in a child's life. Legally, a child's name cannot be changed until the Adoption Order has been made.

2.8 Adoption Order

This is the end point of the adoption process. The adoptive parents take on full parental rights and the child ceases to be looked after.

2.9 Child Arrangements Order

An order regulating arrangements concerning with whom a child is to live, spend time or otherwise have contact and when a child is to live, spend time or otherwise have contact with any person. This has replaced Contact Orders and Residence Orders in April 2014.

2.10 Special Guardianship Order

This is an order introduced by the Adoption and Children Act 2002. It is meant to be a half-way house between a residence order and an adoption order. A special guardianship order confers parental responsibility on the special guardian who is able to exercise it to the exclusion of any other person with parental responsibility. The order provides more security than a residence order in that a parent has to obtain the permission of the court before being able to apply to discharge the order. The local authority has a range of duties to provide support to of special guardians and each local authority must make arrangements for the provision in their area of special guardianship support services.

- Special Guardianship orders, unlike adoption orders, cease to have effect at the age of 18.
- Special Guardianship is applicable for a child of any age, unaccompanied minors where there are significant links with the birth family, or where the birth family cannot be found.

The eligibility criteria to be a Special Guardian is that the person is:

- A guardian of the child
- Anyone currently holding a Residence Order
- A relative with whom the child has lived for one year
- A person with the consent of those who hold a Residence Order
- A person with the consent of the local authority, where the child is in local authority care
- A person with the consent of those with Parental Responsibility
- A local authority foster carer with whom the child has lived for one year preceding the application

Special Guardianship does not completely break the legal link with the child's parent(s). However, it does mean that the Special Guardian can take significant decisions about the child and their upbringing, without having to consult with the child's parents(s).

2.11 Externally Commissioned Placements

These are placements that are provided by Independent Fostering Agencies, Private Residential Children's Homes, Specialist therapeutic placements and registered Residential Schools. All external placements commissioned by North Lincolnshire should be with a 'preferred provider' whereby we require annual evidence of their registration and confirm that they provide a safe and effective provision to meet the defined needs of each individual child.

Each placement is visited regularly by staff to ensure that it meets these requirements and continues to meet the child's needs. Children are also visited regularly and given opportunity to speak with familiar faces to ensure they are safe. Children placed a long way from home are visited regularly by their parents or carers, or by the Social Worker, the children's advocate or Independent visitor on behalf of North Lincolnshire.

2.12 Named Trusted Adult and Independent Visitor

All Children in Care should have a **named trusted adult** to act as an advocate and friend for them and a point of contact should they wish to speak or ring them to discuss any issues or concerns. The named trusted adult is identified through the care planning and review processes and agreed with the child. The review process will ensure that the child's identified trusted adult is safe and has sound judgement.

Children living a long way from home or with no independent and responsible family member

or significant adult may be appointed an **Independent Visitor should they wish to have one** and this is also agreed and clearly outlined in the child's plan and review. An independent visitor is defined by law and cannot be a person working for the Council. These are normally provided by voluntary agencies or national advocacy services and are provided by Action For Children locally.

2.13 The Children's Advocate

The Children's Advocate will provide independent and confidential information, advice, representation and support. The Children's Advocate works with children in care & leaving care, children in need of protection and disabled children. She is independent of the division that is responsible for providing services to these children and young people.

The Complaints Manager within the Localities and Partnerships division of Children and Young People's Service manages the Children's Advocate

The Children's Advocate will help children and young people by:

- Finding out about and understanding their own views and wishes.
- Assisting them to express their views accurately and effectively.
- Representing their views effectively on their behalf.
- Supporting children and young people to develop the skills and the self-confidence so that they are able to speak up for themselves or for others.
- Enabling them to feel fully involved in decisions that are being made about their lives.
- Providing independent advice and accurate information about their rights.
- Ensuring that the right people are involved to sort out problems and issues in their lives.
- Assisting the process of negotiation and resolution of conflict.
- Supporting them to make a complaint if they are not happy about something.
- Ensuring they have the right information so that they can make choices about what they feel is best for them.

It is important that children and young people have an advocate of their choice. They may for example want someone who has the same gender/ethnic origin or disability. This may include, parents, other adult relatives, carers, social workers, teachers or friends. This is called *informal advocacy*. It may also include friends or relatives who are the same age this is called *peer advocacy*. The Children's Advocate can provide help and advice to these other advocates.

Children and young people requiring advocacy may have specific needs, for example with communication in the case of children & young people with disabilities or whose first language is not English. The Children's Advocate will ensure that she has the necessary skilled support so that she can effectively advocate for young people with these particular needs.

Children and young people may wish to represent themselves and the advocate can offer

support and guidance in developing the skills they need to do this effectively.

Advocacy is provided to support children and young people for specific issues and events in their lives and is only provided if children and young people want it. It is provided in addition to any other service the child is receiving and not as a replacement.

2.14 Leaving Care

The Children Leaving Care Act 2000 (updated 2010) applies a legal status to young people as follows:

- a) **Eligible** – A young person who is still looked after by the Local Authority.
- b) **Relevant** – Young people who have left care and are aged 16 or 17.
- c) **Former Relevant** – Young people who have left care and are aged 18 – 21 or 24 if in higher education or have a disability.
- d) **Other Qualifying Young People** – This applies to young people who qualify for advice and assistance through being in placements such as hospital, residential school or other placements but do not meet any of the above criteria.

2.15 Parental Responsibility

This is defined in the Children Act 1989 as 'all the rights, duties powers, responsibilities and authority which by law a parent of a child has in relation to the child and his/her property.' Parental responsibility is usually held by parents, but it can be held by people who are not the child's biological parents, as a result of a court order.

It can be shared among a number of people. Where more than one person has parental responsibility for a child, each of them can act alone and independently without the other in meeting that responsibility.

Parents and other people with parental responsibility do not lose that responsibility when a child is the subject of an Interim Care Order or a Full Care order. When such orders are in force, the Local Authority has the power to determine the extent to which parents or other people with parental responsibility may meet their responsibility. This decision should be made at the Planning Meeting and subsequent reviews of the Care Plan.

The Social Work Service has a duty to work in partnership with parents, to involve them in decision-making and give them information on their child. However, there are some cases where parents will not be involved, but this should be the exception, rather than the norm. Social Work Services may recommend to the Court that there be no contact between the parents and the child (although they may still receive information).

2.16 Family, Friends Carers (Connected Person)

If a child is no longer able to live with their birth family, and becomes a child in care, Children and Young People's Services have a duty to give preference to a placement with a relative, friend or other person with a prior relationship with the child, as long as this promotes the child's welfare.

If the child is in care, Children and Young People's Services must approve the relative, friend or significant person as a local authority foster care (connected person).

The child may be looked after voluntarily with the agreement of the parent(s), or may be looked after and subject to a care order / emergency protection order.

2.17 Private Fostering

A privately fostered child is one who:

1. Is under 16 (or under 18 if disabled)
2. Is provided with care and accommodation by someone who:
 - 2.1 Is not a parent
 - 2.2 Does not have parental responsibility
 - 2.3 Is not a close relative
(Close relatives are defined by the Children Act as Parents, Step-parents, Grandparents, Siblings, Aunts or Uncles)
3. Is provided with accommodation continually for 28 days or more.
(This continuity is not broken by a short break in the care, for example a weekend back with parents or a short stay with other relatives etc)

See - Children Act 1989 Guidance on Private Fostering, Section 44 of the Children Act 2004 and Statutory Instrument 2005 No. 1533 The Children (Private Arrangements for Fostering) Regulations 2005

Privately fostered children are not 'Looked After' and as such are not dealt with within these protocols. The Local Authority, however, has some duties toward these children as follows:

- To ensure that the welfare of children who are privately fostered, or where it is planned that they should be so, is safeguarded and promoted.
- To ensure that appropriate advice is given to those caring for privately fostered children and to the parents of these children.
- Make regular visits to ensure the child's welfare is secure.

(See Also **Appendix 6.9 What to do if you think a child is in Private Foster Care**)

2.18 Staying Put Arrangements

A Staying Put Arrangement is an arrangement enabling young people to remain in their foster home beyond the age of 18 years.

As young people from the age of 18 years are no longer legally "looked after", fostering arrangements and legislation relating to children no longer apply.

Young people remaining in their foster home post 18 years will be cared for under a "Staying Put Arrangement". The foster home will no longer be referred to as a placement.

Definition of a Staying Put Arrangement

- A young person who was looked after immediately prior to their 18th birthday and continues to reside with their former foster carer,
- The young person is deemed as an eligible child prior to their 18th birthday.

Staying put arrangement extends until:

The young person leaves the staying put arrangement
or

reaches 21

or

the young person completes the agreed programme of education and training which was being undertaken on the 21st birthday, (if they have been living in the Staying Put arrangement since their 18th birthday)

2.19 The Virtual Head for Children in Care

The Virtual Head for Children in Care is a current Head Teacher within a North Lincolnshire School who is contracted to act as the 'virtual' head of the Children in Care population as an additional, dedicated, role. To support this role, there is an established Looked after Children Education Service (LACES) who provide support, training and advice regarding the education of children in care. The progress in their education is overseen by the virtual Head for Children in Care and the team includes Education Psychology, Education Welfare, alternative provision, health, Social Work Services and educational support services.

2.20 Children in care placed in North Lincolnshire by other local authorities

On occasions other local authorities will place looked after Children in North Lincolnshire with the following:

- **adopter(s)**
- **independent agency foster carer(s)**
- **family or friends carer(s) who are approved as foster carers**
- **registered children's home (s)**
- **Residential school**
- **Parents (where the child(ren) is/are subject to an Interim or Full Care Order**

The local authority placing those children is referred to as the placing authority and retains responsibility for the children they have placed in North Lincolnshire (referred to as the host authority).

3. Policy and Entitlements

All partner agencies, staff and individuals contributing to the education of children and young people in North Lincolnshire agree to priorities' the needs of Children in Care.

3.1 The local authority and partners

The Local Authority (LA), along with all its partner agencies, are committed to giving children in care all the same life chances any parent would give their child. The LA will work alongside partners in the Health Services in developing an inter-agency approach to improving educational and health outcomes for children in public care.

It is the standard of the Local Authority and its partners to:

- Provide a child with a permanent placement, by restoring the child home as soon as it is safe and appropriate to do so, or looking for a suitable alternative permanent option.
- Involve children & young people in the review, development and improvement of both their individual care and services for Children in Care (LAC).
- Promote the health and well-being of Children in Care.
- Actively promote the inclusion of all children by embedding Children in Care into existing policies and strategies and those which will be developed in the light of evolving local and Government policies, and initiatives.
- Promote high achievement by Children in Care and promote the culture of high aspiration for Children in Care amongst all significant people in the child's life and by all corporate parents.
- Actively promote the celebration of achievement by Children in Care.
- Actively promote the involvement of parents and carers in children's lives, recognising the importance of parents and carers in promoting health, learning and achievement.
- Provide an individual health care plan that is regularly reviewed and ensures that they receive appropriate, effective and timely healthcare, assessment, treatment and support to enable their health to be promoted, maintained and treated.
- Respond to the needs of Children in Care by prioritising access to PVI setting/school places when they are without a school place or providing alternative provision where this is assessed as being appropriate.
- Recognise the importance of early identification of those children at risk of exclusion both fixed and permanent and those children at risk of under achieving.
- The Education Service will meet individual children's needs and support their access to learning within the context of providing 25 hours of appropriate education in schools, 15 hours from the term after they are 3 years old on PVI settings or 10 hours from the age of 2 (if the child is eligible for 2 year old funding)
- Promote an integrated service ethos in the planning, monitoring and delivery of the Children in Care strategy to improve healthy outcomes and educational attainment.
- Ensure that all Children in Care live in a caring, healthy and learning environment and experience a caring, consistent and stable relationship with at least one adult.
- Provide opportunities to develop the personal and social skills required to care for their health and well being now and in the future.
- Ensure that all carers are supported, trained and adequately resourced to provide for the healthy development of children and young people in their care.
- Ensure the safety of children looked after in North Lincolnshire from other authorities.
- Maintain the safety of children living away from home placed in non-North

Lincolnshire provision, complying with the LSCB policy and procedure and locally agreed commissioning.

- Ensure that all children in care are supported to continue living with their former foster carers in a “Staying Put” arrangement.
- Ensure that all placing local authorities are informed of the services in North Lincolnshire available to Looked After Children.

3.2 Children’s Services will:

- Restore children to their own families or find alternative permanent placements where possible.
- Adhere to the standards and guidance within this handbook
- Ensure that the education, health and well-being of Children in Care is made a priority and that key staff are identified to take strategic and operational responsibility for this.
- Meet children’s individual needs through small stepped targets and provision, relevant to their stage of development.
- Ensure that key staff have access to high quality training, including attachment and child development training, in order to fulfill their responsibilities.
- Ensure that Children in Care are regularly consulted, both as individuals and as a group, and that they are actively involved in decisions effecting their educational experiences, health and well-being.
- Implement and review plans, ensure that statutory visiting and other support is made available
- Support positive contact with significant others as appropriate.

3.3 Education Services will:

- Adhere to the standards and guidance within this handbook
- Prioritise and promote the educational success of children in care
- Ensure that the education of Children in Care is a priority and key staff are identified to take strategic and operational responsibility for this.
- Ensure that the key staff have access to high quality training in order for them to fulfill their responsibilities
- Provide an appropriate educational placement for all Children in Care within twenty school days.
- Designate priority admission status to PVI settings, primary and secondary schools for all Children in Care
- Ensure targets for Children in Care identified in the Children and Young People’s Plan and the Children in Care Strategy are monitored and progress is reported annually to members.
- Challenge schools and educational settings where there are concerns about the progress, achievement or wellbeing of Children in Care or concerns that outcomes for Children in Care may become at risk if action is not taken.

3.4 Prevention and Commissioning will:

- Adhere to the standards and guidance within this handbook and ensure that staff, and Children’s Centre Advisory Board members are aware of their responsibilities as a Corporate Parent
- Ensure that general activities and programmes delivered through children’s centres are accessible to foster carers and to Children in Care

- Consider the need for any activity or groups within children's centres that need to be specifically designed to support Children in Care, or their carers,
- Maintain data about the number of Children in Care and carers who access support through children's centres and use this, together with user feedback, to inform service planning
- Ensure that preventive and intensive family support staff have access to high quality training, including sufficient understanding of attachment and child development, so that programmes of support meet the particular needs of Children in Care
- Prioritise and promote the wellbeing, development and educational success of Children in Care, working closely with social workers to provide family support as part of a wider care plan
- Work to support those on the cusp of care to remain with their families, for example by seeking to reconcile difficulties between teenagers and their parents
- Support a range of corporate parenting activity, including the 'contact' process and events such as 'take-over' week.
- Develop ways to involve children and young people, including those in care, in the appointment process of family support staff and their managers,

3.5 Health Care Services will:

- Adhere to the standards and guidance within this handbook
- Ensure that the health and well-being of Children in Care is made a priority and that key staff are identified to take strategic and operational responsibility for this.
- Ensure that the provision of health care to all children is compliant with the Healthy Care Programme and the NICE Guidance
- Ensure that children in hospital are referred as appropriate to Children's Social Work Services where they meet the criteria under section 85-86
- Ensure that children in hospital are encouraged to participate as fully as possible in educational activities to ensure they do not fall behind unnecessarily.

3.6 Education Services, Prevention and Commissioning, Health Care Services and Children's Services will *together*:

- Ensure that the educational performance and health outcomes for Children in Care are regularly monitored and reviewed and offer further support, advice and guidance where required.
- Ensure that joint targets and objectives are set for the education, health and well-being of Children in Care.
- Ensure that management information systems are developed and maintained across services in order that relevant information can be shared, monitored and utilised (whilst taking appropriate measures to maintain confidentiality)
- Ensure that Children in Care have maximum opportunities to achieve their full potential and maintain their health and wellbeing.

3.7 Children in Care are entitled to:

- Be safe, understood and assisted to maximise their life chances
- A copy of their Personal Education Plan and Individual Health Care Plan
- A named qualified worker responsible for their care planning
- Effective and timely healthcare, assessment, treatment and support
- Information on where they can get support and advice
- Assurance of confidentiality
- Equal and appropriate respect in their education setting and home

- Appropriate educational and healthcare support in PVI setting/school and home
- High expectations from adults
- Opportunities to influence decisions about their education and health
- Opportunities to participate in extracurricular school activities, social and leisure activities
- A clear explanation of the roles and responsibilities of professionals involved

4. Responsibilities

All agencies are responsible for the welfare of children. Where there are concerns about their safety and well being of a Looked after Child they should report this to Children Social Work Services Referral Management Team in line with current LSCB policy and Procedure. This also applies to children placed in North Lincolnshire by other authorities.

All agencies have a duty to report to the Children's Social Work Services Referral Management Team where they believe a child to be in Private Foster Care as defined above (see definitions).

4.1 The Council & Elected Members

Children in Care are not the sole responsibility of Social Work services.

The council as a whole is the corporate parent, and councillors have a key role in that.

For these vulnerable children to thrive, the entire council – members and officers – must play their part. Being a good corporate parent means we should:

- accept responsibility for children in the council's care
- make their needs a priority
- seek for them the same outcomes any good parent would want for their own children
-

'If this were my child: A Councillors Guide to Good Corporate Parenting' (DfES 2003)

The Council is the **corporate parent** of children and young people looked after by the local authority.

Elected members can fulfil their responsibilities to Children in Care and young people by:

Standards and Guidance

- Clearly expressing the Council's aspirations for Children in Care and young people in policy
- Satisfying themselves that appropriate procedures are in place to allow effective implementation of policies
- Ensuring that effective structures are in place to support joint working and the achievement of Children in Care
- Having an overview of the education of Children in Care and young people facilitating effective liaison and collaboration within local authority structures to promote clear channels of communication

4.1.1 Information

- Ensuring that they receive accurate and regular information about the numbers of, and arrangements for, Children in Care and young people in North Lincolnshire.
- Ensuring that briefings and reports to committees include clear information about the experiences and educational outcomes of Children in Care and young people, requesting information about setting specific targets for Children in Care and young people and progress towards meeting those targets

4.1.2 Communication

- Seeking the views of children and young people in care as a group at risk of social

- exclusion
- Visiting residential units to meet with young people and their carers
- Monitoring the support offered to foster carers in their locality

4.1.3 Resources

- Ensuring the resource implications of meeting the educational and health needs of Children in Care and young people in budget decisions promoting joint funding possibilities

Training

- Taking part in training as appropriate
- Ensuring briefings and reports to committees include information on training for all employees and carers and are regularly updated regarding progress

4.2 Education Services

From September 1st 2014 the Children and Families Act 2014 and the Draft Code of Practice 2014 will introduce changes to the current processes and procedures.

4.2.1 The Early Years (Private, Voluntary and Independent Sector)

This area supports children aged 0-5 who are educated in day nurseries, pre-schools or placed with child minders. Consultants from Education Services work with the Early Years Specialist Teams to promote and support the development of high quality childcare provision for all children.

The Senior Lead Teacher (BPP, Area SenCo team) acts as Designated Early Years Co-ordinator, supported by the Area SenCo's. She liaises with the Designated Teacher for Children in Care, the virtual school, the Consultants and PVI settings to ensure that EYPEP's are completed and that settings are supported.

All 3 years olds in the PVI sector are eligible for 15 hours funding the term after their 3rd birthday. In North Lincolnshire currently 20% of disadvantaged 2 year olds are in receipt of 2 year old funding. This includes all Children in Care.

All 3 years olds in the PVI sector are eligible for 15 hours funding the term after their 3rd birthday. In North Lincolnshire some vulnerable 2 year olds are eligible for 2 year old funding.

Early Years providers within the private, voluntary and independent sectors will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Ensuring that the setting has a clear statement regarding the care and education of Children in Care that is understood and shared by management and practitioners
- Having a nominated practitioner for Children in Care who will be the key contact for professionals
- Ensuring that the Nominated Practitioner liaises with the appropriate professionals and helps the child's Key Person contribute to Part 2 of the Early Years PEP
- Arranging that procedures are in place so that when a Looked After Child transfers to a new setting their PEP is transferred with them

Information

- Ensuring that the nominated practitioner for Children in Care has a record of the Children in Care in their setting and that they participate in Early Years PEP's where appropriate
- Reflecting on the record on a regular basis to ensure that, as soon as a Looked After Child reaches the age of 3, an Early Years PEP is initiated
- The nominated practitioner working with and maintaining sensitive information, ensuring that information is provided to those who need to receive it

Communication

- The nominated practitioner being the contact point in the setting for all relevant parties
- The nominated practitioner supporting the child's Key Person to attend and contribute towards appropriate discussions or meetings as requested
- The child's Key Person to encourage the child to contribute their views through Part 2 – All About Me
- The child's Key Person to share the targets and next steps with the child in a way appropriate to their age and stage of development after the meeting has finished

Resources

- The nominated practitioner endeavouring to ensure that the child's Key Person is available, wherever possible, for appropriate meetings and reviews

Training

- The nominated practitioner attending and then disseminating appropriate training to promote their own and other practitioner's understanding of Children in Care

Children in Care aged 3-5 who are educated in the maintained (schools) sector will be subject to the protocols and procedures in schools (see below.) They will complete the PEP for "Children in Care in Schools and Alternative Learning Provision" rather than the Early Years PEP. Their achievements and care will be monitored by the Designated Teacher for Children in Care rather than the Senior Lead Teacher (BPP, Area SenCo Team.)

4.2.2 Schools

The following people are responsible for Children in Care in their school.

- **The Governing Body**
- **The Head-teacher**
- **The Designated Teacher**
- **The Nominated person**
- **The Virtual Head Teacher**

All Schools will:

- Adhere to the principles and guidance detailed in 'Creating Success for Children in Care'
- Prioritise and promote the educational success of children in care
- Designate a teacher to be responsible for Children in Care with a specific brief to keep a record of these children, to provide advice and guidance within school regarding their needs and to liaise with social services.

- Address the needs of Children in Care in their policies, procedures and guidance.
- Provide additional support to allow Children in Care to access the curriculum effectively and to catch up on missed work if appropriate.

4.2.3 The Governing Body

Governing bodies

The Government expects schools to take a proactive approach to cooperating with and supporting LAs in discharging the duty, so that looked-after children receive the support that they need to achieve and succeed. Schools and governors should ensure that school policy and procedure are consistent with measures set out in the statutory guidance on the duty. The booklet *Supporting looked-after learners* provides practical guidance to governing bodies on the policies and procedures that will help their looked-after children to achieve their potential.

The Children and Young Persons Act 2008 made it a statutory requirement for all maintained schools to appoint a designated person for looked-after children. Given the central importance of the quality of teaching and learning provided to all children in care and its impact on their achievement, regulations (Designated Teacher (Looked-After Pupils, etc)(England) Regulations 2009) have been laid which stipulate that this role be carried out by a teacher.

A Guide to the Law for School Governors, DFE (Updated November 2011)

The governing body should ensure that:

- The school has an overview of the educational needs and progress of Children in Care
- School policies are reviewed from the point of view of Children in Care
- Resources are allocated to match priorities for Children in Care
- The designated teacher for Children in Care is sufficiently resourced to carry out the role effectively
- The designated teacher for Children in Care has the opportunity to attend training offered by the local authority
- The school assists the local authority with requests to provide data on attendance, attainment and exclusions

The governing body should know:

- The numbers of children in the school who are in care
- How Children in Care are performing compared to their peers

Governors will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Ensuring that the school has an effective policy for the education of Children in Care, and that it is implemented.

Information

- The designated teacher for Children in Care ensures information regarding Children in Care in the school is reported to the governing body - including, success and attainment, behaviour, exclusions and other issues.
- The nominated governor reporting periodically to the governing body regarding

Resources

- A governor being nominated who will maintain interest in the well being of Children in Care in the school and liaising with the designated teacher.

Training

- The governing body taking up training opportunities related to Children in Care and monitoring that appropriate staff training is also taking place.

4.2.4 The Head Teacher

The head teacher is the first point of contact for any matters relating to the admission of a looked after child into a school. Head teachers will fulfil their responsibilities to Children in Care by:

Standards and Guidance

Ensuring that the school has an effective policy for the education of Children in Care, and that it is regularly reviewed and implemented.

Information

- Ensuring that a secure file is kept for each looked after child, giving up-to-date administrative information such as the legal position with regard to parental access, parental information (e.g. letters and school reports), who should receive the information and who are the key workers and carers. The head teacher should state who has access to the secure file and ensure that it is promptly transferred to the new school if the child moves. (see recording procedures)
- Ensuring that systems are in place to provide information as required for the Personal Education Plan (PEP)
- Ensuring systems are in place to provide information when requested by Welfare Call who have been commissioned by North Lincolnshire Council to collect information on attendance, exclusion and attainment of LAC

Communication

- Ensuring the designated teacher for Children in Care reports at least annually to the governing body.

Resources

- Designating a teacher (the “designated teacher”) to take responsibility for the welfare and education of Children in Care in school and clearly defining the responsibilities of this teacher.
- Annually informing the Local Education Authority the name of the school Designated Teacher for Children in Care.

Training

- Taking up training opportunities related to Children in Care. They should also provide appropriate staff training for all those connected with Children in Care.

4.2.5 The Designated Teacher

Within the school the designated teacher for Children in Care should:

From September 2009 the governing bodies of all schools are required under the Children and Young Persons Act 2008 to appoint a designated teacher to promote the educational achievement of Children in Care who are on the school roll, including pupils between 16 – 18

The Designated Teacher (Looked After Pupils etc) (England) Regulations 2009 (the Regulations) require that the person designated is:

- a qualified teacher who has completed the appropriate induction period and is working as a teacher at the school
- a head teacher or acting head teacher of the school

The governing body should ensure that the designated teacher is a member of the teaching staff with appropriate seniority, professional experience and status to provide leadership, training, information and advice to others that will influence decisions about the teaching and learning needs of Children in Care

The role and responsibilities of the designated teacher for Children in Care – statutory guidance 2009

- Promote a culture of high expectations and aspirations for how Children in Care learn
- Make sure the young person has a voice in setting targets
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment Support in Learning (ASL)
- Make sure Children in Care are prioritised in 1-1 tuition and other appropriate interventions and that carers understand the importance of supporting learning at home
- Have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school

Designated Teachers will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Actively participating in the development of a Personal Education Plan in partnership with the child or young person, Social Worker, parent and/or relevant family member, carer and any other relevant person.
- Ensure they receive feedback and information from any
- person nominated as responsible for implementing any aspect of the child's plans in the school

Information

- Having responsibility for ensuring that information is provided to those entitled to receive it.
- Working with and maintaining sensitive information
- Working in liaison with the Social worker to ensure that parents receive the

appropriate information and invitations to relevant school meetings. The status and role of parents should be discussed at planning meetings so that everyone is clear about the part they will play in the life of the looked after child.

- Liaising with the governor for CIC/ Social Worker / residential worker / foster carer
- Ensuring all necessary meetings take place, attend and contributing to meetings as necessary
- Being the first contact point in the school for the child and other relevant parties. They will liaise with the Social Worker / residential worker / foster carer /any nominated person as appropriate
- Establishing good relationships and lines of communication with nominated persons, Social workers and carers.
- Ensuring that liaison takes place with other PVI settings/schools at times of transition.

Resources

- Ensuring that the school supports, where appropriate, the continued involvement of families in their child's progress.
- Identifying suitable interventions to support the progress of Children in Care
- Ensuring that liaison takes place with other settings at times of transition including the transfer of Early Years PEP's
- Identifying and reporting on the use of pupil premium within the child's personal education plan to support interventions
- Ensuring that the designated teacher attends the final Early Years PEP meeting at the previous setting before transition

Training

- Participating in – leading where appropriate - training to develop the skills and knowledge to support Children in Care in school.

4.2.6 The Virtual School Team for Children in Care

The overall purpose of the Virtual School is to ensure that every Child in Care:

- achieves a good level of development
- goes to a good school
- is safe and feels safe in their educational setting
- is engaged in learning
- has their special educational needs met
- is enabled if they are disabled
- is supported by a workforce with the capacity to improve outcomes

The Virtual School should be accountable for improving the attainment of Children in Care by:

- Monitoring the progress and attainment and of pupils
- Ensuring every school has the information it needs
- Making sure there is a PEP for every looked after child
- Promoting a focus on educational attainment across the local authority
- Working to improve behaviour and attendance
- Securing placement and school stability

The Virtual School Team consists of a number of key staff who have high expectations for

the educational outcomes of our Children in Care and who champion their education.

This team consists of the Principal Officer for Vulnerable Children and Young People who provides the strategic lead for the raising of attainment of Children in Care and who in collaboration with relevant officers ensures that the education of Children in Care is of a high priority, a Head teacher whose role is to champion and advocate for Children in Care and challenge Head teachers and those in charge of Personalised Learning settings to ensure that the needs of the children in care are met. In addition there is a Lead Officer who provides advice and support to Designated Teachers and interprets data to determine the nature of interventions required and to measure the impact of those interventions.

The Looked after Children's Education Service (LACES) team, which consists of the Education Manager who is a qualified teacher and 3 Learning Mentors, ensures the educational stability of children through effective multi agency working with schools, Children's Social Care, other agencies and young people themselves. The Data and Intelligence team also play a key role within the Virtual School Team providing schools with monthly updated lists of their children in care and also providing key information to the team to assist with the monitoring and tracking of both individual children and cohorts. This Virtual Team aims to ensure that the education for Children in Care is of the most appropriate and of the highest possible standard by:

Standards and Guidance

- Working with schools/Private, Voluntary and Independent settings(PVI) to ensure that an effective policy for the education of Children in Care is in place
- Working to ensure that each school has a designated teacher for Children in Care and each PVI setting has a nominated practitioner
- Challenging schools/ PVI settings and agencies when appropriate
- Supporting schools/PVI settings to contribute to a PEP/Early Years PEP for each Child in Care.
- Supporting schools to provide termly data for each looked after child
- Supporting schools/PVI settings to provide an appropriate education
- for each Looked After Child

Information

- Collating and maintaining a current list of all designated teachers within schools and nominated practitioners within PVI settings
- Working with Social Workers to ensure that all Children in Care have a current PEP/Early Years PEP with meaningful targets and strategies.
- Quality Assuring PEP/Early Years PEP's and sharing judgements with designated teachers/nominated practitioners and social workers through training
- Supplying information relating to Alternative Provision within the authority.
- Monitoring and tracking the performance of individual children and cohorts

Communication

- Seeking the views of young people who are looked after to enable appropriate provision to be sought
- Working with schools/PVI settings to support Children in Care
- Working with Social Workers to support Children in Care

Resources

- Ensuring that wherever possible they are available to attend PEP/Early Years PEP

meetings.

- Ensuring that they can support the school/PVI settings wherever possible by facilitating the appropriate education for Children in Care.
- Ensuring that the impact of Pupil Premium, which has been delegated to schools, is monitored and its effectiveness evaluated.

Training

- Attending training as appropriate regarding all aspects of the education for Children in Care
- Delivering training to appropriate professionals regarding the education of Children in Care

4.2.7 The Virtual Head teacher

The Virtual Head teacher works closely with relevant LA officers to champion and advocate for Children in Care and have the following responsibilities:

- Monitor and track the progress of specific cohorts of children and to suggest to Head teachers any proven interventions which could be used to raise attainment Ensure that there is appropriate accreditation for achievements and that these are celebrated
- Support social workers to ensure that appeals are made against any permanent exclusions
- Support the Education Manager and LACES staff if required to ensure that all Children in Care receive a first class education
- Ensure that fellow Head Teachers are aware and are paying heed to the relevant protocols around children in care
- Provide guidance on suitable accreditation for alternative provision

4.2.8 Special Educational Needs Team

The Special Educational Needs (SEN) Team manages the Statutory Assessment process of needs identification and resource allocation for SEN pupils. It provides advice and guidance to schools, parents, carers and other professionals on the Statutory Assessment Process. The SEN Team will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Working in partnership with Children's Services, and supporting agencies to assess pupils' special educational needs and make arrangements to address those needs.
- Ensuring that appropriate schools or other educational settings are identified to meet the additional needs of pupils with Statements of SEN.
- Supporting arrangements for the return of Children in Care with Statements of SEN to educational provision within their natural home community where appropriate.
- Directing involvement in the young person's pathway plan for post-16 provision, involving care and future educational arrangements.

Information

- Maintaining a current list of all pupils with SEN who have 'Looked After' status. Regular liaison with Children's Services.

- Providing information for parents/carers of Children in Care with Statements of SEN in selecting appropriate educational placements.
- Providing guidance for parents/carers on the Statutory Assessment process, the content of Statements and procedure for Annual Review/Transition Plan.

Communication

- The participation of the young person and parents/carers in discussions on educational provision.
- Ensuring that appropriate documentation relating to the Statutory Assessment, Statementing and Annual Review processes is made available to parents of Children in Care.
- Liaising with the designated Social Worker to ensure the accurate sharing of information between Services and the family.
- Direct involvement in all proposals to change educational placements, either for reasons of school phase transfer or change in care arrangements.
- Responding to arrangements for the pupil's education detailed in the Personal Education Plan as incorporated in the Child Care Plan.
- Liaising with Children's Services in reviewing the Child Care Plan to provide a holistic approach to meeting the child's needs.

Resources

- Ensuring adequate resources are made available to schools and other educational settings to support the arrangements identified in a Statement of Special Educational Needs.
- Arranging suitable educational facilities to deliver a balanced curriculum for those Children in Care with Statements of SEN who are unable to access mainstream school provision.

Training

- Offering advice to Schools, particularly SENCOs and designated teachers for Children in Care, on arrangements for addressing the pupil's special educational needs.

4.2.9 The Education Welfare Service

The principal aim of the Education Welfare Service is to promote attendance in school and thereby the achievement of all children. The Service plays a prominent role in safeguarding and promoting the welfare of children and works with families, schools, other services within the Local Authority and all partner agencies.

Each of the schools in North Lincolnshire has access to an **Education Welfare Officer** who visits schools regularly to advise and support staff on attendance and related issues. All officers carry out home visits as well as seeing parents and carers in school. Officers undertake early intervention and intensive support to parents/carers in order to ensure regular school attendance and maximise the educational opportunities and life chances for children and young people. The Education Welfare Service is responsible for carrying out the legal duties of the Local Authority where parents or carers fail to ensure their child's

school attendance.

The Education Welfare Service will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Attending regional network meetings, which look at good practice, information sharing and influencing future policy and planning.

Information

- Ensuring that referrals for LAC are prioritised
- Ensuring case records in relation to children are current
- Sharing particular information with the appropriate Senior Social Worker
- Providing information on attendance to the Information Team.

Communication

- Contributing to the resolution of complex issues when securing appropriate placements
- Contributing to the practice groups
- Contribute to the virtual team for Children in Care, providing regular attendance statistics to the group.

Resources

- Ensuring wherever possible, they are available to attend meetings, deal with issues and support the child's education and school attendance, and that they are aware of the content of the PEP.

Training

- Contributing to the development of multi-agency training
- Attending training as appropriate.

4.2.10 The Personalised Learning Team

The Personalised Learning Team sits within the Vulnerable Children and Young People's Service area. It provides a multi-disciplinary support package for vulnerable children and young people, especially those who have been excluded from school or are at risk of exclusion. The package of support will be developed to meet individual needs. A Lead Professional is allocated to work with pupils and the school making the referral. Referrals can be made directly to the team manager or via the Secondary Moderation Panel.

The Personalised Learning Team will fulfil its responsibilities to Children in Care by:

Standard and Guidance

- Fulfilling the Local Authority's statutory function to ensure that children who are excluded from school are provided with suitable education following any such permanent exclusion
- Contributing to strategic and operational groups such as the Better Education for Children in Care group.

- Keeping up to date with new legislation and guidance concerning alternative educational provision and communicates this to providers, LA officers, school staff and governing bodies.

Information

- Maintaining details of contact and intervention on Capita.
- Ensuring information is provided for schools, social care and health care professionals, children, families and other relevant people as appropriate

Communication

- Ensuring the young person is fully supported, has appropriate education in place and that communication takes place between all relevant parties.
- Ensuring that all relevant people are consulted prior to any review or planning meeting (including the nominated person within school and appropriate Local Authority Officers) and are invited to attend the reviews as appropriate.
- Maintaining a strong partnership approach, working with all appropriate statutory or voluntary agencies and community resources to provide a comprehensive joined up service to meet the needs of children, young people and their families. Agencies we work with include the Youth Offending Service, Children's Social Care, Education Welfare Service, Police, Health Professionals, School Advisors, Education Psychology, Parent Partnership, Probation, Children Centres, Family Support Service, and Environmental Health. We also work with other local authorities, as well as other North Lincolnshire Council services.

Resources

- We ensure that each personal learning and development pathway offers an appropriate curriculum leading to recognised qualifications and opportunities
- We undertake individual behaviour assessments and provide a package of support for the school and child, before a child or young person is reintegrated back into mainstream school.
- We carry out regular quality assurance checks with alternative education providers and monitor the progress of children and young people in alternative educational provision and the outcomes and attainment levels being achieved.

Training

- Attending training as appropriate regarding raising the educational attainment, and improving the health care of Children in Care

4.2.11 Primary Behaviour Support Team

The team provides behaviour support and guidance for primary schools and secondary schools as regards transition issues. It provides outreach support for school staff to advise, train and equip them to better understand and deal with challenging behaviour. The Team can also broker support from other appropriate agencies and chair multi-agency meetings to ensure the best possible outcomes for the school and pupil.

The Primary Behaviour Support Team will fulfil its responsibilities to Children in Care by:

Standards and Guidance

- Attending CAF/CWAN meetings, taking a lead where appropriate
- Contributing to strategic and operational groups such as the Better Education for Children in Care group.
- Keeping up to date with new legislation and guidance concerning alternative educational provision and communicates this to providers, LA officers, school staff and governing bodies.

Information

- Maintaining details of contact and intervention on Capita.
- Ensuring information is provided for schools, social care and health care professionals, children, families and other relevant people as appropriate

Communication

- Ensuring the young person has appropriate education in place and that communication takes place between all relevant parties.
- Ensuring that all relevant people are consulted prior to any review or planning meeting (including the nominated person within school and appropriate LA Officers) and are invited to attend the reviews as appropriate.
- Maintaining a strong partnership approach, working with all appropriate statutory or voluntary agencies and community resources to provide a comprehensive joined up service to meet the needs of children, young people and their families. Agencies we work with include the Youth Offending Service, Children's Services, Education Welfare Service, Police, Health Professionals, School Advisors, IAG, Education Psychology, Parent Partnership, Probation, Children Centres and Environmental Health. We also work with other local authorities, as well as other North Lincolnshire Council services.

Resources

- Providing a sounding board for identifying opportunities for behavioural change
- Offering strategies to improve classroom behaviour
- Developing simple recording mechanisms that facilitate effective target setting
- Developing effective behaviour policies
- Dealing with challenging families
- Identifying and promoting positive behaviours already occurring

Training

- Attending training as appropriate regarding raising the educational attainment, and improving the health care of Children in Care
- Offering Team Teach and other behavioural management training to all schools.

4.2.12 Educational Psychology & Specialist Teaching Teams

The Educational Psychology and Specialist Teaching Teams promote and support the education and inclusion of children and young people with additional and specialist needs, working on behalf of children and young people who experience barriers to learning. The service includes:

- The team of educational psychologists
- The Autism Spectrum Education Team (ASET) who provide educational support for children and young people experiencing autistic spectrum difficulties:
- The Complex and Medical Needs Education Team (CAMNET) who provide tuition for children and young people with medical needs

4.3 Children's Services

4.3.1 Social Workers

All Children in Care in North Lincolnshire have a named Qualified Social Worker allocated. It will be clearly specified who the allocated worker is, as this person has overall responsibility for the case, and the specific roles of the workers involved.

The child's Social Worker will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Ensuring the child goes home or into permanent alternative placement
- Ensuring that the 'Children in Care' planning meetings and reviews are held in accordance with the statutory requirements.
- Co-ordinating and over-seeing all the work undertaken by Children's Services, and partner agencies, with a particular child or young person and their family.

Information

- Keeping the main case record in relation to the particular child.
- Ensuring information is provided for PVI's/schools, health care professionals, children, families and other relevant people as appropriate
- Ensuring that schools/PVI's know and understand the position and status of the birth parents and have the necessary information to be able to keep parents informed about their child's education.

Communication

- Ensuring the child or young person is fully supported, has appropriate plans in place and that communication takes place between all relevant parties.
- Ensuring that all relevant people are consulted prior to any review or planning meeting (including the nominated person within education and the Looked After Children's Nurse) and that such people are invited to attend the reviews as appropriate.
- Keeping in contact with the LAC Nurse and the nominated person and/or designated teacher regarding placement, statutory reviews and any significant changes to the young person's circumstances or care plan
- Ensuring that schools/PVI settings understand clearly the status and position of parents, and keep educational placements up to date as and when changes occur.
- Ensuring that parents receive the appropriate information and invitations to relevant school/PVI and health meetings and appointments. The status and role of parents should be discussed at planning meetings so that everyone is clear about the part they will play in the life of the looked after child.

Resources

- Ensuring every Looked after child has a current, up-to-date Personal Education Plan (PEP or EYPEP) and that all parties are aware of it's contents

- Ensuring that every looked after child has a current Health Care Plan that is regularly reviewed.
- Ensuring supports are in place to enable Children in Care to fully participate in education
- Ensuring wherever possible, they are available to attend meetings, deal with issues and support the child's education, health and wellbeing.

Training

- Attending training as appropriate regarding raising the educational attainment, and improving the health care of Children in Care

4.3.2 Children's Homes

A small number of Children in Care in North Lincolnshire live at Kingfisher Lodge children's home. Staff in the home play a key role in ensuring the children are supported in achieving the best possible outcomes and see education and health promotion as an important part of the child's life. Their role is to provide the support and encouragement that children need to achieve their full potential. Each child living at Kingfisher Lodge children's home will have a named worker, whose task it is to co-ordinate plans within the home for that particular child and to ensure that everyone in the home knows their role in supporting the child to achieve their plan.

Staff at Kingfisher Lodge will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Ensuring the named worker and other staff take a special interest in the child's educational success, their health and wellbeing and that plans relating to the child are pursued.
- Attending planning meetings, review meetings and education review meetings and contributing to the development of the Personal Education Plan for the child or young person

Information

- Ensuring that relevant information about the child's day-to-day educational progress and any health issues is passed on to the Social Worker and birth parents where appropriate
- Ensuring that relevant information about the child's day-to-day educational progress and any health issues is passed on to the child's named worker. However, because the named worker will not always be on shift at the home, any colleague will accept information on their behalf.
- Keeping a regular diary of significant events in a child's life and how these may impact on health or educational progress

Communication

- Developing communication links with the child's school/PVI setting which are positive and productive. This will normally be directed through the designated teacher and/or the nominated person at the setting.
- Developing communication links with any relevant health care professionals, which are positive and productive.

Resources

- Attending open evenings, careers, parents and option evenings (by agreement with the child and parents).
- Attending any health appointments or health promotion events with the young person (by agreement with the young person and their parents)
- Attending meetings regarding the education or health provision for the child.
- Ensuring that the child has the relevant equipment and uniform to participate fully in school/PVI life
- Attending school plays, awards evenings and any other educational event in which the child or young person is involved.
- Assisting with reading, homework, projects etc. at home, and advising the school/PVI setting of any difficulties in this area

Training

- Attend training as appropriate relating to the education and health Children in Care.

4.3.3 Foster Carers

The majority of children and young people looked after by the local authority are cared for by foster carers. Foster carers are responsible for the day-to-day care of children and young people in their own homes and are able to act to support plans drawn up in conjunction with Social Workers and birth parents. Some foster carers undertake short-term support work, whilst others provide a much more long-term arrangement. In some cases, foster parents are caring for very vulnerable, damaged and possibly difficult children.

Every foster carer is linked to a fostering Social Worker, a North Lincolnshire Social Worker, who liaises with carers and provides support and advice.

Increasingly, foster carers are undertaking a more focused and significant role in providing care for the children and young people placed with them and, as trained people with expertise and experience to offer, they can play a key role in ensuring the effectiveness of education and the ongoing health, wellbeing and development of the children in their care.

Foster Carers will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Ensuring they take a special interest in the child's educational success, their health and wellbeing and that plans relating to the child are pursued.
- Attending planning meetings, review meetings and education review meetings and contributing to the development of a plan for the child or young person

Information

- Ensuring they seek information from the school/PVI setting regarding the child's educational progress.
- Ensuring that they seek and maintain relevant information about the child's health and well-being
- Keeping a regular diary of significant events in a child's life and how these may impact on educational progress, health and wellbeing

Communication

- Ensuring that relevant information about the child's day-to-day educational progress and health care issues is passed on to the Social Worker and birth parents where appropriate
- Keeping the child's key person/class/form teacher informed of events in the child's home life which may impact on educational progress
- Advising the setting/school of absences and the reasons for those absences
- Developing communication links with the child's setting/school, which are positive and productive. This will normally be directed through the designated teacher at the school or the child's key person in a PVI setting.
- Developing communication links with relevant health care professionals which are positive and productive

Resources

- Attending open evenings, careers, parents and option evenings (by agreement with the child and parents).
- Ensuring that the child attends any relevant medical appointments and health promotion events
- Attending (where possible) meetings regarding the education provision for the child. Ensuring that the child has the relevant equipment and uniform to participate fully in school/PVI setting life
- Attending educational plays, awards evenings and any other school/PVI event in which the child or young person is involved.
- Assisting with reading, homework, projects etc. at home, and advising the school/PVI of any difficulties in this area

Training

- Attending training as appropriate relating to the education and health of Children in Care.

4.3.4 Independent Reviewing Team Leaving Care Services

This team is independent of the management of individual children's cases and resource decisions regarding Children in Care, which enables the Independent Reviewing Officers (IROs) to effectively perform their statutory duties.

The whole team comprises of a Service Manager, two Team Leaders, one for Children in Care and one for child protection, three IRO's for Children in Care reviews, an IRO for foster carer reviews and two Child Protection Conference Chairs.

The primary function of the IRO is to ensure that the care plan for the child fully reflects the child's current needs and that the actions set out in the plan are consistent with the local authority's legal responsibilities towards the child. There should be a particular focus on health and education and consideration of the child's health plan and Personal Education Plan (PEP/EYPEP).

Independent Reviewing Officers will fulfil their statutory responsibilities to Children in Care by;

Standards and Guidance

Chairing the review meetings of all Children in Care. Reviewing is a flexible process that will vary in relation to each child. It may be one standalone meeting attended by all the relevant people in the child's life, or a number of meetings with one central meeting attended by the IRO, the child, the Social Worker and some of the relevant adults in the child's life. It will be for the IRO and the Social Worker, in consultation with the child, to agree the best way to manage the process for each child before the review. The IRO will provide a written record of the review including the decisions made so that the child's needs and planned outcomes are clear, as is the person responsible for implementing the decision and the timescale.

Monitoring the child's case on an ongoing basis to ensure that the care plan continues to meet the needs of the child and also to monitor the local authority's function as a corporate parent are key responsibilities. In the event of any significant change/event in the child's life/care plan the Social Worker must inform the IRO. The IRO should then determine whether the change requires a review to be convened.

Maintaining an overview of the PEP/EYPEP and Health Care Plan at every review is a statutory requirement to ensure that the child's educational and health needs are met in addition to addressing other issues such as permanence and contact. The IRO a role in ensuring that decisions taken at reviews are successfully implemented to meet the child's needs and planned outcomes within the child's timescale. .

Ensuring that any ascertained wishes and feelings of the child are given due consideration, promoting the voice of the child and also ensuring that the child fully understands the implications of any changes made to his/her care plan are central to the IRO role.

Information

- Following Children in Care reviews information will be provided to the designated teacher and to the Children in Care Nurse, as appropriate.

Communication

- Consulting with (to include via the most recent PEP/EYPEP) and inviting, where appropriate, the designated teacher to the review meeting.
- Consulting with (to include via the most recent Health Plan) and inviting, where appropriate, the Children in Care Nurse to the review meeting.
- Communicating the outcomes of the Children in Care review to all relevant parties within specified timescales.

Resources

- Ensuring that child-centred Children in Care reviews are held at a venue and time to ensure the maximum participation of essential attendees and facilitating support to enable the attendance of all relevant parties.

Training

- Providing training and advice, as necessary, in relation to the issues facing children in care and relevant statutory regulations/guidance and local procedures.
- Attending training, as appropriate, that relates to the education and health of children in care.

4.3.5 Support to Care Leavers

Supporting young people as they make the transition to adult living is an integral aspect to the services to children in care in North Lincolnshire. To ensure that services work together to achieve positive outcomes for young people, all care leavers will have a named worker – this will be a Qualified Social Worker (who also acts as their Personal Advisor) whilst they are aged 16/17 and a named Personal Advisor when they are aged 18+.

The Personal Advisor ensures the young person has a Pathway Plan that includes how they will be supported to access work; training or education. The Pathway plan is reviewed regularly – this is by an Independent Reviewing Officer whilst the young person is aged 16/17.

The Personal Advisor co-ordinates support and plans for each individual and work with all agencies to ensure provision is in place to meet their needs. To ensure that the young person's attainment and employability is integral to this plan the Personal Advisor will liaise with a dedicated IAG worker who offers advice, guidance and support to young people on an individual basis and through drop-in sessions.

Social Work Services fulfils its responsibilities to Care Leavers by:

Standards and Guidance

- Ensuring that Care Leavers have appropriate accommodation within the community.
- In partnership with young people, assessing their needs and developing a **Pathway Plan** that promotes their successful transition into independence.
- Ensuring appropriate referrals are made to the IAG worker.

Information

- Ensuring that relevant information on young people's training / further education needs is up to date.
- Ensuring that relevant information is shared between training / education providers.

Communication

- Developing links with colleges, businesses and training providers, this will be initially via the IAG Officer.
- Ensuring that Personal Advisors continue to communicate with relevant professionals.

Resources

- Ensuring every young person who is entitled to Leaving Care services has a designated **Personal Advisor**
- Attending open days, parent's evenings and other school/college events if the young person wishes.
- Ensuring the young person has the relevant equipment to participate fully in education training and employment.
- Ensure that all young people have the opportunity to access placements and support to increase their employability via Corporate Parenting and other initiatives.

Training

- Attending training as appropriate relating to the education and health of Care Leavers.

Support to Care Leavers is also delivered by the 'Pathways, Horizons, Accommodation, Support and Education' (PHASE) service who provide accommodation and support to Care Leavers commissioned by the Social Work Case Management Team.

4.3.6 Adoption

The aim is to provide a secure, stable and living family to support a child through childhood to become an adult. If this cannot be provided by a child's birth family or friends then alternative permanence is sought of which one of the options is adoption.

Research indicates adoption as a primary consideration and as a main factor to contributing the stability of children, especially for those under four years of age who cannot be reunified with their birth or extended family.

Adoption transfers Parental Responsibility for the child from the birth parents and others who have parental responsibility, including the Local Authority, permanently and solely to the adopter(s). The child is deemed to be the child of the adopter(s) as if he or she had been born to them. The child's birth certificate showing the adopter (s) to be the child's parent(s). A child who is not already a citizen of the UK acquires British citizenship if adopted in the UK by a citizen of the UK.

Adopters will fulfil their responsibilities to Children in Care by:

Standards and Guidance

- Ensuring they take a special interest in the child's educational success, their health and wellbeing and that plans relating to the child are pursued.
- Attending planning meetings, review meetings and education review meetings and contributing to the development of a plan for the child or young person
- Following the child being adopted they will act as an advocate for their child ensuring that their child receives any support that they require
- Adopted children are given priority admission in respect to schools, alongside similar rights as Looked After Children
- Adopters are aware that the Pupil Premium has been expended to include children leaving care by way of adoption. They will discuss with their child's school how they feel this premium should be spent.

Information

- Ensuring they seek information from the school/PVI setting regarding the child's educational progress.
- Ensuring that they seek and maintain relevant information about the child's health and well-being
- Have a good understanding of a child's birth experiences and how they may impact upon a child's emotional and physical development and therefore their educational progress.

Communication

- Ensuring that relevant information about the child's day-to-day educational progress and health care issues is shared between adopter and school
- Keeping the child's key person/class/form teacher informed of events in the child's home life which may impact on educational progress
- Advising the setting/school of absences and the reasons for those absences
- Developing communication links with the child's setting/school, which are positive and productive.
- Developing communication links with relevant health care professionals which are positive and productive

Resources

- Attending open evenings, careers, parents and option evenings
- Ensuring that the child attends any relevant medical appointments and health promotion events
- Attending (where possible) meetings regarding the education provision for the child.
- Ensuring that the child has the relevant equipment and uniform to participate fully in school/PVI setting life
- Attending educational plays, awards evenings and any other school/PVI event in which the child or young person is involved.
- Assisting with reading, homework, projects etc. at home, and advising the school/PVI of any difficulties in this area

Training

- Attending any training as appropriate relating to the education and health of adopted children

4.4 Health

The NHS contribution to the health of looked after children, is made in 4 ways:

- Undertaking a corporate parent role
- Commissioning effective services;
- Delivery through provider organisations;
- Individual practitioners providing co-ordinated care for each child or young person and carer.

NHS North Lincolnshire aims to commission health services that;

- enhance the quality of life of the child or young person by promoting and supporting their relationships with others.
- ensure that service commissioning for looked-after children and young people is informed by the views of children and young people
- are evidence based and informed by the Looked after Children and young people: NICE/SCIE guidance NICE public health guidance 2010 and Promoting the Health and Wellbeing of LAC 2009 guidance and:
 - national evidence, guidance and performance data
 - the local corporate parenting strategy
 - local knowledge and experts
 - local audits
 - the joint strategic needs assessment
 - local plans and strategies for children and young people's health and wellbeing.

Locally the goal for a range of commissioned services dedicated to looked after children and young people is that they are integrated, co-located and have expert resources to address physical, medical and emotional health needs. These dedicated services have links with the key universal services GP, Dentist, Health Visiting and School Nursing and aim to be friendly, accessible and non-stigmatising and include health promotion.

In order to be healthy and achieve educationally children and young people health need to provide services that facilitate:

- self care and early identification and prevention of physical and emotional health problems
- timely access to specialist services, including child and adolescent mental health
- access to professional advice for the looked-after children and young people's care team
- co ordination of health related appointments/interventions that cause no or little disruption to school attendance

4.4.1 The Looked After Children Health Team:

This team consists of a Designated Doctor – Looked After Children, Designated Nurse Looked After Children and Specialist Nurse – Looked After Children

The Children in Care Health Team will fulfil their responsibilities to Children in Care by:

- Liaising and working with all those involved in the care of Children in Care to meet the health needs and actively promote a healthy lifestyle for each Looked After Child / Young Person
- Undertaking regular health assessments and drawing up an individualised health action plan for each looked after child / young person
- Referring to other health professionals as required and appropriate to meet the health needs of the child / young person
- Monitoring the provision of health services to children in care and care leavers by identifying gaps in services and informing NHS North Lincolnshire

4.4.2 The Looked After Children Nursing Team:

The Children in Care Specialist Nurse, supported by the Designated Nurse, will fulfil his/her responsibilities to Children in Care by:

- Informing any other involved health professionals as appropriate when informed that a child has become looked after.
- Collating all information and arranging for the Designated Doctor LAC to undertake an initial health assessment upon receipt of the 'consent to share health information' form.
- In consultation with the LAC Designated Doctor, producing a Health Plan for the first 4-week LAC review.
- Thereafter, carrying out a health review and updating the health plan at 6-monthly intervals for children under 5 years of age and annually for those over 5 years of age.
- Being available for advice and support of young people, parents, foster carers, residential staff, Social workers, educational staff and other health professionals

- Working with individual children / young people as requested and appropriate.
- Carrying out home visits as requested by young people / foster carers
- Visiting the Residential Children's Homes regularly
- Attending, as invited and appropriate, any professional meeting, including planning meetings and LAC reviews, regarding a child / young person looked after.
- Attending foster carer meetings and any other staff group meetings as invited.
- Attending and contributing to the Health Days arranged for Children in Care
- Contributing to training for all staff groups involved in the care of children and young people looked after as appropriate

4.4.3 Child and Adolescent Mental Health Services for Children in Care:

The Aims of the Service:

- To provide targeted and dedicated Specialist CAMHS for Children who are Looked After, Adopted or on the Edge of Care in North Lincolnshire that is comprehensive, structured, integrated and sustainable.

The Objectives of the Service are:

- To assess the emotional well being of children who are looked after, adopted or on the edge of care in North Lincolnshire
- To support the promotion of emotional well being for Children in Care
- To increase the understanding of the mental health issues of this client group amongst the carers and professionals working to support and look after these children
- Increase carer knowledge and the use of psychological frameworks related to child development, attachment and trauma so they can provide the highest quality care and seek appropriate specialist assistance where necessary
- Promote an environment of positive mental health within and across all settings relevant to children who are looked after, adopted or on the edge of care
- To promote resilience and build on the strengths of children young people and to do the same for their carers and key professionals who support them by identifying, advising and promoting a positive emotional environment
- Support the effective working together of all disciplines, agencies and services relating to the emotional well-being of children who are looked after, adopted or on the edge of care
- To support the local authority within ensuring placement stability
- To provide specialist psychological support to the children with the highest need

Expected Outcomes:

In meeting the above objectives, the service will deliver a number of key outcomes which are:

- Key professionals are able to incorporate an understanding of the mental health and emotional needs of children and young people into their work and decision-making processes through access to support, information, advice, supervision, consultancy and training.
- Key professionals and carers will possess the correct mental health skills and competencies to guide and support and address the emotional and mental health needs of children and young people who are looked after, adopted or on the edge of care
- Children and young people will receive direct access to a range of psychological techniques that are informed by attachment theory.

- Carers will have access to a number of social and psychological frameworks that will provide them with a wide range of constructive ways to understand and guide the care of children and young people who are recovering from abuse and neglect as well as seriously affected by emotional, behavioural and relationship difficulties
- Improve the home environment for the young people who are looked after with a focus on their emotional well being and promoting better life chances by full engaging in multi-agency and multi disciplinary work.

The Child and Adolescent Mental Health Services for Children in Care operate a 'tiered approach' to meeting the needs of Children in Care:

Early Intervention/Promotion (Tier 1)

Screening/Assessment

- The service will work in partnership with Children's Services to ensure that all Children in Care will have annual SDQ assessments. The SDQ will be utilised to ensure referral to the appropriate care pathway for each child or young person

Group work

- Where a child or young person has a low level of need, the Provider will work in partnership with the Local Authority to identify children and young people requiring therapeutic group work. The service will work in partnership with Children in Care teams to provide sufficient capacity to meet the needs of the population group
- Groups will run as a joint project between the Specialist CAMHS, working in partnership with Children's Services, with the aim of the group work to promote emotional well being and addressing low level difficulties with regard to confidence, bullying, assertiveness, identity, friendships and anger
- Groups will be age appropriate and delivered in age appropriate settings
- Where appropriate, Specialist CAMHS team will work in partnership with Children's Services to develop group-based approaches to address a more complex but specific need in a group of children and young people, for example self-harm

Training

- The Provider will offer training to Social Workers, Fostering Social Workers, Foster Carers and Residential Care Staff, on a range of subjects such as attachment, child development and mental health.
- Specialist CAMHS will work in partnership with Social Work Services to develop a workforce plan by which training will become a multi-disciplinary project
- The Provider will deliver training that will:
 - allow for Foster Carers and Residential Support Workers to better understand and meet the needs of children and young people in their care
 - enable Fostering Social Workers and Children's Social Workers to better support Foster Carers, in identifying the mental health needs of children and young people in order to make appropriate and early decisions regarding their mental health and psychological care
 - enable social workers to continually assess the needs of Children in Care to inform the formulations for children and young people accessing this service
- Training will be based on attachment and development and mental health and

resilience will be provided to carers and social work colleagues as a rolling, year on year programme

- Specialist CAMHS will identify other professionals who would benefit from the training and offer places where possible

Assessment and Consultation Provision for Moderate Needs (Tier 2)

- Provide direct psychological assessment and produce appropriate reports to help local authority colleagues understand the needs of children in order to ensure they receive the appropriate support they need
- Undertake holistic assessment to develop a systemic formulation which is shared with carers and professionals within context of a multi-agency approach to service provision
- Provide short term consultation to social work colleagues and/or foster carers around children with moderate needs from the specialist team, with the aim of promoting improvements in colleagues understanding of the children's emotional health and promoting early changes to reduce the likelihood of deterioration
- To provide one-to-one psychological support to children and young people where necessary in conjunction with partner agencies e.g. Action for Children where appropriate
- Need will be determined through screening, information from professional's involved and psychological assessment and formulation, which will in turn inform the service priorities.
- Work with partners and carers to ensure children and young people have access to a secure environment where trusted relationships with adults can be developed
- If individual therapeutic work is indicated and the child or young person is considered to be in an appropriate and stable environment, then individual therapeutic work will be considered by the core group/team around a child. Individual therapeutic work will occur alongside the most appropriate level of consultation provision and be completed by a practitioner with the appropriate skills and competencies

Team Around the Child Approach for Moderate to High Needs – Intensive Package (Tiers 3 and 4)

- Provide advice and consultation to ensure a comprehensive service to support a child or young person's placement where Foster Carers, Residential Support Workers and Social Workers implement the majority of the care package
- Provide leadership to ensure psychological input is given through a multi-disciplinary, partnership arrangement by operating a 'team around the child' approach to children with the highest level(s) of need
- Engage in regular meetings of core professionals to review the child or young person's needs, difficulties and support
- Ensure that appropriate staff are made available when requested to attend statutory and non-statutory review panels and other decision making forums relating to children in need of specialist care, including Adoption Panels and Complex Care Panels, and to participate in the collation of information and attendance at meetings in relation to safeguarding matters
- With regard to Tier 4 placements, the Provider will act in accordance with the requirements for Tier 4 provision outlined in the service specification for mainstream Tier 2/3 CAMHS

Whole System Relationships

- Partnership arrangements with the Local Authority case management team,

- Fostering service and Adoption service will play a key role in the provision of this service
- Further links with Action for Children who support individualised treatment for the children
- The Children in Care nurses are key in the ongoing assessment of emotional health, especially for those with lower level needs, and in supporting the yearly screening and development of the emotional health plan
- Direct links with the core CAMHS team in areas such as ASD and eating disorders
- Link with Educational Manager for Children in Care
- Link with substance misuse team

4.5 Careers Information Advice and Guidance (IAG)

The Careers Team will treat Children in Care and Care Leavers as a priority group. To do this, it will ensure that Children in Care and Care Leavers receive:

- Impartial careers guidance (if necessary in a non-school setting) to discuss key stage 4 choices in year 9, post 16 options in year 10 and 11 and ongoing support in post 16 education settings and if NEET (not in employment education or training)
- General support, advice and guidance as necessary on education work and training through a drop-in at Cambridge House
- Priority access to IAG services (such as placements, training etc)
- Clear, effective Transitions Planning and support
- Support to access work placements and training opportunities
- Support as necessary in appropriate meetings and forums

4.6 Youth Offending Service

Introduction:

Children involved in youth justice can be over-represented within the Child in Care population. To ensure there is effective support for any child in care who is involved in, or on the edge of offending behaviour, North Lincolnshire Children's Services has established a dedicated post, Social Worker – Children in Care (Youth Offending). A key focus of this post is overseeing the management and delivery of services to meet the complex needs of this very vulnerable group whilst working to improve the life chances of all Children in Care.

The overarching principles of the Youth Offending Service is to prevent youth offending, reduce re-offending behaviour in those young people already in the criminal justice system, protect the public and reduce the use of custody. As such, the Social Worker (YOS) plays a key role in working to reduce and prevent offending within the Children in Care population in North Lincolnshire.

The role of the Social Worker (YOS) covers a range of duties, tasks and responsibilities specific to the following categories of Children in Care:

- Children and young people in care whose primary needs are due to offending,
- Children and young people who become looked after as a result of the youth court process.
- Young people involved in the youth justice system who become care leavers

(up to the age of 18)

- Children and young people looked after, at risk of becoming involved in offending

The North Lincolnshire Youth Offending Service fulfils their responsibilities to Children in Care by:

- Having a designated Social Worker within the team and health professionals within the team (including CAMHS and SLT)
- Providing assessment, intervention and support to Children in Care to prevent and reduce offending and anti social behaviour.
- Contributing to the multi-agency package of care and support for Children in Care
- Prioritising the reduction of offending for Children in Care
- Providing advice support and training to agencies and individuals regarding the prevention and reduction of offending and anti social behaviours
- Contributing to the Restorative Justice programme to reduce offending by Children in Care

5.1 Children in Care School Admissions

It is recommended that admission authorities give Children in Care top priority in their over-subscription criteria. Care placement moves can be temporary or out of the LEA's area and often happen outside the normal admissions round, when popular schools are full. Part of the Admission Forum's role is to consider how to ensure that local arrangements work effectively for such children, so that places can be found in schools that are suitable to their social, pastoral and educational needs as quickly as possible.

(School admissions code of practice 2003)

North Lincolnshire Council will respond to the needs of Children in Care by prioritising access to school places when they are without a school place or providing alternative provision where this is assessed as being appropriate.

North Lincolnshire Council will make every effort to ensure that Children in Care receive continuity of education when they are in public care and will ensure that there is no unnecessary delay in the admission process for the young people. Other than transfer of schools at the normal stage, a school placement or suitable alternative education should be secured within 20 school days of notification.

North Lincolnshire Council Schools Guide 2005-6

North Lincolnshire Council will actively support Children in Care, wherever they are placed by:

Ensuring, that Children in Care are given top priority in over-subscription criteria as recommended by the School Admissions Code of Practice.

- Challenging any admission authority, which they believe, is not giving top priority to Children in Care in its over-subscription criteria, if necessary, by making representations to the School Adjudicator.
- Adhere to the guidance, which advocates finding, within 20 days, a suitable full-time school place (or supporting carers to do so).
- Providing alternative provision within 5 days to ensure the child suffers the minimum possible disruption to their education.

5.2 Children in Care in the Early Years

The Department of Health's statistics (1999) indicated that 4% of Looked after Children in England were under 1 year of age and 17% between the ages of 1 and 4. The DfES/DOH 2000 Education of Young People in Public Care Guidance found that, although many children under the age of 5 in Local Authority care appeared to be succeeding educationally, the effects of separation and pre-care experiences upon their emotional development would not be apparent until later in their lives.

In 2009 the Yorkshire and Humber Healthy Care Learning Network suggested a range of future actions to improve the health and well-being outcomes of looked after children under 5 years of age. These have been adopted in North Lincolnshire and are as follows:-

- Practitioners working in PVI settings listen to babies and young children using a variety of communication media – including creative arts and play
- “Listening training” will be given to key professionals
- Links and opportunities will be considered at all times with the wider safeguarding agenda to listen to early years children
- The knowledge and skills of social workers in attachment and child development will be increased– especially in relation to early childhood
- Early identification of mental health difficulties through health professionals will be paramount to ensure children and parents are supported and so reduce numbers of children identified with disruptive behaviour in education. This will be supported by the Early Years Specialist SEN Teams (Portage, Area SenCo's, Education Team CDC and EPU)
- Evidence will be shared to inform practice ie what do we know about risks to healthy child development, what works and how do we show and share that it has worked
- Adequate support will be provided to foster carers and their own children
- Support for foster carers will be given as parenting role models for young parents
- Data will be analysed to identify how effectively foster carers link to parenting programmes, children's centres and PVI settings to support good practice in early years development
- Appropriate support will be provided to mother, father and carers whilst care or adoption proceedings are in process
- Young parents will be provided with training about parenting, including how to play and communicate with their child. This will come from joint ventures within Children's Services.

(Improving health and well-being outcomes of children under 5 years of age looked after in the care of local authorities, NCB)

In North Lincolnshire we believe in early identification and support for Looked After Children. PVI settings are supported to provide secure nurturing, consistent and non-stigmatising environments for both care and education.

As with any child, care needs to be taken in ensuring that the setting appropriately meets the needs of the child. In a minority of circumstances some Looked After Children younger than 2 attend PVI settings. The majority of children aged 0-2 however stay with their foster carer to help form a secure attachment with the carer in the home.

The early years are a time of rapid change and development for children. Careful planning, especially through key transitions, is critical. Starting at a PVI setting or school is a big step

for a little child. Well planned and co-ordinated small stepped support is available to help the child settle and succeed in their new environment.

Key adults are particularly important for young children in public care. All children need to form secure attachments in order to develop independence, gain confidence and have good emotional well-being. Young children will have a limited number of key persons in their setting to allow them time to develop these relationships. They will also have a named trusted adult to advocate on their behalf that they can also build a relationship with. This adult will then ensure that the child has access to the same life chances as their peers.

5.3 Children in Care and Transitions Planning

Pupils with Special Educational Needs (SEN) must have plans in place to ensure the transition from school into Further Education, training and follow on services are managed as effectively as possible. To facilitate this, each pupil must have a **Transition Plan** which must be reviewed at regular intervals.

The Head Teacher is responsible for ensuring that a Transition Plan is drawn up for each relevant individual and subsequently reviewed from year 9. The Head Teacher must ensure IAG, children's services and any other relevant parties are invited to the initial Transition Planning Meeting and subsequent reviews of the plan.

SENCOs (Special Educational Need Co-ordinators) **or Designated Teachers** may be required by head teachers to carry out the tasks involved in organising and carrying out Annual Reviews and Transition Planning.

The IAG Team Service will provide a Careers Adviser for every young person with a statement aged 13 and above. The service has responsibility for the overall coordination of the transitions system. The **IAG Advisor** will complete a careers guidance interview to inform the Annual Review and Transition Plan. This information is then used by the adviser to complete a Learning Disability Assessment (139a). They also co-ordinate and monitor progress on the implementation of the Transition Plan.

North Lincolnshire Children's Services (CS) staff will act as personal adviser for youngsters who are looked after and are expected to remain so for the rest of their school career, or are eligible and relevant children under the Children (Leaving Care) Act 2000 (care leavers). When CS staff are acting as advisers, they **must** attend the Annual Review meetings. CS will assist the IAG service in implementing the Transition Plan.

Other Agencies are responsible for supporting the assessment process for the annual review and the implementation of the Transition Plan.

5.4 Personal Education Plans Guidance

Personal Education Plans (PEPS) - Guidance for Practitioners.

The PEP is a useful tool that can be used in a practical way to help children work towards achieving their full potential. It is a requirement that all Children in Care have an up-to-date PEP. This includes the actions all people relevant to, and supporting, the child's education will undertake to assist their successful education. The PEP needs to start at age 3 years) and should be undertaken at least twice a year.

- The Social worker is responsible for ensuring that the correct information is input into the social services electronic information system and ePEP system (Welfare Call)
- It is important that the child takes an active part in the meeting and that the targets/outcomes have real meaning for that child. The designated teacher must ensure that the pupil is able to contribute to the PEP using the pupil consultation document, which should be returned to the local authority with the PEP documentation.
- The atmosphere should be a positive one, celebrating success, however small, and setting understandable targets, which are aspirational.

The PEP should be an effective tool to help the school do everything possible to support educational progress. To be an effective tool the PEP should:

- Identify developmental and educational needs in relation to skills, knowledge, subject areas and experiences
 - Set short and long term educational outcomes agreed in partnership with the pupil, carer and social worker
 - Be a record of planned actions, e.g. on homework, extra tuition, study support that the school and others will take to promote the educational achievement of the pupil based on an assessment of his or her educational needs
 - Include information on how the progress of the pupil will be rigorously monitored
 - Record details of specific interventions and targeted support that will be used to make sure personal targets are met, especially at the end of KS2 in relation to English and mathematics and at KS4 in achieving success in examinations
 - Say what will happen or is already happening to put in place any additional support which may be required
 - Set out how a pupil's aspiration and self confidence and ambition is being nurtured, especially in consideration of longer term goals towards further and higher education, work experience and career plans
 - Be a record of the pupil's academic achievements and participation in the wider activities of the school and other out of school learning activities (eg sporting, personal development, community)
 - Provide information which helps all who are supporting the pupil's educational to understand what works best for the pupil
 - Have clear accountability in terms of who within the school is responsible for making actions identified in the plan happen
- The PEP should identify who is to be contacted in the first instance if transport difficulties arise e.g. Carer, family member etc. Telephone numbers and email contacts should be included.
 - Where specific transport arrangements around school are in place, particularly when associated with supporting contact, it is advised that a copy of the transport plan is attached to the PEP for easy reference.

Practical Issues

- The Social worker must ensure a copy of the full PEP is sent to the Reviewing Team within five days. Where an ePEP has been completed this needs to be uploaded onto the system within 5 working days. The PEP must be considered at the LAC Review.

16+ and Care Leavers

All Children in Care and Care Leavers must have a **Pathway Plan** within 3 months of their 16th birthday. The Pathway Plan will incorporate the PEP for young people aged 16 plus and will specify their ongoing education, training and employment.

The date for the PEP review will also be arranged at the Pathway Planning meeting

Early Years Personal Education Plans (EYPEPs) – Guidance for Practitioners

The EYPEP is similar to the PEP completed in schools. It has been developed to support all Looked After children, aged 3-5 years who attend a pre-school, day nursery or childminding provision. Children aged 3-5 who attend a school setting will have a “PEP for Looked After Children in Schools and Alternative Learning Provision.”

An EYPEP is initiated as soon as a Looked After Child reaches the age of 3 or within 10 days of him/her becoming Looked After. To ensure timescales are achieved it is important that, where possible (ie a child coming up to their 3rd birthday) dates are set well in advance through early liaison between the child’s social worker, carer, nominated practitioner and key person.

Social Worker

- Is responsible for ensuring that the correct information is inputted into the social services electronic information system (SSID/Carefirst)
- Informs the SLT: Area SenCo of a pre-school child in care and is given the name of the Nominated Practitioner of the setting and any further support needed
- Contacts the Nominated Practitioner and other relevant professionals to arrange a meeting to initiate the EYPEP
- Informs the parent / carer of the meeting, as appropriate
- Sends the EYPEP Part 2 to the setting for the Key Person to complete with the child before the meeting
- Prints and takes EYPEP Parts 1 and 3 to the meeting.
- Verifies the information from Part 1 and amends where needed
- Records the views, discussions, actions and targets of the meeting on the EYPEP Part 3
- After the meeting returns the completed EYPEP to the virtual school
- Reviews the first EYPEP 3 months later and, after that, within a 6 month cycle

Nominated Practitioner for Looked After Children within the PVI Setting

Although other professionals have a role, the Nominated Practitioner is the key contact in the PVI setting for agreeing and reviewing the EYPEP, alongside the child’s Key Person, regardless of the originating LA. Children who are looked after by authorities other than North Lincolnshire may have different PEP formats and procedures. Practitioners will need to be familiar with these too.

The Nominated Practitioner should ensure that:-

- There is a record of the number of Looked After Children in their setting and that they participate in EYPEP's where appropriate
- They liaise with the Case Manager and other professionals before the meeting
- The Key Person receives and completes Part 2 of the EYPEP prior to the meeting and attends the meeting
- Information from the EYPEP is appropriately distributed to other staff within the setting, ensuring appropriate confidentiality is maintained
- Time is allocated for targets to be achieved within the setting
- Procedures are in place to ensure that when a child in care transfers to a new setting their EYPEP transfers with them.

Key Person

- Completes the "All About Me" page with the child
- Completes the Early Years Foundation Stage Learning and Development and, from the 2nd EYPEP onwards, the observation and summary of progress sheets prior to the meeting in partnership with the child and foster carer/parent. These sections should be completed based on observations of the child and further evidence in their Look at Me books
- Attends the meeting.
- Helps review the early years PEP and draw up a new one
- Ensure that copies of any other plans (eg IEP's) are available to avoid duplication when target setting
- Shares the targets agreed and next steps with the child once the meeting has ended
- Works on the agreed targets with the child and informs parents/carers of progress when appropriate

Child

- Contributes their views in a positive way through their All About Me page and other thoughts they wish to share
- Gives their views about the targets agreed and next steps

Carers/Parents

- Contribute their ideas / views through the Part 2 section with the Key Person
- Share their views about the child's education in the EYPEP meeting
- Work on the agreed targets and next steps with the Key Person

Designated Early Years Co-ordinator

The Senior Lead Teacher: Area SenCo's will act as Designated Early Years Co-ordinator supported by the Early Years Teams (Area SenCo's, Early Years Consultants, Early Years Senior Development Officers, Early Years Practitioners.) S/he will specifically support liaison between the Designated Teacher for Looked After Children, Children's social services, carers and the PVI settings.

The Senior Lead Teacher also:

- Keeps a record of the number of Looked After Children, aged 0-5, in PVI settings
- Keeps an up to date record of the names of the Nominated Practitioner within each setting
- Ensures that EYPEP's are completed within agreed time-lines
- Contacts the appropriate EY Standards and Effectiveness Consultant to inform them of

- the date of an EYPEP meeting in the relevant setting
- Attends EYPEP meetings and helps to review and draw up new EYPEP plans if required
- Co-ordinates with the Head Teacher of the Virtual School to ensure quality assurance of EYPEP's and provides training where needed

Designated Early Years Consultant

The appropriate EY Standards and Effectiveness Consultant will support the nominated early years practitioner in collating all necessary pre-school information prior to the meeting

- Attends the meeting
- Chairs the meeting

5.5 Initial Health Assessment on Becoming Looked After

- **Request for Health Assessment** and completed **Consent to Share Health Information** forms should be sent to LAC Health Team by the Social worker as soon as the child is accommodated – ideally on the same day
- All details on the request form must all be completed and as up to date as possible. In particular details of the health professionals involved in care of the child / young person must be included.
- The consent to share health information should be signed by the parent / person with parental responsibility.
- The initial consent will be taken as ongoing unless the parent / person with parental responsibility requests it is withdrawn

NB

Though it is recognised that it is good practice to obtain parental consent, in cases where a care order is in place, the responsible Service Manager can give consent and the process should not be delayed whilst waiting for parental consent.

If parental consent is not given, and the child is not subject to an order, the responsible Service Manager – in consultation with the other professionals involved (including the carer/provider of accommodation) – should make the decision whether it is safe and appropriate to accommodate the child or young person or whether further action is needed.

- On receipt of the consent to share health information and the request for health assessment, the LAC health team will request information from the identified health professionals involved.
- Return of this information will be requested within 2 weeks
- An appointment will usually be offered for the child / young person to be seen by the LAC Doctor, as part of the initial health assessment.
- Information received from other health professionals and at the health appointment, will be summarised and the health needs of the child identified.
- A health plan detailing actions required, and by whom in order to meet the health needs of the child / young person will be made and forwarded to the Social worker and the reviewing officer prior to the next review.

Summary of process

- Child / young person accommodated. Request for health assessment + Consent to share health information sent to LAC nurse.
- Copy of consent + letter requesting information with sent by LAC health team to each health professional involved.
- Child / young person offered health appointment
- Health plan completed and forwarded to Social worker and reviewing officer prior to 4-week review. A copy will also be forwarded to the carer and/or child / young person as

appropriate.

Health Review Process

Children in Care under 5 years of age have a health review every 6 months.

Children in Care / young people over 5 years of age have an annual health review.

The LAC Health Team will produce updated health plans at the intervals described above and copies will be sent to the child's Social worker, the independent reviewing officer, the carer and the young person as appropriate.

- LAC health team will send copies of consent to health professionals involved with a request for health information.
- An appointment will be offered for the child / young person to attend a health discussion / assessment, usually with the LAC nurse. If another health professional is already involved with the child / young person, it may be more appropriate for them to carry out the health discussion if the child / young person prefers. **A physical examination will only be advised if indicated** and usually a separate appointment will be arranged for this.
- On receipt of information and following the appointment the LAC health team will complete a comprehensive health assessment and draw up a health plan for the next 12 months.

5.6 Key Stages Explained

When most of us went to school we talked about infant and junior classes and first to fifth year in secondary school. Now education is divided into Key Stages and at the end of each Key Stage children take Standard Attainment Tests (SATs) or GCSEs. The exception to this is the foundation stage which includes Nursery and Reception classes.

| Age | Year | Key Stage |
|------------|-------------|------------------------------------|
| 3 - 5 | Nursery | Early Years Foundation Stage (FS1) |
| 4-5 | Reception | Early Years Foundation Stage (FS2) |

A Foundation Stage Profile is completed on each child during their FS2 year. National average expected is 6 points in each of the areas (Personal Social and Emotional Development, Communication Language and Literacy, Problem Solving Reasoning and Numeracy, Knowledge and Understanding of the World, Physical Development, Creative Development)

| Age | Year | Key Stage |
|------------|-------------|------------------|
| 5-6 | 1 | Key Stage 1 |
| 6-7 | 2 | Key Stage 1 |

Key Stage One SATs

Reading, Writing, Spelling, Maths. National average expected is Level 2

| Age | Year | Key Stage |
|------------|-------------|------------------|
| 7-8 | 3 | 2 |
| 8-9 | 4 | 2 |
| 9-10 | 5 | 2 |
| 10-11 | 6 | 2 |

Key Stage Two SATs

English, Maths, Science. National average expected is Level 4

| Age | Year | Key Stage |
|------------|-------------|------------------|
| 11-12 | 7 | 3 |
| 12-13 | 8 | 3 |
| 13-14 | 9 | 3 |

| Age | Year | Key Stage |
|------------|-------------|------------------|
| 14-15 | 10 | 4 |
| 15-16 | 11 | 4 |

Key Stage Four SATs

Pupils take GCSEs or other public examinations. Passes range from A* - G

Pupils can also access alternative education packages and some work experience at this time. SATs are taken in May. GCSEs in May and June.

5.7 What to do if you suspect a child is suffering significant harm

If you think a child is suffering significant harm, contact Children's Services on 01724 296500 and ask to speak to a Social Worker within the single access point (SAP). Staff are available to take calls on this number 24 hours a day, 7 days a week.

You can also call the police at any time.

You can make your call anonymously if you want. But it is much more useful if you will give your name, or at least a contact phone number.

The Duty Social Worker will clarify with the referrer:

- The nature of the concerns
- How and why they have arisen
- And what appear to be the needs of the child and family
- Whether there are concerns about significant harm
- What is their foundation, and
- Whether the child/ren may need urgent action to make them safe from harm

The referrer should confirm the referral in writing within 24 hours (an e-mail is sufficient)

- Children's Services will:
- Discuss with any referring professional/service
- Look at any existing records
- Involve other professionals and services as necessary
- Make an enquiry to the child protection team
- Decide on the next course of action within 24 hours

See also:

North Lincolnshire Local Safeguarding Children Board Child Protection Procedures

5.8 What to do if you think a child is in Private Foster Care

Private Foster Carers:

A privately fostered child is one who is under 16 (or under 18 if disabled); is provided with care and accommodation continually for 28 days or more by someone who is not a parent, does not have legal parental responsibility and is not a close relative.

(Close relatives are defined by the Children Act as parents, step-parents, grandparents, siblings, aunts or uncles).

A weekend back with parents or a short stay with other relatives does not count as a break in this 28 day continuity of care and accommodation.

(see also Definitions: **2.12 Private Fostering**)

Duties of the Public and Other Agencies in respect of Privately Fostered Children

Schools, Health Professionals and partner agencies have a duty to report any private fostering arrangements that they become aware of to the local authority Children's Services.

The law requires that you must let the local authority, North Lincolnshire Council, know about it.

Any professional who becomes aware of a Private Fostering arrangement should:

Telephone: 01724 296500 and inform the Duty Worker

It is **illegal** for a person to be a private foster carer without letting the local authority know.

5.9 Yorkshire and Humber Regional Information Sharing Protocol:

The North East Education Protects Network with support from the C4EO have developed a regional information sharing protocol for Looked After Children. This clarifies the roles and responsibilities around education when looked after children move across local authority boundaries for the purpose of their care plan.

The standards and guidance aims to provide Yorkshire and Humber local authorities with the maximum assistance and information sharing necessary to ensure that the educational needs of Looked After Children who move across local authority boundaries are met. Please see full protocol.