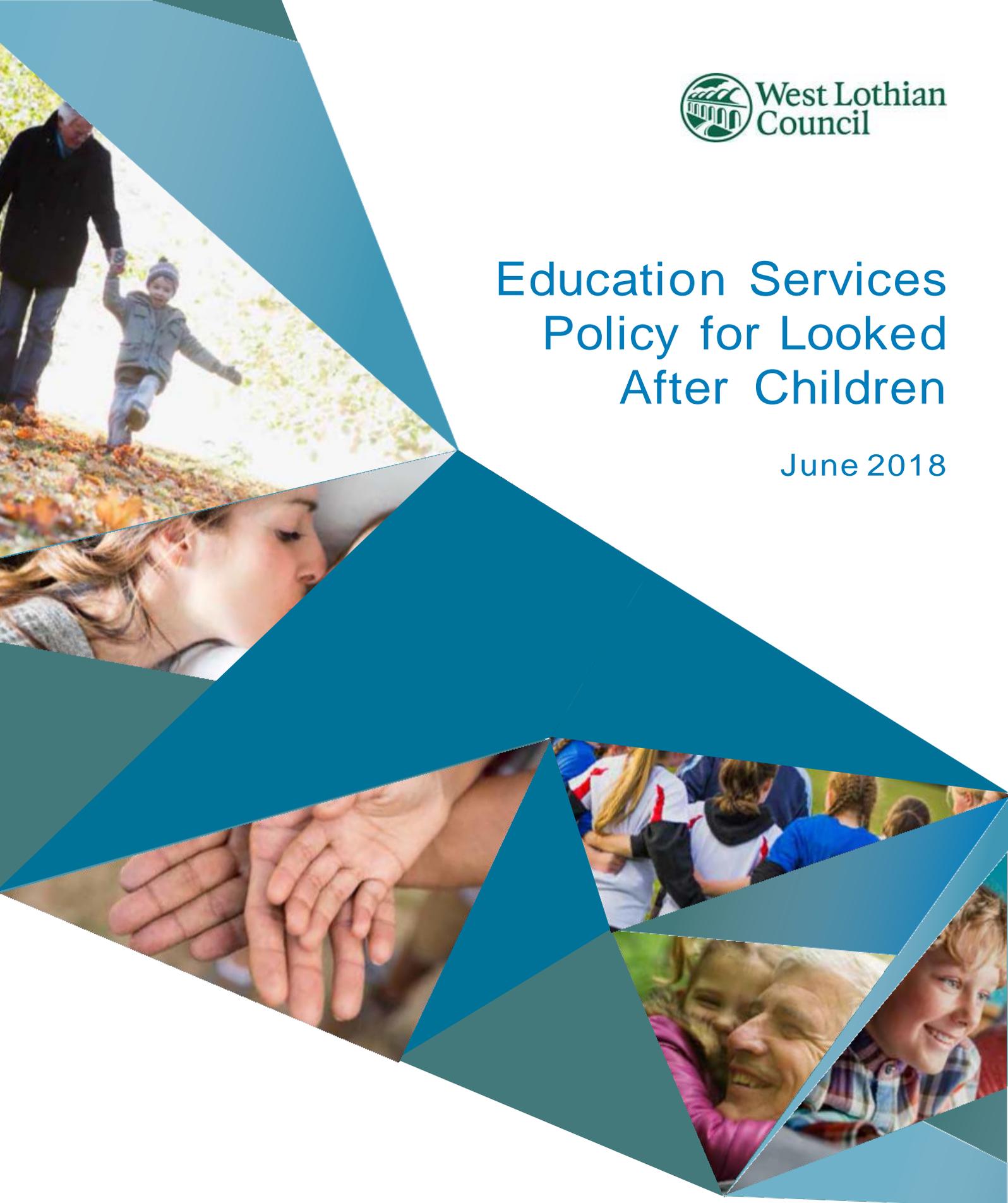


Education Services Policy for Looked After Children

June 2018



Education Services Policy for Looked After Children and Young People

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1. Introduction

West Lothian Council believes that every child should have the best start in life to enable them to realise their potential and achieve their aspirations. All children are entitled to become successful learners, confident individuals, effective contributors and responsible citizens. West Lothian Council will work to ensure that children are safe, nurtured, healthy, active, included, achieving, respected and responsible. There is an additional responsibility to children and young people who are Looked After and who have left care.

West Lothian Council are ambitious and aspirational for Looked After children, young people and care leavers and are determined to support them to maximise their potential. Children and young people deserve to have loving, respectful relationships and happy lives; to have stable and nurturing homes; have the opportunity to go to college, university or into apprenticeships; find good jobs and have their achievements and successes celebrated. It is West Lothian's aspiration that they will be fully included and effective members of the community.

1.1 Mission statement

West Lothian Council, as the corporate parent, will ensure that everyone involved in the education and care of Looked After children and young people will be committed to raising expectations and improving their educational and life opportunities.

1.2 What is Corporate Parenting?

“Corporate Parenting refers to an organisation’s performance of actions necessary to uphold the right and secure the wellbeing of a Looked After child or care leaver, and through which their physical, emotional, spiritual, social and educational development is promoted, from infancy through to adulthood” (Scottish Government, 2015). In other words, corporate parenting is about certain organisations listening to the needs, fears and wishes of children and young people, and being proactive and determined in their collective efforts to meet them.

Key legislation relating to Looked After children includes the Children (Scotland) Act 1995 (“the 1995 Act”) and the Children and Young People (Scotland) Act 2014 (“the 2014 Act”). In particular, guidance in relation to the 1995 Act states that “children who are Looked After should have the same educational opportunities as all other children, including further and higher education, and access to other opportunities for development”. The 2014 Act outlines the duties and responsibilities of Corporate Parents. Corporate Parents need to make sure the rights of the children and young people in their care are respected.

This is done by:

- Being alert to matters which, or which might, adversely affect their wellbeing
- Assessing their needs
- Promoting their best interests in all aspects of life including education
- Providing and enabling access to opportunities designed to promote their wellbeing
- Making sure services are easy to access

Corporate Parents should work together to support Looked After children and care leavers and share responsibility for acting on behalf of the children and young people in their care. This includes:

- Sharing relevant information with each other.
- Making sure services are properly co-ordinated.
- Funding sports, cultural and leisure activities on behalf of children and young people in their care.
- Publishing plans about how to get better at helping children and young people in their care .

In simple terms, a Corporate Parent will carry out many of the roles a parent would and will be able to provide the children and young people for whom they are responsible, with the best possible support and care to maximise their potential and achieve the best possible life outcomes.

1.3 What does it mean to be looked after?

The Children (Scotland) Act 1995 is aimed at promoting a child's rights to protection, participation and to the provision of the various services. There are 2 key principles evident throughout the Act, namely:

- The welfare of the child is paramount.
- The views of the child must be taken into account.

We have corporate parenting responsibilities for those children and young people who are:

- In residential care, including secure care.
- In foster care.
- In kinship care, who live with a family member other than a parent.
- Looked after at home.
- Who are disabled and who receive overnight respite care.
- Care leavers – up to the age of 26

Looked After children and young people are those accommodated elsewhere by means of a Section 25 agreement in terms of Children (Scotland) Act 1995 as a voluntary arrangement with the parent(s); those subject to compulsory measures of supervision in terms of the Children's Hearings (Scotland) Act 2011 – whether they live at home, residential care, secure care, foster care or kinship care; those subject to a Permanence Order in terms of the Adoption and Children (Scotland) Act 2007; and those subject to Section 190 non-Scottish orders which are comparable to Compulsory Supervision Orders.

A care leaver over the age of 16 and up the age of 26 is not strictly known as "Looked After". The Children (Scotland) Act 1995 and the Children and Young People (Scotland) Act 2014 set out that as of 1 April 2015 local authorities have a statutory duty to prepare young people for ceasing to be looked after ("Throughcare") and to provide advice, guidance and assistance for young people who have ceased to be looked after ("Aftercare") on or after their 16th birthday. There is a duty on local authorities to provide this support up to the age of 19 and a duty to assess any eligible needs up to their 26th birthday, or beyond at their own discretion. A young person in Continuing Care will not be 'Looked After', but the Act requires that the same supports are provided to the young person as when they were 'Looked After'

In West Lothian we follow the guidance contained in the Additional Support for Learning (Scotland) Act 2004 (as amended 2009) which states that:

“ A child or young person has additional support needs where for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided. A child or young person has additional support needs if the child or young person is Looked After by a local authority.”

Therefore, in West Lothian, all children and young people who are Looked After are considered to have additional support needs. Through careful assessment and planning, these needs will be recorded, identified and addressed through the Getting it Right for Every Child assessment process.

2. Aim and Purpose of the policy

The aim of this policy is to define joint roles, responsibilities and expectations and to set out the procedures necessary to assist in planning to meet the holistic needs of Looked After children and young people.

The principles underpinning the policy are:

- Looked After pupils will be provided with continuity of education.
- Looked After pupils will not be educationally disadvantaged.
- Looked After pupils will have their views taken into account in any decisions that affect their lives.
- Looked After pupils will have access to mainstream education wherever possible.
- All Looked After pupils have a right to a permanent, full-time education. Exceptional circumstances may on occasion arise. Where this happens, refer to Section 5 of this document for guidance on the provision of education.
- Children and Young People will attend their own school when they become Looked After, wherever possible and appropriate. Where this is not possible or appropriate, e.g. due to excessive travelling time between the placement and the school or as a result of child protection issues, children and young people will attend the school local to their placement
- Schools will ensure that appropriate support systems exist for each pupil
- Head Teachers and/or Depute Head Teachers in primary schools and the Depute Head Teacher and/or Pupil Support Manager in secondary schools will have a specific responsibility for Looked After children and young people. This role will be called 'Designated Member of Staff for Looked After children'.
- Education services must ensure appropriate input to all Looked After pupils' statutory reviews.

3. Roles and responsibilities

3.1 Responsibilities of West Lothian Council

West Lothian Council is responsible for:

- Providing an education for all pupils which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.
- Improving attainment levels for Looked After children and young people ensuring that their learning needs are identified and addressed.

- Increasing the number of Looked After children and young people living in West Lothian residences who are engaging meaningfully with their education and who are routinely attending school.
- Support more Looked After young people to remain at school beyond the statutory school leaving age.
- Ensuring that all details pertaining to a Looked After pupils' status are passed to school by social workers in line with the agreed procedure, in order to meet the collective responsibility of the child's welfare and educational wellbeing.
- Ensuring that recommendations (relating to the education of Looked After pupils) submitted to a Children's Hearing by Education and Social Policy staff are planned collaboratively.
- The production of accurate statistics on a range of aspects of the education of Looked After pupils. These will include statistics regarding educational attainment, exclusions and attendance. An annual report derived from these statistics will be produced. This report will summarise information in relation to the educational attainment and attendance of Looked After pupils.

3.2 Responsibilities of Education Services

In partnership with Social Policy, Education Services will aim to raise the attainment and achievement of pupils who are Looked After.

Education Services will ensure that:

- Each school appoints a designated person to have responsibility for Looked After pupils.
- Schools receive updated information regarding the care status of Looked After pupils through ongoing liaison with Social Policy.
- National priority targets for raising the attainment of Looked After pupils are set in local and school improvement plans.
- The attainment, attendance and exclusion data for Looked After pupils is routinely monitored.
- Information in relation to the attainment, attendance and exclusion rates of Looked After pupils is shared with Social Policy.
- Looked After children will have priority access to pre-school services through the admissions policy. This includes pre-school provision for 2 year olds who are looked after in foster care, kinship care or parent-appointed guardianship arrangements.
- Schools are supported in their self-evaluation processes relating to the support of children and young people through the Validated Self-Evaluation (VSE) process. Attainment of children and young people who are looked after will also be considered specifically as part of authority wide attainment visits to schools.

3.3 Responsibilities of schools

Head Teachers will:

- Ensure that staff are aware of and implement effectively agreed policies, procedures and protocols to address the educational needs of Looked After pupils
- Monitor the educational progress and attainment of Looked After pupils through the normal planning and review process and/or the multi-agency planning and review process (where appropriate).

- Designate a member of the senior management team (and/or the Pupil Support Manager in secondary schools) to have a specific responsibility for Looked After pupils.
- Ensure that a wellbeing assessment is carried out in line with GIRFEC principles for all Looked After pupils. An assessment decision about where the pupil's needs sit within the Continuum of Support will also be recorded.
- Ensure that every Looked After child's needs are considered in line with the criteria for a Co-ordinated Support Plan (CSP) and will either open a CSP if the criteria are met or will record the outcome in the pupil's SEEMIS records if the criteria are not met.
- Ensure that the appropriate procedures for non-attendance, exclusion and continuity of learning are implemented without undue delay.
- Ensure that the school ethos and pastoral care systems are positive, supportive and caring and aim to progress the personal and social development of Looked After pupils.
- Ensure that topics within the Personal and Social Development (PSD) curriculum are dealt with sensitively taking due regard of the background of Looked After pupils for example, experience within families and family history.
- Ensure that positive steps are taken to ensure pupils who are Looked After have access to extra-curricular activities, including study support and out of school hours learning opportunities.
- Encourage positive working relationships amongst school staff, social workers, carers and residential staff.
- Endorse and encourage regular contact between school staff and social workers.
- Ensure that contact is made with the Inclusion and Wellbeing Service to consult on appropriate strategies as required.
- Keep pupils who have been placed outwith West Lothian on their roll and liaise with the outwith authority school to ensure attainment and other data is kept up to date in West Lothian's records.

3.4 Responsibilities of Designated Member of Staff

The Designated Member of Staff will:

- Convene/chair joint IEP (where appropriate) planning/review meetings for all children in the school who are Looked After; these should involve staff from Social Policy.
- Provide co-ordinated advice and guidance in relation to individual children, and where necessary co-ordinate support for the pastoral needs of the children concerned.
- Ensure that the educational and pastoral needs of Looked After pupils are identified and incorporated into a Child's Plan, Individualised Educational Programme or CSP (where appropriate).
- Liaise with the Performance and Improvement Service to monitor data in relation to Looked After children in their school.
- Ensure that all members of staff are aware of their responsibilities as corporate parents.
- Ensure that the education of Looked After children and statistics in relation to attainment, attendance and exclusion rates for Looked After children are a standing item on Senior Management Team meeting agendas.
- Ensure that Looked After children are involved in decisions taken about them and that staff actively seek the views of these children and young people in the decision-making process.

- In liaison with the social worker, consider how much information should be shared with school staff about the Looked After pupil.
- Ensure that, in any disclosure of information about the pupil (including his or her educational records), the child's wishes are taken into account including any desire for confidentiality (this would exclude Child Protection/Disclosure information).
- Encourage carers, residential staff and social workers to give priority to educational needs.
- Ensure that school staff actively promote high expectations for Looked After children.
- Be the advocate for Looked After pupils in the school in liaison with the Children's Rights Officer.
- Make themselves known to each Looked After pupil and to act as a reference point for that child or young person.
- Hold and maintain a confidential list of which pupils are Looked After.
- Maintain confidential files in relation to all Looked After children and share relevant information on a need to know basis.
- Ensure the appropriate inputs are available for the statutory reviews and children's hearings process.
- Facilitate communication between Social Policy, Education and other agencies.
- Facilitate training for school staff on issues regarding Looked After pupils.
- Hold and distribute as appropriate all circulars, legislation and information on Looked after children.
- Where necessary, accelerate the pupil for the attention of the Inclusion and Wellbeing Forum (IWF).

3.5 Responsibilities of Educational Psychology Service

The Educational Psychology Service will:

- Provide advice and training to social workers, carers and education staff.
- Provide advice on appropriate care placements and liaise with residential placements, facilitating reintegration into the community where appropriate.
- Provide advice to carers about strategies to improve the educational attainment of Looked After children in their care..
- Liaise with the designated persons for Looked After children in schools/services/partner agencies.
- Contribute to multiagency assessments of individual Looked After pupils to inform placement, to support them in exploring any issues and, in developing social and emotional skills.
- Work collaboratively with schools to maximise the support to Looked After pupils to help raise attainment and subsequently promote achievement.
- Prioritise assessment to inform intervention strategies for those children and young persons who are being considered by the Senior Officer Review Group.
- Provide advice and support to schools and partner agencies.
- Support career long professional learning needs in relation to Looked After pupils.
- Ensure that pupils in outwith authority placements are assessed as to whether they meet the criteria for a CSP. Maintain and review CSPs for pupils placed outwith West Lothian who meet CSP criteria.
- Monitor and review out of authority placements to ensure educational needs are met.

3.6 Social Policy

3.6.1 Social workers (Children and Families Teams, Child Disability Service and Youth Justice)

All Looked After children and young people have an allocated social worker. In the absence of the social worker, the responsible team or duty manager should be contacted and will assume responsibility or delegate any associated tasks.

3.6.2 Responsible Social Worker

As lead professional, the social worker has the overall responsibility to ensure that the educational needs of a Looked After child are identified at Looked After Reviews. This will be done in partnership with the young person, parents and carers, colleagues from Education Services and any other relevant agencies and individuals. In addition, the social worker has the following specific responsibilities in relation to the education of a Looked After pupil.

- Ensure that the Looked After child and their parents are aware that information about them may be shared in line with Information Sharing protocols.
- Work in partnership with the young person, their parent(s) and/or carer, Education Services and other relevant agencies to maximise the educational potential of the young person.
- As soon as a pupil becomes Looked After, the social worker is to notify the designated member of staff for Looked After children at the pupil's school. The designated member of staff must be notified of any changes in circumstance in relation to the Looked After pupil.
- Ensure that the information regarding the Looked After episode, the placement details and the school details are entered on to Swift within one week of the young person becoming Looked After, or following a change in circumstances. Swift should also be updated with additional educational information e.g. in relation to attainment and attendances as appropriate.
- Where a young person becomes Looked After, the social worker is to ensure that the carer and/or key worker is informed of the young person's school details either before or at the point of admission to the placement.
- To work closely with parents and carers encouraging the provision of an educationally rich environment which promotes the education of children and young people who are Looked After.
- To ensure that education is given a high priority, and is central to care planning for a Looked After child.

3.6.3 Fostering services

- The carer must, as soon as possible, make contact with the child or young person's school (i.e. the designated member of staff for Looked After children) with a view to obtaining and sharing information in relation to the young person's education, e.g. attendance and attainment information.
- The carer, together with their supervising social worker and the child or young person's social worker, must strive to ensure that their placement is an educationally rich environment.
- All carers must encourage children or young people of school age in their placement to maximise their educational potential, both in terms of attendance and attainment.

- Where appropriate, and in agreement with the young person's social worker and parents, carers should strive to ensure that they attend all meetings regarding the education of a young person accommodated with them e.g. parent's nights, meetings to develop the child's plan/Individualised Educational Programme (where appropriate) return from exclusion etc. This must be done in partnership with parents, not in isolation of them.
- Fostering services are required by the Care Commission to meet national standards with regard to the educational needs of young people (Standard 2).

3.6.4 Residential Services

- The residential house manager or assistant manager will ensure that a keyworker is allocated for all young people accommodated in the residential house
- The keyworker should make contact with the young person's school (e.g. the designated member of staff for Looked After children) as soon as possible after placement with a view to obtaining information in relation to the young person's education e.g. attendance and attainment information
- The keyworker must record prominently in the young person's file kept in the house, the name and contact details of the designated member of staff for Looked After children.
- Residential managers, together with the staff team, must strive to ensure that their residential house is an educationally rich environment.
- All young people, of school age, accommodated within a residential house must be encouraged by all staff members to maximise their educational potential, both in terms of attendance and attainment.
- Residential managers should ensure that the house team is represented at all scheduled meetings regarding the education of a young person accommodated in that house e.g. parents nights, meeting to develop the child's plan/Individualised Educational Programme (where appropriate) return from exclusion etc. Attendance at school meetings must be done in partnership with parents.
- Residential services will be required by the Care Commission to meet national standards with regard to the educational needs of young people (Standard 13).

3.6.5 The Looked After Review chairperson

- The chairperson must ensure that education is a standing item on the agenda for all care plan reviews and that the child's plan/Individualised Educational Programme (where appropriate) is reviewed as part of the care plan.
- The chairperson must ensure that information pertaining to school progress, reports to parents and parental attendance at school related meetings is minuted.
- The chairperson of the initial care plan meeting must ensure that a decision is taken in relation to which individual(s) will have the responsibility for monitoring the educational progress of the young person. Particular note must be taken of any statutory obligations that may apply.

3.6.6 Parents/carers

Parents of Looked After children and young people have the following responsibilities:

- To work in partnership with Education Services and Social Policy to encourage and support the child or young person to maximise their educational potential.

- To ensure that when the child or young person is living with them, the child or young person attends school on a regular basis and complies with the rules and regulations of the school.

3.6.7 Children and young people

Children and young people who are Looked After have a right to:

- Attend school regularly and comply with the rules and regulations of the school.
- Contribute to their care plan and child's plan or Individualised Educational Plan (where one is in place).

4. Partnership planning, assessment and sharing of information

Staff from social policy and education services should work in partnership with Looked After children and young people and their parents/carers in all aspects of assessment and care planning.

Pupils who are Looked After are presumed to have additional support needs unless and until assessment information indicates that they are likely to be or are able, without the provision of additional support, to benefit from school education. This would be indicated in the following: Assessment of Wellbeing, standard literacy and numeracy assessments and school attainment data. Pupils who are Looked After should also be assessed to see if they meet the requirements for a Co-ordinated Support Plan (CSP). (See West Lothian guidance on CSPs).

The education of a Looked After pupil must be a standing item on the agendas for all Looked After Reviews.

4.1 Sharing information when a young person becomes Looked After

Once a child or young person become Looked After, the local authority takes on the corporate parenting role as defined by legislation. This includes the responsibility for decisions on the recording and sharing of information. All personal information should be regarded as confidential (excluding Child Protection/Disclosure information, which must be shared with other agencies). All Looked After pupils and their parents should be made aware of their rights and responsibilities in relation to confidentiality. Information should not be disclosed without the young person's, and their parents', knowledge and in line with Information Sharing protocols.

The social worker must also ensure that Swift is updated accordingly and within one week.

4.2 Keeping LAC pupils and their parents/carers informed

It is essential that the young person is made aware that information about them e.g. about attendance and attainment is being shared between education and social work services. Ideally, the young person should be made aware of the information which is being shared. The young person should also be made aware of what courses of action are available to them, in the event of them being unhappy that information about them is being shared between services.

Unless advised otherwise school staff must ensure that a copy of all information (e.g. letters, notification of exclusion, progress reports, etc.) is sent to both the young person's parent(s) and their carer(s).

5. Provision of Education

Wherever possible, and depending on their needs, all Looked After pupils should be in mainstream education.

The aim of West Lothian Council is that all Looked After pupils should have a permanent full-time education. This can be delivered flexibly to meet the needs of each individual pupil.

5.1 Attendance

- Parents, carers and residential staff have a duty to ensure that children and young people attend school regularly.
- All Looked After pupils should be encouraged to maximise both their educational potential, and their attendance in school.
- Schools should follow the Attendance at School: Policy and Operational Procedures for recording lateness and/or absence of pupils.
- Where difficulties regarding attendance have been identified, support from both Education Services and Social Policy should be offered to the young person and their parents/carers/residential staff, to assist in resolving the difficulties in the most supportive way possible.

5.2 Exclusion

5.2.1 Making the decision to exclude

Excluding a child or young person from school, whatever their individual circumstances, is an extremely serious step. It can have a serious impact upon learning and their future outcomes. Therefore, in all circumstances it is necessary to consider whether the exclusion will lead to improved outcomes from the child or young person. Targeted support should be explored and exhausted to ensure the on-going wellbeing and stability of placement of the child or young person, with exclusion from school always being the last resort.

Statistics suggest that exclusion is more prevalent amongst certain groups of children: those with an assessed or declared disability; Looked After children and young people; children and young people from the most deprived areas; and those with additional support needs, particularly if that additional support need is social, emotional and behavioural. Consequently, for some of the groups that are highlighted; there are additional factors that need to be considered.

School life can be a protective factor in the lives of Looked After children and good relationships both within the educational establishment and beyond are fundamental to ensuring that all appropriate steps are taken when considering and managing exclusion. It is likely that an exclusion from school will have a significant impact upon the life chances of a Looked After child, if not mitigated for.

In the short term, exclusion could lead to the need to move placement, with all the disruption to existing relationships that this causes if appropriate care and supervision

cannot be provided while the child or young person is excluded. In the longer term, ongoing instability in a child's life is very likely to lead to life-long challenges and ongoing disadvantage.

In all circumstances where a decision to exclude is made, the Head Teacher / Designated Member of Staff is required to work closely with the key carer (foster carer, kinship carer or Residential Unit staff to ensure careful planning takes place. **In all cases if considering exclusion as a strategy, the designated member of staff for Looked After children within the school, should involve the child or young person's lead professional, as well as the child's parent / carer with a view to considering the implications and potential impact on wellbeing that exclusion can have. Any decision to exclude a Looked After Child/Young person must be agreed by the Quality Improvement Manager and/or the Inclusion & Wellbeing Manager.**

5.2.2 Support during exclusion

The Education (Additional Support for Learning Act) (Scotland) Act 2004, as amended, states that all Looked After children and young people will be deemed to have additional support needs, unless assessed otherwise, and appropriate consideration should be given to how to support these needs during any period of exclusion. Understanding the specific needs of Looked After children is crucial in order to ensure that any exclusion of a Looked After child or young person is managed appropriately.

Corporate parenting in part 9 of the Children and Young People (Scotland) Act 2014 and the corresponding guidance sets out the statutory duties and responsibilities of all corporate parents to safeguard the rights and promote the wellbeing of Looked After children. Good communication between corporate parents, alongside the meaningful involvement of children and their families, will support meeting the needs of individual children when considering and managing exclusions.

Guidance on exclusion for Looked After children can be found in the national guidance for schools and local authorities document "Included, Engaged and Involved: Part 2" (www.gov.scot/publications/2017/06/8877/0). Schools should also refer to the guidance outlined in the West Lothian Promoting Positive Relationships Policy.

5.2.3 General points to note

Children and young people may move between different types of placement while being Looked After. This might include being Looked After at home where the child or young person is subject to a compulsory supervision order while continuing to live in their usual place of residence; or being looked after away from home, which could include foster care, residential care or kinship care. Local authorities have certain responsibilities to children or young people who are Looked After by them in terms of the definition in section 17 of the Children (Scotland) Act 1995 (as amended).

In cases where Looked After children and young people are placed outwith the local authority, the responsible authority is where the child or young person lived with their parents upon becoming Looked After. For example, if a child lived in West Lothian and was moved to a placement in Glasgow, West Lothian Council would remain responsible for the child.

While the responsibility for delivering service or support will likely be transferred to the host authority, the responsibility for securing and promoting the individuals wellbeing remains with the placing home authority, and so facilitating continuity of support and co-operative planning will be necessary.

6. Placement outwith West Lothian

6.1 Mainstream educational placements

“Local authorities have certain responsibilities to children or young people who are looked after by them in terms of the definition in section 17 of the Children (Scotland) Act 1995 (as amended). In cases where Looked After children are placed outwith their local authority, in a care placement and school, the Looked After Children (Scotland) Regulations 2009 makes the responsible authority the authority that is looking after, or last looked after, the child or young person. While the responsibility for securing and promoting the individual’s wellbeing remains with the placing home authority, and so facilitating continuity of support and cooperative planning will be necessary” – extract from IEI part 2.

A small number of West Lothian’s children and young people are cared for outwith West Lothian and are educated in other local authority mainstream schools. Education and Social Policy staff from West Lothian Council have responsibility to liaise with the local authority where the young person is placed in order to ensure that the placement meets the child or young person’s needs in the first instance and over the time that they remain in an outwith authority placement.

Should additional support be required to support the pupil in another local authority mainstream school, wellbeing assessment information should be provided to the Inclusion and Wellbeing Forum to determine the level of support required. The West Lothian Educational Psychology service supports this process.

6.2 Placement with an external specialist provision

The Senior Officer Review Group (SORG) has responsibility for authorising placement in external provision.

When it has been agreed by SORG that educational provisions outwith the authority should be explored for a pupil, the pupil’s social worker and educational psychologist should work together to identify potential placements that would meet the pupil’s needs and ascertain whether there is availability. There is local guidance available on a range of providers whom educational psychologists and social workers should consider as a first option when exploring appropriate outwith authority placements. The educational psychologist and social worker should then report back to SORG with the available appropriate options.

Once a placement outwith West Lothian has been agreed for the pupil by SORG, the social worker and educational psychologist should work together to ensure the recent and relevant assessment information is provided to the care/education provider.

Ongoing monitoring of the placement continues jointly through the social worker and educational psychologist. As a core element of all review meeting discussions, consideration should be given to the appropriateness of the placement and the suitability of a return to West Lothian Services.

6.3 Looked After pupils coming into West Lothian

Where a West Lothian Head Teacher is approached to enrol a Looked After child or young person, they should first check if the pupil is a West Lothian pupil (e.g. the pupil’s

birth family is resident in West Lothian) or if they are the responsibility of another local authority are and being looked after by carers in West Lothian.

If the child or young person's birth family is not resident in West Lothian, the Head Teacher should confirm with the home authority their ongoing role in ensuring that the educational needs of the child/young person are met.

This should be recorded in written form during the enrolment meeting using the proforma in Appendix 1. Representatives of the home authority should be invited to all ongoing child planning meetings.

7. Glossary and explanation of terms

Allocated social worker

The person responsible for the care planning of Looked After child/young person. They will be the lead professional for a Looked After child or young person.

Care Commission national standards

Minimum standards set down by a national body according to the regulation of care (Scotland) Act 2001 for establishments providing care.

Children's Rights Officer

Person who supports young people's rights and advocates to them if required.

Co-ordinated Support Plan (CSP)

An overarching plan for children and young people who have multi agency involvement. It details the ongoing support provided by each service.

Curriculum for Excellence

Curricular guidelines issued by the Scottish Executive education department which provide a progressive and coherent framework for the education of primary and early secondary aged pupils in Scotland.

Full-time education

The requirement for all children and young persons from the age of 5 years to 16 years to access fulltime education for the number of statutory hours appropriate to their age.

GIRFEC

The abbreviated term for the Getting It Right For Every Child framework. This is a consistent way for people to work with children and young people who need help and support. The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. It ensures that anyone providing support puts the child or young person – and their family at the centre.

Individualised Educational Plan (IEP)

An educational programme agreed jointly by parents/carers, all staff directly involved with the pupils, where appropriate the pupil him/herself which is a vehicle for accessing the curriculum. It includes both long and short term targets, strategies, success criteria, timescales and ongoing evaluation of the specified targets.

Keyworker

Member of a residential staff team responsible for working with a particular young

person in their residence

LAC Managers Group

Social Policy group which oversees care placement for West Lothian children and young people and aims to provide early intervention to prevent placement breakdowns and to promote stability of care placements. Educational Psychology and Education Management are also represented on this group.

Looked After planning meeting

This will be held within 72 hours of the child or young person becoming Looked After. A decision will be taken as to which professional will have the responsibility for monitoring the educational progress of the young person. This person will be responsible for feeding back to Looked After reviews in relation to the educational progress of the child or young person.

Looked After (LAC) Review

Meeting which reviews child's care plan and agrees future aims, outlining decisions, recommendations and timescales.

Education Placement Group (EPG)

Education Management group whose remit is to consider all applications for specialist provision within West Lothian and make placement recommendations to appropriate managers in education services.

SEEMIS

The database used by schools in which pupil information, attendance rates and attainments are recorded, accessed by education services to collate statistical reports for submission to council and education Scotland.

SORG

Senior Officers Review Group – often known as SORG. A multi-agency group of senior officers in West Lothian whose remit is to authorise the allocation of alternative and specialist provision outwith the authority to children and young people who have additional support needs. This includes: external day education placements, residential care placements, residential care and education placements, and bespoke packages of support.

Supervising Social Worker

Social worker that supports foster carers in the role as carers.

SWIFT

Social Policy information system which holds recorded data on all Looked After children as well as all children and young people known to social policy services. Police Scotland also input on this database.

**Alison Raeburn
(Inclusion and Wellbeing Service
Manager)
Education Services
West Lothian Civic Centre,
Howden South Road,
LIVINGSTON
EH54 6FF**

Additional Support Arrangements for Children/Young People Looked After by Another Authority Attending a West Lothian School

Name of Child/young person:	Date of Birth:
Home Authority:	
Lead Professional from Home Authority:	
Head of Education from Home Authority:	
West Lothian School requested:	
Attendees at Enrolment Meeting (name/designation):	
Details of Additional Support Needs, if any (Including diagnosis if known):	
(please tick if applies)	
CSP <input type="checkbox"/>	IEP <input type="checkbox"/>
	IHCP <input type="checkbox"/>

West Lothian Council is pleased to provide educational assistance to _____
(Home Authority) for the above-named pupil.

All funding relating to the pupil's current additional support needs or needs which are identified through ongoing reviews of progress will be met by the Home Authority. Representatives from the pupil's Home Authority will be invited to ongoing planning meetings and reviews for the pupil. When appropriate, invoices for agreed services will be sent by West Lothian Council, Finance Services to the Home Authority

Yours sincerely,



Alison Raeburn, Inclusion & Wellbeing Manager
Cc: Finance Services, West Lothian Council
Email: alison.raeburn@westlothian.gov.uk

2011 Act	1995 Act Equivalent	Relevant Sections	Description
Compulsory supervision order (CSO)	Supervision requirement	83	An order that includes one or more of the specified provision, specifies the local authority responsible for giving effect to the order and lasts for a period of time (the 'relevant' period).
Interim compulsory supervision order (ICSO)	Warrant (by children's hearing or sheriff)	86	Broader than a warrant as the child need not be required to reside in a place of safety. It can be made where it is necessary as a matter of urgency for the protection, guidance, treatment or control of a child. May contain any of the measures possible for a CSO. Maximum duration 22 days. Where a proof application is pending, maximum total duration of multiple ICSOs issued by a hearing is 66 days.
Interim variation of compulsory supervision order	Warrant for a child subject to supervision requirement (by children's hearing or sheriff)	140	Where a CSO is in force, any interim change to the compulsory provisions applying to a child is achieved through an interim variation of the CSO. The order which is then in force remains the CSO, but as varied. Maximum duration of the interim variation is 22 days, but there can be further interim variations.
Child assessment order	Child assessment order	37-54	Virtually identical to existing provisions
Child protection order	Child protection order	36-25	Virtually identical to existing provisions.

