



ENJOY AND ACHIEVE



Children looked after by
Middlesbrough Council



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A Better Education for Children in Care

- Social Exclusion Unit:
 - Instability
 - Time out of school
 - Help with their education
 - Support and encouragement
 - Emotional, mental & physical health and well being
- Section 52 of Children Act 2004 - duty to promote education of children looked after

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Young People's Views

- 96% of children and young people in Middlesbrough think education is important
- 96% had books at home and 80% read them
- 80% said sport was their favourite out of school activity
- 36% said their foster carer or other named person helped with school work
- 74% talked to their social worker about their future

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Stability

- 26% of children had a change of school placement in 2004/2005
- Changing school at primary age is relatively easy
- Changing school at secondary age is more complex and results in delays
- Limited choice and finite resources impact on minimising disruption

Time out of school and education

- Most children are in stable placements in mainstream schools
- Increase in children missing 25+ days of education in 2004/2005
- Systems to be set up for early identification and tracking of vulnerable children
- Only one child looked after was permanently excluded in 2004/2005

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Help with School Work

- 42% of children have been assessed as needing extra support in class (SEN & Action Plus)
- Connexions provide additional support to young people aged 16-19
- Children benefit from whole school support systems
- Designated teachers play a pivotal role which is to become more demanding and accountable

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Help and support from home

- Show an interest, support individual learning and expect great things
- Effective PEPs play a key role in planning for progress
- PEPS should be prioritised - there are resource implications of implementation
- 78% of children had a PEP in place at 30th September 2005

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Health and Well Being

- Educational outcomes are influenced by emotional, physical and mental health
- Educational Psychologists are a key resource
- Schools prioritise who is referred
- Children out of area have difficulty accessing educational psychology services