Looked after children in Early Years Settings

Early Years and Childcare Briefing
March 2017
Responsibility

- Children’s Social Care staff working for Southampton City Council and staff in partner agencies, including health, early years and childcare, schools and colleges have a responsibility to promote the education of children looked after
The education of children looked after

- Children looked after have a right to expect the outcomes we want for every child
- To achieve these outcomes local authorities as “corporate parents” should show the strongest commitment to helping every child looked after to reach their full educational potential
- The educational achievement of children looked after as a group remains unacceptably low, lower than their same aged peers.
- A legal duty is therefore placed on local authorities to promote the educational achievement of these children
Who are they?

- How many 2, 3, and 4 year olds are looked after in the city?
  - 126
- Of 43 2 year olds how many access preschool provision?
  - 4 (9%)
- Of 83 3 and 4 year olds how many access preschool/school provision?
  - 34 (41%)
So what?

What’s going well?

- Early years settings are very good at notifying EYATS of CLA
- Awareness of the PEP process
- Settings trying to contact social care colleagues
- Asking for help with difficulties/clarification
So what?

What could be better?

- The number of children accessing early years provision
- PEPs completed on time
So what?

What do you need to know?

- Every looked after child is a member of Southampton’s Virtual School
- Acts as a “normal” school – has a head teacher
- Notes educational placement and performance
- Monthly (at least) tracking of all children
- Ensuring all children have a PEP
- Close liaison with social workers
- It has designated teachers and core staff
So what?

For early years and childcare?
- Designated teacher - Member of Virtual School
- Monitor weekly database of all early years children (0-5) who are looked after
- Ensure children aged 2-5 access their early years entitlement in the city
- Ensure children placed outside of the city are accessing EY provision
- Case holding social workers know about EY entitlement and provision
- Ensuring all 2 year olds have completed progress check
- A PEP is in place for all children aged 2 years upwards attending a setting
- All 0-5 year olds are accessing appropriate services
So what ....Early Years Settings?

- Notifying your EYAT of all children looked after in your setting
- Identifying each child’s educational needs
- Ensuring each child has an effective early years PEP
- Liaising with other professionals and carers to actively promote opportunities for children looked after to participate in high quality learning experiences
Early Years PEPs

- When a child becomes looked after, their social worker must ensure that the child’s needs and services to meet those needs are documented in the care plan. The PEP is a central part of this plan.

- The PEP is a record of what needs to happen for a child to enable them to fulfil their potential and reflects any existing paperwork for example, 2 year check, IEP etc.

- The PEP should be driven by the social worker but it is the joint responsibility of settings and social care to work together to draw up a PEP.
My Personal Education Plan
Early Years
Creating My Unique Story

My name:
The date I was born: My age:
My school / setting:
The date of my PEP Review:

This is my:
Pre-school PEP 1
Pre-school PEP 2
Pre-school PEP 3
Yr R PEP 1
Yr R PEP 2
(Indicate Y for relevant PEP)

Other (e.g. moved pre-school/school outside normal transition times, or newly arrived in the UK please specify):

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So what?

The future

- E PEPs