



**Education
Scotland**
Foghlam Alba

"An underpinning Framework: How schools assess, plan, implement and review support for looked after children"

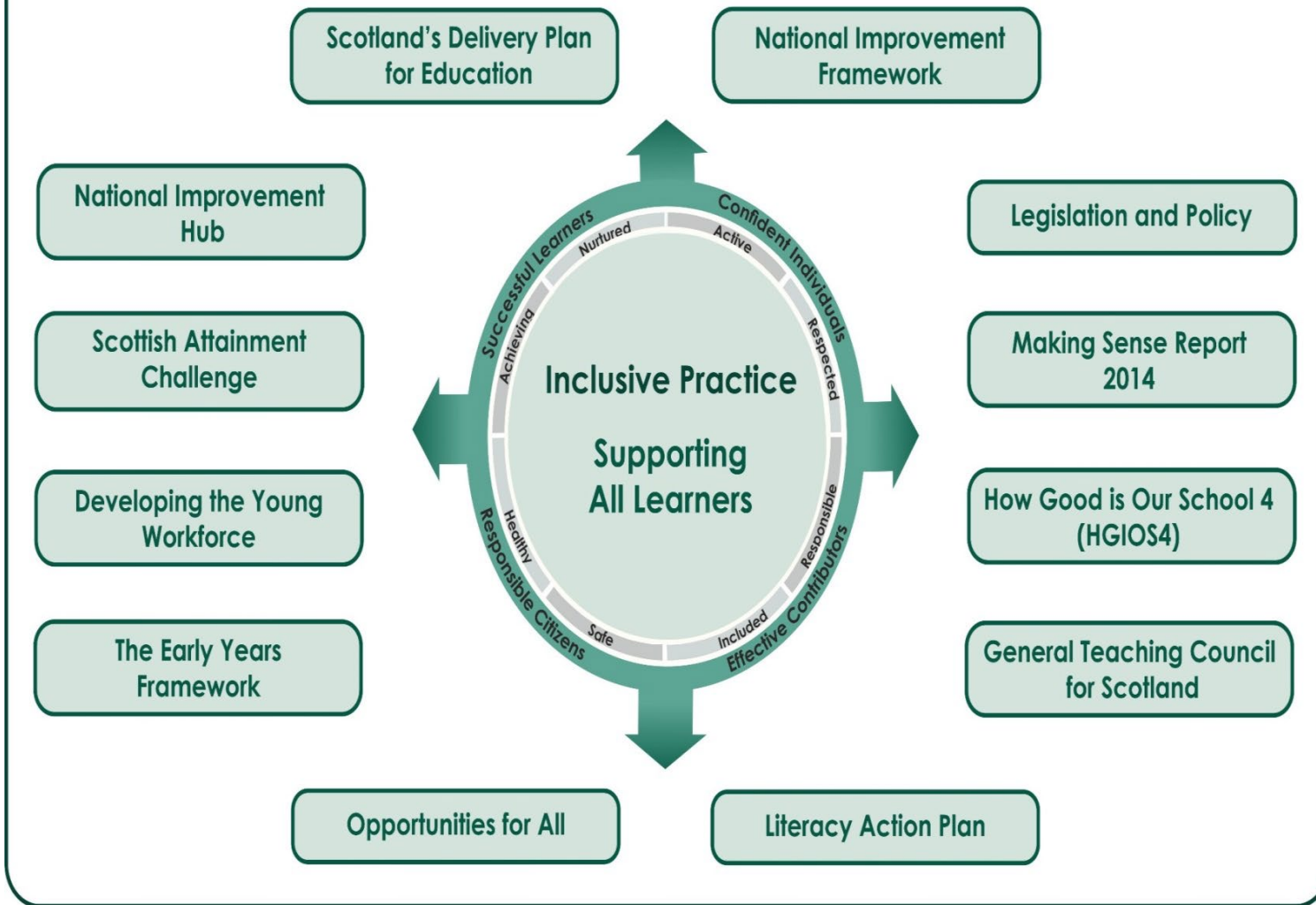
Mary Berrill, HMI, Senior Education Officer (Inclusion)

Transforming lives through learning

Aims

- Increase your knowledge and understanding of effective self-evaluation using HGIOS?4 focusing on looked after learners.
- Increase your understanding of the key areas of strength and improvements for looked after learners from inspection.
- Increase your knowledge of effective support strategies.

The Scottish Context for Education and Inclusive Practice



#HGIOS4



- Focus on learners and their families.
- Equality, inclusion and wellbeing.
- Equity and closing the gap.
- Partnerships, collaboration and self-improvement.

How good is our school? The new framework



Our judgements in relation to all three organisers will determine our overall decision about the capacity for continuous improvement. The organisers are interlinked.



“Making sound judgements about the impact on learners should be central to self-evaluation”

And when making our inspection judgements.

The Framework:

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Improving wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>

The Framework: 4 graded QIs

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The Framework: Additional Themes

What is our capacity for improvement?		
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Maintaining a focus on:
Safeguarding including child protection

Theme:
Learning Pathways

Theme:
Impact on Learners:
focus on parental involvement

The Framework: plus ANOTHER QI (not graded)

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
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Maintaining a focus on:
Safeguarding including child protection

Theme:
Learning Pathways

Theme:
Impact on Learners:
focus on parental involvement

Self-evaluation and monitoring



- Equality and inclusion are permeating themes throughout the quality framework
- From August 2016, Quality Indicator 3.1 Improving wellbeing, equality and inclusion is evaluated in every pre-school and school inspection

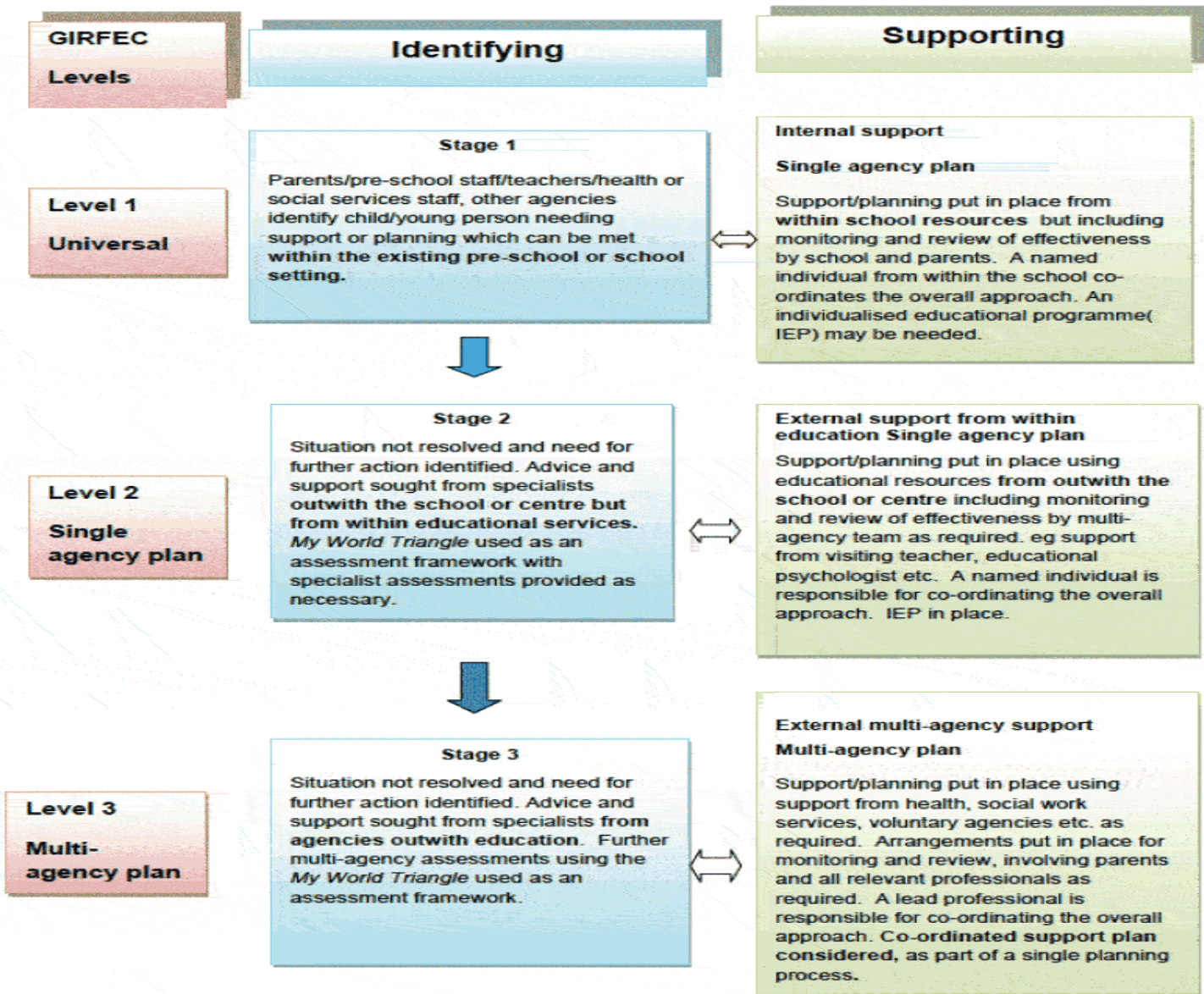
QI 3.1 Ensuring wellbeing, equality and inclusion

Themes

- **Wellbeing**
 - This Q.I. reflects on the **impact** of the school's approach to wellbeing which underpins young people's ability to achieve success.
- **Fulfilment of statutory duties**
 - It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual.
- **Inclusion and equality**
 - A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.

The Additional Support for Learning Acts of 2004 and 2009 :-

- Duty to provide additional support to children and young people who have an additional support need which is causing a barrier to their learning:
- learning environment;
- family circumstances;
- disability or health need;
- social and emotional factors



The Additional Support for Learning Acts of 2004 and 2009 :-

The Act automatically deems that all Looked After children and young people have additional support needs **unless** the education authority determine that they do not require additional support to benefit from education. Similarly, education authorities need to consider whether all Looked After children and young people meet the requirements for having a co-ordinated support plan. In practice this means that education authorities must make arrangements to determine whether every Looked After child or young person, those looked after at home as well as those Looked After away from home, has additional support needs and, if so, whether he or she requires a co-ordinated support plan.



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How are looked after learners progressing
at nursery and school?

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Educational Outcomes Aug 14 – Jul 15

	All children	Children in foster care	Children looked after at home
% leaving school with no qualifications	2	*	38
% in post school positive destinations	94	90	67
% average school attendance	94	97	82
Number of exclusions per 1000	27	135	261

* Small numbers, suppressed to maintain confidentiality

Evidence from inspection reports- key strengths

- Improved knowledge of LAC and their needs amongst education staff.
- Increasing use of principles of GIRFEC and a key adult being in place within schools who knows LAC and their families well.
- Increasing examples of bespoke personalised planning for LAC especially at the senior phase.
- Increasing use of enhanced transition planning leading to improving post-school initial positive destinations for LAC.
- Consistent positive relationships in schools including wider use of nurturing principles and Children's Rights especially at primary stages.
- Improved identification of the needs of LAC and use of partnership working to provide specialist input and wider achievement opportunities.
- Examples of local authorities prioritising LAC and producing Action Plans to improve outcomes (Glasgow, Stirling, Clackmannanshire).
- Improving performance of Special Schools and Residential Special Schools (inspection evidence).

Evidence from inspection reports- key areas for improvement

- Schools and local authorities to provide direct support for LAC to enable them to experience success and gain more qualifications.
- Improve support for excluded pupils, attendance and to reduce exclusions.
- Focus on preparing them for the worlds of young adulthood – build skills for learning, life and work.
- Better sharing of information between professionals
- Higher expectations
- Schools and LAs to minimise changes to educational placements
- Improve transitions



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What interventions and approaches are working well?

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Potential needs of Looked After children

- Often have many disrupted and adverse early experiences – leading to toxic stress and trauma
- Possible insecure attachment
- On-going emotional and social needs
- Poorer outcomes, e.g attainment, positive destinations
- Readiness to learn within school context
- Difficulties with self-regulation as haven't had opportunity for co-regulation from parents or carers as infants and young children

Two Pillars of Nurture

Care

And

Challenge

**Attunement
Warmth
Connection
Empathy**

**Structure
Expectations
Press**

How does nurture support the needs of LAC?

- It is attachment focused
- It provides learning that is developmentally appropriate
- It focuses on missed early language experiences
- It provides both universal support to allow for a more nurturing, relationship focused environment but also provides targeted support for those young people who need more intensive support
- It meets social and emotional needs
- It raises literacy and numeracy levels in those children who are not ready to learn
- It provides a safe base
- It focuses on the importance of relationships to heal and support

Transforming Practice in Stirling



- From shared services across two local authorities, to a Children's Service in Stirling
- A new structure designed with partnership in mind – education and social work teams
- A new chief social work officer

- Rapidly increasing financial pressure from high cost placements
- A need for increased resources for early intervention
- Poor outcomes in the longer term for young people living in 'out of authority' placements

Significant Actions for Change

- Creating and promoting the strategic plan – across the Council and with partner agencies
- Learning from other local authorities – across Scotland and the wider UK
- Securing political support and investment
- Events by Children’s Service leadership for social work and education teams to promote culture and practice change
- Nurture, resilience and wellbeing focused improvement priorities
- 10-year data review and predictive analysis informing and driving the knowledge and development of service
- Investment in early intervention – for internal provision and key specialist skills
- Systematic review of all high cost placements led by the senior leadership team

What We've Learned So Far

- It's hard work!
- Difficult conversations take place daily
- The culture change requires continual nurturing
- Risks have to be jointly owned and teams supported to think differently
- Communication is key



One year on...

- Budget pressures are being reversed
- New resources are now available for care and for education
- Families and friends have stepped forward to provide care
- We are launching our champions board with young people
- Partnerships have improved and continue to do so
- Research continues to inform next steps



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