

Care Experienced Children and Young People

Support for Schools

Self Evaluation Toolkit



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Introduction: Self Evaluation Model

This document is designed to assist self-evaluation in line with national policy and best practice in:

- Child Protection and Safeguarding

The document encourages you to gather evidence about your practice and plan next steps in line with Education Scotland's *How Good is Our School (4th Edition)*.

Triangulation: Schools collect a wide range of quantitative data for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.



Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how people's views can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.

Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

(1) The Designated Manager - Overview

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
<p>There is a designated manager in each school who has an overview of each care experienced child / young person and their education planning.</p> <ul style="list-style-type: none"> How do members of the school community know who the designated manager is? 				
<p>The name of the designated manager is shared as a point of contact.</p> <ul style="list-style-type: none"> Who do you share this information with? How do you share this information? 				
<p>The designated manager knows who and records who the care experienced children / young people are and updates records regularly to reflect this.</p> <ul style="list-style-type: none"> How is this information recorded? What systems are in place to ensure timely updates? 				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
<p>The designated manager is familiar with the different categories* of care experienced placement types:</p> <p>Looked after at Home – Compulsory Supervision Order</p> <p>Looked After Away from Home – Residential Care, Foster Care, Kinship</p> <p>Previously Looked After – previous experience of any of the above.</p> <ul style="list-style-type: none"> • <i>Do records reflect these categories?</i> 				
<p>The Designated Manger would seek to ensure staff (where appropriate) are aware of these categories and how they impact on the supports offered to children / young people.</p> <ul style="list-style-type: none"> • <i>What training opportunities are available for staff?</i> 				
<p>There is a whole school ethos of high expectations for care experienced children young people.</p> <ul style="list-style-type: none"> • <i>How do you ensure that care experienced children / young people specifically are accessing and participating in initiatives designed to raise aspiration and attainment?</i> 				

* The Care Experience definitions document outlines the different categories of care experience

(2) Planning and Educational Provision

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
<p>The designated manager understands that The Education (Additional Support for Learning) (Scotland) Act 2004 is clear that every Looked After* child or young person (those with a Compulsory Supervision Order, in residential care, in a foster placement or in a Looked After kinship placement) has additional support for learning needs, unless an assessment clearly evidences they do not require additional supports.</p> <ul style="list-style-type: none"> • <i>How do you evidence recording of additional support needs?</i> • <i>How do you evidence sharing of additional support needs with staff?</i> • <i>How do you evidence that a child / young person does not require additional supports?</i> 				
<p>Looked After* children / young people should have supports in line with Staged Intervention Level 4. This will include provision of an assessment and plan and monitoring educational attainment and outcomes.</p> <ul style="list-style-type: none"> • <i>What mechanisms are in place for reviewing this and associated targets?</i> 				
<p>Planning for the child / young person should be based on multi-agency discussion and in consultation with the child / young person and their parent / carer.</p>				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
The designated manager should maintain a GCC Vulnerable Pupil Case file all Looked After pupils and for care experienced pupils, as required.				
<p>A copy of the Child's Plan must be held in the GCC Vulnerable Pupil Case file.</p> <ul style="list-style-type: none"> • <i>What systems are in place for ensuring that you obtain a copy of the Child's plan</i> 				
Education should be a priority in the child's plan.				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
<p>Consideration should be given to, and recorded, regarding the need for a Coordinated Support Plan for Looked After* Children / Young People.</p> <ul style="list-style-type: none"> • <i>How do you evidence that you have considered the essential** criteria for a CSP?</i> • <i>How do you evidence that you have involved multi – agency partners in your consideration?</i> 				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
<p>Essential Criteria</p> <ul style="list-style-type: none"> <i>The additional needs of the child or young person, as assessed, arise from one or more complex factors or multiple factors which have a significantly adverse effect on his or her ability to access education.</i> <i>The complex or multiple factors affecting the child or young person are likely to continue for more than a year.</i> <i>The needs of the child or young person require significant additional support to be provided by Glasgow City Council Education Services and by its other services or by one or more appropriate agencies, such as NHS Greater Glasgow and Clyde, further education colleges and/or another.</i> 				
<p>The designated manager should ensure that key indicators such as attendance, attainment, wider achievement and exclusion data are tracked and monitored for care experienced children / young people.</p> <ul style="list-style-type: none"> <i>What mechanisms have you in place for tracking care experienced children / young people?</i> <i>How do you evidence planned interventions where required?</i> 				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
The school should develop a policy in relation to care experienced children / young people.				
<p>GCC Management Circular 8 states that: <i>"excluding a child or young person from school is an extremely serious intervention which can have a significant impact on their learning and future outcomes. Therefore, it must be an appropriate and positive intervention after every other preventative strategy has been exhausted."</i></p> <p>In the case of care experienced children / young people, the proposal to exclude must be discussed with the Head of Service, or their representative. The Care Experienced Team should also be notified via email (CET@glasgow.gov.uk) of the decision to exclude a child or young person with care experience.</p>				
<p>Schools should develop supports to mitigate the need for exclusions, where appropriate.</p> <ul style="list-style-type: none"> • <i>What supports do you have in place?</i> 				
The school should follow up immediately when a Looked After* child / young person does not attend school.				
To ensure swift action, the school should have up to date and accurate records of key contact information, including the social worker, where relevant.				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
If a child or young person is Looked After at home, the social worker should also be contacted if they are absent.				
Any communication / correspondence about attendance concerns must copy in the social worker for looked after children / young people.				
For children / young people who are care experienced, the authorisation of absence for exceptional domestic circumstances should be considered carefully with multi-agency partners. The school and partners should ensure appropriate supports are in place.				

** These supports are necessary for looked after children / young people. Good practice would be to consider them for the wider population of all care experienced children / young people.*

(3) Communication and Working Together

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
The designated manager ensures that all members of the senior leadership team and pastoral care / pupil support staff are aware of which children / young people are care experienced.				
The designated manager should consider which other members of staff need to know which children / young people are care experienced and communicate this to them. This should take into account the wishes of the child / young person and their parent/ carer where appropriate. <ul style="list-style-type: none"> How do you record that you have consulted with children / young people and their parent/carer taking into account their age and stage? 				
The designated manager should promote effective multi-agency working between colleagues from education, social work, residential children's houses, health and any agencies involved in the wellbeing of the child / young person. <ul style="list-style-type: none"> How do you involve other agencies in reviewing the progress of children/young people? 				
The designated manager should, where appropriate, work closely with their MCR pathways coordinator to maximise the learning opportunities for children / young people.				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
There are opportunities for care experienced children / young people to become attached to positive peer groups through buddying and mentoring initiatives.				
The designated manager should seek to engage, where appropriate, their children / young people in support provisions as part of their general raising attainment agenda.				
The designated manager should ensure that the school attends and contributes to all statutory reviews such as LAC reviews and Children's Hearings.				
The designated manager should extend parental engagement strategies to corporate parents.				
School staff communicate and plan carefully around transitions, particularly between primary and secondary school and post school destinations. <ul style="list-style-type: none"> What strategies do you use to ensure effective transition planning? 				
The designated manager ensures that all care experienced children/ young people are able to have their voices heard and that they are involved in all decisions about them. <ul style="list-style-type: none"> What strategies do you have in place to capture the views of children/young people in a meaningful way? 				

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
There are mechanisms in place to capture the views of parents / carers on the child / young person's learning experiences.				
When a care experienced child / young person moves school the receiving school should contact the former school in order to assist with transition planning.				
A transition meeting should be arranged as a matter of urgency when a looked after child / young person transfers to another school.				
When a child / young person transfers school, electronic records should be checked for accuracy and sent immediately and paper records should be sent within five working days.				

(4) Training

Procedural Information	Evidence			Next Steps
	Direct Observation	Peoples' Views	Quantitative Data	
The designated manager attends professional learning events relevant to care experienced children / young people.				
All school staff have the opportunity to learn about key themes such as: child development, trauma, the different types of care experienced placement and the impact that this can have on children / young people. This is in order to ensure that opportunities for children / young people are maximised.				
Improving the education experiences of care experienced children and young people features in the induction programme for all new members of staff including student and probationer teachers. <ul style="list-style-type: none"> How do you ensure and record that all members of staff have accessed and understood this information? 				