



City and County of Swansea

Notice of Meeting

You are invited to attend a Meeting of the

Joint Scrutiny Performance Panel – Schools and Child and Family Services

At: Committee Room 3A - Guildhall, Swansea

On: Thursday, 2 May 2019

Time: 4.00 pm

Convenor: Councillor Paxton Hood-Williams

Membership:

Councillors: C Anderson, A M Day, M Durke, S J Gallagher, L S Gibbard, F M Gordon, K M Griffiths, D W Helliwell, P R Hood-Williams, B Hopkins, L James, Y V Jardine, P K Jones, S M Jones, L R Jones, M A Langstone, H M Morris, D W W Thomas and L J Tyler-Lloyd

Co-opted Members: D Anderson-Thomas, A Roberts and J Meredith

Agenda

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| 2 | Disclosure of Personal and Prejudicial Interests.
www.swansea.gov.uk/disclosuresofinterests | |
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A handwritten signature in black ink that reads 'Huw Evans'.

Huw Evans
Head of Democratic Services
Thursday, 25 April 2019

Contact: Michelle Roberts, Scrutiny Officer

Agenda Item 3

Supporting Looked After Children - Public Submission A submission received for consideration by the Panel

Sent: Tuesday, March 26, 2019 3:11 pm

Subject: Urgent Attention // Supporting Looked After Children

Dear all,

To introduce myself, my name is T. I am Youth Ambassador for The Fostering Network, Student Leader for LAC at Reaching Wider, and the occasional representative for Voices From Care Cymru. I am also a Care Leaver and across all of those roles, it is my duty to represent the voices of young people in care when they feel they need to be heard.

I am contacting you because I have met many of you at various events across the years, such as the Down To Earth project and the Proud to Be Me days. I know you have supported children and young people over the years and I am hoping you can support us one more time.

I am getting in touch with you on behalf of a number of Swansea's looked after children, all of whom have received bespoke, tailored 1:1 support these last few years and now, due to cuts in funding, they wish to share with you their individual experiences of the organisation as well as their worries about how this significant loss could impact their lives.

In short, after 13 years of positive feedback from over 500 care experienced students, The Looked After Children's Education Swansea (LACES) Team has now had to make their three Project Workers redundant. This is a result of the LAC element of the Pupil Deprivation Grant being diverted from specific LAC-centered support directly into mainstream schools instead. The young people have been assured that support will still be available for those in care, however a recent report has shown a previous attempt at this did not work out please see page 137 of the attached document file "Evaluation" (Evaluation of the implementation of the Pupil Development Grant for Looked After Children).

The children are having difficulty accepting this abrupt change in dynamics, and feel that (in conjunction to Article 12 of the UNCRC) they have not had the opportunity to have a voice and say in such an important, life-changing decision - a decision that may have adverse impacts on their respective futures and maybe even most of their early adult lives. Not only is Article 12 being breached in this case, so are Articles 1, 2, 3, 4, 6, 13, 19, 26, 28, 29, 31, 36, 39... Please see the attached document "UNCRC" for a summary of each Article. That is more than 25% of the UNCRC. Surely this alone should be enough to at least halt the decision?

The decision to move the PDG was made by the Joint Committee of ERW (Education Through Regional Working). On ERW's website, the first statement to appear on their About Us page is, "ERW has a clear mission of actively working together to improve teaching and learning to secure the best outcomes for all learners". The young people feel they are not included in this statement under "all learners" due to their bespoke support and respective best outcomes being taken away from them. The aims and values of ERW <https://www.erw.wales/about-us/erw-aims-and-values/> seem to reflect the opposite of this decision as they are removing a system that already works so brilliantly for these "vulnerable learners", as it has done for students in the past and as it will have done for students in the future.

These young people are already going through the tumultuous transitional period known as "puberty" and the sudden loss of something so positive and consistent is already too overwhelming for some of them. They have established strong relationships, built on respect, trust, and integrity with the current workers, who themselves are passionate about their roles in supporting care experienced students and have become truly invaluable to the team. The young people do not feel that the schools could replicate this and wish to exercise their right to be heard before the funding-diversion decision is formally ratified.

I have also attached one of LACES "Newsfeed" newsletters as it perfectly shows off how extraordinary the supported students really are with their achieving of awards nationally and internationally, such as The Diana Award, The High 5 Award, and so many more. I personally have witnessed these incredible individuals become more confident, both in life and in their selves, they are brighter, warmer, and their aspirations have grown exponentially. All from the consistent, bespoke support they received from not just the key workers, but also from each other. One could liken such an experience to the phenomenon known as "family".

The children and young people are looking for your help and support to keep this unconventional family together. They would like to be listened to and they wish to discuss their worries over losing such significant support with the people who can help maintain consistency in their lives for that little bit longer.

Please can you consider meeting with the young people as soon as possible? They know how busy you are therefore they are all willing to travel down to meet you in person whenever and wherever would suit you.

We all appreciate your time.

Agenda Item 4



Report of the Cabinet Member for Education Improvement, Learning and Skills

To the Joint meeting of Schools and the Child and Family Services Scrutiny
Panel on 2 May 2019

Performance of Looked After Children

Purpose:	To brief/update on the performance in schools of Looked After Children
Content:	A briefing/update on educational outcomes of looked after children and input from the Looked After Children in Education department
Councillors are being asked to:	Consider the information provided and to forward views to the Cabinet Member via a letter from the Panel Convener
Lead Councillor:	Councillor Jennifer Raynor, Cabinet Member for Education
Lead Officer & Report Author:	Helen Howells Tel: 01792 522946 E-mail: Helen.Howells@swansea.gov.uk

1. Background

- 1.1 It is recognised that reporting cohorts are small and therefore liable to significant fluctuation and are largely dependent on the individual abilities of the individual learners each year. Individual potential and Additional Learning Needs (ALN) status are not requested, nor considered, in national reporting, which has been raised as an issue with Welsh Government.

All data attached is extracted from local authority (LA) and ERW data reported annually through PLASC. This includes all looked after learners attending LA education in Swansea from other counties also in line with our responsibilities to other education departments. It should be noted however that Welsh Government have taken the decision to not collect any data on their PLASC returns effectively immediately. This will affect the ability to report on the results achieved.

Concern is expressed at the differences in some of the data in appendix A and B. Appendix A is generated from Swansea's data base in consultation with our data manager. Appendix B is ERW data taken from PLASC. Conversations are

taking place as to how best resolve these differences. With such a small cohort, small changes can make big differences.

In considering the information below it is important to consider that it would be unusual for a pupil to be looked after children (LAC) for the duration of their school career. Many children come in and out of LAC status, affecting the stability of their schools placements and affecting educational outcomes. The figures below do not identify at what education stage pupils become LAC, often they are at key stage 3 and 4, which unfortunately means that there will be gaps in their learning at a lower stage and it is often difficult for schools to provide enough intervention for them to catch up while simultaneously teaching a curriculum.

Pupils do not progress through education stages in a continuous manner, despite best efforts LAC learners are still subject to high levels of instability in home and school placements. It should also be noted that out of county placements, and intercountry placements can be made at any stage and often in key stage 4. As a county we are liable for the education of the learners in our schools.

2. Briefing/Main body of report

2.1 Comparison of LAC pupils with all others in Swansea schools (See Appendix A and C)

Pupils achieving the Foundation Phase Indicator (FPI) at end of Foundation Phase (outcome 5 or higher in language, mathematics, PSD)

In Foundation Phase the gap between LAC performance and all learners in Swansea has traditionally been the narrowest of any key stage. Over a 3 year period LAC learners in Swansea are 21.9% points behind their peers.

This year there has been a decrease in this indicator which runs in line with decreases in Swansea, ERW and Wales figures.

Pupils achieving the Core Subject Indicator (CSI) at end of key stage 2 (KS2)

Level 4+ in English/Welsh, Mathematics and Science.

In key stage 2 the gap between LAC performance and all learners in Swansea is second narrowest of any key stage. In 2018 LAC learners achieved 55.0% this is lower than previous years.

Pupils achieving the Core Subject Indicator (CSI) at end of key stage 3 (KS3)

Level 5+ in English/Welsh, Mathematics and Science.

In key stage 3 the gap between LAC performance and all learners in Swansea shows an increase to a 3 year average gap of 32.7%. Learners achieved a 3 year average of 54.7%. LAC learners in key stage 3 in 2018 achieved 54.2%.

Pupils achieving Level 2+ at end of key stage 4 (KS4)

5A* - C including English/Maths, and Science.

In key stage 4 the gap between LAC performance and all learners in Swansea over a 3 year average is greatest at -44.4 %, we are concerned that just 1 LAC learner out of 18 achieved L2+, but must be taken into context that 14 of these youngsters had an additional learning need and were given intervention to support their needs. It is worthy to note that the changes to the reporting standards by Welsh Government, can be seen to significantly disadvantage more vulnerable learners, by omitting vocational qualifications from headline figures.

Pupils achieving Level 1 at end of key stage 4

The Level 1 threshold which is 5 A*-G has a much narrower margin with LAC learners achieving 88.9% compared with all 96.2% for all learners. This is very pleasing as it shows good distance travelled for our vulnerable young people, as it indicates good outcomes despite a high level of additional learning needs.

- 2.2 Comparison of LAC pupils with all LAC learners in other counties in ERW (See Appendix B)

Pupils achieving the Foundation Phase Indicator (FPI) at end of Foundation Phase (Outcome 5 or higher in language, mathematics, PSD)

2018 reporting (see Appendix B) shows LAC learners in Swansea achieving significantly higher than the ERW average of 43.8% and above the 9.1% and 16.7% reported by both neighbouring counties of Carmarthenshire and Neath Port Talbot.

Swansea had the largest reporting cohort of 16 learners within ERW. It should be noted that only five learners were reported on in Pembrokeshire who achieved the highest reporting of 100.0%

Over three years Swansea LAC learners have achieved the highest percentage of any county in ERW with an average of 61.5% compared to an ERW average of 51.7%. Both neighbouring counties reported significantly lower results with Neath Port Talbot showing 35.9% and Carmarthenshire 39.4%.

Three year average figures show that Swansea had the greatest number of learners in the cohort. We are delighted to report this excellent performance.

Pupils achieving the Core Subject Indicator (CSI) at end of key stage 2 (KS2)

Level 4+ in English/Welsh, Mathematics and Science.

2018 reporting shows LAC learners in Swansea achieving 52.6% slightly below the ERW average of 65.2% however significantly above Neath Port Talbot reporting 16.7%. Swansea are the largest reporting cohort of 19 with Neath Port Talbot at 12. Reporting in 2018 shows a three year average of 60.8%.

Pupils achieving the Core Subject Indicator (CSI) at end of key stage 3 (KS3)

Level 5+ in English/Welsh, Mathematics and Science.

2018 reporting shows Swansea at 59.1%. Swansea's performance was above the ERW average of 57.7% comparable to Carmarthenshire at 59.1% and significantly above Neath Port Talbot with their results at 48.1%.

Swansea's performance in 2018 shows a three year average of 56.2% compared with ERW at 54.6%, and considerably higher than neighbouring authority Neath Port Talbot with 45.06%

Pupils achieving Level 2+ at end of key stage 4 (KS4)

5A* - C including English/Maths, and Science - only is included in reporting.

The decrease in the percentage pass rate is something that should be reported and questions asked. The number of 2017-2018 year 11 LAC learners on the ALN register was the highest ever at nearly 80%. This undoubtedly has contributed to this headline figure.

Pupils achieving Level 1 at KS4

Swansea LAC Learners achieved 88.9% Level 1 + threshold, much higher than the ERW average of 84.7%, and those of our neighbouring counties with Neath Port Talbot at 82.4% and Carmarthenshire with 76%. This shows the high standards of care and support of our schools in Swansea that so many of our learners achieved 5 GCSE grades despite their learning needs.

No looked after learner left a Swansea school without an approved external qualification in 2017-2018. All looked after learners achieving approved external qualifications remains a priority for schools and our LA. The LA and Swansea schools place a high priority to ensure that Swansea learners leave school an approved qualification.

Information is also collected and analysed below for learners with any LAC status by Swansea Council in year 11 placed both in and out of county. Analysis shows the total year 11 cohort for 2017-2018 as 29 pupils and 25 achieved a level 1 (86.2%). Two achieved level 2+ (6.9%). See Appendix D which is locally collected data only.

Within the cohort 22 learners attend mainstream schools (75.9%), four are in specialist provision (13.7%), three in EOTAS/Pathways provision (10.3%). Also within the cohort of 29 a total of five learners are inter county learners all are in mainstream schools.

It is worthy of note that of the 29 there are 22 with ALN (75.8%) seven of whom have a Statement of special education needs (24.1%).

2.3 ***What work are you doing to bridge the gap and improve educational outcomes of LAC?***

Each school has a Designated Teacher for LAC who is in a position of authority at their respective school. Meetings are held for LAC Designated Teachers by the Looked after Children's Education (LACE) Co-ordinator, with advice and support available on request by all schools.

Building on the training on Attachment Awareness provided by ERW, the LAC Coordinator has continued to work closely with ERW to provide a system of sustainability whereby schools continue to upskill their staff. In collaboration with ERW colleagues, alternative training and wellbeing packages have been highlighted to schools, most recently ACES awareness, Trauma informed schools and Empathy Lab. The LAC coordinator has liaised with the ERW leader of learning for the Pentrehafod cluster, in order to pilot this project, which will be the first of its kind in Wales.

There has been much change to the LAC element of the Pupil Development Grant (LAC/PDG), and the team has had a reduction in size due to the terms and conditions of the grant. For this year, the LACPDG funds three full time Project Workers all qualified to graduate level (including one with a post graduate teaching qualifications and one with a post graduate counselling qualification) who offer mentoring 1:1 support for LAC learners.

They offer support to all LAC learners in Swansea schools on the request of schools and sometimes Child and Family Services. Support is offered where possible to learners who are adopted or on Special Guardianship Orders as required by Welsh Government under the LAC /PDG.

In addition we have an Education Welfare Officer from the core Education Welfare Team who offers a total of five hours per week support in following up attendance concerns and other welfare matters as well as supporting the work of the LACE Co-ordinator.

Local authorities throughout Wales have been made aware that as of April 2019, there is a very clear expectation from Welsh Government that, in line with the PDG, the LAC element should go directly to schools with the aim of moving *'to a model with greater consistency, equity and robustness...'* It is a school improvement grant, and the proposals from ERW to delegate the grant to clusters on a banding system. That is the higher the number of LAC learners in a cluster, the higher the band, and therefore the higher the proportion of funds. We however are still awaiting official guidance on the matter, and our grant funded project workers are now in the early proceedings of redeployment. This is very concerning. The implications of not having this service in place will be a reduction of the support available to LAC learners and to schools.

Much of the work of the LACE Co-ordinator is focussed on individual case work with schools to support LAC learners and resolve any issues that arise in relation to their education, especially those placed out of county and those inter county.

LAC learners in key stage 4 are provided with study resources including English, Mathematics and Science workbooks and in other subject areas as required by individual learners, funded by the LAC/PDG. The LAC /PDG has also enabled the reintroduction of after school home tuition for LAC learners in key stage 4 this is to be extended to meet increasing demand.

The LACE Co-ordinator provides training for the designated LAC governors on a termly basis on their legal responsibilities for LAC learners. Clear guidance has been issued to all Swansea schools as an expectation of what should be reported in the headteachers report to governors on a termly or annual basis. This guidance has been deemed as good practice by ERW.

The LACEs Team have forged successful partnerships with Swansea University reaching wider to create the diamond project. They have more than fulfilled the criteria of the LAC PDG by raising the aspirations of these vulnerable children and providing them with experiences that they would otherwise not have. The Diamond Project has won the Authority's High 5 awards and the prestigious Diana Awards for their commitment to the young people and being an excellent example of partnership working.

The LACEs team have committed to the authority's Participation Champions' initiative and have encouraged and accompanied LAC learners to take part in the 'Big conversations'. This allows young people's voices to be heard and ensures a multiagency integrated approach to overcoming issues faced by vulnerable children.

2.4 *How well are children, who are placed outside the local authority area doing at school?*

The LACE Team collates data for all Swansea LAC learners in key stage 4 to provide an analysis of achievements in Year 11. It should be noted that some LAC learners placed out of county are in specialist educational provision due to a high level of ALN. Results are largely determined according to the individual's ability and potential. The LACE coordinator attends most out of area education meetings and forged good links with LACE coordinators in other local authorities to ensure the needs of our learners are met.

At present, Swansea education department can only analyse the results of learners in Swansea schools. It is submitted that a target for the future academic years is to implement a tracking provision in conjunction with other local authorities to react more effectively when targets are missed.

The LACE coordinator liaises with Social workers and ERW to ensure that those LAC learners living in England receive their pupil premium.

A learner's progress in education is discussed in each LAC review, in annual reviews of statements as applicable, school consultation events, reports and contact is made with the LACE Co-ordinator as required.

2.5 ***What plans does the council have to raise the educational attainment of LAC children?***

The expectation is that schools set appropriate targets for LAC learners, evidenced in their Personal Education Plans (PEPs) for discussion at LAC reviews and in consultation events e.g. with parents/carers. All statutory aged LAC learners should have a PEP. The PEP has been revised following multi agency workshops and the input of young people.

The PEP has been issued to all Swansea schools and is needed within 20 school days of a learner becoming looked after, or moving schools if already looked after. A standard form has been issued to all Swansea schools. There is individual advice and guidance given to LAC Designated Teachers and the social worker by the LACE coordinator for every learner who becomes looked after. Past educational summaries are also shared at this stage together with the PEP. Completion within timescale is a development area identified going forward with additional staff to support this are now available.

It is worthy of note that the PEP process is under review with Education and Social Services to improve the quality of the PEP with more robust quality assurance checks undertaken by the LAC Education Team. The process will also ensure that the PEP is completed within 20 school days of the young person becoming looked after. Welsh Government have also initiated work for a “one page PEP” standardised within each local authority in Wales. This work is on-going.

The process of upskilling all school staff in attachment awareness, emotion coaching, ACE awareness and other wellbeing initiatives increase staff understanding in all Swansea schools about issues faced and thus help develop strategies to support LAC learners to further improve attainment.

The LACE coordinator provides a termly report on key stage performance and outcomes and reporting against performance indicators, alongside other partner members, to the Multi Agency LAC Group, a sub group of the Corporate Parenting Forum.

The Education Information manager has also developed a Vulnerability Assessment Profile (VAP) for LAC learners, which highlights areas to be targeted. Schools and the LACEs Team have access to this data to help identify and target support.

The LACEs Team works with schools in relation to individual LAC learners at educational panels, school admissions and managed moves as needed to ensure LAC learners are prioritised, and we are fulfilling our obligation as corporate parents.

Anticipating the changes in the terms and conditions of the LAC element of the pupil development grant a LACPDG working party has been initiated and now overseen by the LACE coordinator to encourage closer relationships between schools and the LACES department which fosters clarity, consistency and ultimately the sharing of good practise between schools.

2.6 *How are individual children and young people supported to achieve: both within and outside school?*

Within schools LAC learners are supported by a Dedicated LAC Teacher, who will disseminate information as necessary to individual members of staff. There is also an expectation that schools release pertinent members of staff to attend LAC reviews and contribute fully to the review in order to get a full picture of the issues the child is dealing with.

At present LACEs Project Worker support is offered for all learners is available on a priority basis, the workers are very much in demand and at present we are running over capacity.

LACEs project workers also run the diamond project after school club in partnership with Swansea University every Wednesday evening to promote aspiration and create enrichment opportunities. They have also run two successful enrichment activities during the school holidays.

The LACEs department, as mentioned are part of the wider authority integrated initiative of Participation, to ensure LAC learners are supported out of school.

The LACE Co-ordinator provides training for foster carers on meeting the educational needs of LAC learners twice a year.

LAC learners are encouraged to attend the increasing number of in, and after, school revision clubs.

2.7 *How are children supported to continue in further and higher education?*

Good links have been established with Gower College and further education in neighbouring counties. In addition to support from schools, project workers can liaise and arrange individual appointments for LAC learners as needed. Gower College's LAC and Care Leaver Officer links with the LACEs Team and schools and attends training.

The officer also represents the College on the multi-agency LAC group. Gower College also host transition support events for LAC learners and have developed their own PEP.

The LAC Education Team are also working with the 'Reaching Wider ' partnership seeking to promote entry into higher education. We have supported key stage 4 learners to engage in a range of activities at Swansea University to encourage aspiration and arrange individual support as needed. Activities for younger learners are currently being planned.

The LAC Education Team actively promotes the 'Higher Education Bursary' for previously looked after children.

2.8 ***What do looked after children and young people themselves say about their education and aspirations?***

Young people's views about their education and aspirations are requested in their PEPs. LAC Designated Teachers play a crucial role in listening to LAC learners, encouraging education, aspiration and advocating as needed.

Views of young people and encouragement to succeed are also an important part of LAC Project Worker's one to one mentoring support sessions, and they have developed learner voice activities to ensure their voices are heard.

LAC learners in Swansea are also supported by the LACEs Team in a number of participation events seeking the views of the young people. Corporate parenting events, to which all LAC learners are invited, have sought the views of young people on their education and are the focus of development work.

The LACEs Team was also involved in the Bright spots survey commissioned by Child and family Services entitled. **Your Life, Your Care: A survey of the views of looked after children and young people aged 4-18yrs in Swansea.** This was undertaken in February 2018 and the LACE coordinator is a participant in the working party to ensure that the points raised by the young people are acted upon to effect long term change.

2.9 ***Do you monitor the numbers of looked after children excluded from school? How do you work with them to get them back into school?***

Schools notify the LA and the Education LAC Co-ordinator of any LAC learner who is excluded. The Education LAC Co-ordinator liaises with school staff to attend any exclusion meeting or return to school meeting following any exclusion. All pupil exclusions are recorded on the LA's database and specific data is recorded and reported as a Performance Indicator.

In 2017-2018 LAC learners in Swansea were excluded for a total of 196.5 days compared with a figure of 2293.5 days for all Swansea learners. Schools are mindful of the negative impact of exclusion on looked after learners and their placement and seek to avoid exclusion if possible.

The Education LAC Co-ordinator attends all pupil disciplinary meetings for LAC learners who have been excluded for more than 16 days in an academic year. Support and challenge looked after learners in any meeting as provided as required.

The School Support Unit (SSU) should be informed of exclusions and the Manager and the Education LAC Co-ordinator, liaise directly regarding any exclusion. The LACE Co-ordinator will seek to liaise with schools and other local authorities as needed. The LACEs Project Workers often support LAC learners to reintegrate following exclusions.

2.10 ***How many children do you currently have that are not being educated in school*** (being educated via the EOTAS service and can you provide a

breakdown of the service they are receiving i.e.: are they in a PRU, on Pathways etc.)

As of the 7 January 2019, there were 16 learners looked after by Swansea and other counties on EOTAS provision in Swansea:

- Six were on EOTAS Pathways, five of which were looked after by Swansea and one from another County.
- Two were in the Primary PRU, one looked after by Swansea and one from another county.
- Eight were in the key stage 3 PRU, of which one was from another county.

Due to the increasing numbers of LAC learners entering the EOTAS system the LACEs coordinator will be part of the EOTAS panel.

Also concerning is the number of intercountry LAC learners applying for places in the PRU. This is being looked at strategically through meetings by education professionals.

2.11 *Do you have a system for seeking feedback from looked after children and care-leavers about the services they receive?*

All LAC learners should meet with their independent reviewing officer (IRO) prior to their LAC review to forward their views. Education is a highlighted area for discussion in each LAC review. Individual LAC learners participate in their PEPs and are encouraged to participate in and even chair their own LAC reviews.

The LACEs Team have also participated in previous corporate parenting events seeking the views of LAC learners.

The LACES team have devised learner voice feedback for all activities they run including the 1-1 sessions they undertake. Young people feedback very positively to LAC project workers on support they have received.

2.12 *How do you work with others including parents, schools and other agencies to improve outcomes?*

The LACEs Team are involved in direct 1:1 working with schools, foster carers, social workers and other agencies e.g. the LAC Health Team. We seek to participate in looked after reviews as needed, in initial reviews and especially where there are educational issues. The team also participate in admission meetings, planning meetings, child sexual exploitation meetings, child protection meetings, annual reviews of statement meetings and others, as required to secure better outcomes for LAC learners.

The LACE co-ordinator is a member of the 'Family and Friends Foster Care Panel' and the Designated Education Welfare Officer for LAC is a member of the 'Mainstream Foster Care Panel.' Both work with social services to appoint foster carers ensuring they meet all competencies as required, with regard especially to their ability to meet a child's educational needs.

The education LACE coordinator is a member of the multi-agency 'Complex Needs Panel' seeking to ensure that a learner's educational needs are met if moved out of county.

The LACE Co-ordinator liaises with education staff in other counties to support Swansea LAC learners seeking provision and appropriate education placement. Similarly, the LACE Co-ordinator supports LAC from other counties placed in Swansea to access appropriate school placement support.

The LACE Coordinator also attends regional LACES meetings as well as All Wales LACES forums lead by Welsh Assembly Government representatives. To discuss the implementation of new initiatives and share good practice. The Head of School Support Unit is the Line Manager for the Education LAC Co-ordinator and is also Chair of the Multi Agency LAC Group and a member of the Corporate Parenting Forum. The role of the Chair is to ensure good communication channels exist between the Forum and the group and vice versa.

3. Conclusions/Key Points Summary

- 3.1 It has been shown that margins between LAC learners and all learners are narrower at FP and KS2 compared with key stage 3, and are traditionally very wide at key stage 4. This corresponds with higher numbers of LAC learners in these age groups, many of whom have been known to services throughout their lives. Social factors as well as high levels of ALN in the cohort of 2018 have contributed to low Level 2+ results. However it is encouraging that the Level 1+ achievements have particularly low margins, coupled with the excellent attendance of all LAC learners, indicates the high level of support given in schools and by the LACEs Team.

While the CSI for key stage 4 has decreased this year it is extremely pleasing to report that Swansea LAC learners have overall performed very favourably compared with those across the ERW region and particularly with neighbouring authorities.

It is extremely disappointing that Welsh Government took the decision to remove LAC reporting from PLASC, with no consultation to regional staff or those from local authorities. Unfortunately this may devalue the importance of our most vulnerable learners. Reporting on LAC outcomes next year may be more difficult.

- 3.2 The LACPDG grant has been issued to local authorities via the LACES department to ensure that the educational aspirations for looked after children are raised. Traditionally, Swansea have chosen to employ three project workers with the grant on a fixed term basis. Due to the LACPDG being a school improvement grant, Welsh Government have asked for consistency in all regions and the LAC element of the PDG will be delegated straight to schools.

The LACE coordinator has liaised with colleagues in ERW to ensure that all schools are aware of the latest training available so that all school staff are able to meet the needs of the learners and the particular challenges they create; and

regularly meets with the LACPDG working party to feedback updates to the grant.

The Home tuition initiative is popular with carers, social workers and the young person. Due to changes in the grant funding we will no longer be able to provide this service from April 2019.

Throughout the year the LACEs Team have created many initiatives to bridge the gap and improve educational outcomes. The LACE project workers have worked 1-1 with LAC learners identified by schools, and have been an integral and 'go to' service thereby alleviating the pressure on other key services such as EWS, EOTAS and the Behaviour team. They have created excellent partnership working with 'Reaching Wider' at Swansea University, to form the Diamond project. The work on raising aspirations of our care experienced learners has been recognised and won both the Authority's High 5 award and the prestigious Diana award. This service will be lost, due to changes to the LACPDG, leaving a huge gap in the service afforded to the children, and one that schools will be unable to replicate.

- 3.3 The LACE coordinator has ensured that good links are created with specialist schools in other local authorities that traditionally educate our Lac learners; and good relationships are being forged with LACE coordinators in local authorities within ERW and beyond. It is submitted that further systems should be introduced in order to proactively deal with any issues that our out of area LAC learners may face.

ERW have now introduced a new form for schools in England to claim their pupil premium for educating Swansea LAC learners.

- 3.4 As previously mentioned the LACE project workers have worked tirelessly to ensure that the educational attainment of LAC learners. The loss of this service will be felt keenly by our most vulnerable.

The role of the LACE coordinator is to work with all parties to ensure the best outcomes for all our Lac learners. This is ensured by attendance at the Complex Needs Panel, the LAC multi agency working party, PEP working party, ERW Laces group, and The National Strategy Group.

- 3.5 The LACE coordinator is the nominated Participation Champion and all LACE project workers encourage the LAC learners they work with to attend participation events. Young people are also encouraged via LAC reviews to attend extra-curricular activities both within and outside of school.
- 3.6 It is pleasing that the vast majority of LAC learners chose to continue their education post 16, with most choosing Gower College. The LAC and Care Leaver Officer is always available to help with any query, and is a representative on the LAC multiagency party. The Higher education bursary is also encouraged.

- 3.7 The LACEs team have ensure that the views of the learner are paramount this year, and learner voice has been gauged through a variety of methods. Learners have reacted positively to the LACEs team.
- 3.8 All schools in Swansea try to avoid exclusion wherever possible, in most cases the LACES team will try to accommodate schools by ensuring a project worker supports the young person, and prevent the situation escalating. Unfortunately, this won't be possible after March 2019, if funding for the project workers cannot be secured.
- 3.9 It is submitted that with the increase of private residential homes within Swansea, the number of complex LAC cases will also increase. This puts a huge strain on our educational resources, and the number of young people seeking our EOTAS provision which is already running over capacity. For Swansea LAC learners attending EOTAS, every effort is made to ensure that EOTAS is absolutely the last option.
- 3.10 Learner voice is extremely positive towards the service run by the LACEs team. Feedback via IROs is generally very positive towards schools.
- 3.11 The LACE coordinator champions the cause of our LAC learners in all multiagency meetings attended. Integrated working systems works best and the team has been praised by ERW, Head teachers and IROs for going 'above and beyond' to ensure best outcomes for our LAC learners

4. Legal implications

It is possible that there are legal implications due to the change in the distribution of the LAC PDG. The grant is due to be distributed based on numbers of LAC within each cluster. It should also be used to support Adopted learners and those subject to a SGO. However, there are clusters with very low numbers of LAC but high numbers of adopted learners, so we may be in a situation where schools cannot financially support all those vulnerable learners they are required to.

5. Finance (if required)

Due to the changes to the LAC PDG, the contracts of the three project workers will unfortunately come to an end. To maintain the service as it stands, we will be looking for alternative funding.

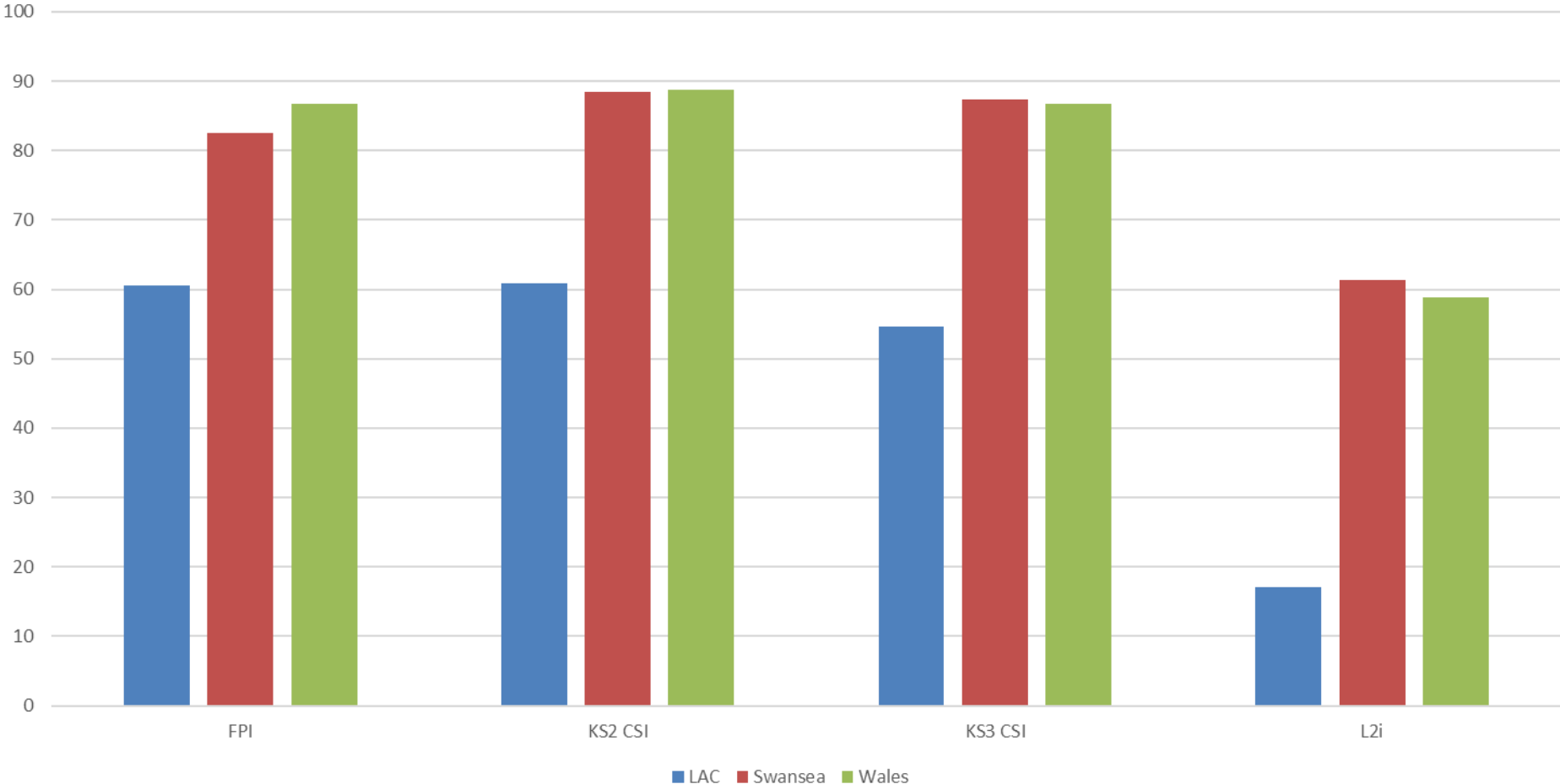
6. Background papers

<https://beta.gov.wales/raising-ambitions-and-educational-attainment-children-who-are-looked-after>
<https://beta.gov.wales/raising-ambitions-and-educational-attainment-children-who-are-looked-after-one-year>
<https://beta.gov.wales/pupil-development-grant-allocations-looked-after-children>
<https://beta.gov.wales/pupil-development-grant-and-looked-after-children-frequently-asked-questions>
<https://beta.gov.wales/supporting-adopted-children-letter-schools>

Appendices

Appendix A - Comparison of Results for Looked After Children in Swansea						
Year	Measure	No. of LAC	Swansea LAC result	Swansea all pupils	Wales all pupils	Swansea LAC gap
2016	FPI	23		85.0	87.0	-11.1
	KS2 CSI	19	63.2	88.2	88.6	-25.0
	KS3 CSI	15	40.0	86.3	85.9	-46.3
	L2i	16	25.0	66.3	60.3	-41.3
2017	FPI	21	66.7	85.5	87.3	-18.8
	KS2 CSI	16	64.7	89.5	89.5	-24.8
	KS3 CSI	20	70.0	88.2	87.4	-18.2
	L2i	21	19.0	57.7	54.6	-38.7
2018	FPI	17	41.2	77.1	86.2	-36
	KS2 CSI	20	55.0	87.7	88.2	-32.7
	KS3 CSI	24	54.2	87.7	87.0	-32.7
	L2i	18	5.6	60.3	61.6	-54.7
3 year average	FPI	20	60.6	82.5	86.8	-21.9
	KS2 CSI	18	60.9	88.5	88.8	-27.6
	KS3 CSI	20	54.7	87.4	86.8	-32.7
	L2i	18	17	61.4	58.8	-44.4

Three Year Average Results LAC compared with Swansea and All Wales



Appendix B – ERW Data

Foundation Phase

The Foundation Phase’s mandatory areas of learning (reporting-wise) are:

- Language, literacy and communication skills in Welsh (**LCW**) OR Language, literacy and communication skills in English (**LCE**)
- Mathematical development (**MDT**)
- Personal and social development, well-being and cultural diversity (**PSD**)

The Foundation Phase Indicator (**FPI**) is achieved by a pupil if Outcome 5 or greater is achieved in LCW/LCE, MDT and PSD in combination.

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Local Authority	13/14		14/15		15/16		16/17		17/18	
	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%
Powys	6	83.3	3	33.3	2	100	6	66.7	4	25.0
Ceredigion	3	66.7	0		3	66.7	3	66.7	5	40.0
Pembrokeshire	4	50.0	6	50.0	8	50.0	7	85.7	5	100.0
Carmarthenshire	20	35.0	16	50.0	16	62.5	15	46.7	11	9.1
Swansea	23	60.9	31	71.0	23	73.9	21	66.7	16	43.8
Neath Port Talbot	11	63.6	24	41.7	18	44.4	15	46.7	12	16.7
ERW	67	55.2	80	55.0	70	61.4	67	59.7	53	34.0

Key stage 2

The Core Subject Indicator (**CSI**) is achieved by a pupil if a level 4 is obtained in the core areas:

	13/14		14/15		15/16		16/17		17/18	
	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%
Powys	8	37.5	7	57.1	6	50.0	9	77.8	9	44.4
Ceredigion	6	100.0	5	40.0	4	100.0	6	66.7	3	66.7
Pembrokeshire	9	55.6	8	62.5	3	100.0	9	100.0	7	42.6
Carmarthenshire	21	52.4	22	72.7	20	50.0	12	66.7	11	81.8
Swansea	13	76.9	15	60.0	19	63.2	15	66.7	19	52.6
Neath Port Talbot	11	63.6	24	41.7	18	44.4	15	46.7	12	16.7
ERW	57	57.0	82	64.6	67	59.7	73	67.1	69	65.2

Key stage 3

The Core Subject Indicator (**CSI**) is achieved by a pupil if a level 5 is obtained in the core areas:

Local Authority	13/14		14/15		15/16		16/17		17/18	
	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%
Powys	13	53.8	9	77.8	15	66.7	12	58.3	12	75.0
Ceredigion	14	85.7	6	100.0	5	60.0	3	66.7	6	66.7
Pembrokeshire	12	41.7	13	53.8	7	14.3	7	42.9	8	50.0
Carmarthenshire	27	55.6	26	73.1	30	60.0	29	55.2	22	59.1
Swansea	14	57.1	25	48.0	14	42.9	18	66.7	22	59.1
Neath Port Talbot	30	50.0	17	52.9	19	42.1	20	45.0	27	48.1
ERW	110	56.4	96	62.5	90	51.1	89	55.1	97	57.7

Key Stage 4

The indicators used at Key Stage 4 are:

- Level 1 threshold (**L1**): Qualifications are achieved equivalent to 5 GCSE grades A*G;
- Level 2 threshold including English/Welsh and Mathematics (**L2+**): Qualifications are achieved equivalent to 5 GCSE grades A*C, including one in English/Welsh and one in Mathematics;

The “capped points score” (**Cap9**) is calculated by using the best 9 results of all qualifications approved for pre16 use in Wales, e.g. an A* GCSE grade is worth 58 points, A is 52 points, B is 46 points etc. It has to include one GCSE first language (the best), Mathematics, Numeracy and the two best Sciences. The average score is then taken across the school.

L2+ (Level 2 inclusive)

Local Authority	13/14		14/15		15/16		16/17		17/18	
	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%
Powys	7	28.6	12	8.3	13	15.4	10	40.0	12	16.7
Ceredigion	8	0.0	9	44.4	10	50.0	4	25.0	7	28.6
Pembrokeshire	12	0.0	6	16.7	12	16.7	13	8.3	6	0.0
Carmarthenshire	30	26.7	34	11.8	30	33.3	25	20.0	25	28.0
Swansea	22	9.1	21	38.1	16	31.3	20	20.0	18	5.6
Neath Port Talbot	25	24.0	21	19.0	31	41.9	19	15.8	17	11.8
ERW	104	17.3	103	21.4	112	35.0	90	20.0	85	16.5

KS 4 Level 1

Local Authority	13/14		14/15		15/16		16/17		17/18	
	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%	LAC cohort	%
Powys	7	85.7	12	83.3	13	76.9	10	100.0	12	100.0
Ceredigion	8	100.0	9	100.0	10	100.0	4	100.0	7	71.4
Pembrokeshire	12	83.3	6	66.7	12	75.0	13	58.3	6	100.0
Carmarthenshire	30	73.3	34	64.7	30	76.7	25	80.0	25	76.0
Swansea	22	72.7	21	81.0	16	100.0	20	85.0	18	88.9
Neath Port Talbot	25	92.0	21	76.2	31	90.3	19	68.4	17	82.4
ERW	104	81.7	103	75.7	112	85.7	90	78.9	85	84.7

KS4 Capped 9

Local Authority	16/17		17/18	
	LAC cohort	Score	LAC cohort	Score
Powys	10	347.4	12	276.2
Ceredigion	4	294.9	7	246.1
Pembrokeshire	13	156.9	6	216.1
Carmarthenshire	25	259.9	25	275.0
Swansea	20	251.8	18	262.3
Neath Port Talbot	19	211.5	17	244.9
ERW	90	245.4	85	259.9

Appendix C

Data for Looked after Children

Academic year 2017 - 2018

Baseline Assessment Indicators

RECEPTION 02+	
(Assessment on English/Maths/Personal and social development)	
Local Authority (BAI)	44.30%
LAC BAI (15 pupils)	26.70%

Foundation Phase 05+	
Local Authority	77.10%
LAC (17 pupils)	41.20%

Key Stage 2 Core Subject Indicator (CSI) Level 4+	
Local Authority	87.70%
LAC (20 pupils)	55.00%

National Test Scores

Average Score Years 2-9

Reading Test	
English	
Local Authority	101.60
LAC	89.5
Welsh	
Local Authority	100.80
LAC (2 pupils)	95

Numeracy - Procedural	
Local Authority	102.30
LAC	91.10

Key Stage 3 Core Subject Indicator (CSI) Level 5+	
Local Authority	87.70%
LAC (24 pupils)	54.20%

Key Stage 4 Core Subject Indicator (CSI) Level 2 +	
Level 2 (5 A* - C) including Maths, English and Science	
Local Authority	60.30%
LAC (18 pupils)	5.60%

Key Stage 4 Core Subject Indicator (CSI) Level 1 + (5 A* - G)	
Local Authority	96.20%
LAC (18 pupils)	88.90%

Key Stage 4 Core Subject Indicator (CSI) Capped 9 points score	
Local Authority	368.5
LAC (18 pupils)	262.30

Numeracy - Reasoning	
Local Authority	102.20
LAC	91.10

Attendance

Primary

Local Authority	94.65%
LAC	96.02%

Secondary

Local Authority	94.15%
LAC	93.00%

Exclusions

Local Authority	2293.50
LAC	196.50

Appendix D: Year 11 LAC Learners in Swansea LEA 2017-2018

LEA	Corporate Parent	Placement stability		PDGLAC support	Attainment			SEN	Exclusions	16+ planned destination
		Secondary School	Placement		FPI	KS2	KS3			
Swansea	Swansea	1	2	Pupil	Yes	Yes	No	None	No	College
Swansea	Swansea	1	1	Pupil	No	No	No	SA+	Yes	College
Swansea	Cardiff	2	2	Pupil+School	No	No	No	None	No	College
Swansea	Swansea	1	3+	Pupil+School	Yes	Yes	Yes	None	Yes	College
Swansea	Torfaen	2	2	School				SA	No	College
Swansea	Swansea	1	3+	Pupil	Yes	Yes	Yes	SA	No	College
Swansea	Swansea	1	1	School	Yes	No	No	None	No	College
Swansea	Swansea	1	2	Pupil+School	Yes		No	SA	No	College
Swansea	Pembrokeshire	1	1	School	No	No	No	SEN	No	College
Swansea	Swansea	1	3+	Pupil+School		Yes	Yes	SA+	Yes	College
Swansea	Swansea	2	2	Pupil+School	Yes	Yes	Yes	None	No	6th form
Swansea	Swansea	1	3+	School	No	No	No	SEN	No	College
Swansea	Swansea	2	2	Pupil+School	No	No	Yes	SA+	Yes	College
Swansea	Powys	1	3+	Pupil+School	Yes	No	No	SEN	No	Training
Swansea	Swansea	1	3+	Pupil+School	Yes	Yes	Yes	None	No	College
Swansea	Swansea	1	3+	Pupil+School	No	No		SA	No	Training
Swansea	Swansea	1	3+	Pupil+School	No	No	No	SA+	No	College
Swansea	Swansea	1	3+	Pupil+School		Yes	Yes	SA	Yes	College
Swansea	Swansea	1	3+	Pupil+School	No	No	No	SA+	Yes	College
Swansea	Merthyr Tydfil	2	3+	Pupil				SEN	Yes	College
Swansea	Swansea	1	3+	School	Yes	Yes	Yes	SA+	No	College
Swansea	Swansea	2	3+	School			No	SA	No	College

Swansea	Swansea	2	3+	Pupil+School		Yes		None	No	College
Swansea	Swansea	2	3+	Pupil+School				SA	No	College
Swansea	Swansea	2	3+	School	No	No	No	SA+	No	Training
Swansea	Swansea	2	3+	School	No	Yes		SA+	No	College
Swansea	Swansea	2	3+	School	Yes		Yes	SA+	Yes	College
Swansea	Swansea	1	2	School	No	No	No	SEN	No	College
Swansea	Swansea	1	3+	School	No	No	No	SEN	No	College
Swansea	Swansea	3+	3+	School	No	No		SEN	No	College