

# Education- children in residential care.....



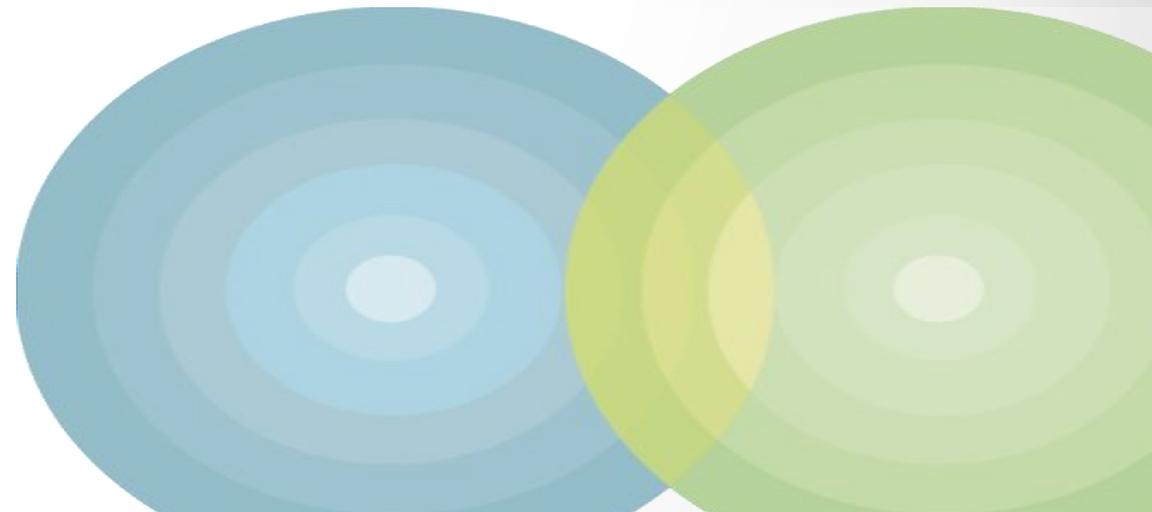
..... supporting improvement for children

February 2021. Chris Freestone



## We know:-

- That outcomes for children in care vary and can be poorer than their peers.
- This report sets out to explore the settings for these young people in terms of grading and other factors and is the start of an ongoing exploration.



# Findings of the February 2021 report

- Analysis carried out between 1.4.2018 and 31.3.2019
- Sampled 2,600 children living in children's homes across a wide range of parameters
- 2,165 children (83%) attended educational provision eligible for Ofsted inspection
- 9% attended unregulated provisions
- 6% were not in education, employment or training
- 2% attended educational provision inspected by the Independent Schools Inspectorate (ISI)
- Of the 2,165 children in the sample who attended an educational provision eligible for Ofsted inspection:
  - 57% were in special schools (35% independent special schools and 22% in state-funded special schools).
  - the remaining 43% of children attended mainstream education (6% independent mainstream education and 37% state-funded mainstream education).

## Findings of the February 2021 report:

- Children living in children's homes are **20 times** more likely to be in special education than all children nationally.
- Nationally, for those attending state-funded educational provision, around **three quarters** of children living in children's homes had an education, health and care (EHC) plan or were receiving special educational needs (SEN) support.
- Children living in children's homes were **18 times** more likely to be attending a pupil referral unit (PRU) than all pupils attending state-funded provision nationally.

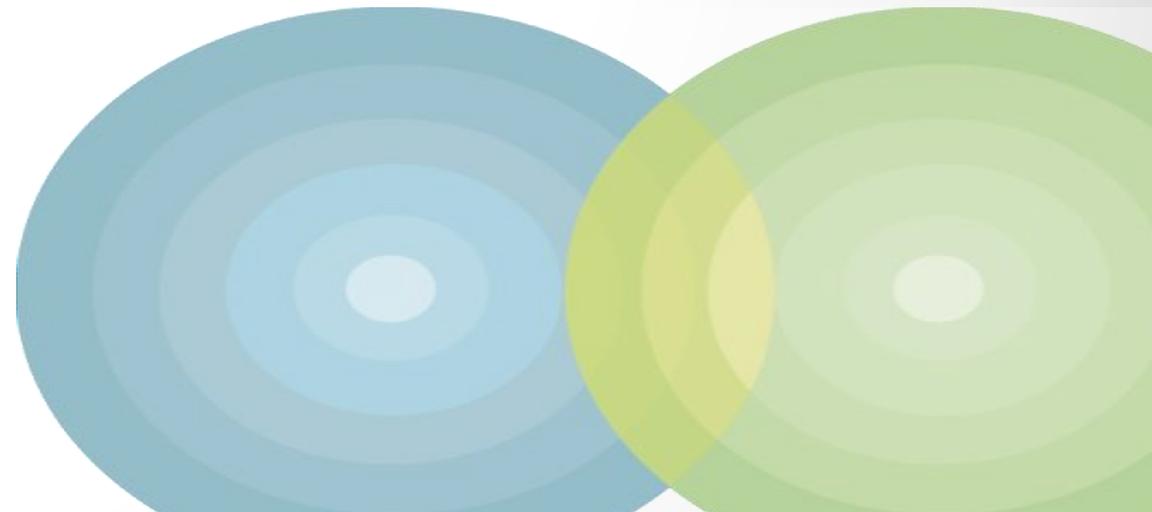
## Some potential factors in lower attainment for children and young people

- Entering care during secondary years
- Repeated placement changes
- Having higher levels of emotional and behavioural responses
- Poor school strategies and support
- Poor support from foster carers / residential care
- Not enough good schools in the area
- Less appropriate provision in the area e.g. SEND schools, alternative provisions
- Low aspirations for the young person
- Peer relationships
- Not getting the right support when in school



# For the child in care.....

- Statutory guidance states, that the local authority should prioritise education provisions that Ofsted have judged good or better.
- Research shows that primary schools have a more flexible approach to children in need; secondary schools less so.
- Schools' responses are hugely variable- why?
- Residential settings responses vary too- from secure advocacy to leaving it to the school / SW/LA to sort out



## Advocacy and support

- Who should act for the child or young person?
  - schools/ teachers
  - Virtual heads/ headteachers
  - Social Workers/ LA's
  - Health professionals
  - Leaders/ workers in the residential setting
  - Families
  - Advocates / guardians/solicitors



## Thoughts for small group discussion:

- Could living in a children's home be a protective factor for children and young people in terms of education outcome and experience?
- How? Why?
- How can the home ensure that the child's access to and experience of education is the best they can have ?
- What would we expect to see when visiting?



## Thoughts :

- Know local provisions and their Ofsted outcomes?
- Know key people to contact?
- Understand the education offer including vocational courses?
- Understand the functioning of EHC plans and funding?
- Be aware of monies such as PPP which can be used by the school to support better outcomes?
- Contribute to PEPs?
- Be aware of what the young person is able to achieve.....
- Consistency / continuity
- Stability
- SEMH- being addressed in school and at home- consistent approach
- Effective school / home strategies shared
- Peer relationships supported effectively
- Advocacy and support for their voice to be heard
- Knowledgeable and trained staff



# Resources and references

- <https://www.gov.uk/government/publications/the-education-of-children-living-in-childrens-homes/the-education-of-children-living-in-childrens-homes>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/915661/What works to improve the educational outcomes of Children in Need of he....pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915661/What_works_to_improve_the_educational_outcomes_of_Children_in_Need_of_he....pdf)
- <https://socialcareinspection.blog.gov.uk/author/yvette-stanley/>
- Nuffield studies 2017-2019
- Oxford review of Education 2019- various studies and authors.
- nb. The study by Ofsted excluded RSS and short break provisions.



## Looking ahead

- This will be an ongoing piece of work by the Department for Education and is likely to have a raised importance as schools return post the third national lockdown.
- Key focus for HMI education and probably so for social care too.

