

CARE EXPERIENCED CHILDREN AND YOUNG PEOPLE

1.0 EXECUTIVE SUMMARY

1.1 The main purpose of this report is to update members of the Business Continuity Committee with information about interventions being taken within Education Services to ensure that Care Experienced Children and Young People achieve the best possible educational outcomes.

1.2 The report also details the expenditure against the grant allocated to the Education Service for 2019/20 TD (People)Tj

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2.0 INTRODUCTION

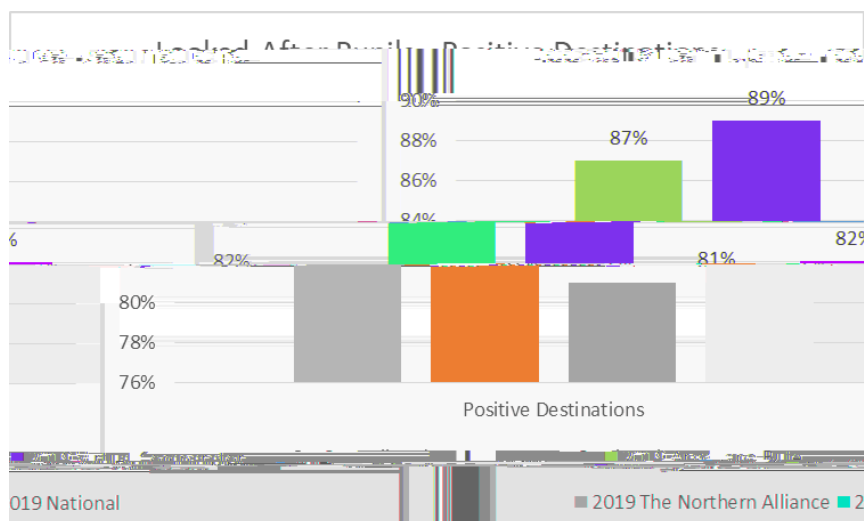
- 2.1 In 2018, as part of the National Improvement Framework for Scottish Education and Attainment Scotland Fund (a targeted initiative focused on supporting young people affected by poverty and deprivation across Scotland), specific funding was directed towards supporting Care Experienced Children and Young People. The term

	Inspiring Internships Programme to allow pupils under 16 to access nurturing work experience placements.
Transport	Transport to allow extended curriculum provision for pupils on flexible learning plans.

The spend plan for the remainder of the grant had also been approved but due to COVID 19, an update was issued from Government at the end of March, stating that flexibility will be offered in the use of this funding to address changing needs. A further update on this was due from Scottish Government in the week beginning 8.5.20.

4.3 Data on attendance, exclusions and attainment²

A detailed analysis of SQA and Insight data relating to Care Experienced Young People was included in the Education Performance Data Analysis Report, presented to Community Services Committee on 10.12.19. Additional data from the February 2020 Insight update showed that positive destinations for Looked After Children who left education in 2019 were as follows (figures rounded up or down):



Although below the virtual comparator, we are in line with our service plan success measure and above the Northern Alliance and National figures. This is a greatly improved position. The impact of the dedicated lead for Care Experienced Young People has enhanced greater scrutiny and monitoring procedures.

- 4.4 As of 8th May 2020 there are 128 Looked After Children on the rolls of Argyll and Bute education settings (of whom 86 are looked after away from home and 42 at home). This number comprises 31 children who have been placed in Argyll and Bute from other authorities and 97 children who are looked after by Argyll and Bute. An additional 109 children have a status of Previously Looked After. 25 pupils who are Looked After by Argyll and Bute are in education settings outside of Argyll and Bute (in residential, foster or kinship placements). These figures refer to pupils in Early Years, Primary and Secondary settings.
- 4.5 During the lockdown resulting from Covid-19, the remit of the Education Lead (Principal Teacher) for Looked After Children has been extended to include additional duties pertaining to supporting children and families. This has involved adapting the GIRFEC Practice model to ensure a continued focus on wellbeing and the mitigation of shifting risk factors at this challenging time. Duties undertaken include:
- Working with The Education Psychology Team to develop the Argyll and Bute Vulnerability Assessment and Support Framework, to identify and provide support for vulnerable children and young people across agencies including Social Work, Health and Education. This is supported children and young people and their families to access provision in Hubs and with relevant specialists.

- Working with The Principal Educational Psychologist and Lead Officer for Child Protection to ensure that robust child protection procedures are in place.

6.5.1 Equalities - protected characteristics – All legislative requirements will be met

6.5.2 Socio-economic Duty – N/A

6.5.3 Islands – No differentiated impact.

6.6. Risk – Ongoing –