



CORPORATE PARENTING PANEL

FRIDAY 26 JANUARY 2018

10.00 AM COMMITTEE ROOM - COUNTY HALL, LEWES

MEMBERSHIP - Councillors Charles Clark, Chris Dowling, Kathryn Field, Jim Sheppard, Colin Swansborough, Sylvia Tidy (Chair) and Francis Whetstone

A G E N D A

- 1 Minutes of the meeting held on 27 October 2017 (*Pages 3 - 6*)
- 2 Apologies for absence
- 3 Disclosure of Interests
Disclosure by all members present of personal interests in matters on the agenda, the nature of any interest and whether the member regards the interest as prejudicial under the terms of the Code of Conduct.
- 4 Urgent items
Notification of items which the Chair considers to be urgent and proposes to take at the end of the appropriate part of the agenda. Any members who wish to raise urgent items are asked, wherever possible, to notify the Chair before the start of the meeting. In so doing, they must state the special circumstances which they consider justify the matter being considered urgently.
- 5 Children in Care Council (CiCC)
Presentation by the Children in Care Council (CiCC)
- 6 East Sussex Foster Carers Association (ESFCA) (*Pages 7 - 26*)
Report by the ESFCA.
- 7 The Virtual School Annual Report, including the use of Pupil Premium (*Pages 27 - 46*)
Report by the Director of Children's Services.
- 8 Exclusion of Press and Public
To consider excluding the public and press from the meeting for the next two agenda items on the grounds that if the public and press were present there would be disclosure to them of exempt information as specified in Category 1 of Part 1 of Schedule 12A to the Local Government Act 1972 (as amended), namely information relating to any individual.
- 9 Ofsted Inspection report for The Bungalow. (*Pages 47 - 56*)
- 10 Children's Home Regulations 2015, Regulation 44: Inspection reports for the period October to November.
 - 10a Acorns at Dorset Road (*Pages 57 - 96*)
 - 10b Brodrick House (*Pages 97 - 142*)
 - 10c Hazel Lodge (*Pages 143 - 180*)

- 10d Homefield Cottage (*Pages 181 - 228*)
- 10e Lansdowne Secure Unit (*Pages 229 - 268*)
- 10f The Bungalow, Sorrel Drive (*Pages 269 - 292*)
- 11 Any other exempt items considered urgent by the Chair.
- 12 Looked After Children (LAC) Statistics (*Pages 293 - 296*)
Report by Director of Children's Services.
- 13 Any other non-exempt items considered urgent by the Chair.

PHILIP BAKER
Assistant Chief Executive
County Hall, St Anne's Crescent
LEWES BN7 1UE

18 January 2018

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CORPORATE PARENTING PANEL

MINUTES of a meeting of the Corporate Parenting Panel held at Committee Room, County Hall, Lewes on 27 October 2017.

PRESENT Councillors Chris Dowling, Jim Sheppard,
Colin Swansborough, Sylvia Tidy and Francis Whetstone.

ALSO PRESENT Liz Rugg, Assistant Director, Early Help and Social Care
Sally Carnie, Joint Head LAC Services
Janet Fairless – Registered Manager – Homefield Cottage
Antony Julyan - Operations Manager
Ian Williams – RHM Hazel Lodge
Scott Lipa – RHM Brodrick House
Helen Simmons - RHM Lansdowne Secure Unit
Susan Leather – Designated Doctor – Looked After Children
Cathi Hadley – Hampshire County Council

11 MINUTES OF THE MEETING HELD ON 28 JULY 2017

11. Resolved to agree as a correct record the minutes of the meeting held on 28 July 2017.

12 APOLOGIES FOR ABSENCE

12.1 Apologies were received from Councillors Charles Clark and Kathryn Field.

13 DISCLOSURE OF INTERESTS

13. There were no disclosures of interests.

14 URGENT ITEMS

14.1 No urgent items were considered.

15 EXCLUSION OF PRESS AND PUBLIC

15.1 The Panel agreed to exclude the press and public for the next two agenda items on the basis that if they were present there would be disclosure to them of information considered to be exempt by virtue of Category 1 of Part 1 of Schedule 12A to the Local Government Act 1972 (as amended), namely information relating to any individual.

16 OFSTED INSPECTION REPORTS FOR LANSDOWNE SECURE UNIT; BRODRICK HOUSE; AND ACORNS AT DORSET ROAD.

16.1 The Panel considered reports received from Ofsted on the following services:

- a) Lansdowne Secure Unit
- b) Brodrick House
- c) Acorns at Dorset Road

16.2 The Panel discussed the positive outcomes of the Ofsted reports, in particular Brodrick House which received an overall rating of outstanding. The Panel praised the hard work of the staff, and thanked them for their dedication and professionalism.

16.3 The Panel also discussed the outstanding repairs needed at Acorns, Dorset Road and agreed to write a formal letter to Property Services asking for these, and any other residential care home repairs, to be prioritised.

16.4 RESOLVED to:

- 1) note the contents of the Ofsted reports; and
- 2) agree that the Panel will send a letter to property services requesting that the residential home repairs be prioritised.

17 CHILDREN'S HOME REGULATIONS 2015, REGULATION 44:

17.1 The Panel considered Regulation 44 Reports for the period August 2017 to September 2017 for the following Children's Homes:

- (a) Acorns at Dorset Road
- (b) Brodrick House
- (c) Hazel Lodge
- (d) Homefield Cottage
- (e) Lansdowne Secure Unit
- (f) The Bungalow

17.2 Each Registered Homes Manager gave an oral update on activity at the home covering the period since the last Panel meeting.

17.3 The Panel commended the hard work of the staff at each of the homes and agreed to send a formal letter on behalf of all Corporate Parents to show their thanks when a home receives a good outcome.

17.4 RESOLVED to:

- 1) note the contents of the reports; and
- 2) agree that the Panel will send a letter of thanks to the staff working within the residential homes.

18 LOOKED AFTER CHILDREN (LAC) ANNUAL REPORT

18.1 The Panel considered a report by the Director of Children's Services which provided an update on the annual performance of the Looked After Children's service for 2016-17. It was explained that the national figures for 2017 had not yet been published. Sally Carnie, Joint Head of LAC Services, highlighted in particular the LAC trend data and the number of children entering and leaving care for the period 2016-17. The Panel were advised that the LAC data only ever provides a snapshot of the number of children moving in and out of the system at a fixed date each month/year. The level of activity which sits below this figure is greater than the snapshot figure.

18.2 The Panel were further informed of the challenges faced regarding placement capacity both within East Sussex and nationally; the positive progress being made within the residential care services; and the care leavers service and ESCCs response to the 'Keep on Caring' Government strategy for care leavers. The Panel were advised that an improvement plan for the Care Leaver's service is in place for 2017/18.

18.3 The Panel commended the hard work of the service and gave thanks to Officers.

18.4 RESOLVED to note the report.

19 LOOKED AFTER CHILDREN (LAC) STATISTICS

19.1 The Panel considered a report by the Director of Children's Services which provided an update on Looked After Children (LAC) statistics.

19.2 The Panel were informed by Liz Rugg, Assistant Director, Early Help and Social Care on the slight rise in the number of East Sussex LAC since the last quarter; and the consequent increased pressures on foster placements.

19.3 The Panel were advised that the transfer of Unaccompanied Asylum Seeking young people via the national dispersal scheme has currently been paused due to the current inability to allocate them to social work staff. It is hoped that this can resume with the new intake of social workers.

19.3 RESOLVED to note the report.

The meeting ended at 12.06 pm.

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East Sussex Foster Care Association



ANNUAL REPORT 2016/17

East Sussex Foster Care Association

Registered Charity No. 1092668

Company No. 04216137

Company Offices: 3rd Floor, St Marks House,
14 Upperton Road, Eastbourne,
East Sussex BN21 1EP



East Sussex Foster Care Association

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Letter from the Chair



Welcome to our annual report for 2016-17, a year of great change for the charity.

As acknowledged in last year's report East Sussex Foster Carer Association's mission has been to increase our effectiveness while maximising our efficiency within a revised framework, and simultaneously to upholding existing values that support East Sussex County Council's fostering community.

I am delighted to say that we have achieved so much more this year than any of us could have hoped for, both from a business aspect in the development of our strengthened financial position and from a performance objective, as last year's innovative ideas have come to fruition and we are able to celebrate the success and increase in the delivery of activities and projects.

We have achieved this through the dedication and hard work of our amazing team by asking for feedback from our stakeholders and ensuring that all ideas brought to the table are explored and individuals are supported and encouraged to take a lead with projects, while working closely with the committee and ESCC fostering department and benefiting from their support and advice.

We are continuing to build a culture of 'shared knowledge' within the organisation to ensure that all understand the objectives of the trustees in accomplishing and living up to our mission statement which is to provide support, advice, advocacy, activities and training services for our fellow carers, families and the children in foster care throughout East Sussex.

Sharing knowledge is essential to the inevitability of membership and staff changes to ensure the continuity of our business model when any one individual stands down. This year we have said goodbye to Heather Eserin and thank her for helping to induct our new member of staff. Heather has served ESFCA well in her administrative role and has always been there with a very hands-on approach. We wish Heather well in her new role with ESCC and look forward to keeping a link with her.

During this year we welcomed Anja on board as a committee member as well as Jane Hollobone, Liz Chalcraft and Lysette Grosvenor as trustees and acknowledge the wealth of

knowledge and enthusiasm all four bring to the team.

Perhaps one of the most exciting and worthwhile objectives as a charity is our vision to build a community of engaged partners who share a common passion to help make a difference to the lives of looked after children and the families who care for them. In this regard we are delighted this year to have been voted to be Sainsbury's (Arndale centre) community partner and have built a strong connection to the amazing staff team there, who are fully committed to supporting our work.

It is now incumbent on us to continue to forge relationships with other community partners while maintaining our close partnership with ESCC to ensure we preserve our relevance going forward.

The future for ESFCA is looking good supported by Hannah Carter our Funding and Development Coordinator and Mandie Dugdale our new Administrative Support who have already shown tireless efforts to increase the credibility and visibility of ESFCA in our community. The resulting goodwill Hannah in particular is nurturing has become a huge asset to us, and the relationships she is helping to foster with our supporters and partners will ensure ESFCA will prosper and enable us to continue focusing on the wellbeing of children and families in the East Sussex Fostering Community.

Finally my grateful thanks goes to the trustees, committee members and friends of the Association for their time and dedication not forgetting ESCC for their continued support and belief in ESFCA. My particular thanks goes to our vice Chair's, Chris Thornton for his dedication to our staff and overseeing our financial affairs and Mark Thornbrough for his willingness to step in whatever the circumstance.

I think what really strikes me is the energy and enthusiasm that has been upheld by our team, during a time of transition to our business model and the obvious success we have experienced which enables us to develop and continue to deliver the support that our Fostering Community needs and deserves.

Susanne Beesley

ESFCA Chair



Structure

Chair Person: Susanne Beesley
Vice Chairs: Chris Thornton
Mark Thornborough
Treasurer: Chris Thornton
Trustees: Susanne Beesley, Chris Thornton, Mark Thornborough,
Ru Petraitis-Williams, Ann Holder MBE, Tina Henderson,
Lysette Grosvenor, Jane Hollobone



East Sussex Foster Care Association

Aims and Objectives

East Sussex Foster Care Association (ESFCA) is an independent charity run by foster carers, for fellow foster carers and their families, who are registered carers for East Sussex County Council.

It was launched in March 1993 in a direct response to the needs of the children/young people in public care across the county and the demands this place on their foster families. Since its introduction, carers have designed a range of support, advice, advocacy, activities and training services for their fellow carers, families and the children in foster care throughout East Sussex.

We have monthly meetings and we currently have 8 Trustees who have overall responsibility for our charity

There are 577 children in care within East Sussex (as of 01.09.17), from age ranging birth to 18 years old of which 486 of the children live within foster families. There are currently 443 foster carer (245 families) within East Sussex. Most of the children have come into care having experienced abuse. A significant number have been physically, sexually or emotionally abused and many have suffered chronic neglect. Some may have witnessed domestic violence and parents struggling with alcohol and drug abuse.

We are keen to show these vulnerable children and young people, that by offering help, support, guidance, education and inspiration, we can help them succeed and enable them to build a brighter future for themselves.

When people think about foster families, they often think about the carers, looked after children, but very few people stop to think of the impact of fostering on carers own children (Children who foster). These remarkable children share their homes, parents, toys, wider family with some of our most vulnerable children, yet their input is often unrecognised. ESFCA is keen to offer additional support to children who foster and find ways of saying 'thank you'. They are often the role models for our foster children and they are influential in building trust and relationship with children in care.



East Sussex Foster Care Association

Activities



ESFCA is delighted to receive funding from Children in Need and Santander to be able to provide 2 residential experiences for Looked After Children at a PGL centre. The children were supported by social workers and foster carers and had the opportunity to take part in many new experiences including, Giant Swing, Aeroball, Canoeing, Raft building, Climbing and many team activities. The experience allowed the children the opportunity to build trusting relationships and gave them some positive childhood memories.



Mallydams

ESFCA was invited to have a number of 4 hour sessions at Mallydams RSPCA rescue centre in April 2016. These were very successful and foster families had the opportunity to visit this centre that is not open to the public. We had lots of woodland activities and learned about lots of different animals and had a huge open bonfire with toasted marshmallows. For some of our children, this was their first real experience of being close up to nature and they got so much from the opportunity



This has led to ESFCA having a residential trip at Mallydams in November 2017.

LUGGAGE

No child (and especially foster children) should have to face the distressing sight of having their belongings packed into black plastic bags, when being moved either from birth family or to new foster placements. Black plastic bags are designed for rubbish and not children's personal belongings.



Most of the 200 suitcases/holders we purchased have been distributed to children and young people in most need of this luggage, including children with disabilities who regularly travel to respite to give their birth families a break.

We also have a stock of luggage available to social services duty and assessment teams, so that if a child needs to be moved as an emergency, social workers will have immediate access to suitcases.

Merlin's Magic Wand

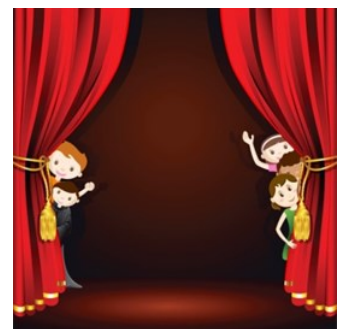


ESFCA told Merlin's Magic Wand, the charitable arm of the Merlin Group of Attractions, about our Sibling Sunshine Days Project and its aim to reunite siblings separated within care in the county.

In return Merlin's magic Wand offered us tickets to take 50 children and foster carers to Chessington World of Adventures.. and gave us a contribution towards hiring a coach to transport everyone! As a result we were able to take a coach full of excited siblings for a fabulous day out during September 2016. How lovely it was to witness siblings greet each, secure in the knowledge they had a full day together and one full of rides, shows and even a safari. Such precious opportunities like this allow the children to bank some collective, positive, memories to add to their repertoire.

Family First Nights

ESFCA completed their second summers partnership with Mousetrap Theatre Productions, Family First Nights Programme (FFN). The programme is aimed at introducing the theatre to disadvantaged young people, from partnership organisations like ours, during the summer break at a fantastic rate of only £6.00 per person., as a one off opportunity.



Dozens of ESFCA fostering families took advantage of this opportunity and headed for the bright lights of the West End. With over 30 professional productions to choose from, including Thriller Live, 42nd Street, Half a Sixpence, Les Miserables, Motown the Musical, Gangsta Granny, Alice in wonderland and many more....there was no shortage of choice. In addition, families could opt for free workshops at some theatres prior to the performance or even some relaxed, autism friendly performances. Those who participated will be kept up-to-date directly with special offers and opportunities from now on.

If you didn't get to join in the fun during 2017, then look out next year for details of the summer 2018 programme, which will be released by ESFCA in June.

Sainsbury's



What a year....

On July the 30th 2016 Sainsbury's Eastbourne (the small store in the Arndale center) adopted the ESFCA as its local charity store of the year. This would normally result in a few days of bag packing, dress up days and collections to raise funds to help the local charity fund projects.

However the ESFCA was and is different, after meeting the inspiring team that help run the charity it was very clear we wanted to do as much as we could to help these amazing foster carers and the children they help and keep safe. As a store the colleagues collectively thought of new ways to raise funds as well as volunteer their time.

Colleagues ran Quizzes in partnership with local pubs, they dressed up and ran fund raising weekends, they bag packed and volunteered at the Xmas party, committee meetings, the Bluebell walk fund raiser and joined the foster carers at day trips to Chessington and Butlins. Working with the ESFCA has bought the store colleagues closer as a team and has bought them a large amount of enjoyment as well as an amazing sense of pride.

The year with the ESFCA has been so much fun, that we have adopted them again for 2017.....



SIBLING SUNSHINE PROJECT



On Friday 24th March, 21 excited children and 8 nervous adults made their way to BUTLINS in Bognor Regis. This was the start of East Sussex Foster Care Association's (ESFCA) Sibling Sunshine project which aims to bring sibling groups together. The 21 children are part of 4 large sibling groups, who, because of the size of the family unit, are unable to live together in one foster family, thus leading to the children being separated from their siblings. The aim of this project was to bring the siblings together to allow them the opportunity to experience quality time together with their brothers and sisters and allow them the opportunity to build some positive, shared, childhood memories that they can take into adult life. This was achieved in a safe environment and the children were supported by Foster Carers and Social Workers

ESFCA are very grateful to Sussex Community Foundation for supporting this project and helping us to 'make dreams come true' for Looked After Children.

On arrival, we were shown to our accommodation which was large enough to allow most of the children to stay together. Sainsbury's in The Arndale Centre, Eastbourne,

"We would like to say thank you for organising such a fab weekend. The siblings all got along so well considering their usual contacts are limited to 2-3 hours and on occasion have needed to end nearer the 2 due to some of the children having difficulties. It was lovely seeing the children all play together in a natural environment and generally having fun. One of my girls who is usually lacking in resilience surprised me by going on the zip wire and go karts which was amazing."

Foster Carer



provided each apartment with a starter pack of goodies, including bread, Cheese, Ham, cakes, biscuits and drinks. The children were very excited to find the goody bags waiting for them in their accommodation. Thank you Sainsbury's. One group of siblings decided to make camps in the lounge so they could all sleep in the same room, under the watchful eye of a foster carer.



10 year old LAC -
"This was the best time of my life, it meant so much to be able to have my big brothers take care of me and we had so much fun together, but it also made me realise how much I love them and miss them."

As part of the package, breakfast and an evening meal was provided. One of the golden moments, was to see the large families sitting together sharing a meal, as for many of these children, this was the first time this had been achieved. The tables were full of laughter and lots of discussions about the experiences they had during the day as well as planning the next day's activities. Bultins was a perfect venue as it provided so much choice of activities and shows. Another highlight was the pool party on the Saturday evening. Most of the 21 looked after children choose to spend Saturday evening swimming and slipping down the many flumes. The pool area was filled with music and many of the kids were dancing together as the waves lapped over their bodies. Other activities included go-karting, climbing wall, high ropes, football coaching, dancing with the red coats to a

"A big thank you from G and myself for giving us the opportunity to spend some much needed quality time with the siblings. We packed in a week's worth of fun into just two days and we were exhausted when we got home, but well worth the yawns! Thank you for giving G some fantastic memories, we did bring a few bits back for her memory box so she will never forget the trip."

Foster Carer

morning exercise class, a disco and of course the fairground rides.

At the end of the weekend, the children returned home, exhausted, happy and full of precious memories. However, there was also some sadness as the children said goodbye and

some children spoke about the reality of 'this is what my life could have been like'. But this gave the foster carers and social workers the opportunity to talk openly about the feelings this raised with the children and we helped them make sense of their mixed emotions.

All the children spoke of a very special time together and how they wished this could happen again.



Computers for LAC

Working in partnership with the Local Authority and the Virtual School the Association has helped provide a considerable number of laptops to LAC, over the period 2014/15. These machines are allocated by the Virtual School to support our children's education and usually go to older children, since they are not as 'robust' as traditional desktop systems. This process will continue into next year, 2016, when a further 20 or so of these machines will become available.



It's worth noting that these machines have been freed by the Local Authority during an upgrade programme, so if you happen to work for a Company which is reviewing its IT set up, it's always worth us asking, as we've done before, if the Association might receive some of the old equipment.

We will also be approaching the local Universities again to see if they might have any surplus equipment, which our children might benefit from. These are likely to be desktop machines, which can more easily be repaired and might be more suitable for younger children.

None of the machines are brand new, but all are tested as being functional and useable, before being allocated.



East Sussex Foster Care Association

Inspire



During February half term ten young motivated 5 – 14 year olds had an action packed, fun filled and inclusive 3 day workshop in Bexhill. During this period they learnt a dance routine, sung songs and performed in a mini pantomime to foster carers. All of the ten individuals bought their own skills to the workshop and received a certificate for their fantastic efforts. Inspire was run by 3 highly skilled and trained professionals including 2 curriculum leaders in dance and drama at St Richards Catholic College.

It was wonderful to watch a group of young people of different ages learn new skills, gain so much confidence and make new friends. It really showed how far they had come at their final performance.

The feedback from all the young people was so positive and some of them had already planned play dates and swapped address to become pen pal friends. There were comments such as “I had a fabulous time and enjoyed every moment of it. I hope I can come back next year!” We will definitely be continuing more Inspire projects in the future for various ages at different locations for all to join in. 😊

“I had a fabulous time and enjoyed every moment of it. I hope I can come back next year!”

Stable connections through Intuitive Horses

ESFCA was delighted to receive Lottery funding for our new 'Stable Connections' Project. This project was intended for young people in Care, the experience of building relationships with horses to help them with friendships and other social skills as well as potentially helping them in areas such as impulse control, empathy, calming skills, and recognizing and working with feeling states. Carers were involved in the project and attended each session with the young person to help reinforce the work in-between sessions as well develop their bond together.



We were able to offer 6 sessions each to 25 looked after Children. Carers and Children gave very positive feedback. One child was asked if she would recommend this project to other children in the same situation as her. Her reply was very special 'NO - I want it all for myself'. Many carer spoke about the shared experience and how this has allowed them to open difficult conversation, particularly about feelings.



Her reply was very special 'NO - I want it all for myself'



East Sussex Foster Care Association

Panto Time

So once again, one of ESFCAs most popular annual events that everybody looks forward to in eager anticipation... “ Oh yes they do, oh no they don’t.”

A Saturday Matinee at the wonderful Devonshire Park Theatre in Eastbourne, one of the best examples of a small Victorian Theatre in the whole Country, with its beautiful décor, boxes, interior and Foyer. Snow White was waiting with her seven Dwarfs for 80 adults, 118 children, 14 children with special Educational Needs and 1 care leaver so a total of 213 all got to experience this fantastic show.



“ Oh yes they do, oh no they don’t.”

Sainsbury’s provided wonderful bags of sweet treats and bottles of water that were all handed out to the children.

The show was entertaining with lots of well-known songs the young people knew and could sing along to. (Don’t ask me the words though!)



The star of the show was Dame Dolly (Martyn Knight) and Herbie the Huntsman (Tucker) being the funniest comedian and getting the audience participation going, but equally so were a handful of our lovely children who got up on stage and did us all proud. The best bit loved by the Kids was when the cast came out on stage with giant water guns and drenched the audience with water; the children all wanted to get wet and are begging to sit near the front next year to get a soaking.

We were quite convinced that our treasurer, Chris, had become Grumpy.



Funding was sourced from The Greggs Foundation, plus a small donation from all attendees helped secure the seats for all to enjoy. A wonderful event loved by all.

Christmas Party 2016



Yet another successful Christmas party was held this year, thanks to the Kings centre again for allowing us to use their charity initiative. The party was supported by the Lewes and Eastbourne Soroptimists who have become an integral part of the ESFCA Christmas party with their present wrapping activity. This is such an important experience for the children who not only receive gifts themselves but experience the joy of giving.

We have so many different people involved in supporting this event, each of whom plays an equally important role from the teenagers who support the face painting to Sainsbury's candy floss to foster carer's cake making. Raffle prizes and generous gifts from many different sources including the University of Brighton mince pies, Sussex University helium for the balloons. Perhaps the highlight of this year was Santa's sleigh loaned to us by the amazing Lions club which enabled Santa's entrance to be even more impressive than ever. Watching the children's faces was a treat to behold. These Christmas parties, which have been running for nearly 25 years, provide some of the best lasting memories for our young people.



East Sussex Foster Care Association

Bluebell Walk

ESFCA was invited to attend and run the cafe at The Arlington Bluebell Walk.

This event is a fantastic opportunity to see Bluebells at

their best; you can choose to have a short, medium or long walk, meet other carers and general public or just have a nice snack! The ESFCA funds the food to go for sale in the cafe and carers give their delicious home baked cakes/ biscuits/ muffins to be sold. Many carers volunteered to help at the café, from preparing sandwiches, cooking, washing-up to cleaning the venue at the end.



The venue also has a few "baby" animals so children can enjoy being close to them. The Blue Bell Farm allows us to have 2 days there and all profits from the café go to our children in care. If you would like to help with organising, baking, selling or simply helping with ideas, please contact us.

Plans for the Future

- ✦ Now you know what we have achieved, why not help us achieve more....
- ✦ Have you thought about becoming a volunteer, trustee or committee member?
- ✦ Support us to continue to support the looked after children and foster families registered with ESCC
- ✦ If you are a funder or grant giver why not support us to continue the work we do and enable us to reach more of the children and young people in looked after care within East Sussex

Please contact us if you are able to support us

Financial Review

East Sussex Foster Care Association

Statement of financial activities (incorporating the income and expenditure account)

For the year ended 31 March 2017

| | Unrestricted funds £ | Restricted funds £ | 2017 Total £ | 2016 Total £ |
|--|----------------------------|--------------------------|--------------------|--------------------|
| Notes | | | | |
| Incoming Resources | | | | |
| Donations | 2,112 | 1,393 | 3,505 | 622 |
| Core funding | 20,000 | - | 20,000 | 20,000 |
| Advocacy support | - | - | - | 2,665 |
| Subscriptions | - | - | - | 2,755 |
| Fundraising | 4,699 | - | 4,699 | 590 |
| Grants | - | 21,112 | 21,112 | 620 |
| Contributions towards events | - | - | - | 840 |
| Interest | 8 | - | 8 | 49 |
| Total incoming resources | 26,819 | 22,505 | 49,324 | 28,141 |
| Resources expended | | | | |
| Conference | - | - | - | 2,723 |
| Insurance | 509 | - | 509 | 493 |
| General running expenses | 700 | - | 700 | 173 |
| Pantomime | - | 1,863 | 1,863 | 4,419 |
| Holiday project & PGL | - | 6,326 | 6,326 | 2,857 |
| Disability holiday | - | 880 | 880 | - |
| Performing arts project | - | 632 | 632 | 1,916 |
| Day trips & Sibling Sunshine Days | 253 | 4,863 | 5,116 | 5,414 |
| Intuitive Horse | - | 2,550 | 2,550 | - |
| Advocacy support | - | 4,293 | 4,293 | 902 |
| Salaries & pensions | 9,159 | - | 9,159 | 8,848 |
| Christmas party | - | 815 | 815 | 125 |
| Computer costs | 200 | 52 | 252 | 170 |
| Training | 30 | - | 30 | 1,376 |
| Accountants fees | 1,688 | - | 1,688 | 1,067 |
| Total outgoing resources | 12,539 | 22,274 | 34,813 | 30,483 |
| Net incoming/(outgoing) resources for the year/ Net income/(expenditure) for the year | 14,280 | 231 | 14,511 | (2,342) |
| Transfers | (2,093) | 2,093 | - | - |
| Total funds brought forward | 37,160 | 19,090 | 56,250 | 58,592 |
| Total incoming resources | 49,347 | 21,414 | 70,761 | 56,250 |



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East Sussex BN21 1EP

Phone: 01323 747045
E-mail: admin.esfca@eastsussex.gov.uk

Funders and Supporters 2016-2017

The trustees and committee would like to thank the following funders for their support during this year:

- ★ East Sussex County Council
- ★ East Sussex foster carers who make monthly donations to our charity (Dearman Family, Castell Family and Ware Family)
- ★ Austin and Hope Pilkington
- ★ Sussex Community Foundation - Sibling Sunshine Project
- ★ Murphy
- ★ Merlin's Magic Wand
- ★ Lottery - Awards for All - Stable Connections Project
- ★ Sainsburys (Eastbourne Arndale Centre)
- ★ Eastbourne Football Club
- ★ Santander - PGL
- ★ Pilkington
- ★ Greggs - Pantomime
- ★ Bluebell Walk
- ★ Verity Masonic Charities - Christmas Party
- ★ Punnett's Town School
- ★ Lewes and Eastbourne Soroptimists
- ★ Children in Need - PGL
- ★ Kings Centre Eastbourne

Report to: Corporate Parenting Panel
Date of meeting: 26 January 2018
By: Director of Children's Services
Title: Virtual School Annual Report 2016/17
Purpose: To outline the performance of the Virtual School 2016/17

RECOMMENDATION:

The Corporate Parenting Panel is recommended to note and comment on the contents of this report.

1. Background

1.1 The Virtual School (VS) consists of a team who work with Designated Teachers, Social Workers and Foster Carers to support the education of all East Sussex County Council (ESCC) Looked After Children (LAC) and formerly LAC wherever they are educated.

1.2 The Virtual School is supported by the Dedicated Schools Grant and Pupil Premium Grant. There are no increased costs arising from this report.

2. Supporting information

2.1 The Annual Progress Report for the Virtual School is attached as Appendix 1. In addition, supporting case studies are attached as Appendix 2.

3. Conclusion and reasons for recommendations

3.1 The Corporate Parenting Panel is recommended to note the contents of this report.

STUART GALLIMORE

Director of Children's Services

Contact Officer: Anna Brookes
Tel. No. 01323 464630 |
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LOCAL MEMBERS

All

BACKGROUND DOCUMENTS

None

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The Virtual School

1. Background Information

1.1 The Virtual School (VS) comprises a small team of educational staff (11 core staff on part time contracts and 2 administrators), who have a responsibility to promote and support the educational success of East Sussex Looked After Children (ESLAC) wherever they are educated. The team is based in Hailsham but works across the County and beyond if children are placed out of County. The VS is an integral part of the Looked After Children (LAC) Service and has a fully formed and constituted Governing Body. The Head of School is a member of the LAC Management Team.

1.2 Every school in East Sussex, and any school outside the County where an ESLAC is on roll, has a named worker from the VS who is available to support the designated teacher and other key staff. In addition there are three key staff who specialise in supporting; young people 16+, early years children and children previously adopted from care, children on Special Guardianship Orders (SGO) and children on Child Arrangement Orders (CAO).

1.3 The VS works in close partnership with other areas of Children's Services and has identified senior members of staff who act as champions for our LAC in ISEND: Assessment and Planning, East Sussex Behaviour and Attendance Service (ESBAS), Educational Psychology (EP), Communication, Learning and Autism Support Service (CLASS), Children's Integrated Therapy Service (CITS), and in Admissions and Transport.

1.4 The VS tracks the educational progress of all ESLAC and makes weekly contact with schools to check attendance. All management information is entered onto the SIMS database just like in a "real" school, to enable the team to track progress, monitor Personal Education Plans (PEPs), SEN and Pupil Premium spend for all ESLAC, including early years and Post 16 children. The progress of 6 – 19 year olds is tracked via PEP's and termly meetings with Further Education (FE) and training providers. There are ambitious targets for this age group particularly in relation to engagement in Education, Employment and Training and in Higher Education (HE). In addition the VS also supports Care Leavers in full time education up to the age of 25, with advice, guidance, tuition and resources if appropriate. This is also managed via a PEP/Pathway Plan.

1.5 The VS was instrumental in the development of the new East Sussex Additional Needs Plan (ANP). This document is combined with the PEP and helps to ensure continuity in education when a young person comes into care or leaves care. The ANP/PEP was launched in January 2017. The VS attend PEP reviews for individual children, and will offer advice, support and challenge where appropriate to any professional who has a responsibility for an ESLAC.

1.6 The VS provides training for a wide range of professionals including designated teachers, early years providers, trainee teachers at the universities, training providers, FE colleges, social workers, foster carers, supported lodging providers and also provides whole school training for teachers, teaching assistants and individual needs assistants on the impact in school of trauma. The VS also contributes to the cost of training individual staff members in schools and in East Sussex residential settings to increase the capacity of staff to become skilled to work with children and young people who have experienced trauma. An annual conference is organised by the VS for all those with an interest in the education of LAC. This is always well attended by schools and other professionals from Children's Services, FE and HE providers. In July 2016 the keynote speakers were a group of East Sussex Care Leavers, and in 2017 with the theme 'Together We Can' the keynote speech was delivered by Sharon Grey OBE. As a result of this contact Sharon

has been invited to develop closer links with ISEND, working to support ES schools and learning communities to increase inclusivity and meet the needs of all young people.

1.7 The VS delivers a number of courses for ESLAC and Care Leavers including a Summer programme for children of reception age with their carers, a day programme for children in Years 2 and 3, a residential course for Year 6 pupils focussing on transition to secondary school, a "Spring School" for KS3 Pupils, a revision course for Year 11 students and summer schools for both Year 10 and Year 12 students.

1.8 The VS works closely with local boarding schools and, together with a national charity, has developed an assisted places scheme for ESLAC. The VS aims to place 3 or 4 children each year at local boarding schools at no additional cost to ESCC. Those who have been placed so far are thriving and benefiting from the high quality education provision. Currently we have young people placed at Bedes in East Sussex and at Box Hill in Surrey. (See Appendix 2)

1.9 The VS maintains a strong presence in a number of strategic/ operational groups across Children's Services, the Local Authority and across third party providers; Care2Work, JAPP, Increased Participation Operational Group(IPOG), Post SEND Inspection Working Group, LACAMHS management, SEND Commissioning and Governance Steering Group Meeting, Transforming Mental Health and Emotional Wellbeing Service Operational Group.

2. Pupil Premium

2.1 The VS in East Sussex has managed Pupil Premium (PP) since its inception in 2012. Since 2014 it has been a requirement that PP is managed by Virtual Headteachers. The conditions of the grant as laid out by the DfE for 2016-17 are:

A provisional amount of £1,900 per child looked after for at least one day as recorded in the March 2015 children looked-after data return (SSDA903), and aged 4 to 15 at 31 August 2013.

2.2 In 2016 -17 a total of £856K was received. PP has enabled the VS to work more strategically in order to support the education of ESLAC as well as holding and distributing a fund on an individual needs-led basis. The continuation of the Pupil Premium Plus into 2017-18 will ensure that the projects initiated in 2016-17 will be able to continue, and there will be sufficient funding to meet the needs identified in each child's PEP. The DfE plans to increase the PP funding in 2018-19 to £2300 per LAC. PP for those children who were formerly in care is paid directly to the schools the children attend.

2.3 In addition to the PP for children outlined above, the VS is also responsible for the Early Years Pupil Premium (EYPP). This is a payment made by the Government to Early Years settings to improve the education they provide for LAC who are 3 and 4 years old and who are taking up their free early education entitlement. In 2016-17 it was £300 per eligible child.

2.4 Total allocation of the Pupil Premium by expenditure category

| | Requested | Funded 2016/17[1] | Number of requests |
|---|----------------|-------------------|--------------------|
| Assessment | 19,700 | 14,000 | 37 |
| ISEND provider services (ESBAS, CLASS, EP etc) | 85,000 | 80,000 | 79 |
| Extra and Alternative Curriculum | 73,500 | 70,000 | 115 |
| IT Equipment and Software | 9,250 | 7,500 | 82 |
| Maintaining School Placement | 310,000 | 290,000 | 97 |
| Music | 8000 | 7000 | 43 |
| Educational Resources (includes 22,500 for school projects) | 56,000 | 54,000 | 68 |
| TA/INA Support | 68,000 | 60,000 | 71 |
| Therapeutic Support | 9,000 | 7,500 | 37 |
| Training and Development | 21,000 | 21,000 | 28 |
| Tuition | 250,000 | 244,000 | 280 |
| Total | 909,450 | 855,000 | 937 |

2.5 A large number of the funding requests from schools were met from the PP this year. This was largely due to the overall increase in funding and to a more widely held understanding of the criteria used to access the fund. Where requests were declined it was either because there was an existing source of funding in place (for example foster carer's allowances) or the request did not relate to an intervention or activity that would impact sufficiently on a young person's learning (for example some of the requests received were for tablet computers etc.).

2.6 The following paragraphs give a brief overview of the allocation.

- In total there were 937 requests for funding from PP. There were 356 school aged children who were in care for the whole period and further 55 who were in for at least 1 day but not the whole year.
- There was a significant increase in the amount allocated to **maintaining school places** and this was used both for providing alternative curricula, using placement support for children who would otherwise have been at risk of exclusion or disengagement and also used to fund transport for children who had to move their care placement but where it was critical that the school placement was maintained. There are established protocols which demand that any LAC placement change must be approved by the VS if it is likely to have any potential impact on a child's school place and moves at key stages such as leading up to exams are refused.

- **Tuition** Provision of 1:1 tuition remained a significant driver for good outcomes, particularly in English and in Maths. A bank of tutors was established on a claims only basis, all of whom have experience in working with traumatised children and/ or a very specific subject specialism. This has significantly improved the quality of the tuition provided by tutors who are becoming experts in the field of supporting LAC. There are 2 tutors who specialise in working intensively with traumatised children to help them access the school environment and in most cases they also provide evidence for further educational assessment. There is a rolling programme of recruitment for tutors to maintain a sufficient quantity and level of expertise.
- One of the most effective uses of PP has proved to be the development of schools to more effectively support the learning of looked after children through **training**. The PP has funded a number of schools to train teachers and support staff in the Thrive Approach which is a whole school approach to supporting children with additional emotional needs and ACE education on-line training programmes. In addition the VS contributes towards other specific staff development in schools that will benefit ESLAC. Of course this also raises expertise and confidence more generally in our schools.
- In addition to the core ISEND offer, the VS uses PP to purchase additional units from the traded offer for EP's, ESBAS, CLASS, EAL to work with our young people in schools.
- PP has been used to support a wide range of **extra-curricular activities** where it is felt that this will impact positively on motivation and attitude toward learning. Activities include Sports Clubs, School Holiday Clubs, Drama and Dance Clubs. PP has also been used to contribute toward school visits, although it is expected that foster carers fund most clubs and visits from their allowances. Music lessons via East Sussex Music Service have also been funded.
- **Educational Resources** covers a very wide range of requests and includes all non IT resources used directly by the children or used by teachers to help support them. The biggest element of this budget is the Book Club which is organised in partnership with a local bookshop, 'Bag of Books'. All Year 1 – 6 children receive termly parcels (6 per year) of books and other educational materials for them to use at home with their foster carers to help encourage reading and educational play. The parcels are extremely popular with the children who love the content and the personal way it is addressed (and tailored) to each individual. Year 7, 8 and 9 ESLAC are invited to opt into the scheme and it is increasingly popular as they get a choice of books. The VS has also funded IT equipment and software to support learning.
- PP has funded **therapeutic support** for children and young people ranging from Play Therapy, Talking Therapy, Drama Therapy, Equine Therapy and Thrive sessions, Speech and Language Therapy supported by CLASS. The aim of the project is to screen all young people that come into care (year R-9) using speech and language link.

3. Virtual School Activity and Training 2016-17

| | | | |
|-----------------------|---|----------------------------|--------------------|
| 15.9.2016 | Skills to Foster | St Mary's | AB |
| 13.10.2016 | Attachment Training | Early years. Sidley | SI and CH |
| 24.10.2016 | Year 2&3 Mallydams trip | | LTW, AH, SI,ER |
| 31.10.2016 | Designated Teacher training | St Mary's | AB and HC |
| 31.10.2016 | Attachment Training | Sacred Heart | SI and CP |
| 17.11.2016 | Skills to Foster | St Marys | AB |
| 1.12.2016 | FC training Sand tray and Story Telling | Hastings | JG, SI |
| 5.12.2016 | Attachment Training | Early Years. Wellshurst | SI and CH |
| 3.1.2017 | Attachment Training | Parkside Primary | SI |
| 3.1.2017 | Attachment Training | St Mary's Horam | SI |
| 10.1.2017 | Attachment Training to Foster Carers | Eastbourne | SI/CP |
| 19.1.2017 | Virtual School Inset. Person centred planning for PEPs | Dunbar | Team and EP's. SW? |
| 19.1.2017 | Skills to Foster | St Mary's | AB |
| 26.1.2017 | Family Thrive for carers Wk 1. 10-12.30 | Dunbar | SI, SS |
| 26.1.2017 | Primary Skills (Education) for Carers | | LTW,JG,SS |
| 02.2.2017 | Family Thrive for carers Wk 2. 10-12.30 | Dunbar | SI,SS |
| 08.2.2017 | FC training Sand tray and Story Telling | Eastbourne | SI,JG |
| 09.2.2017 | Designated Teacher training | St Mary's | AB and HC |
| 9.2.2017 | Secondary Skills (Education) for Carers | | VC,CP,HH |
| 9.2.2017 | Family Thrive for carers Wk 3. 10-12.30 | Dunbar | SI,SS |
| 20.2.2017 | Attachment Training | Chyngton Primary | SI,CP |
| 21.2.2017 | Attachment Training Foster Carers(6.30pm) | | SI,CP |
| 27.2.2016 | The role of the VS to trainee teachers | Brighton University | AB &Team |
| 28.2.2017 | Foster carers Support Group. Re PEP | Eastbourne | AB |
| 1.3.2017 and 2.3.2017 | Inclusion Network re ANP | Alfriston and Bexhill | AB |
| 2.3.2017 | Family Thrive for carers Wk 4. 10-12.30 | Dunbar | SI,SS |
| 4.3.2017 | Year 11 Revision Day | Sussex University | SI/AB/AH/ER/LH/LTW |
| 9.3.2017 | Family Thrive for carers Wk 5. 10-12.30 | Dunbar | SI and SS |
| 14.3.2017 | Foster carers Support Group. Re PEP | Robsack Centre | AB |
| 15.3.2017 | Attachment Training | Early Years, Cooden Beach | SI,CH |
| 16.3.2017 | Family Thrive for carers Wk 6. 10-12.30 | Dunbar | SI,SS |
| 16.3.2017 | Skills to Foster | St Mary's | SI |

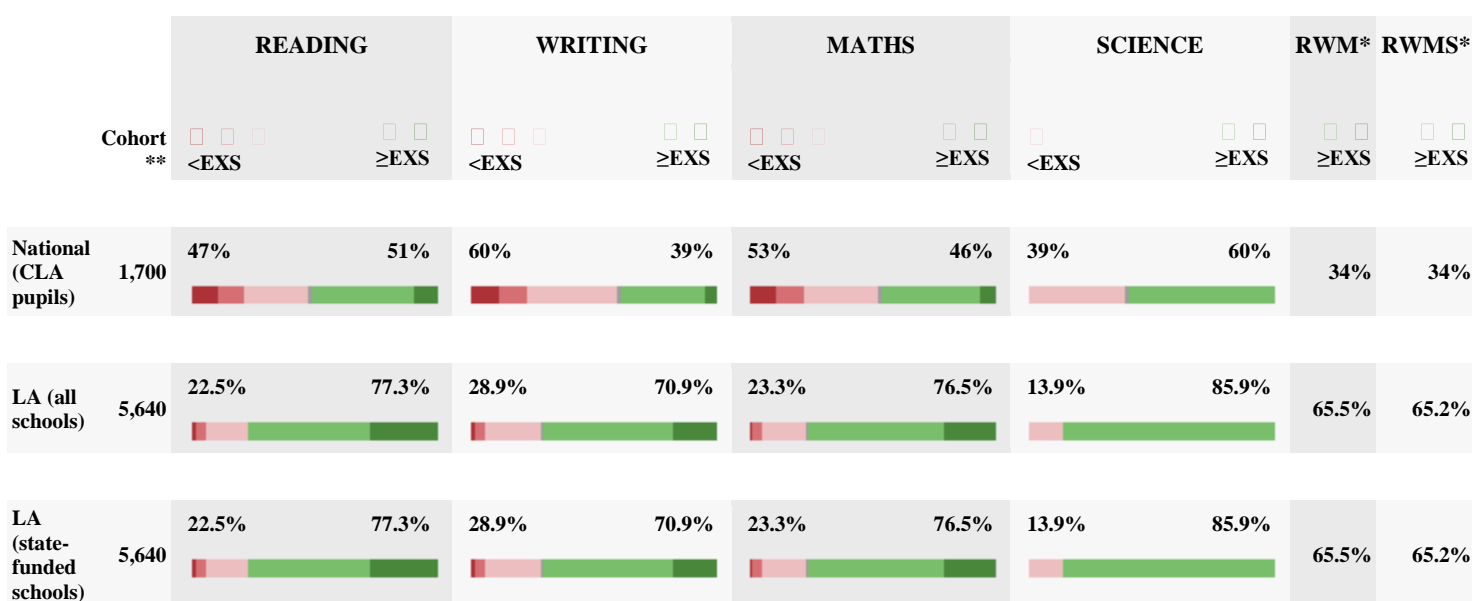
| | | | |
|-------------------|---|------------------------------------|--------------------------|
| 11.4/12.4 2017 | Spring School Year 7/8/9 | Brighton University(Eastbourne) | Team |
| 20.4.2017 | Virtual School Inset | Dunbar | Team |
| 9.5.2017 | Designated Teacher training | St Mary's | AB/HC |
| 10.5.2017 | FC Attachment Theory (am) | Hastings | SI/CP |
| 11.5.2017 | Primary Skills (Education) for Carers | TBC | LTW, JG, SS Cancelled |
| 18.5.2017 | Skills to Foster | St Mary's | AB |
| 30.5.2017 | Year 6 Transition camp | Hindleap Warren | SI, AB/team |
| 31.5.2017 | Year 6 Transition camp | Hindleap Warren | SI, AB/team |
| 1.6.2017 | Year 6 transition camp | Hindleap Warren | SI, AB/team |
| 20.6.2017 | Virtual School Annual Conference | Bramber House Sussex University | All |
| 29.6.2017 | CEIAG /Enterprise advisors Conference. Workshop on LAC and Careleavers | Wellshurst | AB |
| 29.6.2017 | Skills to Foster | St Mary's | AB |
| 7.7.2017 | NQT Conference re LAC and VS | Bramber House Sussex University | AB |
| July/Aug | Nursery to Reception 9.30 - 12 noon for 2 sessions tbc | Dunbar Drive | SI and AB |

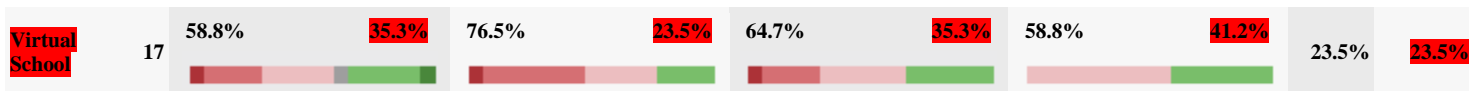
These activities are funded as part of the Virtual School core offer.

4. Educational Outcomes for 2016 /17



KS1 Benchmark (CLA) 2017





ESLAC at KS 1 didn't achieve as well as LAC nationally. A high % of the cohort had an identified SEN, those in East Sussex with an SEN didn't achieve as well as those nationally with SEN.



KS 1- 2 Benchmark (CLA)

2017 | CLA 12 Months

| | Cohort | Avg. KS1 Pt Score | READING | | | WRITING | | | MATHS | | |
|---------------------------|--------|-------------------|---------|----------------------|------------------|------------|--------|----------------------|------------------|------------|-----------------|
| | | | Cover. | Prog. Score ≥ 0 | Avg. Prog. Score | Conf. Int. | Cover. | Prog. Score ≥ 0 | Avg. Prog. Score | Conf. Int. | Cover. |
| National (CLA pupils) | 3,010 | 12.3 | 92% | 46% | -0.7 ± 0.23 | 93% | 49% | -0.9 ± 0.22 | 92% | 45% | -1.1 ± 0.21 |
| LA (all schools) | 5,329 | 15.5 | 94.1% | 53.1% | +0.3 ± 0.17 | 94.8% | 47.8% | -0.5 ± 0.17 | 94.2% | 44.8% | -0.8 ± 0.16 |
| LA (state-funded schools) | 5,267 | 15.5 | 95.2% | 53.1% | +0.3 ± 0.17 | 95.9% | 47.8% | -0.5 ± 0.17 | 95.3% | 44.8% | -0.8 ± 0.16 |
| Virtual School | 30 | 13.0 | 96.7% | 41.4% | -1.6 ± 2.27 | 93.3% | 32.1% | -2.6 ± 2.24 | 93.3% | 46.4% | -3.3 ± 2.08 |

The cohort was made up of 30 Young People, 13 girls, 17 boys. 16 (8 girls and 8 boys) had identified special educational needs (SEN) of this group 6 had Education Health Care Plans/Statements (3 girls and 3 boys).

ESLAC made less good progress from Keys Stage 1 to Key Stage 2 in Reading and Writing than LAC nationally, in Maths ESLAC did slightly better.

For those with SEN Nationally 39% made expected progress or better, in East Sussex 40% (6) of LAC made expected progress or better.

Reading

Nationally 46% of LAC made expected progress or better, ESLAC fell short of this as 41.4% (12) of LAC made expected progress or better.

For those with SEN Nationally 39% made expected progress or better, in East Sussex 40% (6) of LAC made expected progress or better.

Writing

Nationally 49% of LAC made expected progress or better, ESLAC fell short of this as 32.1% (10 yp) of LAC made expected progress or better.

For those with SEN Nationally 39% made expected progress or better, ESLAC fell short of this as only 7.1% (1) of CLA made expected progress or better.

Maths

Nationally 45% of LAC made expected progress or better, ESLAC performed slightly better as 46.4%(14) of LAC made expected progress or better

For those with SEN Nationally 39% made expected progress or better, in East Sussex 28.6% (5) of LAC made expected progress or better.



KS2 Benchmark (CLA)

2017 | CLA 12 Months

| | 2017 CLA 12 Months | | | | | | | | | | | | | | | | |
|---------------------------|----------------------|-------|---------|---------|-------|-------|------------|-------|---------|-------|-------|-------|---------|-------|-------|-------|-------|
| | RWM* | | | READING | | | WRITING TA | | MATHS | | | GPS | | | | | |
| Cohort | ≥ Exp | High | Avg. SS | < Exp | ≥ Exp | High | ≥ Exp | GDS | Avg. SS | < Exp | ≥ Exp | High | Avg. SS | < Exp | ≥ Exp | High | |
| National (CLA pupils) | 2,950 | 32% | 1% | 99.4 | 54% | 45% | 9% | 48% | 6% | 99.3 | 53% | 46% | 7% | 101.3 | 49% | 50% | 12% |
| LA (all schools) | 5,325 | 56.6% | 5.1% | 103.9 | 28.5% | 70.8% | 24.3% | 74.8% | 10.6% | 102.8 | 29.8% | 69.4% | 16.9% | 104.3 | 28.0% | 71.2% | 22.9% |
| LA (state-funded schools) | 5,263 | 56.8% | 5.1% | 103.9 | 28.6% | 70.7% | 24.1% | 75.3% | 10.6% | 102.7 | 29.7% | 69.6% | 16.7% | 104.2 | 28.0% | 71.2% | 22.7% |
| Virtual School | 30 | 23.3% | 0.0% | 99.7 | 50.0% | 50.0% | 13.3% | 43.3% | 3.3% | 98.2 | 53.3% | 46.7% | 3.3% | 99.5 | 50.0% | 50.0% | 0.0% |

The cohort was made up of 30 Young People, 13 girls, 17 boys. 16 (8 girls and 8 boys) had identified special educational needs (SEN) of this group 6 had Education Health Care Plans/Statements (3 girls and 3 boys).

Reading, Writing and Maths combined (RWM)

Nationally 32% of LAC achieved expected standard or better in RWM. ESLAC fell short of this with only 23.3% (7) of LAC achieved the expected standard or better in RWM.

For those with SEN Nationally 14% achieved the expected standard or better in RWM. There were no children in East Sussex with SEN who achieved the expected standard or better in RWM.

Reading

Nationally 45% of LAC achieved the expected standard or better, in East Sussex 50% (15) achieved the expected standard or better.

For those with SEN Nationally 27% achieved the expected standard or better, in East Sussex 25% (4) of LAC achieved the expected standard or better.

Writing

Nationally 48% of LAC achieved the expected standard or better, ESLAC fell short of this 43% (13) of CLA achieved the expected standard or better.

For those with SEN Nationally 26% achieved the expected standard or better, in East Sussex 6.3% (1) of LAC achieved the expected standard or better

Maths

Nationally 46% of LAC achieved the expected standard or better, in East Sussex 46.7%(14) of LAC achieved the expected standard or better

For those with SEN Nationally 27% achieved the expected standard or better, in East Sussex 25% (4) of LAC achieved the expected standard or better,

Grammar, Punctuation and Spelling

Both Nationally and in East Sussex 50% of Children Looked After (CLA) achieved the expected standard or better.

For those with SEN Nationally 29% achieved the expected standard or better, in East Sussex 18.8% (3) of CLA achieved the expected standard or better.



KS4 Att8/Prog8 Benchmark (CLA)

2017 | CLA 12 Months

| Cohort | Prog. Cov. | Overall | | | | English | | | Maths | | | EBacc | | | Other | | |
|---------------------------|-------------|-------------------|----------------|----------------|------------|-----------------|------------------|------------|-----------------|------------------|------------|-----------------|------------------|------------|-----------------|------------------|------------|
| | | Avg. KS2 Fine Lvl | Avg. At8 Score | Avg. Pr8 Score | Conf. Int. | Avg. Att. Score | Avg. Prog. Score | Conf. Int. | Avg. Att. Score | Avg. Prog. Score | Conf. Int. | Avg. Att. Score | Avg. Prog. Score | Conf. Int. | Avg. Att. Score | Avg. Prog. Score | Conf. Int. |
| National (CLA pupils) | 5,110 77% | 3.0 | 18.9 | -1.19 | ±0.04 | 4.1 | -1.31 | ±0.05 | 3.7 | -0.97 | ±0.04 | 4.5 | -1.15 | ±0.05 | 6.6 | -1.28 | ±0.05 |
| LA (all schools) | 5,650 83.3% | 3.9 | 43.2 | -0.01 | ±0.04 | 9.0 | -0.05 | ±0.04 | 7.8 | -0.06 | ±0.04 | 12.1 | +0.00 | ±0.04 | 14.3 | +0.03 | ±0.04 |
| LA (state-funded schools) | 4,841 96.6% | 4.5 | 45.0 | +0.00 | ±0.04 | 9.6 | -0.03 | ±0.04 | 8.5 | -0.05 | ±0.04 | 12.2 | +0.02 | ±0.04 | 14.7 | +0.04 | ±0.04 |
| Virtual School | 67 86.6% | 3.1 | 18.8 | -1.01 | ±0.32 | 4.1 | -1.15 | ±0.40 | 3.5 | -0.83 | ±0.36 | 4.3 | -0.96 | ±0.37 | 6.8 | -1.08 | ±0.37 |

East Sussex LAC at KS 4 made better progress than LAC Nationally. ESLAC are more likely to achieve the EBacc and any other qualification than LAC Nationally. ESLAC at KS 4 with SEN support and an EHCP achieved just below all LAC Nationally.


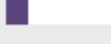
In East Sussex if you are LAC and have SEN support or an EHCP you are more likely to achieve a qualification than any LAC Nationally.



KS4 Benchmark (CLA)

2017 | CLA 12 Months

| Cohort | Attainment 8 | Progress 8 | | | A*-C/9-5 | | | | EBacc ² | | | Entry | | | |
|-----------------------|--------------|------------|------------|-------|----------|------------|------------|-------------------------|--------------------|-------|-----------|-------------|-------------|-------------|----------|
| | | Avg. Score | Conf. Int. | EBacc | Eng. LL | EBacc Mat. | 5+ Inc E&M | 5+ Inc E&M ¹ | Entry | Att. | Any Qual. | EBacc Slots | Other Slots | Triple Sci. | ≥2 Lang. |
| National (CLA pupils) | 5,110 18.9 | 77% | -1.19 | ±0.04 | 15% | 11% | 7% | 15% | 8% | 2% | 74% | 1.5 | 1.7 | 5% | <0.5% |
| LA (all schools) | 5,650 43.2 | 83.3% | -0.01 | ±0.04 | 53.4% | 39.9% | 34.9% | 53.6% | 26.1% | 14.2% | 96.7% | 2.6 | 2.7 | 25.4% | 5.3% |

| | | | | | | | | | | | | | | | | | |
|----------------------------------|-------|------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----|-----|-------|------|
| LA (state-funded schools) | 4,841 | 45.0 |  | 96.6% | +0.00 | ±0.04 | 58.2% | 43.2% | 37.9% | 58.9% | 28.7% | 15.2% | 98.1% | 2.7 | 2.8 | 26.2% | 3.6% |
| Virtual School | 67 | 18.8 |  | 86.6% | -1.01 | ±0.32 | 16.4% | 11.9% | 9.0% | 17.9% | 4.5% | 1.5% | 76.1% | 1.5 | 1.8 | 6.0% | 0.0% |

9% (6) of ESLAC achieved 9-5 in GCSE English and maths compared to 7% nationally, however 18 % (11) ESLAC achieved a 9-4 in GCSE English and maths (no national data).

17.9% (11) of ESLAC achieved 5 + A*-C (9-4 Eng/maths) in GCSE including English and maths compared to 15% nationally.

1. Case Studies for Use of Pupil Premium Plus 2016/17

NZ a little girl: White other- Polish now in Reception

NZ was born in Poland and moved to the UK as a baby. She came into care in October 2014, having only just started at nursery in September 2014. Prior to N's enrolment in nursery, there were concerns that she presented as vulnerable due to her young age, her family's isolation, lack of English and lack of social stimulation via contact with other children her age. She is on a Care Order. She has been with the same foster carers since Dec 2014.

Current attainment- Although N is working below GLD (Good Level of Development) in some areas, she has made accelerated progress in many areas, most noticeably in communication and interaction. For example, she has recently been rescreened using the Language Link programme and has moved from the 5th to the 95th centile.

Attendance: Reception- 96%

Additional support provided by Pupil Premium since N came into care

| Provision | Description |
|------------------------------|--|
| Virtual School Summer School | The VS runs a summer school every year for children due to start in Reception in the following September. The six sessions are led by a Primary teacher and focus on Literacy alongside preparing children for the transition from nursery to primary school. N attended all of the six sessions held throughout the summer holidays in 2016. She made a smooth transition to Primary school, enjoys school and has made peer friendships. |
| Educational Resources | Numicon at Home Kit (Multi-sensory Numeracy resource) and a Jolly Phonics Letters & CD book were provided for the foster carers to use to support home learning. |

EV a little boy: White British; Year 1

He came into care in December 2015 (Year R) because of neglect. E hadn't attended his Reception Class due to his behaviour. He lived with his first Foster Carer until July 2016 and then moved to the Specialist Placement Scheme because of his extreme behaviour. He remained with the same carer until December 2017 when sadly he had to move unexpectedly because his carer became seriously ill. He started in Reception in March 2015 at a local school and stayed there until Dec 2016 when he transferred to a local school nearer to new carers. During this period E was being assessed and it was agreed to issue an Educational Health Care Plan based on assessments Health, Education and Care specialists. He repeated year R.

Attendance: Year R – 33% in school from when he came into care

Year R – 66% (repeated Year R, mornings only)

Additional support provided by Pupil Premium since E came into care

| Provision | Description |
|--|---|
| Reception Summer School | E attended Summer school as he had missed so much of Year R, it had been agreed that 'stage not age' needed to be applied and E would repeat Year R. |
| Book Club | E receives termly book parcels, PP funded from the VS. He has an interest in bugs and has received a bug hunting kit as part of the parcels |
| 1-1 tuition | E had never been in a classroom. When he first came into care a 1-1 tutor worked with him at home for 2 hours per day, after 6 weeks this moved into the local schools Reception class. This increased to 3 hours per day until a special school placement was identified. A 1-1 tutor worked with E over the holiday periods. |
| East Sussex Behaviour Attendance Service (ESBAS) | An ESBAS Advisor and practitioner worked with schools and with the VS 1-1 tutor to plan, deliver and support E's programme. |
| Maintaining Placement | In order to maintain both school and care settings initially E's Childminder provided 1-1 support in the afternoons. When E moved to new carers in July 2016 placement support staff collected him from school after lunch and carried out appropriate activities off the school site. |
| Thrive training | The Virtual School contributed to the costs to train staff in Thrive. The VS provided books and activities to support staff who were working with E. |

OJ, a little girl: White British; now in Year 3

Prior to coming into care in July 2015 because of neglect, O was working below or well below expected levels in maths and literacy with very low attendance.

End of KS1 results: Reading – Working At, Writing – working below, Maths – Working well below.

O has lived with the same carer since coming into care. O changed school when her care setting became permanent so that she would be nearer her carer.

Attendance: Year 2 – 96.1%

Year 3 – 85.4% (low due to educational experience with carers in Australia)

Additional support provided by Pupil Premium since O came into care

| Provision | Description |
|-----------|--|
| Book Club | O receives termly book parcels, PP funded from the VS. These |

| | |
|--|---|
| | parcels are selected on reading age and are a range of genres. |
| 1-1 tuition | O previously received a block of 10 1:1 tuition sessions in both maths and English to bridge the gaps in her learning. These sessions were hugely beneficial for her as she had a very late start to her education, missing all of reception year and very low attendance in Y1, prior to coming into care. O is just beginning her second block of 10 1:1 tuition sessions to continue to bridge these gaps. O is making great progress, however is still working below |
| Taxi | O was in a foster placement in Eastbourne, attending school in Peacehaven, as it was agreed by the team around O that school consistency was key for her whilst she settled into her foster placement, a taxi was agreed for her to get to and from school. Her carers were unable to transport her to and from school due to the distance and O not being the only young person living with them, however they were able to collect her on days that O wanted to stay for after-school clubs. As O is now very settled in her placement she has moved to a local school and is able to be transported by her carer, both O and her carer are very happy with this as it is a positive start to the day together. |
| Year 2 VS trip | O attended the VS year 2 trip to Mallydams Wood in October half term. This was a fun packed day, learning about woodland creatures, habitats, being kind to our environment and enjoying the outdoors. This day also involved a lot of team work between the children, using initiative and leadership skills. |
| Thrive training | Both O's previous school and her current school have received PP funding for Thrive practitioners training O has been able to access Thrive through school intervention. In addition O's carer has attended the Family Thrive training run by the Virtual School, this has enabled her carer to support the Thrive work done in school by understanding the Thrive Action plan and using same language and activities. |
| East Sussex Behaviour Attendance Service (ESBAS) | O receives Thrive sessions from ESBAS, funded by PP. These sessions are hugely beneficial for O's social and emotional needs. As O has gaps in her emotional development due to her chaotic early years, these sessions allow her to go back to these missing strands in her early brain development and secure these missed skills. O is making fantastic progress within these sessions which also feeds into her day to day school and home life. |

DZ a boy: White other/Polish EAL, Foetal Alcohol Spectrum Disorder, now in Year 6.

DZ came into care in October 2014 because of neglect, is on a Care Order and has been with the same foster carer since May 2016. Prior to coming into care he was not in the UK, so there is no data or end of KS1 SATs. Working below ARE for a year 1 child (below National Curriculum levels)

Attendance: Year 4 – 98%

Year 5 – 98%

Year 6 – 97%

Additional support provided by Pupil Premium since DZ came into care

| Provision | Description |
|---|---|
| Book Club | 6 Book parcels per year, KS 2 linked to reading age |
| 1-1 tuition | D has received 30 hours of 1-1 tuition to improve his English at KS2 and is currently part-way through a further block of 10 hours. When DZ came into care, he was unable to recall many sounds and could not blend sounds to read words. He was only able to use a few key words in spoken language. He was working at a level below ARE for a Year 1 child. He is now working at ARE in Literacy for a Year 2 child, which represents significant progress for a child with specific developmental language difficulties and FASD. |
| Virtual School Year 6 Transition Residential camp | The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual school staff and SW's to explore with the child the challenges around transition and consider strategies to manage the situation. |
| Independent Speech & Language Therapy | There was some evidence that DZ had experienced speech & language difficulties in his first language, prior to coming to England and despite S&L interventions in school, DZ was not making the expected progress, so the VS funded a full Speech and Language assessment by an Independent therapist, to identify his difficulties and to inform future intervention. Following the report, which identified specific developmental language difficulties and speech sound production difficulties, the VS also funded a block of 6 1:1 sessions with the therapist to support speech sound production. A TA from his school shadowed these sessions, so that the work could be continued in school. His spoken English has improved considerably; he has a wider vocabulary and is now working on using complex sentences in both spoken and written English. His confidence and self-esteem has increased considerably as his ability to verbally express his needs, thoughts and feelings has |

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| | improved. This has also had a positive impact on his ability to initiate and maintain peer relationships. |
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SM- a boy White British, Year 8

SM came into care in December 2016 because of neglect, he hadn't attended any school for 4 years. He had received some mentoring via ISEND for 4 months prior to coming into care and had an Additional Needs Plan and access to e-learning. Initially he stayed with a family member out of East Sussex, so e-Learning and book parcels were put in place. He moved back to East Sussex in February 2017 and went on roll, into year 8 at a local mainstream secondary school March 2017. A Thrive assessment, Speech and Language link assessment was carried out by the school. No SEN were identified but gaps in education.

Additional support provided by Pupil Premium since L came into care

| Provision | Description |
|----------------|--|
| E Learning | The Virtual school provided a lap top and funded 10 weeks of E learning. When S returned to East Sussex and went on roll at a school to ease the transition into school he continued the E learning in the school setting. This finished in April 2017 |
| 1-1 Tuition | Gaps identified and S had 4 hours p/w 1-1 tuition in basic literacy and numeracy. This was for 12 weeks. S embraced the tuition and made huge progress. He is fully integrated into school |
| Book Club | S received books and reported that he had never had a book of his own before. |
| Thrive/Nurture | The school have a nurture coordinator who is Thrive trained, this was funded in part by the Virtual School. S had access to regular Thrive sessions and Nurture provision as part of his transition into full time education. |

S is attending full time with an excellent attendance record, he is in mainstream classes making very good progress.

PK a girl, White British; now in Year 10

Pk came into care in June 2009 due to neglect/abuse, is on a Full Care Order and has been in a residential children's home since August 2015 following 8 placement breakdowns.

Year 8 – put on a part-time timetable due to very disruptive placement breakdown/high anxiety.

Year 9 – period of time at College Central. 67.4 % attendance

Year 10 – 95.6% attendance

Additional support provided by Pupil Premium since P came into care

| Provision | Description |
|---|---|
| 1-1 tuition | P received a block of tuition during Year 8 when on a P/T timetable. Support from VS tutor for period of time without a school in Yr 9 – several sessions of 2 hrs or more per week. |
| Transport | Taxis provided for short period due to distance of foster placement to school. |
| Virtual School Year 6 Transition Residential camp | The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual school staff and SW's to explore with the YP the challenges around transition and consider strategies to manage the situation. |
| ESBAS | 1:1 sessions to support engagement and self-confidence. |
| 'Fast Tomato' | VS Caseworker looked at 'Fast Tomato' programme with P to give advice on careers/college choices. |
| Mentoring | Support from VS worker around PSHE topics and mentoring. This is ongoing. |
| Alternative Provision - Egg Tooth | P has recently joined a group working on self-esteem and confidence. |

P is now in Year 11 and continuing to make progress, she is planning to go to college in September 2018.

FG - a girl, White British; now in Year 12

F came into care in December 2009 because of neglect, is on a Full Care Order and has been with her current carers for four years.

Attendance: Year 9 – 98%

Year 10 – 100%

Year 11 – 96%

Additional support provided by Pupil Premium since F came into care

| Provision | Description |
|-------------|---|
| Book Club | F received book parcels in KS2 termly, these will have been selected on her reading age. |
| 1-1 tuition | Throughout secondary school F has received several blocks of 1:1 tuition in maths, science and English to boost her levels and bridge any gaps she may have had in her learning. F made a huge amount of progress in her education, exceeding her expected levels in many subjects. All of these blocks of tuition were requested by F herself during her PEP meetings as she was very keen to succeed in her education. F sat her GCSE's |

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| | and is now in the 6 th form at Bedes on a boarding placement. |
| 'This Is Us' CICC film | The Virtual School and CICC (Children In Care Council) produced a short film 'This is Us' about being in care which was PP funded. F came up with this idea as a member of the CICC, she wanted the film to be a message to others about what being in care is like for the young people including the positives. https://www.youtube.com/watch?v=ztlm5IGGpfQ |
| Virtual School Year 6 Transition Residential camp | The VS invite all year 6 to attend this 3 day residential, the challenges of outdoor and adventurous activities provide a platform for Virtual School staff and SW's to explore with the children the challenges around transition and consider strategies to manage the situation. |
| VS Y11 revision day | The Virtual School run a revision day for Y11 at Brighton University, helping the young people to find was of revising as they approach their GCSE's. This also gives them the opportunity to look round the university with current students, getting a glimpse of university life. |
| Higher Education opportunities | F has been given the opportunity to be part of higher education schemes such as Compact Plus and university day events. These have been excellent opportunities for F as she is extremely aspirational regarding her future and possible career paths. F also went on the Sussex university Year 10 residential. |
| School trip – World Challenge, Sri Lanka | F went to Sri Lanka last summer on a world challenge trip with school, pupil premium funded 1/3 of this trip, in order for us to agree the fund F did a presentation about the challenge and how she would benefit. This was a wonderful life experience for F and a great way to spend her summer before moving on to sixth form. F had to fund raise for the final 2/3 of the cost . |

2. Springboard boarding placements

Until the end of 2016 -17 we had 5 YP attending boarding school at Bedes (1 Year 8, 1 Year 11, 2 Year 12, 1 Year 13). We continue to work with the Springboard charity who have now amalgamated with RNCF who agree to fund 25% of the fees, Bedes fund 50% and the LA 25%. In 2017-18 2 students are joining year 12. There is a YP (Yr 12) who has recently come into care who is being supported at Box Hill Boarding School.

In addition to the fantastic opportunities offered to the YP that attend, Bedes offer days to groups of students from placement support, 1-1 opportunities and host our Children in Care Awards.

The student who has just left Bedes has written the following about his experience:

When I was first introduced to the opportunity to attend Bedes, I lacked knowledge of what private schools were, what boarding was, what living away from home would feel like and whether or not I would enjoy such a significant change from state school to private school. 5 years on and I can certainly state that, without a doubt, accepting that opportunity was one of the best decisions I have ever made. The first few weeks was challenging for me as I was new to the concept of boarding however over time, I found that the easily accessible and somewhat invaluable support I was given

by staff and newly befriended classmates allowed me to feel like I was not only part of the multicultural and incredibly diverse Bedes community but moreover that I could achieve anything I wanted to, be it in an academic or co-curricular field.

Being a looked after child who struggled with settling into new places and managing work with personal time, I felt anxious about how I would cope with such a tremendous transition in my life however all of this apprehension swiftly and absolutely vanished with the help of Bede's looked after child representative; Dr Andrew Carroll. Having Dr Carroll there, knowing I always had someone on campus that I could talk to if I ever needed any advice or help really made me feel safe and ultimately gave me the courage to try new activities and sports out, allowing me to meet new people and feel more settled in. This support was also provided to me by my house master and tutors throughout the 5 years at Bedes which I feel has given me the skills and confidence to smoothly transition into the next chapter of my academic journey.

Even though Bedes consistently encourages you to accomplish goals you never thought possible, it must be said that a significant part of that process begins with pushing yourself to try new things out, whether it be sports, subjects, activities or events. To this I say, if you wish to truly leave Bedes feeling that you have done all that you can, you MUST be able to jump into the deep end and try things out that you've perhaps always wanted to do or that you never knew existed until you came to Bedes. By doing this, you will experience the opportunities to make new friends and obtain new knowledge which will conclusively prepare you for later life whilst also taking advantage of everything that Bedes has to offer you. This would unequivocally be my most valuable advice I could give to anyone thinking about applying to Bedes.

There will always be rules you must abide by in any academic institution however if I were asked to list what I would advise someone NOT to do within their time at Bedes, it would be:

- 1. DON'T defer from taking up a new hobby or subject at Bedes through the thoughts of embarrassment of failure. Everyone is in the same boat as you and anyone that appears highly skilled at their activity had to start somewhere.*
- 2. DON'T feel intimidated by the incredibly cultural diversity at Bedes. You are constantly surrounded by students your age that come from a wide range of different backgrounds and nationalities so embrace it and begin to enjoy learning how their lives differ from yours.*

In conclusion, Bedes is a fantastic place to learn new things and meet new people albeit being a looked after child or not. Knowing I constantly had access to invaluable support from teachers and staff as well as feeling part of an ambitious, loving community ultimately allowed me to achieve all of my goals which is why I encourage anyone deciding whether to attend Bedes to take the jump and see where their experience will take them.

This young person achieved Triple distinction * and went off to York University in September 2017.

3. Higher Education

Our YP who go onto Higher Education make the most of all the opportunities and are very willing to return to East Sussex to share their experiences. One of our undergraduates spent a year as part of his course in Vienna and another in Australia (University of Sydney), they will graduate in June 2018. We have enjoyed celebrating with our graduates as they complete studies and move on in the world of work or to MA's. One of our YP who completed an MA in July 2016 is working for an East Sussex Creative training Provider. One of the YP who graduated in 2016 completed an MA in 2017 and was the guest speaker at the recent CIC Awards. He now runs a photography business:

Agenda Item 9

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Date: **26 January 2018**

Title of Report: **Looked After Children (LAC) Statistics**

By: **Director of Children's Services**

Purpose of Report: **To update the Panel on changes in the last quarter**

RECOMMENDATION: **The Corporate Parenting Panel is recommended to note and comment on the report.**

1. Background and supporting information

1.1 At the end of December 2017, there were 4 more Looked After children overall bringing East Sussex County Council (ESCC) to a total of 584. Over the previous two months numbers were slightly higher still, however it has to be noted that December is a short month given that it includes a period where the offices are shut for public holidays and so activity in January will give a clearer picture. A total of 410 children were in foster care with 68 of those children in agency placements, a decrease of 3 over the quarter. In addition we have 5 young people in supported housing options. 17 children were placed for adoption. 11 children were placed with foster carers who are also approved adopters under the Fostering for Adoption pathway. Placement of babies via this route has continued in the context of repeated legal challenges to 'final' Placement Orders. This is to avoid delay in permanence planning for very young children. However using this methodology places continued financial demand on an already stretched budget and introduces a level of uncertainty for adult carers.

1.2 The number of children with kinship carers now stands at 46, some of whom have been placed at the direction of a judge.

1.3 22 children subject to a Care Order were placed at home with their parents, a rise of 1 over the quarter. Planning for placements of this sort is always monitored rigorously in order to mitigate any risk factors and agreement to begin or end a placement with parents is given at a senior level.

1.4 At the end of the quarter, 17 children were placed in agency residential placements after two months of slightly higher numbers.

1.5 At the end of the quarter, 2 ESCC children were secured at Lansdowne, a young man secured in the context of substance misuse and involvement in a County Lines drugs ring and a young woman whose behaviour is very troubled following prolonged and serious sexual abuse within her birth family.

1.6 At the end of the period, 1 young person who is LAC was remanded to custody for a serious criminal offence. Sadly he was unable or unwilling to comply with the conditions imposed on him following a remand to Local Authority care so was remanded to a Young Offenders Institution.

1.7 The numbers of Unaccompanied Asylum Seeking young people has decreased by 2. ESCC is again accepting transfer of young people via the dispersal scheme.

1.8 There numbers of children subject to Child Arrangement/Residence Orders have stayed stable at 329 and 432 children were subject to Special Guardianship Orders, a rise of 1.

1.9 Services for LAC are funded from the Children's Services base budget.

1.10 During Q3 of 2017/18 2 complaints were received from our Looked After Children.

Complaint 1

This complaint was from a young person concerned that they felt the social worker had taken a personal dislike to him. The young person also complained that he felt slanderous information had been shared with his partner about him which was without evidence and based on his race. The complaint was resolved in writing, although attempts were made to phone the young person and discuss it. The complaint was not upheld, but an explanation of why the social worker had been obliged to pass safeguarding information on was provided. The letter refuted the comments around a personal dislike and reminded the young person that the relationship with the social worker had been and would continue to be honest and open.

Complaint 2

This complaint was received via our advocacy service from a young person complaining historically about their foster care from age 5 to 18. Complaints ranged from choice of clothes, to activities undertaken whilst fostered and the type and quality of food provided. The young person also complained about being unsupported by his foster carers and felt that his privacy was not respected with post being thrown away before he had read it. Nor did he feel he was appropriately cared for regarding a trip to A&E where the foster carer did not offer to drive him to the hospital. The young person stated that he did attend LAC reviews but was not confident enough to raise the issues at the time and feels that these issues have contributed to his current poor mental health. The complaint was partially upheld although it was largely around perspective, which made it hard to fully uphold or refute it. A clear and sensitive explanation of the issues raised and how they correlated to records and discussions was noted in the case records for the young person.

3. Conclusion

- 3.1 Numbers and costs for LAC have continued to rise and continued close oversight will be maintained.
- 3.2 Two complaints have been received and both have been investigated fully.

STUART GALLIMORE Director of Children's Services

Contact Officer: Liz Rugg, Assistant Director, Early Help and Social Care Tel: 01273 481274
Local Members: All

BACKGROUND DOCUMENTS:

None

APPENDICES:

Appendix 1 – Children's Services LAC Summary.

Children's Services LAC Summary between 01/01/2017 and 31/12/2017

| Placement Type | Jan 17 | Feb 17 | Mar 17 | Apr 17 | May 17 | Jun 17 | Jul 17 | Aug 17 | Sep 17 | Oct 17 | Nov 17 | Dec 17 |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| A4 - Placed for adoption with consent (under section 19 of the 2002 Act) not with current foster carer | 14 | 18 | 19 | 17 | 16 | 17 | 16 | 18 | 18 | 16 | 16 | 15 |
| A5 - Placed for adoption with placement order (under section 21 of the 2002 Act) with current foster carer | 1 | 1 | 1 | 1 | | | | | 1 | 1 | 1 | 1 |
| A6 - Placed for adoption with placement order (under section 21 of the 2002 Act) not with current foster carer | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 1 | 2 | 1 | 1 | 1 |
| H5 - Residential accommodation | 7 | 8 | 11 | 11 | 13 | 15 | 16 | 17 | 17 | 21 | 20 | 17 |
| K1 - Secure unit | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 2 |
| K2 - Homes and Hostels | 45 | 45 | 45 | 47 | 48 | 46 | 47 | 45 | 44 | 46 | 46 | 47 |
| P1 - Placed with own parents | 22 | 22 | 23 | 23 | 21 | 19 | 19 | 21 | 21 | 22 | 22 | 22 |
| P2 - Independent living | 13 | 13 | 9 | 7 | 4 | 2 | 2 | 4 | 4 | 5 | 5 | 4 |
| P3 - Residential care home | | | | | 1 | | | | | | | |
| P5 - NHS/Health Trust | 1 | 1 | 1 | 1 | | | | | 1 | 1 | 2 | 1 |
| R5 - Young Offender Institution or prison | 2 | 2 | 1 | 5 | 5 | 5 | 3 | 2 | 1 | 1 | 3 | 3 |
| S1 - All Residential schools | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 4 |
| U1 - Foster placement with relative or friend- long term fostering | 10 | 12 | 13 | 13 | 13 | 13 | 13 | 12 | 11 | 11 | 11 | 11 |
| U2 - Foster placement with relative or friend who is also an approved adopter- FFA | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| U3 - Foster placement with relative or friend- not long term or FFA | 31 | 31 | 27 | 30 | 27 | 27 | 28 | 35 | 34 | 33 | 37 | 34 |
| U4 - Placement with other foster carer- long term fostering | 142 | 138 | 135 | 133 | 131 | 129 | 124 | 121 | 120 | 118 | 116 | 117 |
| U5 - Placement with other foster carer who is also an approved adopter- FFA | 3 | 4 | 4 | 4 | 5 | 6 | 6 | 9 | 9 | 9 | 9 | 11 |
| U6 - Placement with other foster carer - not long term or FFA | 252 | 249 | 256 | 256 | 261 | 271 | 281 | 285 | 289 | 294 | 290 | 293 |
| Total | 557 | 558 | 559 | 561 | 558 | 563 | 566 | 576 | 580 | 586 | 586 | 584 |

| Immigration Status | Jan 17 | Feb 17 | Mar 17 | Apr 17 | May 17 | Jun 17 | Jul 17 | Aug 17 | Sep 17 | Oct 17 | Nov 17 | Dec 17 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Asylum Seeker | 1 | 1 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 5 | 5 | 4 |
| British Citizen | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| Indefinite Leave to Remain in the UK (ILR) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| Unaccompanied Asylum Seeking Child | 21 | 24 | 24 | 25 | 24 | 23 | 21 | 21 | 20 | 20 | 19 | 18 |

| Legal Status | Jan 17 | Feb 17 | Mar 17 | Apr 17 | May 17 | Jun 17 | Jul 17 | Aug 17 | Sep 17 | Oct 17 | Nov 17 | Dec 17 |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Child Arrangements Order/Residence Order S8(1)CA'89 | 322 | 325 | 327 | 327 | 328 | 329 | 329 | 330 | 329 | 329 | 329 | 329 |
| Special Guardianship Order S14A CA 89 | 406 | 408 | 413 | 415 | 421 | 422 | 424 | 429 | 431 | 431 | 432 | 432 |