Appendix 2

Caring for our Care Experienced Learners

What does an Excellent and Equitable Curriculum Look like for our Care Experienced Children and Young People? How do we ensure that we protect the Rights of our Care Experienced Learners to experience a Curriculum that fully meets their needs?

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

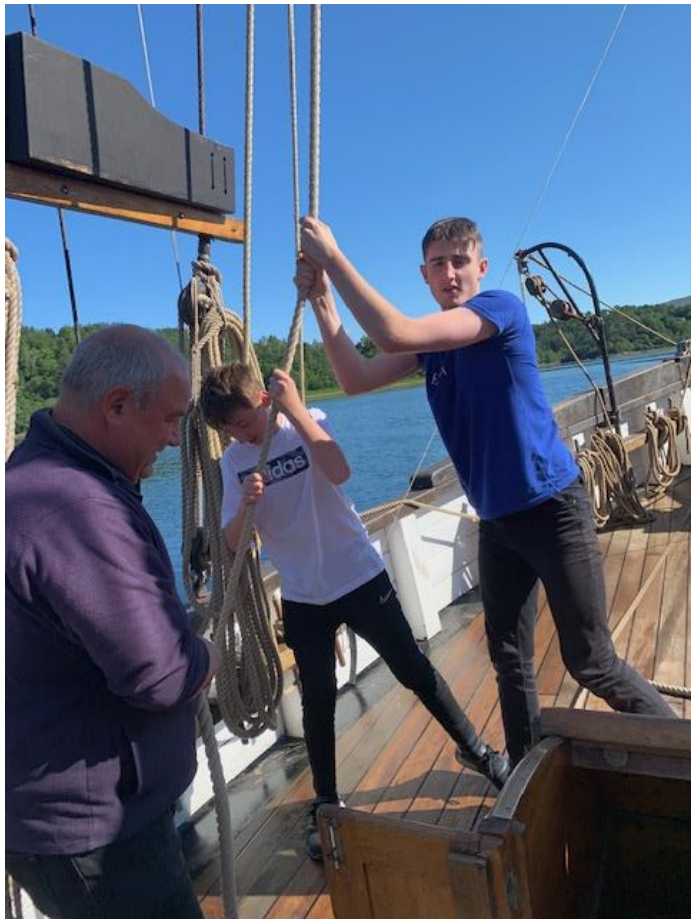
7 COMPONENTS of best practice in schools in Argyll

1. A culture where relationships, respect and kindness are at the heart.
2. An inclusive environment that allows individual needs to be met.
3. A genuine understanding amongst all adults of brain development and the impact of trauma.
4. Systems in place that support smooth transitions.
5. A Quality of Knowing – Intelligent use of Relevant Data
6. Highly effective multi-agency working, understanding and communication.
7. Courage to take time.

Caring for our Care Experienced Learners

How do we ensure that we make the best of existing partnerships to ensure that there is a culture and environment around them which allows them to thrive? – Example - Trinity Sailing Project, organised the Argyll and Bute Champions Board and funded by the Life Changes Trust. Taking education way beyond the classroom and allowing powerful and life-changing experiential learning. Corporate Parenting partnership work in action.

Caring for our Care Experienced Learners



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How do we use data and intelligence, to ensure that we know each individual care-experienced young person well enough to ensure a personalised curriculum that will address what he or she needs? – Example – New Needs Analysis Tool to ensure that the Learner Journey of each Looked After Child is uninterrupted and supported, particularly at times of transition.

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Who is the Designated Manager for Looked After Children in school?
Who is the key point of contact for Xxxx's parent/carer?
Has a risk assessment been done? Were any outstanding control measures identified?
What baseline information do we have about Xxxx's attainment?
What outcomes are we looking to achieve?
What do we have in terms of planning from xxx?
What will Xxxx's curriculum look like? Will it need to build up gradually? Does she need a Flexible Learning Plan?
Who will be Xxxx's key person in school and what processes will allow him to keep in contact with them? How many check-ins (face to face or otherwise) per day?
How will she be (re) introduced to staff? Have they been prepared for her return? (Do there need to be any restorative meetings before she can make a fresh start?) Are staff aware of triggers, scripts for ensuring successful interactions, what works well?
What will his unstructured time (transport, before and after school and breaks/lunch) look like?
How will she be (re) introduced to her peers? Have they been prepared for her return?
Who will provide the xxxx hours of additional support staffing and what training have they had?

Caring for our Care Experienced Learners

How do we use data and intelligence, to ensure that we know each individual care-experienced young person well enough to ensure a personalised curriculum that will address what he or she needs? – Example – New Tracking system for Senior Phase Looked After Learners and recognition of what “attainment” looks like.

Caring for our Care Experienced Learners

- This cohort of 26 looked after children was tracked throughout the academic year 19/20. The pupils are those who were legally looked after at any point in the Senior Phase between January and June 2019.
- The tracking exercise involved monitoring through reports produced by each school (generally 2 reports, one in the autumn and one in the spring), centrally extracted attendance and exclusion data, SQA entries (April) and SQA results (August)
- Schools were contacted with the collected data on 26.4.19 and the request in blue below.

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Caring for our Care Experienced Learners

Please find attached the data that I have taken from SEEMIS for your Looked After Pupils, drawn from tracking reports stored in their pupil profiles, SQA entry data and custom reports on previous qualifications achieved for pupils in S5 or S6 (marked in colour).

The attachment also shows current attendance data.

Can I ask that you please:

- Check the information for accuracy and highlight any errors;
- Add any information about any wider achievement attainment data that will not be shown through SQA entries (eg college courses, ASDAN, PDA, John Muir); please add this in the blank cells in the row where ENTRIES are listed;
- Provide a narrative around the data; for example, to explain why a pupil is entered for less (or more) than the 'standard' entry for an age and stage equivalent pupil in your setting. There is a column at the end marked NARRATIVE but you may wish to write this in a separate document if it is easier;
- Add any other baseline data that you have to enable me to track added value (eg CAT scores, reading ages, SNSA);
- Explore whether any further work could be done in May to ensure that pupils finish off assignments/units that may secure them further accreditation.

As we know, the narrative around the attainment of our Looked After pupils is often crucial and this is highlighted in the extract from our Framework on supporting our Looked After Children which I have copied below.

However, we also need to make sure we are being as ambitious and aspirational as possible for all of our Children and Young People.

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- Jack is fifteen and lives at home with his mother. In the past his mother has found Jack's behaviour very challenging and he was referred to the Reporter, and subsequently children's hearing, on the grounds that he was outwith her control. He is now subject to a compulsory supervision order. This means that he can live at home as long as his mother meets regularly with and accepts parenting support from Social Work and as long as Jack attends anger management sessions with an Alternative to Care worker. He is on the Argyll and Bute Social Work looked after children list.
- At the end of S4, Jack is entered for National 3 qualifications in English and Maths only. His CAT (cognitive ability tests) in S2 had him on track to achieve 5 grade As or Bs in National 5 qualifications. However, Jack's emotional difficulties have meant that he has missed significant amounts of school time during S3 and S4.
- On paper and in terms of the data, he has underachieved. However, he has engaged well with the anger management programme and improved his relationship with his mother. He is much happier and less prone to abuse alcohol and drugs and has not attempted suicide in 6 months. He will return to school in S5 and take more qualifications. He will also undertake a college course in leisure management. However, it is essential that Jack continues to receive the support he needs in order to complete his qualifications, and realise his potential. His learning journey may look different to many of his peers, but Argyll and Bute's Corporate Parents should be doing what they can to ensure that he eventually goes to a positive destination.

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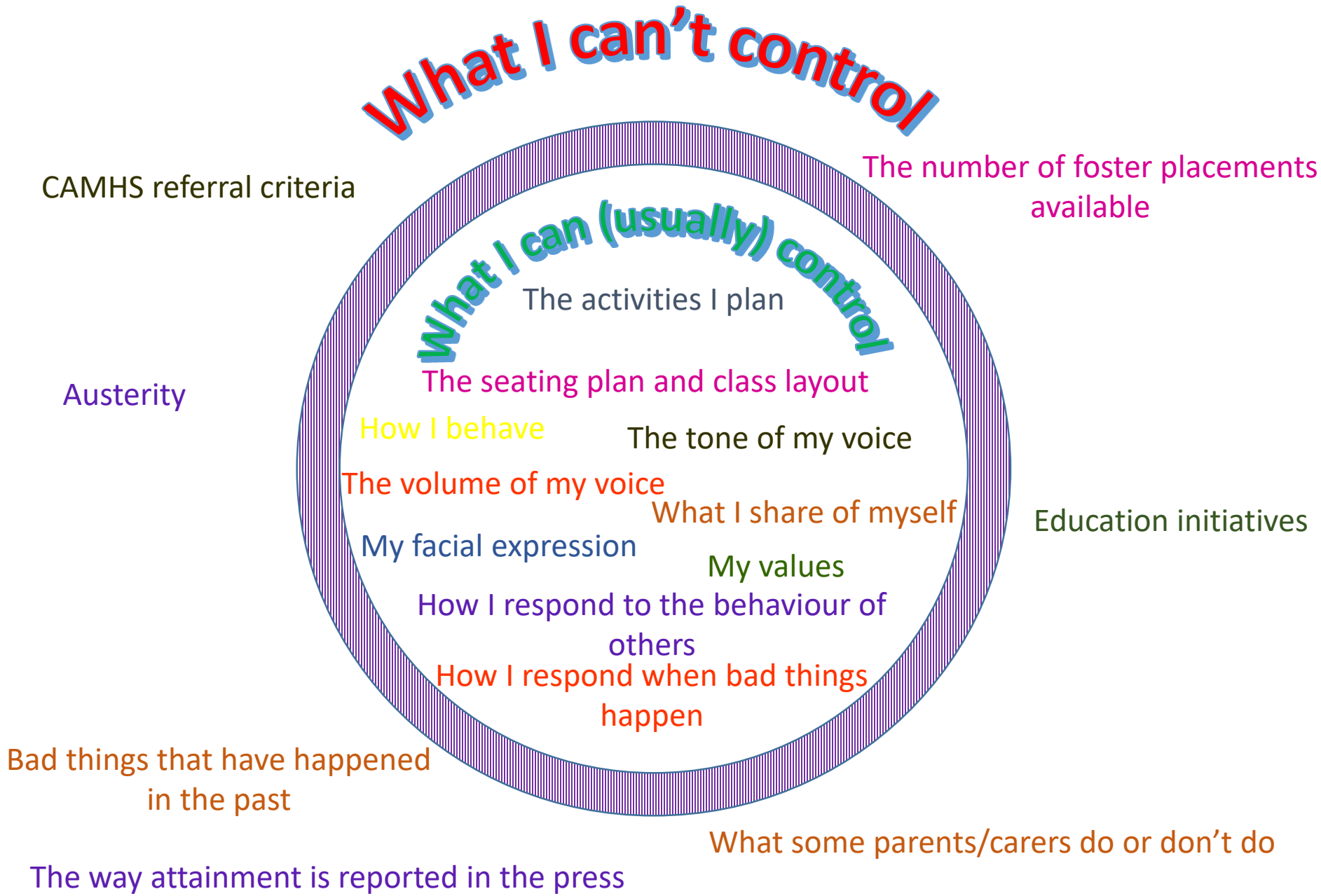
What I can't control
What I can (usually) control
CAMHS referral criteria
The number of foster placements available
The activities I plan
Austerity
The seating plan and class layout
How I behave
The tone of my voice
The volume of my voice
What I share of myself
Education initiatives
My facial expression
My values
How I respond to the behaviour of others
How I respond when bad things happen
Bad things that have happened in the past
What some parents/carers do or don't do
The way attainment is reported in the press

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Education is a lifetime project;
young people and adults must be allowed to get on and off the education bus; if they get off in a bad mood they must not feel that they won't be welcome back. It is often true that care experienced young people do not follow the same trajectory as other young people and that their education experience may look quite different in terms of chronology.
Robbie Gilligan Professor of Social Work and Social Policy at Trinity College Dublin, CELCIS Annual Lecture 2019 (paraphrased)

Caring for our Care Experienced Learners

"ALL relationships 'are the most powerful mental health intervention known to mankind'… because relationships, shape who we are."

Dr Karen Treisman TED Talk

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Perhaps more than with any others, the adults who work with these children require a Quality of Knowing; what is known must be shared in a timeous and appropriate way.

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https://www.argyll-bute.gov.uk/moderngov/documents/s138432/CECandYP%20Appendix%201%20Looked%20After%20Children%20Framework.pdf