



Llywodraeth Cymru
Welsh Government

Raising the ambitions and educational attainment of children who are looked after in Wales: one year on



Summary report

Raising the ambitions and educational attainment of children who are looked after in Wales: one year on

Audience

Local authorities; headteachers and governing bodies of maintained schools; headteachers and governing bodies of voluntary-aided and foundation schools; teachers in charge of pupil referral units (PRUs), church diocesan authorities; proprietors of independent schools; further education institutions (FEIs); school staff unions; Governors Wales; Careers Wales; higher education authorities; directors of social services; heads of children's services and social workers. It should also be read by staff within those organisations with responsibility for looked-after children, care leavers, fostering and adoption and third sector organisations whose work helps support children.

Overview

This document summarises the Welsh Government's programme and the progress made in delivering actions within its six key themes to drive improvement in the educational outcomes of children who are looked after. It summarises what has been achieved under the programme from February 2016 to January 2017 and what is planned for 2017–2018.

Action required

For use in developing and delivering to raise the attainment of children who are looked after in Wales.

Further information

Enquiries about this document should be directed to:
Supporting Achievement and Safeguarding Team
Support for Learners Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
Tel: 029 2082 3344
e-mail: LACstrategy@wales.gsi.gov.uk

Additional copies

This document can be accessed from the Welsh Government's website at gov.wales/educationandskills

Related documents

See Annex.

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.

Contents

Introduction	2
Why is this report important?	3
The journey so far	5
Theme 1: Effective leadership – roles and responsibilities	7
Theme 2: Building effective partnerships and collaboration	10
Theme 3: Effective learning and teaching	12
Theme 4: Making better use of data	15
Theme 5: Strengthening funding arrangements	16
Theme 6: Participation of children who are looked after and adopted	17
School attendance and exclusions	18
Case studies	20
Useful contacts	21
Annex: Related documents	22

Introduction

Children who are growing up in care are not doing as well in school as many of their peers. This is unacceptable. We want all children to do well and reach their potential, whatever their background.

The Welsh Government's education plan, *Raising the ambitions and educational attainment of children who are looked after in Wales*¹, published in January 2016 is designed to focus greater attention on the needs of learners who are looked after. It also provides more effective support to these learners to help them do better in school, and transition successfully into the next stage of their education or employment.

The plan was accompanied by a series of actions to be implemented over a three year period (2016–2019) by the Welsh Government and by our strategic partners in this area – regional consortia, local authorities as the corporate parent and schools. This work is being underpinned with support from the third sector, academia and of course foster carers and their families.

Progress against the actions will be reviewed annually and this booklet tells you about:

- the education plan
- what was accomplished between January 2016–February 2017
- where future attention is to be focused.

¹ gov.wales/topics/educationandskills/schoolshome/deprivation/educational-attainment-of-looked-after-children/?lang=en

Why is this report important?

While some children and young people who are looked after do well in education very many are not given sufficient support to help them achieve their true potential. We know from research that children who are looked after do not experience a deficit of ambition. Their hopes and aspirations mirror those of their non-looked after classmates. However, despite this, on average they do not perform as well in education. They have often experienced traumatic experiences in their lives such as abuse, trauma, neglect or loss which can have a debilitating and long-term impact on their lives.

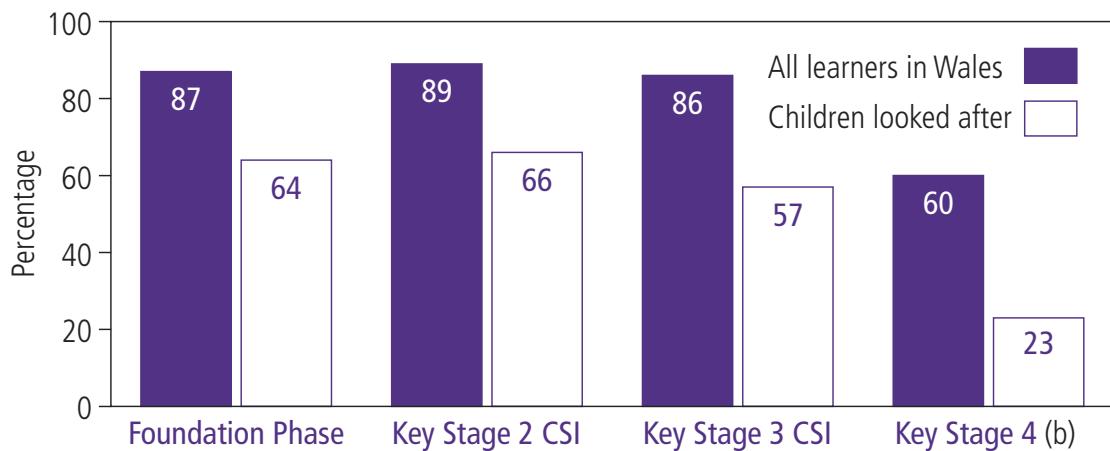
We know that significant adults who play a part in the life of a child who is looked after have an extremely important role in helping to deliver the realisation of a child's aspirations.

It is critical that the aspirations and ambitions of significant adults – especially those who act as the corporate parent – at the very least reflect those of the child who is looked after. Strong and appropriate arrangements are essential to ensure that they receive the right support, at the right time to help them to achieve their potential.

When we compare learners who are looked after with their peers who are not looked after there is a significant gap in performance which grows as children progress through their school lives. In 2016 23 per cent of children who are looked after achieved the Level 2 threshold² including a GCSE grade A*–C in English or Welsh first language and mathematics. This was an excellent achievement and delivered an improvement of six percentage points on the 2015 attainment figure. This is exactly the sort of progress that we need to maintain. However, in 2016 there is still an unacceptable gap of 37 percentage points between those looked after and their peers. We cannot accept this inequity in the outcomes of learners and need to focus considerable effort in more effectively supporting children who are looked after.

² Level 2 threshold is equivalent to five GCSEs at grade A*–C

Figure 1: The gap at Foundation Phase and key stages between the educational outcomes of looked after children, and all learners at 31 March 2016 (a)



(a) Chart taken from the children in need census.

(b) Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.

The result of this inequality is that fewer young people from a care background go on to college, university or well-paid jobs. There is also a greater risk of these young people disengaging from society and coming into contact with the criminal justice system.

We want to tackle this and support all schools to help all learners do better no matter what their background.

Some schools are already doing a great job of identifying their children who are looked after and – working with local authorities and regional consortia – in finding effective ways to support their needs. We need to recognise that living in care does not mean that learners should do less well than their peers, though we know that their past experiences will have a profound impact on forming relationships and will provide barriers to learning. Other schools need some support from their partners so they can learn how to do things better and the Estyn report³ published in July 2016 provides advice on areas of good practice in supporting children who are looked after. There are important things for the Welsh Government, regional consortia and local authorities to do to help schools make a difference.



In Wales we want all children, regardless of their background or personal circumstances, to reach fulfil their potential.

³ www.estyn.gov.wales/sites/default/files/documents/LAC%20Remit%20report.pdf

The journey so far

This joint education plan was developed between the Departments of Education and Health and Social Services. This recognises that joined up policy at a national level is essential to support the effective delivery of education services working in partnership with social care and other external partners involved in the daily lives of children who are looked after.

In developing the education plan we worked with a wide range of stakeholders including statutory services, the third sector, academia (CASCADE – Cardiff University) and directly with care experienced young people and foster carers to capture a series of actions to be implemented over three years.

The actions to strengthen arrangements to support the education of children who are looked after and these are presented in the plan under six key themes.

- Effective leadership – roles and responsibilities.
- Building effective partnerships and collaboration.
- Effective learning and teaching.
- Making better use of data.
- Strengthening funding arrangements.
- Participation with children who are looked after and adopted to inform strategic approaches and operational decision making.

Progress made against the actions is outlined in this booklet.

The Welsh Government has worked with its stakeholders to deliver those commitments identified for attention in the first year of the education plan. We have established a National Strategic Group comprising professionals from local authorities and regional consortia who have a responsibility for the education of children who are looked after as well as representatives from the WLGA, Estyn, further education institutions (FEIs) and the Children's Commissioner's Office. This group has been instrumental in helping to maintain our strategic direction, share good practice and drive forward our collective work programme.

The Welsh Government is grateful to all of its key partners – local authorities, regional consortia, schools, The Fostering Network, Voices From Care, Adoption UK (Cymru) and CASCADE – Cardiff University – for their constructive support in helping to make a difference to the lives of children who have experienced time in the care system.

The education plan is now in its second year of delivery. We are continuing to work at pace with our partners to deliver the remaining commitments and drive up educational outcomes.

Theme 1: Effective leadership – roles and responsibilities

A range of professionals across a number of disciplines exist to support children who are looked after. These span all sectors, with a leading role for the local authority as the corporate parent, and especially social services and education. To ensure the right outcomes are delivered, everybody needs to do their job effectively with the child's best interest in mind at all times.

The Welsh Government wants to:

- work with key partners to ensure a clear framework within which agreed roles and responsibilities can be undertaken to effectively support delivery.

Local authorities and regional consortia need to:

- review and strengthen the roles of key workers and ensure that responsibility and accountability exists in all parts of the system.

Schools and educational settings need to:

- maintain the appropriate focus on children who are looked after on a day-to-day basis. Schools' understanding of the needs of their learners is critical to success. Key personnel with the right skills and expertise need to be designated to work with children who are looked after and young people.

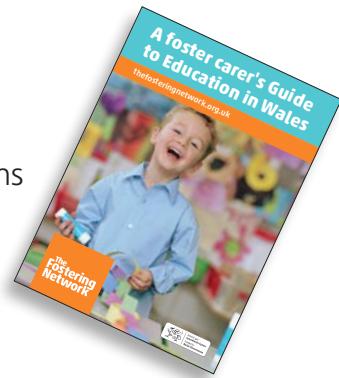
What the Welsh Government is doing to help

- We have enabled regional consortia to appoint a lead coordinator to retain a strategic focus on the needs of children who are looked after in education to ensure the delivery of an agreed, strategic programme of work to support looked after learners.
- We are working with stakeholders, including schools, local authorities and regional consortia to develop *A guide for the designated person for looked after children in schools*. This guide, to be published in summer 2017, will set out the standards the Welsh Government expects for the role of the designated person to ensure consistency of practice in schools throughout Wales. It will clarify the responsibilities of the designated person, schools, local authorities and the governing body and aims to help strengthen the functional and reporting arrangements between these key roles.
- We have strengthened the corporate accountability for children who are looked after by issuing a revised code of practice on the statutory role of the Director of Social Services – *Social Services and Well-being Act 2014: Part 8 Code of Practice on the Role of the Director of Social Services*⁴.

⁴ gov.wales/docs/dhss/publications/160322part8en.pdf

- We are working with The Fostering Network to deliver a two-year Fostering Well-being pilot project to help identify the impact a social pedagogue approach could have on children and young people in a foster care setting in Wales. The project is due to conclude in March 2019.

- We have worked with The Fostering Network to produce *A foster carer's Guide to Education in Wales*⁵ which explains how foster carers can help work more effectively with schools and education services by demystifying some of the language used in education. This was published in December 2016.



- We have supported The Fostering Network in delivering a tailored core training package for foster carers based on the published guide and produced a new magazine resource for carers, *Making it happen*⁶. Four 'master classes' for foster carers were held across Wales in early 2017 supported by the regional consortia.



What the local authorities and regional consortia are doing to help

- Regional coordinators are working closely with the Welsh Government to ensure that the Pupil Development Grant (PDG) – formally the Pupil Deprivation Grant – delivers an agreed, strategic programme of work based on local and regional priorities.
- Regional coordinators – working with Looked After Children Education (LACE) coordinators in their area – are taking forward projects to be delivered through the National Strategic Group.
- Regional consortia, local authorities and schools and other partners have been working collaboratively to develop effective interventions that support improved educational outcomes.
- Regional consortia uses the PDG in broadly three ways.
 - To provide focused training such as emotional, behavioural and attachment training packages for all school staff as well as foster trainers, adoptive parents/carers and school governors.
 - To support school-to-school working to build capacity and to share good practice.

⁵ www.thefosteringnetwork.org.uk/advice-information/looking-after-fostered-child/education

⁶ www.thefosteringnetwork.org.uk/sites/www.fostering.net/files/content/tfnmakingithappennmagazinee.pdf

- To operate a bursary scheme to meet the specific needs of groups or individuals as necessary.
- Education through Regional Working (ERW) working with its local authority partners has allocated PDG funding towards a 'regional attachment aware project' (including the appointment of a training coordinator which has created a consistent and coherent starting point for each authority). This approach has a potential benefit for **all** children in schools, but has a more profound benefit for children who are looked after or adopted who require additional support due to their early childhood experiences of loss, trauma, neglect or abuse.

What schools and educational settings are doing to help

- FEIs have worked to build on the good practice gained from Buttle UK. Good practice materials, based on the Buttle Quality Mark⁷ principles, were published in November 2015. The Learning and Work Institute has worked to embed the principles, including converting the existing materials into an interactive 'toolkit' for FEIs and capturing the views of stakeholders around improving foster carers' understanding of post-16 learning.
- The Learning and Work Institute has delivered targeted support to seven individual FEIs, prioritising those furthest from achieving the Quality Mark, to help them improve their responsiveness and support to care leavers.
- All FEIs now have in place a designated lead person for young people from a care background as part of their student support provision.

Plans for 2017–18

- We will explore appropriate training modules to support schools and FEI staff with a responsibility for children who are looked after. This training will supplement the *guide for the designated person for looked after children in school*.
- The *Additional Learning Needs and Education Tribunal (Wales) Bill*⁸ is expected to include elements specific to children who are looked after with the overall aim of integrating educational planning for this group of children. Education and social services officials will continue to work together working together to achieve this.
- We will continue the work on the Fostering Well-being pilot project and evaluate the evidence gathered in the first year of the project.
- Local authorities will review the roles of key workers with a responsibility for children who are looked after – in particular the LACE coordinator.

⁷ www.buttleuk.org/areas-of-focus/quality-mark-for-care-leavers

⁸ www.assembly.wales/laid%20documents/pri-ld10862/pri-ld10862-e.pdf

Theme 2: Building effective partnerships and collaboration

We need to work better and more effectively together to support children who are looked after in education and engender partnership and collaboration.

The important and significant role of foster carers, residential child care workers, kinship carers and parents needs to be reflected in supporting and motivating children to value, access and attend school or educational/training placements.

What the Welsh Government is doing to help

- We have established the National Strategic Group which includes all our key education partners and delivered a discrete work programme.
- We have worked closely with CASCADE – Cardiff University to develop and host an on-line community of practice (COP)⁹ for practitioners who are responsible for the education and well-being of children who are looked after. The COP acts as a repository for guidance, case studies and resources.
- We have established the Improving Outcomes for Children Ministerial Advisory Group – chaired by David Melding AM – to help address some of the stubborn and complex societal issues that have led to historically poor outcomes for children who are looked after. The Group is taking forward a broad programme of work linking with partners in social services, education, health, housing and youth justice to help improve outcomes for children who are looked after and identify what early intervention and preventative action could be taken to help reduce the numbers of children taken into care.
- We held four well-attended regional events to help build an effective network of all key personnel to ensure a consistency of service provision for children who are looked after. These events will be held annually.
- We commissioned Estyn to produce a best practice report, *Raising the attainment, achievement and aspiration of children who are looked after*¹⁰, which contained evidence to help demonstrate the positive support and interventions which work well in schools for children who are looked after to support educational attainment or broader achievement, including some good practice case studies.
- We are developing guidance aimed at strengthening data sharing between pre- and post-16 providers. It is anticipated that it will be published in the 2017 autumn term.

⁹ www.exchangewales.org/careandeducation

¹⁰ www.estyn.gov.wales/sites/default/files/documents/LAC%20Remit%20report.pdf

What the local authorities and regional consortia are doing to help

- Central South Consortium (CSC) is currently undertaking a project with the third sector to map existing materials to help carers and foster carers understand the importance of engagement with schools and post-16 education providers. The results of the project will be available in summer 2017.

Plans for 2017–18

- We will work with stakeholders and third sector partners to strengthen the role of the third and independent sectors to ensure a more holistic approach to delivery, and provide an advocate for children who are often difficult to engage in education.
- Through the National Strategic Group, we will draw up plans for local authorities with similar learner profiles to work more collaboratively and share good practice.
- Through the National Strategic Group, local authorities will commence work to map and review local protocols, strengthening them using service level agreements and memoranda of understanding.
- We will work through the Improving Outcomes for Children Ministerial Advisory Group to implement a national framework for fostering services. This will include benchmarking best practice in corporate parenting across councils and other public services and the production of revised corporate parenting guidance.

Theme 3: Effective learning and teaching

Schools and FEIs understand the powerful role they can play in significantly improving the quality of life and the education of children who are looked after. Many have already put in place excellent sustainable practice and are generally better informed than before and better able to recognise the children's needs. We need to build on this good practice.

What the Welsh Government is doing to help

- We have developed a national contact list of key personnel involved with supporting children who are looked after. This is available to practitioners and carers via the online community of practice¹¹ hosted by CASCADE – Cardiff University.
- We have worked with Adoption UK (Wales) to publish *Getting it right for every child – Schools' guide to working with adopted children and their families*¹² to provide information on effective interventions to better support adopted children in education. A further publication for adoptive parents: *Getting it right for every child – A parents guide* will be available from summer 2017.
- We have surveyed local authority education services (LACE coordinators and Education Welfare Officers) on school attendance of children who are looked after. This has confirmed that systems are in place to manage unexplained absences and there were no major issues which needed further attention.
- We have reviewed statistics on permanent exclusions for children who are looked after (see 'School attendance and exclusions' section on page 18).
- We have surveyed all higher education institutions in Wales on the student mentoring schemes for young people who have experienced time in care system. This identified areas of good practice and innovative programmes which have been shared widely via CLASS Cymru¹³ – a group of professionals in Wales who are involved in the support of care experienced young people and other vulnerable groups in further and higher education settings.

¹¹ www.exchangewales.org/careandeducation

¹² www.adoptionuk.org/sites/default/files/ADk-Wales-Getting-It-Right.pdf

¹³ www.class.cymru/en/

What the local authorities and regional consortia are doing to help

- Through the National Strategic Group the Education Achievement Service (EAS) consortia has commenced a project to improve tracking to monitor the educational progress of children who are looked after and ensure meaningful personal education plans (PEPs) and individual development plans (IDPs). EAS has identified the following outcomes.
 - A regional monitoring and tracking process/procedure to track the educational progress of all children who are looked after attending south east Wales consortia (SEWC) schools will be in place by spring 2018.
 - EAS will develop further the learner tracker to track and monitor the impact (attainment, attendance and exclusion) of PDG funding by spring 2018.
 - All children who are looked after in SEWC will have a person-centred PEP/IDP to support their educational planning (in line with additional learning needs (ALN) reforms).
 - EAS will develop and share best practice examples for completion of the new PEP/IDP in conjunction with the Welsh Government ALN reforms.

What schools and educational settings are doing to help

- School personnel have received attachment awareness training which has been provided by regional consortia because of the need for schools to be more alert to the needs of children who are looked after and to ensure that they receive support in forming appropriate and trusting relationships with education practitioners. Feedback has been extremely positive and many have stated that they are applying the techniques learned from the training to manage challenging behaviour and to understand the needs of children suffering from trauma and attachment issues.
- A large number of schools from the mid and south west region of Wales were represented at the Education through Regional Working (ERW) consortia event – *Attachment Awareness Project: Building Relationships and Resilience* – which was held in March 2017 to showcase and celebrate the work being undertaken in schools across the region (funded through the PDG) to support the learning of care experienced children and young people.
- To ensure that the designated person for children who are looked after and care leavers in FEIs provides timely information to prospective students the Learning and Work Institute has been commissioned to train a small group of care leavers to undertake an anonymous audit of how effective individual learning providers are at responding to enquiries made by care leavers. The work is due to conclude and report at the end of July 2017.

Plans in 2017–18

- Through the National Strategic Group, GWE consortium will examine current information sharing practices between schools and other key practitioners with responsibility for children who are looked after. A key theme of this work will be to improve transitional arrangements.
- We will work with colleagues in FEIs to produce a best practice report around formalising service level agreements between schools and post 16 institutions to facilitate smooth transition from compulsory education for children who are looked after.
- We will continue to monitor fixed term exclusions and examine if the use of funded interventions has impacted positively on these statistics.

Theme 4: Making better use of data

The Welsh Government has sought to improve the quality and reliability of data which is collected on vulnerable groups.

What the Welsh Government is doing to help

- We have commissioned the Fischer Family Trust (FFT) to undertake a baseline analysis of post-16 outcomes for children who are looked after which was completed in April 2016. We have completed procurement of an annual matched dataset which will make it easier to undertake analysis on learners' progression/destinations in future (including children who are/were looked after). The first matched dataset will be available in spring 2017. We are currently developing a specification for updated statistical analysis on post-16 outcomes for children who are looked after, as the basis of a statistical article in summer 2017.

What the local authorities and regional consortia are doing to help

- Through the National Strategic Group, LACE Coordinators are developing a good practice guide on the collection and presentation of educational data pertaining to children who are looked after.
- A task and finish group has been formed to:
 - develop a consistent understanding of what data would be helpful to collect at a local authority level
 - agree how it might be presented and to whom within local government and the regional consortia
 - produce an agreed good practice guide for practitioners such as LACE coordinators in summer 2017.

Theme 5: Strengthening funding arrangements

The Welsh Government will work closely with regional consortia to ensure funding is utilised as intended and is making a real impact in driving up the educational performance of looked after and adopted children.

What the Welsh Government is doing to help

- We have commissioned the Wales Audit Office to undertake a review of the use of the children who are looked after element of the PDG in the financial year 2015/16. Key findings will be available in summer 2017.
- We are continuing to support the regional consortia, to encourage cross-consortia working, ensure that spending plans are robust and the PDG is effective in supporting the needs of looked after children in education.
- We have ensured that governance arrangements around the administration of PDG are robust and spending plans for 2016/17 were scrutinised and approved by the Welsh Government. We meet with regional consortia regularly to check progress and provide help to overcome any issues or barriers. To assist the regional consortia, local authorities and schools, we have produced guidance which explains how the PDG is to be administered and how the eligibility criteria must operate. This has been communicated widely through a variety of channels¹⁴.

¹⁴ learning.gov.wales/resources/browse-all/looked-after-children-frequently-asked-questions/?lang=en

Theme 6: Participation of children who are looked after and adopted

Local authorities are expected to work with relevant partners to ensure that a range of opportunities to support effective participation is provided. It is essential that children and young people are involved in decisions which affect strategic approaches and operational practices.

What the Welsh Government is doing to help

- We have worked with The Fostering Network and Voices From Care to capture the views of carers and the children in their care on the progress we have made to deliver the commitments in the education plan. The results from The Fostering Network stakeholder engagement are available in *What is needed to enable looked after children to achieve in education?*¹⁵ and the results of the Voices From Care stakeholder engagement are available in *Education! What it means to me: 1 year on*¹⁶.
- The Care Forum Wales Looked After Children Network has published its document *A Charter for Looked After Children or Young People, and Care Leavers*¹⁷.

¹⁵ www.thefosteringnetwork.org.uk/advice-information/looking-after-fostered-child/education

¹⁶ voicesfromcarecymru.org.uk/

¹⁷ www.careforumwales.co.uk/resources?c=10

School attendance and exclusions

School attendance

It is a legal requirement that children and young people attend school regularly and on time. Time out of the classroom can mean they miss the introduction to an activity and so don't know what to do. Poor school attendance can often lead to children and young people failing to take advantage of opportunities in later life.

The good news is that attendance of all learners is going up and it is reassuring that the attendance of children who are looked after remains high.

Exclusion from school

Schools should proactively support and cooperate with foster carers and the local authority as the corporate parent in doing everything possible to avoid excluding a child who is looked after. Where a school is considering the permanent exclusion of a child who is looked after they should begin a dialogue with the responsible local authority. They should highlight their concerns about the placement of the learner in the school and the possible need for additional support or an alternative placement.

The number of exclusions is going down and the number of permanent exclusions of children who are looked after is similar to that of all children in Wales figure (see Figure 2). However, the number of children who are looked after who have received fixed term exclusions is considerably higher than the all learners in Wales figure.

We need to understand the reasons behind these figures before we can make further policy decisions to try and reduce the number of fixed-term exclusions for children who are looked after.

The following tables show how school attendance and exclusions have been changing over time.

Figure 2: Percentage of school attendance of looked after children compared to all learners in Wales

	2011–12	2012–13	2013–14	2014–15	2015–16
Primary School (a)					
Children looked after at 31 March	95.3%	95.3%	96.3%	96.6%	96.6%
All children in Wales (c)	93.9%	93.7%	94.8%	95.0%	94.9%
Secondary School (b)					
Children looked after at 31 March	92.7%	93.0%	93.6%	94.4%	94.5%
All children in Wales (c)	92.1%	92.6%	93.6%	93.9%	94.2%

- (a) Includes primary and middle schools. Learners aged 5–10. Does not include special school.
- (b) Includes secondary and middle schools. Learners aged 11–15. Does not include special school.
- (c) Figures for all children in Wales taken from the statswales cubes:
Absenteeism by pupils of compulsory school age in primary schools by school type and year¹⁸
Absenteeism by pupils of compulsory school age in secondary schools by school type and year¹⁹

Figure 3: Rate of permanent and fixed term exclusions per 1,000 learners for looked after children and all learners in Wales (a) (b) (c)

	2011–12	2012–13	2013–14	2014–15
Permanent exclusions				
Children looked after at 31 March	1.7	1.4	0.3	0.3
All children in Wales (d)	0.2	0.2	0.2	0.2
Fixed Term Exclusions				
Children looked after at 31 March	196.5	254.7	181.0	157.1
All children in Wales (d)	32.1	29.9	28.3	29.7

- (a) Includes primary, middle, secondary and special schools.
- (b) Rate per 1,000 learners. Full and part-time learners of all ages.
- (c) Denominator is total number of children split by the breakdowns.
Rate per 1,000 learners.
- (d) Figures for all children in Wales taken from the release:
Permanent and fixed-term exclusions from schools²⁰

¹⁸ statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Absenteeism/absenteeismbypupilsofcompulsoryschoolageinprimaryschools-by-schooltype-year

¹⁹ statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Absenteeism/absenteeismbypupilsofcompulsoryschoolageinsecondaryschools-by-schooltype-year

²⁰ gov.wales/statistics-and-research/permanent-fixed-term-exclusions-from-schools/?lang=en

Case studies

Local authorities, regional consortia and schools are encouraged to produce good practice case studies to share with practitioners and carers via the online community of practice (COP)²¹.

The following case studies are available on the COP.

- **Neath Port Talbot County Borough Council:** *A working model* – provides information on how the authority has utilised the PDG to meet the needs of their children who are looked after through a number of initiatives.
- **Carmarthenshire County Council** – explains how the authority has delivered attachment awareness training to schools.
- **Christ Church Primary School in Rhyl, Denbighshire County Council** – has developed well-being and nurture initiatives for children who are looked after and those who are vulnerable.
- **City and County of Swansea** – provides information about two care experienced young people who have achieved success in education.
- **Abersychan School, Torfaen County Borough Council** – has appointed an intervention worker to support children who are looked after. Read more about the successful interventions the school has used and how the academic and social outcomes for learners who are looked after have been enhanced considerably since the intervention worker joined the school.

²¹ www.exchangewales.org/careandeducation

Useful contacts

We are continuing to work with our key partners to drive up improvements in the educational attainment of children who are looked after. To find out more about the work of our partners please visit the following websites.

Estyn: The office of Her Majesty's Inspectorate for Education and Training
www.estyn.gov.wales/language

The Fostering Network
www.thefosteringnetwork.org.uk

Adoption UK (Wales)
www.adoptionuk.org/nations/cymruwales

Voices From Care
voicesfromcarecymru.org.uk

CASCADE – Cardiff University
sites.cardiff.ac.uk/cascade

Education through Regional Working (ERW)
erw.wales

Central South Consortium Joint Education Service (CSCJES)
www.cscjes.org.uk

Education Achievement Service (EAS)
sewales.org.uk

GWE – North Wales Consortium
www.gwegogledd.cymru/cy

Annex: Related documents

Raising the ambitions and educational attainment of children who are looked after in Wales – Strategy (Welsh Government, 2016)

gov.wales/topics/educationandskills/schoolshome/deprivation/educational-attainment-of-looked-after-children/?lang=en

Raising the ambitions and educational attainment of children who are looked after in Wales – Strategy (easy read version) (Welsh Government, 2016)

gov.wales/topics/educationandskills/schoolshome/deprivation/educational-attainment-of-looked-after-children/?lang=en

Raising the attainment, achievement and aspiration of children who are looked after – a best practice report (Estyn, 2016)

www.estyn.gov.wales/thematic-reports/raising-attainment-achievement-and-aspiration-children-who-are-looked-after-best