

Education Support Pack



TOWER HAMLETS

CONTENTS

Part 1: Guidance	4
Guidance	5
Glossary	6
Finding a New School Place	8
Exclusions	10
School Governors	12
School Policy	14
Special Educational Needs	17
Checklist for PEP Meetings	21
What is a Personal Education Plan (PEP)?	22
The PEP Process	24
Top Tips	26
Useful Questions for PEP Meetings	27
Background Information	29
PEP 1 – For School/College	31
PEP 2	33
Educational Targets	34
PEP 3 Essential Information for School Sheet	35
PEP 4 – Young Person’s Views about Their Education	36
Fact Sheet Personal Education Plans	38
Part 2: Corporate Parent Statements	39
Assessment and Early Intervention Service	40
Attendance and Welfare Service	41
Behaviour Support Team for Learning Service	42
Child Protection and Reviewing Services	44
Children’s Residential Section	45
Connexions Careers Service	46
Educational Psychology Service	48
Family Placement Service	50
Family Support and Protection	51
Integrated Service for Disabled Children	53
Language and Communication Team Support for Learning Service	55
Learning and Achievement Service	56
Looked After Children Teams	57

Parent Advice Centre	58
Pupil Admissions and Exclusions Team	59
Pupil Referral Unit	60
Sensory Support Team	61
Service Level Agreement Team Support for Learning Service	62
Special Educational Needs Section	63
Specific Learning Difficulties Team Support for Learning Service	65
Teenage Pregnancy Reintegration Office	66
Youth Offending Team (YOT) Service	67
Part 3: Information	68
Local Authorities and Virtual Schools (or LA Equivalent)	69
Tower Hamlets Schools	72
Useful Links	75

PART 1: GUIDANCE



GUIDANCE

Statutory Guidance on the Duty on Local Authorities to Promote the Educational Achievement of Looked After Children

Looked After Children have a right to expect the outcomes we want for every child – that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes for Looked After Children, local authorities as their 'corporate parents' should demonstrate the strongest commitment to helping every child they look after, wherever the child is placed, to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education.

Though some do well, the educational achievement of Looked After Children as a group remains unacceptably low, which is why the Children Act 2004 places a duty on local authorities to promote the educational achievement of Looked After Children ("the duty").

Under Section 22(3)(a) of the Children Act 2004, the duty of a local authority to safeguard and promote the welfare of a Child Looked After by them includes, in particular, a duty to promote the child's educational achievement. The authority must therefore give particular attention to the educational implications of any decision about the welfare of those children. **The duty came into force on 1 July 2005 and applies to all Children Looked After by an authority, wherever they are placed.**

GLOSSARY

A list of abbreviations used in education and social work, for designated teachers, social workers and foster carers with responsibility for looked after children and young people:

ASBO	Anti-Social Behaviour Order
ASD	Autistic Spectrum Disorder
AWA	Attendance and Welfare Advisor
BESD	Behaviour, Emotional & Social Development Needs
CAF	Common Assessment Framework
CAFCASS	Children and Families Courts Advisory and Support Service
CAMHS	Child and Adolescent Mental Health Services
CLA	Children Looked After
CO	Care Order
CoP	Code of Practice (SEN)
CP	Child Protection
CPR	Child Protection Register
CRB	Criminal Records Bureau
DfE	Department for Education
DTO	Detention and Training Order
ESBD	Emotional, Social and Behavioural Difficulties
EP	Educational Psychologist
EPO	Emergency Protection Order
GCSE	General Certificate of Secondary Education
HI	Hearing Impairment
ICO	Interim Care Order
IEP	Individual Education Plan
INCO	Inclusion Co-Ordinator
IRO	Independent Reviewing Officer
ISSP	Intensive Supervision and Surveillance Programme
LA	Local Authority
LAC	Looked After Children
LSU	Learning Support Unit
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NC	National Curriculum
NLS	National Literacy Strategy
PAC	Parents Advice Centre
PEP	Personal Education Plan
PHSE	Personal Health and Social Education

PMLD	Profound & Multiple Learning Difficulty
PR	Parental Responsibility
PRU	Pupil Referral Unit
PSP	Pastoral Support Programme
SAT	Standard Assessment Test
SLCN	Speech, Language and Communication Need
SDA	School Development Adviser
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
UPN	Unique Pupil Number
VI	Visual Impairment
YISP	Youth Inclusion Support Panel
YOT	Youth Offending Team

FINDING A NEW SCHOOL PLACE

At a glance guide for social workers with corporate parent responsibilities for children and young people in care

At what age do children start school?

Children reaching the age of five between 1 September and the 31 August are admitted to reception year in September.

What are the advantages of starting school early?

Research indicates that attending nursery prior to full-time school gives children a head start in literacy, numeracy, social skills and confidence. Applications to nursery schools and classes should be made when the child is two years of age. Depending on the availability of places, children may start nursery from the age of three. Places may be part time or full time.

How do you get a child into primary school?

All applications are dealt with by the local authority. Application forms can be obtained from the local authority's School Admission Team, and must also be returned to School Admissions for processing. The application form you need will depend on the age of the child, but School Admissions will be able to advise. All state schools must give top priority for admission to children in care. School Admissions will notify the outcome of the application, normally within five school days.

What happens if there are no places at the school of your choice?

You will be notified that a place has been refused and the how to appeal against that decision. Your child will be placed on the waiting list, but you need to consider alternatives. School Admissions will be able to advise you of alternative schools with vacancies.

What do I do if we move?

Contact the School Admission Service of the local education authority for a list of local schools with spaces in your child's year group. Visit schools with vacancies that you are interested in **during** school hours. Ask questions about the special educational needs policy, behaviour policy, homework load, pastoral support and academic support. Find out the name of the designated teacher for children in care. Complete an application form and ask School Admissions when your child will be admitted.

The Pupil Admissions Team in Tower Hamlets can provide help and information:

020 7364 5006

school.admissions@towerhamlets.gov.uk

Additional Notes on Starting and Finishing School

- Parents can defer their child's admission to reception until later in the school year, as long as the place is taken up before the end of the school year
- Parents have a right to state a preference for the school they would like their child to attend. They can apply to any school they wish, but if there are more applications than places available, there is no guarantee that a place will be offered. When a school is over-subscribed, the admission policy is used to decide who has priority for a place

Parents have a legal responsibility to ensure that their children attend school if they are on the roll of a school.

- The only school leaving date is in the summer term of year 11; the academic year that pupils reach the age of 16. The official school leaving date is the last Friday in June
- There is no such thing as an 'Easter leaver'
- There is no truth in the popularly held beliefs that young people can leave school on their sixteenth birthday or when they receive their National Insurance Number from the Department for Social Security (DSS) or if they have been permanently excluded.



EXCLUSIONS

At a glance guide for social workers with corporate parent responsibilities for children and young people looked after.

Who can exclude a child from school?

The Headteacher has the power to exclude a pupil from school. If the Headteacher is absent from school, the power rests with the most senior teacher in the school.

When is a pupil given a fixed term exclusion?

These decisions should not be decided in the heat of the moment. Unless there is an immediate risk to safety, they should only be taken:

- in response to serious breaches of a school's discipline policy
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

How long is a fixed term exclusion?

No more than 45 school days in any one academic year (September to the end of the following summer term).

What is a Pupil Discipline Committee?

A Pupil Discipline Committee is established by the Governing Body of the school to consider all fixed term exclusions and all permanent exclusions. It consists of a minimum of three governors. It listens to presentations from the school, parents, pupils and the local authority. There are procedures for the Discipline Committee to follow and rules governing when they must meet to consider the different types and lengths of exclusions i.e. Pupil Discipline Committees must meet within 15 days of a permanent exclusion. Parents have the right of appeal against the decision to exclude a pupil

permanently. Appeals are heard by an independent panel.

When is a pupil permanently excluded from school?

A permanent exclusion is 'a final step' in the process for dealing with disciplinary offences when a wide range of strategies have been tried and failed, including the use of a Pastoral Support Programme. It is only in exceptional circumstances that a Headteacher would exclude a pupil permanently for a one off or first offence.

Who is responsible for the pupil's education during the exclusion?

If the exclusions total more than 15 days in any school year, the school must:

- plan for the pupil's future education
- use the time to address the pupil's problems
- consult the local authority and make arrangements for the pupil to return to school successfully.

During the period of a fixed term exclusion, the school must set and mark work for the pupil to undertake at home for the first five days of the exclusion, and arrange for an alternative education, usually at the Tower Hamlets Pupil Referral Unit (PRU) from the sixth day of the exclusion until the pupil returns back to school. If the exclusion is permanent, the local authority must arrange alternative education from the sixth day of the exclusion. Tower Hamlets arranges provision for looked after children in its schools from the first day of the exclusion.

What can I do to help?

You can help by being aware of the procedures associated with exclusion and making sure that your child has the least disrupted experience during this difficult time. You need to support your child by considering the best ways in which they may be returned to education without delay. Parents, foster carers, teachers and social workers have an essential role to play in ensuring continuity for all children looked after. For these children, continuity at school is essential given that their arrangements at home may be disrupted from time to time. Exclusion is the last disciplinary action that should be taken. It should rarely occur without considerable forewarning and alternative strategies having been exhausted. These should involve support from all the services in the authority (the corporate parent) and be initiated through multi-disciplinary meetings.

In the case of considering permanently excluding a pupil looked after, Tower Hamlets' guidance asks Heads to discuss the matter with the local authority's Exclusions Officer and to explore other measures. If possible, the designated teacher should call a multi-disciplinary meeting, involving the social worker, parent and senior pastoral staff at the school. Alternatives to permanent exclusion could include:

- fixed term exclusion followed by referral to the PRU;
- fixed term exclusion followed by reduced timetable with support from the Learning Support Unit (LSU);
- fixed term exclusion followed by urgent progression of a statement, for example

What shall I do first?

It is important to act quickly when you know that your child is having difficulty at school, and to agree with the school how support can be provided. As soon as you are aware that your child's behaviour is causing concern at school:

- ensure a Pastoral Support Programme is in place and you are clear about the part you are expected to play in this
- attend any meeting required to arrange support.

Decisions on exclusions can be made within hours of an event. If your child has been excluded, contact the school without delay and:

- ask the designated teacher to call an emergency multi-disciplinary meeting to discuss the matter, pending the meeting of the Pupil Discipline Committee
- contact the Parents Advice Centre for information and support. Staff can help you to prepare your case for the meeting of the Pupil Discipline Committee and, if necessary, the grounds for your appeal
- make clear your intention to appeal against the decision should the Pupil Discipline Committee uphold the decision on permanent exclusion

In the case of a fixed term exclusion exceeding 15 days:

- discuss a reduction in the length of the exclusion at the meeting of the Pupil Discipline Committee
- make sure the you pick up and return work to the school for marking, and that your child completes it
- find out from the school what arrangements they have made for an alternative education

SCHOOL GOVERNORS

Responsibilities of the School Governing Body for Looked After Children and Young People.

The appointment of a designated teacher in accordance with the regulations is a core function of the governing body. This section sets out what the school governing body collectively will need to do in order to fulfil its duty under section 20 of the 2008 Act and the associated regulations. The way in which the role of the designated teacher will be carried out will vary from school to school. For example, it will depend on the number of looked after children on roll and their individual needs as well as, for example, whether the school caters for primary or secondary age children. If, a secondary school had a significant number of looked after children on roll the governing body may decide to designate more than one qualified teacher, perhaps with one responsible for pre-16 and a second for post-16 pupils.

Schools are undergoing significant changes as they respond to the needs of 21 Century learners. In line with the workforce agreement, they have been remodelling themselves in ways that mean that not all aspects of the job of the designated teacher necessarily need be carried out by a single individual or by a qualified teacher. Whilst lead responsibility for raising attainment of Looked After Children on roll must rest with a qualified teacher, schools will need to decide how functions within it, including pastoral and administrative tasks, are most appropriately delegated to suit their own circumstances.

The designated teacher should be given the appropriate level of support in order to fulfil their role. Some schools may never have had a looked after child on roll and the designated teacher may not, therefore, be familiar with some of the issues and processes they need to know about.

The governing body should, in partnership with the headteacher, ensure that through their training and development, the designated teacher has the opportunity to acquire and keep up-to-date the necessary skills, knowledge and training to understand and respond to the specific teaching and learning needs of looked after children.

Governing bodies and the school leadership team should also make sure that the designated teacher role contributes to the deeper understanding of everyone in the school who is likely to be involved in supporting looked after children to achieve.

The governing body should ensure that the designated teacher is a member of the teaching staff with appropriate seniority, professional experience and the status to provide leadership, training, information and advice to others that will influence decisions about the teaching and learning needs of looked after children. Where the designated teacher is not a member of the senior leadership team, a member of the team should be designated as a champion of looked after children issues to work closely with the designated teacher.

The governing body, in partnership with the headteacher, is responsible for monitoring how well the role is working. The governing body is not responsible for the performance management of the person undertaking it, unless of course the designated teacher is the head or acting head.

Indicators which demonstrate that the role is being implemented efficiently and is making a real difference include ensuring that:

- the school has a clear overview of the educational needs and progress of looked after children on roll
- the school's policies are effective in reflecting the needs of looked after children
- resources are allocated to support the designated teacher to carry out this role effectively for the benefit of looked after children.

As part of the arrangements for monitoring the effectiveness of the role, governing bodies should, as a minimum, receive an annual report from the designated teacher. To protect a child's need for confidentiality, it is important to ensure that the report does not mention individual children by name. However, the report should enable the governing body to make overall judgements about the designated teacher role in the context of wider school planning in relation to:

- any workload issues arising as a result of the number of looked after children on roll at the school and the number of local authorities which are involved
- levels of progress (i.e. educational, social and emotional progress) made by looked after children who are currently or have been on roll within the past twelve months in relation to all children at the school
- whether the pattern of attendance and exclusions for looked after children is different to that of all children

- any process or planning issues arising from personal education plans (PEPs)
- whether any looked after children are identified as gifted and talented and how those needs are being met
- whether any looked after children have special educational needs (SEN) and whether those needs are being met through statements or School Action or School Action Plus

The governing body and school leadership team should then consider what picture this information is providing and what needs to be done to address any issues raised by reports in relation to:

- whether the designated teacher has sufficient time and resources to carry out their role effectively
- any training, support and development needs required to ensure the role can be carried out effectively
- the extent to which school policies take account of the particular needs of looked after children
- whether the school is making the fullest possible use of all available resources, such as one-to-one tuition, in order to provide the maximum opportunity for looked after children to achieve two levels of progress within a Key Stage

In addition to considering and acting on an annual report, school governing bodies should make sure that there are arrangements in place to keep themselves informed about provision for, and attainment of, looked after children on the school's roll on a more regular basis.

Virtual School Headteacher

'The role and responsibilities of the designated teacher for looked after children. Statutory guidance for school governing bodies. DCSF 2009'

SCHOOL POLICY

Sample School Policy on the Education of Looked After Children

At _____ school we believe that all looked after children have a right to expect the best possible outcome from their education.

This policy is written with reference to statutory guidance to governing bodies issued by the DCSF under Section 20 of the Children and Young Persons Act 2008

Staff and governors are also aware of the local authority's responsibility to promote the educational achievement of children and young people looked after under Section 52 of the Children Act 2004

1. Roles and responsibilities

All staff and governors are committed to ensuring a safe and secure learning environment for all children and have high expectations of all pupils, including those looked after. Staff and governors are aware of the need for confidentiality/safeguarding in regard to any information about looked after children, including their care status.

The Following People Have Additional Responsibilities:

The named governor for children looked after will ensure:

- that a suitably qualified person has been appointed as the designated teacher for looked after children
- that the school has a clear and effective policy for looked after children
- that the designated teacher receives appropriate support and training in order to fulfil his or her role
- that the governing body receives a regular report on the performance of looked after children

The named governor is _____

The Headteacher will:

- be responsible for all systems to support looked after children
- ensure that all school staff are aware of the powerful role they can play in significantly improving the quality of life and the educational experiences of looked after children
- recognise the importance of the role of the designated teacher and liaise with the governing body to appoint an appropriately experienced teacher to that role
- liaise with the governing body to ensure that the designated teacher has the opportunity to acquire, and keep up to date, necessary skills knowledge and training
- ensure that all staff are aware who the designated teacher is and what their responsibilities are
- ensure that the school has clear and effective protocols for gathering and sharing confidential information with the local authority and other agencies

The Designated Teacher will:

- keep a confidential and up to date record of all looked after children in the school regardless of which local authority has parental responsibility
- ensure that all looked after children have met the designated teacher and know what his or her role is
- ensure that the teaching and learning needs of looked after children in the school are assessed
- promote an ethos of high expectation for all looked after children
- ensure all looked after children feel welcome and valued and their achievements are recognised in an appropriate way (respecting the need for confidentiality about their care status)
- ensure that all school staff are made aware of difficulties and disadvantages faced by looked after children generally
- ensure that school staff who need to know, are aware of any specific issues faced by individual looked after children, so their needs can be met
- liaise with social workers to ensure that all looked after children have a regularly updated Personal Education Plan (PEP)
- be responsible for the prompt transfer of information when a child changes school
- liaise with other agencies as required, especially with regard to achievement, attendance and exclusions
- ensure that information is kept confidential and shared on a strictly need to know basis and that the views of looked after children are taken into account in the sharing of information about them and their care status
- ensure social workers and carers are aware of who the designated teacher is and what his or her role involves
- promote good home/school links with carers
- report to the governing body on a regular basis regarding the number of looked after children in school, how they have achieved, their attendance and details of any exclusions that may have occurred

At present the designated teacher is _____

2. Personal Education Plans (PEP) for all Looked After Children:

The designated teacher will work with social workers and other professionals to ensure that Personal Education Plans:

- are in place within 20 days of joining the school, or coming into care
- are reviewed at least twice yearly
- are made available for statutory care plan reviews
- identify strengths as well as needs
- include a review of previous educational targets and the setting of clear, measurable new ones
- record the child's interests and talents both in and out of school
- reflect and are informed by other educational plans, such as Pastoral Support Programmes (PSPs) and Individual Education Plans (IEPs)
- record and reflect the child's views.

3. Admissions

Looked after children are a priority for admission and the school's published admission criteria reflects this

4. Training

Staff and governors will attend local authority and other training regarding the roles and responsibilities involved in the education of looked after children. The Headteacher and Designated Teacher will be responsible for ensuring all staff are briefed on the practice detailed in this policy.

Date: _____

Review Date: _____

SPECIAL EDUCATIONAL NEEDS

How do I know if a child has Special Educational Needs (SEN)?

The law says that a child has Special Educational Needs if he or she has learning difficulties and needs special help. This help is known as special educational provision.

A child has learning difficulties if he or she finds it much harder to learn than most children of the same age, or if he or she has a disability, which makes it difficult to use the normal educational facilities in the area.

For example, a child may have learning difficulties caused by:

- A physical disability
- A problem with sight, hearing or speech
- Behavioural, emotional or social problems
- A medical or health condition
- Difficulties with using and understanding language.

A child may have more general difficulties with school work. As a social worker or carer you may notice these problems yourself or your child's teacher at school may notice them.

What do I do next?

Contact the school and discuss your concerns with an appropriate member of staff – this may be your child's form tutor or Special Educational Needs Co-ordinator or it could be the Designated Teacher who has responsibility for Children and Young People in Public Care. All schools can provide special help for children with special educational needs and may provide

help in different ways but they must have regard to the SEN Code of Practice on the Identification and Assessment of Special Educational Needs. The Code gives guidance to schools and recommends that schools deal with children's needs using a graduated approach, matching the level of help to the needs of the child and also that they keep a register of children who have Special Educational Needs.

What is the graduated approach?

Schools place great emphasis on identifying special educational needs early so that they can help children as quickly as possible. Once it has been decided that the child has Special Educational Needs, the child's teachers should take account of the guidance in the Special Educational Needs Code of Practice. This includes giving information about the local Parents Advice Centre. The graduated approach recognises that children learn in different ways and can have different kinds or levels of Special Educational Needs.

The school **must** tell you when they first start giving extra or different help for your child because your child has special educational needs. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top.

In early education settings this help is called *Early Years Action* and in schools this is called *School Action*.

Your child might need help through the graduated approach for only a short time or for many years, perhaps even for the whole of their education.

You should be consulted at each step.

Different schools will take account of the Code of Practice in different ways. However, no matter how the school chooses to take account of the Code, if your child has SEN, you should be consulted at each step. The school will also consider your child's own views. Schools should tell parents about their children's progress. You have a right to see the school's SEN policy and to receive a copy of the school's annual report, which will include a report on that policy.

Your child's teacher is responsible for working with your child on a day-to-day basis but may decide to write down the actions or help for your child in an Individual Education Plan (IEP).

The IEP should say:

- What special help is being given
- How often your child will receive the help
- Who will provide the help
- What the targets for your child are
- How and when your child's progress will be checked
- What help you can give your child at home

Your child's teacher should discuss the IEP with you and your child if possible.

IEPs will usually be linked to the main areas of language, literacy, mathematics and behaviour and social skills. Sometimes the school or early education setting will not write an IEP but will record how they are meeting your child's needs in a different way, perhaps as part of the lesson plans, and will record your child's progress in the same way as they do for all the other children. But the school should always be able

to tell you how they are helping your child and what progress they are making, and explain why they have not written an IEP.

If your child does not make enough progress, the teacher or the SENCO should then talk to you about asking for advice from other people outside the school. They might want to ask for help from, for example, a specialist teacher, an educational psychologist, a speech and language therapist or other health professionals. This kind of help is called *Early Years Action Plus* or *School Action Plus*.

The SENCO should try to include you in any discussions, and should consider your views in making any decisions about how best to help your child. They should keep you informed about your child's progress.

The Special Educational Needs Code of Practice is very clear about the importance of early education settings, schools, LAs and parents working together. Parents should have plenty of opportunities to find out what is happening.

Your views are very important at all times.

Talking through any worries or concerns you might have with the people at the early education setting, the class teacher, the SENCO or the headteacher should sort out any concerns or misunderstandings.

If your child still does not seem to be making enough progress or needs a lot more extra help, the LA may decide to carry out a more detailed assessment of your child's needs.

Your child's school or early education setting can ask the LA to carry out a statutory assessment. They should always talk to you before asking the LA.

Or

If you feel that your child's school or early education setting cannot provide all the extra help that your child needs, or your child is not making enough progress and so is falling further behind other children of the same age, you can ask the LA to carry out a statutory assessment.

You should always talk to your child's teachers or the SENCO before asking the LA. You can always ask them to help you write to the LA, or you can ask the local parent partnership service or a voluntary agency for help.

What is a Statutory Assessment?

This is a detailed investigation to find out exactly what your child's special educational needs are and what special help your child needs. A statutory assessment is only necessary if the school or early education setting cannot provide all the help that your child needs.

When you, the early education setting or the school ask the LA to carry out a statutory assessment, the LA normally has six weeks to decide whether to do so. They will consider very carefully your child's progress at school and the guidance in the Special Educational Needs Code of Practice. They will also listen to your views and to the views of your child's school about your child's special educational needs. The school or early education setting will tell the LA about any special help they have already given to your child.

Remember – your local parent partnership service is there to help you at any point.

What resources are available for children with statements?

There is a range of provision available for children with statements. They may include extra support in the form of access to help from a learning support assistant, advice and support from speech and language therapists, specialist teachers, physiotherapists, occupational therapists and medical professionals. Resources may include special arrangements such as special equipment. A very small number of children may be educated in special schools, either day or residential.

Where can I get more advice?

The SENCO or the Designated Teacher for Children and Young People in Public Care will give details of the pupil's situation. Information and advice about statutory assessment can be sought from the Special Educational Needs Section at Mulberry Place **020 7364 4430**. Another source of advice is the Parents Advice Centre on **020 7364 6489**.

What if a child is too young for school?

There are many services that may be able to help. These include: peripatetic teachers for hearing and visually impaired children who will visit the child at home, home based learning schemes e.g. Portage, playgroups and nurseries. Additional information can be obtained from the Children's Information Service **020 7364 6495**.

What if I disagree with the school?

If you are not happy with anything the school does when dealing with your child, you should first talk to the SENCO, child's form tutor or subject teachers. You may also talk to the Headteacher. You may also find it helpful to discuss your worries with someone from the Parents Advice Centre or other voluntary

organisations. The school's policy on Special Educational Needs will describe how they will deal with complaints.

If you are still not happy after using the school's complaints procedures, and if your child's school is an LA maintained school, you should contact the LA. If you are still not happy you can complain to the Secretary of State for Education.

What if the child is being looked after or is in the care of Tower Hamlets Social Services Department and attends a school out of the Borough?

Tower Hamlets will fund the required provision - this may be the by SEN, Social Care, Health or a combination of these. Decisions regarding placement of children in residential provision are made by the Joint Commissioning Panel which meets once a month. The panel comprises senior managers from Education, Social Care and Health, and referrals to the Panel are made by professionals from any one of the three agencies.

CHECKLIST FOR PEP MEETINGS

During the meeting the following should be discussed and recorded on PEP2:

Pupil's strengths and achievements (including extra curricular activities)	
Progress since last PEP (including review of previous targets)	
Pupil's views	
Parent/Carer's views	
Attendance and Punctuality	
Behaviour	
National Curriculum levels/achievement	
New targets to be reviewed at next PEP	

Before the meeting please ensure you have:

A Blank PEP2	
A copy of the previous PEP (if possible)	
Any forms you have gathered evidence on, or updated- School – PEP1, Social Worker - PEP3, Pupil/Carer - PEP4	

You may also need to discuss and record:

Any transition arrangements for pupils due to move schools	
Exam predictions – which exams will pupil be entered for?	
Issues relating to the pupil's particular learning needs	

After the meeting:

Ensure all people who attended PEP have a copy	
Ensure you take any action assigned to you	
Ensure Virtual School for LAC Team receive a copy	

This information gives a brief synopsis of how a Personal Education Plan is used to aid the planning and monitoring of the education of pupils in public care. It is not an exhaustive document and all social workers, designated teachers and carers may wish to refer to the Education Support Pack – Children and Young People in Public Care – produced by the Virtual School for LAC Team.

If you need a copy of this pack or would like any other information regarding the education of children and young people in public care please contact:

Virtual School for LAC Team

5th Floor, Mulberry Place, 5 Clove Crescent, London E14 2BG

Tel: 020 7364 6304/6459

Email: kay.gormley@towerhamlets.gov.uk

WHAT IS A PERSONAL EDUCATION PLAN (PEP)?

A PEP is a tool that is used to support joint planning between social services and education, and is discussed and reviewed at Personal Education Plan meetings.

The plans are recorded on forms designed by the borough according to government guidance - PEP 1, PEP 2 (the form used to record the meeting), PEP 3 and PEP 4

Children aged three to five will have their PEP recorded on a different form (Early Years PEP form) and social workers are responsible for coordinating the PEP.

When Should a PEP Meeting Take Place?

All looked after children aged three to sixteen need PEP meetings; the first should be held within 20 days of a pupil becoming looked after or when starting at a new school.

The PEP should be reviewed every six months. Where possible these reviews should run concurrently with statutory reviews for looked after children (although not necessarily on the same day) and should, when a child has a statement of SEN, be linked to the annual review of the statement

Information from the PEP must be available at the first statutory review of the child's care plan and the IRO should ensure that any decisions are implemented.

Who Should the Social Worker Invite to the Meeting?

It is important to always invite: the child/young person, the parents (if this is consistent with the Care Plan), the carers or residential key worker, the designated teacher or another teacher who knows the pupil well.

In some instances, it may be useful to invite other people concerned with the pupil's education – e.g. Educational Psychologist or Teaching Assistants, or a member of the Virtual School for the Looked After Children (LAC) Team

What information should be shared at the PEP?

School staff complete PEP 1 prior to the meeting, and primarily provide information about recent attendance, National Curriculum attainment, extra curricular achievements and strengths and weaknesses of the child/young person's learning. Previous educational targets should be reviewed and new ones set at the meeting.

The social worker should complete the PEP 3 form prior to the meeting

The views of the child/young person should be included in the relevant section of the PEP4 form and completed with the help of an adult prior to the meeting

Parent/carers' views on how the child/young person is progressing at school; up to date essential information for schools such as appropriate contact numbers etc should be taken at the meeting and included in PEP 2.

Who is responsible for setting educational targets?

Teachers and school staff should take a lead on reviewing previous educational targets and setting measurable new ones, and educational targets should be set as a result of issues raised and discussed at the meeting.

THE PEP PROCESS

Before the PEP meeting

Virtual school team	Social worker/carer	School
<ul style="list-style-type: none">● Initiate PEP process by sending PEPs 1 & 2 to school● Send PEPs 3 & 4 to social worker, and request details of when PEP will be held	<ul style="list-style-type: none">● Social worker contacts school/carer to agree date for PEP● SW contacts CYPiPC team to inform them of the date of PEP & if they want a CYPiPC team member to attend● SW completes PEP 3● SW arranges for the completion of PEP 4	<ul style="list-style-type: none">● Agree date with social worker● Meet with pupil/other staff● Complete PEP 1● Consider progress on any other previous PEP targets

During the PEP meeting

<ul style="list-style-type: none">● Social worker/carer/young person/designated teacher attend and bring previously completed forms (PEPs 1, 3 and 4)● Information on PEP 1 and PEP 4 shared with meeting, especially attendance, achievement and exclusions● PEP 2 completed with targets (are previous targets being met?)● Social worker attaches completed PEP 3 to other forms● All forms photocopied and distributed
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After the PEP meeting

Virtual school team	Social worker/carer
<ul style="list-style-type: none">● Enter PEP on team database only when hard copy is received● Use data to monitor targets, attendance, exclusions etc	<ul style="list-style-type: none">● File PEP in case file● Follow up on any action● Continue to monitor progress on targets
Foster carer	School
<ul style="list-style-type: none">● Discuss any issues with social worker● Discuss targets with child● Monitor progress and contact school if there are any concerns	<ul style="list-style-type: none">● Distribute PEP form as necessary● Use PEP to inform planning for inclusion● Monitor progress● Alert carer/sw of any concerns between PEPs

Suggested agenda for PEP meetings

Working through this agenda should ensure all major points are covered:

- identify Chair (usually the social worker)
- identify the person who will record discussions and decisions on forms (this should not be the chair)
- state the purpose of the meeting: To share information about the pupil's education, air opinions and concerns, identify areas of strength and weakness, set appropriate objectives.
- introductions
- consider PEP 4 – pupil's opinions are shared and discussed
- consider views of the carer - on progress at school and at home
- consider PEP 1: (has information been provided regarding attendance, achievement and exclusions?)
- complete PEP 2:
 - Review previous targets if appropriate
 - Complete brief summary of achievement
 - Set appropriate targets – bearing in mind issues that have risen during the meeting
- Check PEP 3 is updated and complete and set date for next PEP review
- Photocopy and distribute PEP forms

Please remember to send a copy to:

Virtual School for Looked After Children Team,
Mulberry Place, 5 Clove Crescent, London E14 2BG



TOP TIPS

Top Tips for Social Workers and Designated Teachers

- Ensure you have gathered all the information you need before the meeting takes place
- Ensure young person has had the opportunity to complete a PEP 4 with the help of an adult before the meeting
- Always ensure you follow an agenda that includes the opportunity for both the young person and carer to air and discuss views and concerns
- Use PEP meetings as an opportunity to share information and clarify facts as well as make plans
- Fill in PEP 2 during the meeting – photocopy and distribute the forms at the end of the meeting if possible – this saves on admin follow up!
- Do not try to chair the meeting and record decisions on the form as well – It's best if one person chairs and another records
- Make sure clear, realistic and measurable targets are set for all pupils – review any previous targets before setting new ones
- Always ensure a copy of the forms is sent to Virtual School for LAC Team

USEFUL QUESTIONS FOR PEP MEETINGS

Academic Development

General Questions

- At what level of the national curriculum is the pupil working?
- Are these levels recorded on PEP 1?
- How does this compare with the rest of the class?
- What progress has s/he made on any previous PEP targets?
- Which areas of the curriculum are going particularly well?
- Are there any problem areas?
- Does the pupil join in well in classwork?
- Is homework usually completed?
- What can be done to support learning?
- Does the pupil enjoy reading/being read to?
- What could be done at home to support learning?

Specific questions for:

● Reception and year 1

How has the pupil coped with the transition to school? What does s/he particularly enjoy doing? Is s/he progressing appropriately in all areas of the curriculum? Does s/he use age appropriate language?

● Year 5 and 6

What level is the pupil expected to achieve in SAT tests? Is everyone clear about secondary transfer procedures? How is the pupil doing in literacy and numeracy? Are these facts recorded on PEP forms?

● Year 9

What level is the pupil expected to reach at the end of the year? Is everyone clear about which options are available for year 10 courses? Has the pupil chosen appropriate options?

● Year 10

How has the pupil settled into Key Stage 4/GCSE courses? Would s/he benefit from any extra tuition? What extra support is available in school? Which exams s/he expected to sit next year? What is s/he expected to achieve? Is homework being completed? Has a Connexions interview been arranged? Can leaving care PA be invited to next year's PEP?

● Year 11

What are the pupil's predicted grades? Has the pupil seen a Connexions advisor? Is there a clear plan for next year? Will this PEP inform the pupil's Pathway Plan?

- Pupils with SEN: Please refer to 'PEPs for the pupils with SEN'

Social and emotional development

- Does the pupil make and keep friends?
- Does s/he enjoy school? Does s/he participate in any after school clubs?
- How does s/he interact with adults?
- Can the pupil identify things that are going well?
- Can s/he ask for clarification and support when s/he needs it?
- What is available in school to support the emotional well being of the pupil? Counselling? Learning mentor? Referral to outside agency such as CAMHs? Is the pupil interested in any of these services?
- Does s/he need to talk about it in a more private setting?
- Can school staff identify anything that might help the pupil's emotional development? Can carer identify anything?

Behaviour

- When does the pupil behave well?
- What strategies are particularly successful in modifying behaviour?
- What does bad behaviour consist of? Temper tantrum? Verbal abuse? Fighting? Calling out in class?
- Is the pupil ever bullied? Does s/he bully others?
- What support has been put in place by the school?
- Who is involved in supporting the pupil – how often and when?
- Is everyone clear about procedures if a fixed term exclusion occurs?
- Is s/he at risk of permanent exclusion?
- What steps does the school suggest to avoid permanent exclusion? PSP? Referral to outside agencies? Etc

More information on behaviour and exclusions is available in the 'Supporting good behaviour in schools.'

Attendance

- It is important to collect accurate information on attendance – try to get a percentage or number of sessions attended. Make sure this information is recorded on the PEP form. If the school provides a copy of their register, please make sure this is attached to PEP.
- Missed days are always a concern. Try to establish whether there is a pattern to absence
- All schools receive advice and guidance from an Education Welfare Service or Attendance and Welfare Advisory Service and should make referrals when appropriate
- Attendance of 87% or below will automatically trigger action from Virtual School for LAC Team
- Schools may ask questions about Welfare Call – if you have any questions about this service please contact Virtual School for LAC Team on 020 7364 6304

BACKGROUND INFORMATION

Background Information on Curriculum Pathways and Where PEPs Need to Take Place.

Attending PEP Meetings can be daunting and confusing. The following information may be of use to social workers

- pupils in care between the ages of three and sixteen require regularly updated Personal Education Plans
- from the ages of five to sixteen they will follow a National Curriculum and their progress is monitored and recorded according to their attainment in the different areas of that curriculum
- a pathway through the school system is divided into different Key Stages and pupils are expected to achieve certain levels of attainment at each stage

Age group	Name of Stage	Year/class	Expected average National Curriculum level for most pupils – but not all - (by end of key stage)	Key Points
3-5	Foundation Stage	Nursery And Reception	The National Curriculum does not apply to this stage. Pupils follow a Foundation Stage Curriculum which focuses on their overall development and prepares them for more formal learning when they reach year one.	PEPs for pupils at this stage are recorded on an Early Years PEP form. This is because the curriculum is different to older pupils and teachers and school staff report on progress in different terms. See Early Years PEP for outline of Key areas of learning.
5- 7	Key Stage 1	Year 1 Year 2	Level 2	Most pupils are expected to be working at level 1 at the beginning of year 1. They are formally assessed at the end of year 2. Schools should be able to give you a clear explanation of the levels at which they are working and their strengths and weaknesses

Age group	Name of Stage	Year/class	Expected average National Curriculum level for most pupils – but not all - (by end of key stage)	Key Points
7-11	Key Stage 2	Year 3 Year 4 Year 5 Year 6	Level 4	Each National Curriculum subject has a target level of skills knowledge and understanding that pupils should reach at the end of each key stage and schools should be able to report on progress throughout. Pupils will be formally tested in English, maths and science at the end of the Key Stage (Year 6)
11-14	Key Stage 3	(Secondary) Year 7 Year 8 Year 9	Level 5-6	Pupils are usually tested in English, maths and science at the end of the Key stage 3 (Year 9)
14-16	Key Stage 4	Year 10 Year 11	Most children take GCSEs or other national qualifications at the end of this Key stage (Year 11)	Statutory school leaving age is the end of Year 11 (regardless of when a pupil's sixteenth birthday occurs) and pupils need a PEP until then. YEAR 11 PEPS should happen in the first year of term wherever possible. This may mean bringing the date forward. Guidelines from the leaving care team state that pupils should have a pathway plan within three months of being allocated a personal adviser. To avoid duplication, social workers should invite PAs to Year 11 PEPs whenever possible, and liaise with the PA to ensure that by the end of Year 11 a PEP has been replaced by a Pathway Plan.

PEP 1 – FOR SCHOOL/COLLEGE

Information for this part of the PEP should be collected by the SCHOOL recorded on this form and TAKEN TO THE PEP MEETING

Date of meeting:		
Name of young person:		
School:		
Name of contact in school:		
Year Group:	Education UPN:	DOB:
First Language:	Ethnicity:	Religion:
Type of school: <input type="checkbox"/> mainstream <input type="checkbox"/> special <input type="checkbox"/> independent <input type="checkbox"/> other (please specify)		
Educational History – Schools Attended	From	To
Does the child have a statement of SEN? YES/NO – please attach current IEP		
School Action? YES/NO	School Action Plus? YES/NO	Undergoing assessment? YES/NO
Originating Authority of SEN Statement:		
Date of last Annual review of Statement of SEN		
Particular strengths shown by the child/young person		
Achievement/clubs/activities and awards – either in or out of school		

Attainment – please provide NC levels (please use P levels for pupils working below level 1)

Foundation Stage Profile Scores (for pupils starting KS1)					
	English			Maths	Science
	Speaking and listening	Reading	Writing		
Key Stage 1					
Year 1					
Year 2					
Key Stage 2					
Year 3					
Year 4					
Year 5					
Year 6 (SATs)					
Key Stage 3					
Year 7					
Year 8					
Year 9 (SATs)					
Key Stage 4					
Year 10					
Year 11					
For year 10 and 11 please list predicted grades for GCSE or alternatives					

If Pupil is in KS4 and will not be entered for GCSE please explain why
 Has child been disapplied from NC?
 What is pupil's current level of English fluency?

Possible Sessions	Sessions attended	% attendance	Punctuality
Are there attendance rewards/incentives in place?	Have attendance letters been sent to carer and s/worker?	Is pupil on Punctuality/attendance Report?	Has a referral ever been made to Education Welfare Service?

Exclusions

Date	Duration	Reason

PEP 2

This form should be used to record discussions and decisions made at
THE PERSONAL EDUCATION PLANNING MEETING

Date of meeting:		
Name of young person:		
School:		
Name of contact in school:		
Year Group/class:	Contact person in school:	
Participants	Name	
Child/young person		
Carer		
Social worker		
Designated or other teacher*		
Parent(s)		
Other		
*The school should decide the most appropriate person to attend		
Summary of Educational Progress This should refer to information collected on PEP 1 and include a review of progress against any previous targets set e.g. as part of a previous PEP or for an Individual Education Plan or Pastoral Support Programme where appropriate		
Please summarise any current Issues /concerns /barriers to learning		
Does the pupil have access to computer at home ? Please give details of any additional support that is being provided to the child (either in or out of school – eg learning mentor, extra tuition, counselling, TA, peer mentor etc)		

EDUCATIONAL TARGETS

Please summarise progress on targets set on previous PEP

Objective/Target 1				
Objective/Target 2				
Objective/Target 3				
Please set new educational targets				
Educational Objective/Target	Action/strategy	By who	By when	By Success criteria (How will you know if target has been achieved)
Transitional planning (To be completed where relevant) Transition between schools including planning for primary/secondary transfer or post 16				
Action (give name of destination school/college where known)	By Whom	By When		
Has pupil had transitional SEN Review 14+? YES/NO				
Careers interview? YES/NO (if yes please give date)				
Date for next PEP Review:				
Date of next Statutory Review:				
Signature(s):				

PEP 3 ESSENTIAL INFORMATION FOR SCHOOL SHEET

This part of the PEP form should be completed by the social worker and taken to the PEP meeting. If changes occur between PEPs or a PEP is unavoidably delayed PLEASE ENSURE SCHOOL IS INFORMED OF CHANGES IMMEDIATELY

Name of child/young person:			
D.O.B.			
Date child came into care:			
Placement Address:			
Legal status of child:			
Contacts			
Role	Name	Address	Tel No
Social worker			
Team Manager			
Care/Link Worker			
Mother			
Father			
Other			
Record name and contact details of:		Names	
Who should be called in case of emergency?			
Who will receive and respond to communication from school, including school reports? Social Worker should always receive copy of school report.			
Who will attend parents' evenings?			
Who will give permission for school trips etc?			
Who will sign the home/school agreement?			
Who takes responsibility on health issues?			
Are there any issues concerning contact including persons who should not be involved?			

PEP 4 – YOUNG PERSON'S VIEWS ABOUT THEIR EDUCATION

Name of child/young person:
D.O.B.
Date of completion:
Completed with help from:
What do you like most about school?
What is there that you do really well at school?
Is there anything about school that you could improve on?
Is there anything that is a particular worry/difficulty for you?
Is there a teacher or anyone else who really helps you with your education? What is their name?

How do you get on with the adults at school?

How do you get on with other young people?

Is there anything you would like to do at school that you don't have an opportunity to do at the moment?

Is there anything you need at home to help you do better at school?

How does the school meet your individual/cultural/religious needs?

Do you have any idea about what you would like to do in the future?

Is there anything in particular you want discussed at the PEP meeting?

FACT SHEET PERSONAL EDUCATION PLANS

- It is a statutory requirement that all Children and Young People Looked After have a Personal Education Plan (PEP) within 20 days of coming into care or within 20 days of changing school
- Schools and Social Services are required to collaborate to ensure this happens
- Social workers are responsible for coordinating the procedure and ensuring that a PEP meeting is arranged
- A PEP should be reviewed (at least) every 6 months
- Ideally the information from a PEP should inform and/or be informed by other monitoring and review procedures (i.e Social Services Looked After Children Reviews, Annual Reviews of Statements, Individual Education Plan Meetings or Pastoral Support Plans).
- A Personal Education Plan does not replace the need for any of the above, but meetings can be combined if it is felt appropriate
- Information from PEP meetings should be recorded on PEP forms. An Early Years PEP form reflects the different curriculum followed by young children under five and should be used for pupils below statutory school age (i.e in nursery and reception)
- It is important that all interested parties receive a copy of the completed PEP so that the plan can be translated into appropriate action
- The local authority has a duty to monitor, review and support the education of pupils in Care – It is therefore important that a copy of the completed PEP form is sent to the Virtual School for Looked After Children

Social workers should:

- ensure they are confident about PEP procedures. If they are not, They should consult the Educational Support Pack provided to each team by the Virtual School for Looked After Children team or contact the number below for further advice and guidance
- keep a copy of the child's PEP on file and ensure it is forwarded to any new educational establishment that the child attends
- act as any interested parent to ensure that educational provision and support for the child/young person is clearly and appropriately planned and recorded

Designated teachers should:

- prepare for the meeting by gathering information on the child/young person
- be prepared to review any previous targets and advise on new ones
- ensure they have clear and up to date information from social workers about issues such as contact addresses and telephone numbers (PEP 3)
- liaise with social workers and carers as appropriate, between PEP meetings

Virtual School for LAC

Mulberry Place, 5 Clove Crescent, London E14 2BG

Tel: 020 7364 6304

PART 2: CORPORATE PARENT STATEMENTS



ASSESSMENT AND EARLY INTERVENTION SERVICE

Corporate Parent Statement

The service consists of the following teams

- The Integrated Pathways and Support team (IPST)
- Two Advice and Assessment Teams
- The Royal London Hospital Social Work Team
- The Eva Armsby Family Centre
- A specialised Children's Out of Hours (COOH) Service.
- A co-managed arrangement with the Children and Adult Mental Health Project Team (CHAMP) to provide targeted support to children living in households with adults who have an enduring mental illness

The service is the first point of access into social services for users, the public and professionals who have concerns about children and young people. The service will assess the needs of children, young people in need and their families in accordance with departmental policy and procedure and Government guidance. In addition the service provides support and assistance to children, young people and their families to ensure that they do not suffer significant harm. The service will work alongside and in partnership with children, young people and their families, ensuring that children and young people are safeguarded and supported to reach their full potential. Care plans will be developed alongside children and young people that meet the child's or young person's needs such that their life chances are improved.

The Advice and Assessment Services additional commitment to the education of looked after children and young people is to:

- ensure that education is considered when making care plans, particularly on entry to care or if there is to be a change of care placement
- ensure that 100% of children in care have a Personal Education Plan (PEP) within 20 days of coming into care or changing school that is updated every six months
- participate in departmental and inter-agency processes to ensure accurate tracking and monitoring of looked after children
- ensure that the assessment processes and reviewing processes address the needs of children and young people with the aim of improving the educational outcomes for all looked after children and young people

For further advice or information, please contact:

The Service Manager

Tel: 020 7364 2257

Education Support Pack

ATTENDANCE AND WELFARE SERVICE

Corporate Parent Statement

The role of the Attendance and Welfare Service is:

- to work in partnership with schools and parents/carers to support them in ensuring that children and young people attend regularly and take full advantage of the education that is provided
- to visit all schools in the borough to monitor attendance and discuss pupils whose attendance is of concern
- to give advice, assistance and support to schools, parents/carers and pupils to assist schools and families in identifying and overcoming the difficulties that prevent children from attending school regularly
- to mediate if there is a breakdown of communication between home and school
- to facilitate referrals to other specialist services

The Attendance and Welfare Service's additional commitment to the education of looked after children is:

- to be available to discuss attendance concerns and referrals with the Designated Teacher
- to assist in gathering the termly attendance monitoring returns on

Helping looked after children and young people:

- to inform the child's or young person's social worker in the first instance when a referral is taken by the Attendance and Welfare Advisor and agree upon a course of action
- to facilitate good direct communication between the social worker and the school when a child or young person has been referred
- to agree an action plan of contact and work with the school and child or young person where attendance is a concern
- to advise schools to consult with the Exclusions Officer on the use of exclusion relating to this group of children and young people
- to participate in the review meetings and planning to assist the return to full time education where the child or young person is on a part time programme of re-integration from the Pupil Referral Unit.

For further advice or information, please contact:

Principal Attendance & Welfare Advisor

Tel: 020 7364 3450

Fax: 020 7364 3433

BEHAVIOUR SUPPORT TEAM FOR LEARNING SERVICE

Corporate Parent Statement

The role of the Behaviour Support Team is to work with schools, early years provisions, parents / carers and other professionals to reduce permanent and fixed term exclusions of pupils; help schools develop capacity to manage challenging and difficult behaviour and to promote inclusion.

The team of specialist teachers can help schools identify and meet the needs of pupils with challenging behaviour by offering the following services:

- advice at annual and transitional reviews: we aim to contact schools early in the academic year to confirm our attendance at these meetings. If you have a behaviour related annual review at which a local authority representative is required, please call the Head of Behaviour Support on 020 7364 6456 when you have confirmed the date
- planning meetings for pupils with statements of Emotional and Behavioural Difficulties (EB) to support your school with advice and strategies
- behaviour assessments for pupils without statements to provide advice and assistance in establishing planned interventions and multi-agency support. Requests for assessments need to be made on a CAF form
- Caribbean and African Students Project (CASP) works with schools to support pupils and families of Caribbean and African heritage who require support to reduce the risk of social and educational exclusion. Requests for support have to be made on a CAF form
- support for CAF/ LP/ Team Around the Child (TAC) and Pastoral Support Programmes (PSPs) for pupils at risk of exclusion including those referred by the Social Inclusion Panel
- Strengthening Families Strengthening Communities parenting programme. The Attendance and Welfare Adviser in school can make the referral to this thirteen week course. A new course starts every half term
- supporting schools' practice to reduce the exclusion of pupils with behaviour issues
- school based INSET, including accredited training as well as guidance and resources to support pupils with SEBD
- Social Inclusion Panel referrals to support pupils, parents and schools in reducing educational and social exclusion
- liaison with parents and outside agencies to promote the inclusion of pupils with behavioural issues
- monitoring schools' exclusions to ensure that looked after children are not excluded more than their peers

The Behaviour Support Team's additional commitment to the Education of looked after children and young people is to:

- prioritise the referrals of looked after children and young people where there is a concern about their behaviour
- liaise as appropriate with foster carers, schools and other agencies in order to promote the inclusion of looked after children with behaviour issues in mainstream schools

For further advice or information, please contact:

Head of Behaviour Support

Tel: 020 7364 6456

CHILD PROTECTION AND REVIEWING SERVICES

Corporate Parent Statement

The role of the Looked After Children Co-ordinator Service within the Child Protection and Reviewing Service is:

- to manage the formal reviewing process of all looked after children in the borough of Tower Hamlets
- to act as an independent chair within the statutory review meeting and other relevant child care planning meetings
- to ensure that all looked after children Reviews are within the statutory time limits and they conform to statutory guidelines
- to ensure effective liaison with all social workers, team managers and service managers involved in child care work, in particular child care plans, permanency planning and consultation with young people and their parents
- to ensure that care plans meet the needs of looked after children and, where appropriate, to update the care plans to reflect changes in looked after children's lives
- to take the lead in supporting the continuous improvement in standards of practice, in relation to looked after children, within the Performance Improvement Strategy
- to develop and implement, with senior management approval, a Performance Improvement Strategy to ensure that Performance Indicators are achieved within this framework
- to ensure that looked after children and young people are fully able to participate in care planning for their future

The Child Protection and Reviewing Service's Additional Commitment to the Education of Looked After Children is:

- to be part of departmental and inter-agency working groups on education and health as they relate to protocols for looked after children
- to be members of the steering groups of inter-agency working groups to promote better outcomes in education and health for looked after children
- be represented on the Virtual School for Looked After Children Steering Group
- to ensure that the childcare reviewing process addresses the seven developmental dimensions, specifically to improve education and health outcomes for children looked after and ensuring issues of identity are addressed
- to provide case consultation to professionals in children's services, education and health and to act as an independent chair for joint planning meetings

For further advice or information, please contact:

Service Manager for the Child Protection and Reviewing Service

Tel: 020 7364 2162

CHILDREN'S RESIDENTIAL SECTION

Corporate Parent Statement

The role of the Children's Residential Section is:

- To provide good quality residential placements for young people within the Borough, enabling them to maintain links with family, friends and other networks.
- To ensure that the care offered to young people meets their assessed needs physically, emotionally and developmentally.
- To play a full and active part in identifying, reviewing and implementing Care Plans for young people.

The Children's Residential Section's additional commitment to the Education of Children and Young People in Care is to:

- Insist that appropriate educational provision is identified and built into the Care Plans of all planned placements, or where this is not immediately possible, insist that the process for finding such provision is agreed. For emergency placements, establish as soon as possible which provision the young person should be attending, and take steps to re-establish attendance.
- Play a full and active part in the PEP process.
- Clarify the appropriate channels of communication between the Residential Unit and the school.
- Ensure that young people have attended their agreed provision through regular checks with the school.
- Advocate for young people receiving the fullest possible educational offer.
- Actively encourage the completion of homework, projects and assignments, offering practical support where possible.
- Ensure appropriate resources and materials are available within each Unit.
- Attend Parents' Evenings, and other functions, or where this may cause embarrassment for the young person, negotiate other methods of receiving detailed feedback on progress.
- Promote the participation of young people in dialogue about their behaviour and progress.
- Take steps to ensure young people have access to the full range of extra-curricular activity.
- Make sure all positive achievements are praised and acknowledged.
- Insist that young people are involved at the right time in discussions about their plans for after their statutory school leaving age, regularly reaffirming the possibility of successfully making up for any earlier underachievement.

For further advice or information, please contact:

Resource Manager

Tel: 020 7364 1977

CONNEXIONS CAREERS SERVICE

Corporate Parent Statement

We provide a careers guidance service in schools, at Tower Hamlets College, at local Pupil Referral Units and with young people not in education, employment, or training (NEET).

Each school has an allocated Personal Advisor (Guidance) (PA). The PAs are qualified careers advisors and are experts in supporting and helping young people to think about themselves, their skills, qualities and how they learn best. The advisor will talk to the young person on an individual basis and help them to explore their interests and career ideas, and discuss the range of options available to them so that the young person can make informed decisions and plan for their future. Parents/carers or professionals can attend the careers interview with the consent of the young person.

The range of options and choices available to young people is vast and complex so talking to an expert can really support a young person to think through their ideas and help them successfully plan for their future.

How can Connexions Careers help me?

- a careers guidance interview is offered to looked after young people in Years 11, 12 and 13
- as part of the interview the young person will receive a careers action plan which outlines the young person's career ideas and how they can go about achieving these
- if a young person has a statement of educational needs the PA will support the young person from Year 9
- the PA will attend Year 9 Transitional Reviews for young people and will see the young person prior to the review to encourage them to start thinking about their future
- young people will then see the PA again in Year 11 and have a careers interview. This is a key stage and transition point for all young people to make decisions about what they want to do once they complete their GCSEs
- the PA will produce a careers action plan and a transitional plan (S139) for young people in Year 11 which outlines the young person's short term and long term goals, the young person's needs and the support they require to succeed at college, sixth form or at training
- PAs work very closely with a range of professionals including social workers to support the young person to move forward in their lives
- PAs will also visit and interview young people who are placed in residential schools or colleges outside Tower Hamlets, at the point that they make the transition to another college, school or into training or work

- for young people who do not have special needs and are placed outside Tower Hamlets, arrangements can be made by the host area to enable the young person to access a PA at the school they attend or in the area where they live
- PAs will also attend parents/carers evenings, options evenings and other events at a child's school, college or Pupil Referral Unit (PRU)
- PAs based in schools and college will also deliver a range of group work sessions to young people in Year 9, 10 and 11, on topics ranging from Options post 16+ , choosing GCSE options and sessions relating to specific occupational areas
- once a young person leaves school, sixth form, college or training they can continue to use the Connexions Careers Service up until they are 19 or, if they have additional needs, up to the age of 25
- advisors based at the Connexions Careers Centre can support young people to access jobs, apprenticeships, training opportunities, prepare for job interviews, and offer support with CVs and application forms
- young people can continue to see a PA if they are unsure about what to do, or if they need to talk to an expert about their ideas and plans. The Advisor will support them to achieve their career aims
- the extensive Connexions library for young people provides access information on courses, colleges, sixth forms, universities, jobs, benefits, rights and entitlements etc.

How to access a PA:

A young person can make an appointment with their PA in school, college and at Pupil Referral Units by talking to the Careers Coordinator.

If a young person is unemployed, they can drop into the Connexions Centre at 35 Bow Road, London E3 2AD. It is open Monday-Friday 9.00am-5.00pm. Alternately, call on 020 8983 3535 to arrange an appointment or to get further advice and information.

EDUCATIONAL PSYCHOLOGY SERVICE

Corporate Parent Statement

The role of the Educational Psychologist (EP) is to support schools in developing their capacity to meet the needs of pupils experiencing difficulties. The service provides direct psychological support to schools, children and families where there are concerns about a child's learning and development. EP's work in partnership with parents, teachers and other professionals to make sure that children are as successful as possible in school.

1. Being 'Looked After' is not an automatic criterion for a pupil being placed on a school's special needs register, as they do not necessarily have special educational needs. However, schools should keep a register of looked after children
2. The Educational Psychology Service (EPS) will actively monitor the progress of looked after children with special educational needs through planning meetings, Individual Education Plan (IEP) reviews, Annual Reviews and Transition Plans
3. The EPS will liaise with Special Educational Needs Co-ordinators (SENCOs) concerning looked after children with special educational needs. SENCOs will be encouraged to work closely with the designated teacher for looked after children to ensure a co-ordinated approach within the school
4. Where a looked after child with special educational needs is referred to the EPS at the Schools Action Plus level of the code of practice, the Educational Psychologist (EP) will, where appropriate, liaise with the social worker and/or carer for discussion or to give advice
5. When a Statutory Assessment or Special Educational Needs is initiated EPs will meet with the carer, and where appropriate, with the social worker, for a full discussion of the issues and to gain relevant information about other important developments in the pupil's life
6. The EPS will contribute to the Statutory Assessment process and will produce Psychological Advice within recommended time scales
7. The EPS will prioritise attendance at Annual Reviews of looked after children with Statements of Special Educational Need
8. Where looked after children have a Statement of Special Educational Need and are placed in specialist provision outside Tower Hamlets, the EPS will liaise with Social Services on the appropriateness of the placement with regard to the provision outlined in the Statement
9. The EPS works closely with Education Social Workers, and other agencies in order to prevent exclusions of looked after children. The EPS aims to ensure that Special Educational Needs are identified and met so that disaffection and underachievement are reduced. The EPS encourages schools to think creatively about how they ensure pupils behave appropriately and hence reduce the need for exclusions. The EPS always looks to how it can support schools in raising achievement through for example, INSET, project and systems work
10. The EPS will continue to work with Pupil Referral Units, Individual Tuition and other support services, in order to support looked after children
11. The EPS will attend or contribute to looked after children Reviews if actively involved with a

looked after child, and care proceedings where appropriate

For further advice or information, please contact:

Principal Education Psychologist

Tel: 020 7364 4223

FAMILY PLACEMENT SERVICE

Corporate Parent Statement

The role of the Family Placement Service is:

- to provide family based placements for those Tower Hamlets children who cannot be looked after by their parents, and require social services assistance to provide an alternative
- there are 3 specialist teams involved in this. The Recruitment and Assessment Team, the Fostering Development Team, and the Permanency and Adoption Support Team who recruit, prepare, assess, support and supervise a variety of carers to meet the varied placement needs of Tower Hamlets children – from short breaks, short term (task centred) fostering, long term fostering, and adoption

The Family Placement Service's additional commitment to the Education of Looked After Children and Young People is to:

- support all carers in maximising the educational potential of the children in their care in order to achieve the best possible outcomes and life opportunities for them

For further advice or information, please contact:

Family Placement Service Manager

Tel: 020 7364 0920

FAMILY SUPPORT AND PROTECTION

Corporate Parent Statement

The Family Support and Protection Teams work with children and families following an assessment by the Advice and Early Intervention Service determining the requirement for longer term social work intervention.

The Family Support and Protection Teams work with children and their carers to keep them within their families. The teams work with children with complex needs who may be either subject to child protection, in care or in court proceedings.

Sometimes it is decided that it is not in the child's best interest to remain living with their family and so work is undertaken to help the child move to live with another family, for example with relatives or friends, foster carers or to an adoptive family.

The role of the Family Support and Protection Service is:

- to provide support and assistance to children, young people and their families to ensure that they do not suffer significant harm
- to work alongside children, young people and their families ensuring that children and young people are protected, safeguarded and supported to reach their full potential
- to develop care plans alongside children and young people that meet the child's or young person's needs, such that their life chances are improved
- to work with children and young people towards ensuring a healthy and safe lifestyle and to maximise their educational experience and attainment
- to communicate effectively and work in partnership with professionals involved with the child/young person and their family to achieve the best outcomes for the child/ young person
- to take part in supporting the continuous improvements in standards of practice and performance in relation to children in need, within the departments business planning processes

The Family Support and Protection Service's additional commitment to the Education of Looked After Children and Young People is to:

- take part in departmental and inter-agency working groups on education as they relate to protocols for children in need
- be members of inter-agency steering groups working to promote better outcomes in education for looked after children and young people

- ensure that the assessment processes and reviewing processes address the needs of children and young people with the aim of improving the educational outcomes for all looked after children and young people

For further advice or information, please contact:

Service Manager, Family Support and Protection

Tel: 020 7364 6218

INTEGRATED SERVICE FOR DISABLED CHILDREN

Corporate Parent Statement

The role of the social worker in the Children With Disabilities Team is:

- to provide a social work service to all looked after children after to ensure that each disabled child has an assessment and Care Plan. In order to achieve this social workers work in partnership with other professionals from education, health and the voluntary sector
- to improve the life chances for looked after children by the provision of resources to achieve better outcomes in conjunction with health and education services
- to ensure that social work staff have access to appropriate training to enable them to fully communicate with disabled children e.g. by the use of signs and symbols, Picture Exchange System (PECS), Makaton, British Sign Language (BSL) and by observation of non-verbal communication
- to ensure the use of a person centred planning approach for transition into adulthood
- to identify any young disabled people, over the age of 16, who would be able to manage Direct Payments and to provide them with information in relation to the Direct Payments process
- to prepare any disabled young people for independence by helping them to develop budgeting and essential life skills appropriate to their level of understanding

The Children with Disabilities Team also has additional commitments to disabled children and looked after young people:

- to ensure that all looked after children have a Personal Education Plan developed within 20 days of coming into care or changing school and that this plan is updated every six months
- to ensure that all new social workers are given appropriate training in educational procedures and the completion of Personal Education Plans
- to ensure that there are regular discussions with the child/young person about their school and their education
- to ensure that all looked after children have access to appropriate social and leisure activities and are supported by their carers to have fun and take part in hobbies or other activities outside of school hours. This includes both leisure and sporting activities. Social Workers will also ensure that all looked after children Reviews record any social activities that the disabled child/young person is participating in
- to ensure that non verbal communication is promoted by social workers and carers to ensure that the views of the child/young person are fully taken into consideration when developing Care Plans

- as part of the Care Plan, permanency plans will be considered for all looked after disabled children
- that disabled young people are provided with the skills and knowledge that they will need for adult life and that independence skills are evidenced in leaving care pathway plans
- that looked after disabled children/young people have access to suitable and stable placements to meet their additional specialist needs in terms of health, mobility, communication etc

For further advice or information, please contact:

Service Manager, Looked After Children

Service Manager, Children with Disabilities

Tel: 020 7364 220/020 7364 2129

For further information about services available for children with disabilities, please go to www.towerhamlets.gov.uk/childrenwithdisabilities

LANGUAGE AND COMMUNICATION TEAM SUPPORT FOR LEARNING SERVICE

Corporate Parent Statement

The role of the Language and Communication Team is to support the inclusion of pupils with Speech, Language and Communication Needs (SLCN) in mainstream schools. The team can provide advice for statemented and non-statemented pupils from pre-school to post 16. A referral to the service is made by using a CAF.

The team of specialist teachers can help schools identify and meet the needs of pupils with SLCN by offering the following services:

- an assessment of a pupil's language and communication skills
- a programme of intervention activities and strategies to use with pupils with SLCN
- advice and guidance for school staff on how to adapt and use resources to support pupils with SLCN
- INSET, advice and training for teachers and support staff to help them include pupils with SLCN in mainstream schools
- advice, training and guidance on how to use Signalong to promote and develop communication skills
- liaison with parents and outside agencies to promote the inclusion of pupils with SLCN
- attendance at planning meetings and Annual Reviews in the role of LEA Monitoring Officer

The Language and Communication Team's additional commitment to the education of looked after children and young people is to:

- prioritise the referrals of looked after children and young people where there is a concern about their communication skills
- liaise as appropriate with foster carers, schools and other agencies in order to promote the inclusion of looked after children and young people with SLCN in mainstream schools

For further advice or information, please contact:

Team Leader for The Language and Communication Team

Tel: 020 7364 6490

LEARNING AND ACHIEVEMENT SERVICE

Corporate Parent Statement

The Learning and Achievement Service's additional commitment to the Education of looked after children and young people is:

- to raise aspirations for the good attainment and attendance of looked after children and young people by supporting schools to set challenging targets -for improvement
- to ensure schools have appropriate monitoring in place to assess the progress of looked after children and young people towards aspirational targets.
- to evaluate school support for looked after children and young people in the context of building inclusive education

For further advice or information, please contact:

Head of Primary Achievement (Birth-11 years)

Tel: 020 7364 0525

LOOKED AFTER CHILDREN TEAMS

Corporate Parent Statement

The role of the Looked After Children and Leaving Care Service is:

- to provide a social work service to looked after children and through this to act as corporate parents to all children and young people in and leaving care in Tower Hamlets; ensuring that all children and young people are kept safe and helped to achieve their full potential through their childhood and make a successful transition to adult life.
- to ensure that, as a minimum, all the statutory and legal obligations towards children in care and care leavers are met
- social workers work in partnership with education, health and voluntary partners to deliver this service.

The Looked After Children Teams' additional commitment to the education of children and young people in care is to:

- ensure that education is considered when making care plans, particularly if there is to be a change of care placement
- strive to ensure that children and young people in care get the best possible start in life through improved educational attainments. This includes ensuring stability of care.
- Work towards narrowing the gap in educational attainment and participation of children and young people in care and to help them achieve their targets.
- Ensure that 100% children in public care have a Personal Education Plan (PEP) within 20 days of coming into care or changing school that is updated every six months.
- Ensure that all new social workers to the CLA Teams are given appropriate induction/training in educational procedures and PEPS
- Regularly discuss and record in supervision the educational needs/plans for CLA
- Regularly discuss with the child/young person their school/education

For further advice or information, please contact:

Service Manager, Children Looked After and Leaving Care Service

Tel: 020 7364 2202

PARENT ADVICE CENTRE

Corporate Parent Statement

The Role of Tower Hamlets Parents Advice Centre is:

To promote partnership between parents, the local authority, schools and other agencies, including voluntary organisations, in identifying and meeting the needs of pupils with Special Education Needs and those who have been permanently excluded by:

- providing an information and advisory service for parents and carers to promote inclusion
- increasing the involvement of parents, particularly those at risk of social exclusion, in the education of their children in order to raise levels of achievement
- empowering parents and encouraging active parental participation in the review and planning of local authority services.

Tower Hamlets Parents Advice Centre provides the local authority's Parent Partnership Service under the Special Educational Needs and Disability Act 2001.

Tower Hamlets Parents Advice Centre's additional commitment to the education of looked after children and young people is to:

- provide a named adviser for working in liaison with The Looked After Children Team
- to ensure adults working in loco parentis to looked after children are provided with appropriate advice and information in line with PAC service standards
- to promote the service to adults working in loco parentis
- to work closely with The Looked After Children Team to develop work with looked after children to provide a comprehensive service which meets their particular needs

For further information, please contact:

The PAC Manager

Tel: 020 7364 6481

PUPIL ADMISSIONS AND EXCLUSIONS TEAM

Corporate Parent Statement

The role of the Pupil Admissions and Exclusions Team is:

- to secure the admission of looked after children to mainstream schools as quickly as possible or to see that their case is referred to the appropriate agencies i.e. SEN
- to monitor the arrangements for looked after children, particularly in relation to ensuring their continued education in the case of exclusion
- to ensure that the carers and or representatives of looked after children are aware of how to access information in relation to school admissions, exclusion, assistance with home to school travel and child employment
- to give advice and support to schools on applying the local authority's policies and procedures in relation to admitting looked after children.
- to give advice and guidance to headteachers and governing bodies on the policy and procedures for the removal of looked after children from school in cases where exclusion is appropriate
- to contribute to the information for social services staff, foster carers and residential workers to develop an understanding of the issues to school, exclusions, home to school travel and child employment
- to assist with individual cases to expedite educational provision
- to support multi agency initiatives that are aimed at improving access to education for looked after children that would require the involvement of the Pupil Admissions and Exclusions Team.

For further information, please contact:

Head of Pupil Admissions and Exclusions

Tel: 020 7364 4304

PUPIL REFERRAL UNIT

Corporate Parent Statement

Tower Hamlets Pupil Referral Unit provides specialist education for students who have been referred from mainstream school because there have been serious problems around their behavior and/or attendance. Students from Year 7 to 11 on short term exclusion from mainstream school attend the behavior improvement programme, currently based at the Harpley site Tollet street.

Students from Year 7 to 10 (and in exceptional cases years 5 and 6) may also be referred to the Harpley inclusion support centre for a period of eight weeks, where students can gain the skills necessary for a successful return to mainstream education - either to their original school under a reintegration program (RIG) or to a different school in the borough via the fair access protocol (FAP). Some students in Year 10 may spend longer at Harpley and may then move on to one of three Year 11 centres, where they will stay for the academic year. The pupil referral unit also provides home tuition and a hospital tuition service.

Raising educational attainment is one of the main focuses at the Pupil Referral Unit. The curriculum is delivered through individual or small group tuition, and a range of qualifications are offered - including GCSEs. Part time accredited courses in practical subjects can be accessed through further education colleges in Years 10 and 11 and these can be continued on return to mainstream school. There is a large team of teaching assistants, learning mentors and outreach workers who support the students in their learning. There is a CAHMS link worker, a nurse and access to lifeline drugs advice workers. Outside agencies also provide stimulating experiences for students; Leyton Orient football coaching and Billingsgate fish cookery course can be accessed by our students for example. Drama and art groups have frequently been involved in projects bases at the PRU.

Tower Hamlets Pupil referral unit was found to be 'good with outstanding features', by OFSTED inspectors in September 2010.

Tower Hamlets Pupil Referral Unit aims to ensure that all decisions around looked after young people should be made with a view to achieving the outcomes that a responsible and loving parent would wish for their child. This involves good communications and joined up thinking between agencies and at times across boroughs. A pro-active approach is required, where, regardless of pressures on placements or concerns associated with the young person's potential behavior, the interests of the child are paramount at all times.

SENSORY SUPPORT TEAM

Corporate Parent Statement

The role of the Sensory Support Team is:

- to provide a range of support to pupils with hearing and vision loss from diagnosis (which can be from birth) until 19 years of age, including those with additional special needs.
- this support includes direct work with pupils, including those who have statements and for whom this is stipulated by the SEN panel
- it also includes support, advice and monitoring in relation to pupils without statements with a range of hearing and vision loss
- the team provides advice and a range of training opportunities for schools with regard to effective inclusion of pupils
- the team helps families to support pre-school pupils with hearing and vision loss in their home
- it works closely with families and other agencies in skills development across a range of provision (e.g. BSL and English classes for parents; Braille courses; support to local branch of NDCS)

The service is able to provide expertise on a number of areas:

- Audiology
- Braille
- Impact of specific hearing and vision loss on areas of development
- Individual assessments
- Tailored support programmes for individual pupils

The Sensory Support Team's additional commitment to the education of looked after children and young people is to:

- be aware of and highlight the needs of looked after children and young people in our inclusion support roles in schools. Also, to take account of them with appropriate sensitivity and priority where necessary both at diagnosis and ongoing support allocation
- ensure that members of the team know who is the designated teacher in schools in which they work, and are fully informed of the relevant issues, particularly if they are directly working with looked after children and young people and/or are contributing to a support plan

For further advice or information, please contact:

SST Team Leader

Tel: 020 7364 6127

SERVICE LEVEL AGREEMENT TEAM SUPPORT FOR LEARNING SERVICE

Corporate Parent Statement

The role of the Service Level agreement Team is to provide an inclusion 'buy back' service to schools. Schools can purchase support to:

- undertake direct work with pupils identified as having SEN as well as supporting the school in their provision for those pupils
- develop inclusive policies and practice, training and possibly working in an SEN management role

The service is able to provide expertise on a number of areas:

- General learning difficulties
- Specific Learning Difficulties/Dyslexia
- Speech and Language/Communication Difficulties
- Circle work/group work
- Whole school approaches/Policy and SEN Systems/Inclusion

The Service Level Agreement Team's additional commitment to the education of looked after children and young people is to:

- be aware of and highlight the needs of looked after children in our inclusion support roles in school
- ensure that members of the SLA team know who is the designated teacher in schools which buy them in, and are fully informed of the relevant issues, particularly if they are working with looked after children and/or are contributing to a support plan

For further advice or information, please contact:

SLA Team Leader

Tel: 020 7364 6458

SPECIAL EDUCATIONAL NEEDS SECTION

Corporate Parent Statement

The Special Educational Needs Section is responsible for the administration of the statutory assessment procedure for children with special educational needs. The section also deals with the administration of the weekly Pre-Assessment Panel and the SEN Panel. The Pre-Assessment Panel makes the decision about whether a statutory assessment should be initiated and the SEN Panel draws up Statements of SEN and makes decisions about provision and other special arrangements for children with SEN.

The Section comprises the Head of SEN who is also the Authority's Named Officer, the Data and Finance Officer, two Senior SEN Caseworkers (one of whom has a caseload of looked after children), two full time and two part time SEN Caseworkers.

The role of the Data and Finance Officer includes responsibility for the delegation of statement funding to schools, inter-authority recoupment and the maintenance and analysis of SEN data. SEN Caseworkers manage caseloads of children with SEN who are undergoing statutory assessment or who have statements of special educational needs.

The Special Educational Needs Section's additional commitment to the Education of Looked After Children and Young People.

The SEN Section has a strong commitment to the notion of meaningful partnership with parents. In the case of looked after children and young people, the partnership role is fulfilled by close joint working with Social Services. Looked after children and young people are often placed in out borough settings and in order to ensure that their educational needs are planned for and met the SEN Section has set up the following systems:

- a database of all looked after children and young people in public care
- close liaison with the Looked After Children Team
- close liaison with other local authorities
- close monitoring and attendance at Annual Reviews
- Joint Commissioning Panel (Education, Social Services and Health)
- a senior SEN caseworker who is responsible for the caseload of looked after children who will liaise with professionals, carers and local authorities to ensure that the needs of looked after children are met appropriately.

For further advice or information, please contact:

Head of SEN

Tel: 020 7364 4430

SPECIFIC LEARNING DIFFICULTIES TEAM SUPPORT FOR LEARNING SERVICE

Corporate Parent Statement

The role of the Specific Learning Difficulties Team is to support the inclusion of pupils with specific learning difficulties in literacy and maths in mainstream schools. The team can provide advice for statemented and non-statemented pupils from pre-school to post 16. A referral to the service is made by using a CAF.

The team of specialist teachers can help schools identify and meet the needs of pupils with Specific Learning Difficulties (SpLD) by offering the following services:

- advice and guidance for school staff on how to meet the needs of pupils with Specific Learning Difficulties including dyslexia.
- information and training on intervention programmes for pupils with SpLD
- INSET and training for teachers and support staff to help the teaching and inclusion of pupils with SpLD
- liaison with parents and outside agencies to promote the inclusion of pupils with SpLD
- attendance at planning meetings and Annual Reviews in the role of local authority Monitoring Officer

The Specific Learning Difficulties Team's additional commitment to the Education of Looked After Children and Young People is to:

- prioritise the referrals of looked after children and young people where there is a concern about their literacy and maths
- liaise as appropriate with foster carers, schools and other agencies in order to promote the inclusion of the Virtual School in mainstream schools
- provide specific training for foster carers and social workers when required

For further advice or information, please contact:

Team Leader for Specific Learning Difficulties Team

Tel: 020 7364 6455

TEENAGE PREGNANCY REINTEGRATION OFFICER

Corporate Parent Statement

The role of the Teenage Pregnancy Reintegration Officer (TPRO) is:

- to provide support and advice to school age pregnant girls and young parents in Tower Hamlets Council schools and sixth forms to enable them to continue their education
- to support educational planning for pregnant pupils and young mothers to either reintegrate to mainstream education or make a transition to a suitable alternative provision
- to work with pupils and their parents/carers to link them with appropriate services such as the Under 18 Pregnancy and Parenting service, the Family Nurse Partnership, midwifery, children's centres and social care
- to assist pupils in finding suitable childcare and support applications for funding from Care to Learn
- to assist pupils with transport costs where possible
- to support young people's parenting education and link them to support groups
- to support transition planning to post-16 education/training options
- to provide advice and information on services for teenage parents to school staff and to promote the importance of inclusive practice

The TPRO 's additional commitment to the education of looked after young people is to:

- attend PEPs where possible for pregnant pupils and school age parents attending Tower Hamlets schools and neighbouring boroughs
- to attend professional meetings where necessary for pregnant pupils and parents of school age in order to review plans taking into account their additional needs e.g. reviews, pre-birth planning, child protection meetings
- to provide advice to carers, social workers and teachers on issues relating to the additional needs of looked after, pregnant young people and parents

For further advice or information, please contact:

Teenage Pregnancy Reintegration Officer

Tel: 020 7364 6462

YOUTH OFFENDING TEAM (YOT) SERVICE

Corporate Parent Statement

The role of the YOT Service is to address the offending behaviour of young people by assessing their needs and providing appropriate support, enabling them to make reparation to the community and victims, and intervening proactively to prevent offending occurring

The YOT Service's additional commitment to the education of looked after children and young people is:

- participation in the Children in Care steering group as required
- contribution to audit of looked after in terms of offending as requested and via the CS statistics returns
- there is a protocol for co-ordinating education for young offenders, including the needs of looked after children
- providing initial assessments via ASSET to re-evaluate and contribute to the care profile of looked after children
- attending child care reviews and contributing to PEPs to support individual circumstances re education and general welfare including emotional development
- liaison with carers, care institutions and schools, and in particular their internal coordinators of services as part of case management aimed at the needs of looked after children
- that all looked after young people who receive a final warning from the police will be offered a final warning package designed to help avoid re-offending
- to liaise with the Virtual School for LAC whenever a young person of school age with a statutory intervention for offending becomes a looked after child.

For further advice or information, please contact:

Education Co-ordinator/Teacher

Tel: 020 7364 1149

PART 3: INFORMATION



LOCAL AUTHORITIES AND VIRTUAL SCHOOLS (OR LA EQUIVALENT)

Name	Address	Contact	Telephone
London Borough of Barking and Dagenham	Town Hall, 1 Town Square Barking, Essex IG11 7LU	Virtual School Headteacher	020 8215 3000 (Switchboard)
London Borough of Bexley	Civic offices, Broadway Bexleyheath, Kent DA6 7LB	Virtual School Headteacher	020 8303 7777
London Borough of Brent	Town Hall, Forty Lane, Wembley, Middlesex, HA9 9HD	Virtual School Headteacher	020 8937 1200
Brighton and Hove LA	Room 326, King's House Grand Avenue, Hove BN3 2LS	Children in Care Education Team	01273 293432 childrenincare@ brighton-hove.gov.uk
London Borough of Bromley	Bromley Civic Centre, Stockwell Close, Bromley Kent BR1 3UH	Virtual School Headteacher	020 8464 3333
Buckinghamshire SC	County Offices, Walton Street, Aylesbury, Bucks HP20 1UZ	Virtual School Headteacher	0845 3708090
London Borough of Camden	Crowndale Centre, 218-220 Eversholt Street London NW1 1BD	Virtual School Headteacher	020 7974 4444 (Switchboard)
Corporation of London	PO Box 270, Guildhall London EC2 2EJ	Virtual School Headteacher	020 7332 3030
London Borough of Croydon	Taberner House, Park Lane Croydon CR9 1TP	Virtual School Headteacher	020 8726 6000 (Switchboard)
Dorset LA	County Hall, Colliton Park Dorchester DT1 1XJ	Virtual School Headteacher	01305 251 000
London Borough of Ealing	Perceval House, 14/16 Uxbridge Road, Ealing London W5 2HL	Virtual School Headteacher	020 8825 5000 (Switchboard)
East Sussex County Council	County Hall, St Anne's Crescent, Lewes BN7 1SW	The Education Support Team	0345 6080190
London Borough of Enfield	Civic Centre, Silver Street EN1 3XY	Virtual School Headteacher	020 8379 1000 (Switchboard)
London Borough of Greenwich	Riverside House, Beresford Street, Woolwich SE18 6PY	Virtual School Headteacher	020 8854 8888 (Switchboard)

Name	Address	Contact	Telephone
Hackney – The Learning Trust	1 Reading Lane, Hackney London E8	Virtual School Headteacher	020 8820 7000 (Switchboard)
London Borough of Hammersmith and Fulham	Town Hall, King Street London W6 9JU	Virtual School Headteacher	020 8748 3020
London Borough of Harrow	2nd Floor, Civic 1, Station Road, Harrow HA1 2UW	Virtual School Headteacher	020 8424 1307
London Borough of Haringey	Civic Centre, High Road Wood Green N22 8LE	Virtual School Headteacher	020 8489 0000
London Borough of Havering	Town Hall, Main Road Romford RM1 3BB	Virtual School Headteacher	01708 434343 (Switchboard)
Islington Children’s Services	159 Upper Street, London N1 1RE	Virtual School Headteacher	020 7527 7000 (Switchboard)
London Borough of Kensington and Chelsea	The Town Hall, Horton Street Kensington W8 7NX	Virtual School Headteacher	020 7362 3000 (enquiries) 020 7361 3009 (Education) 020 7361 3013 (Social Services)
Kent LA - Head Office	Education & Libraries Directorate Social Services Directorate Sessions House County Hall, Maidstone Kent ME14 1ZQ		01227 772992
Kent - East LA	John Wilson Business Park, Thanet Way, Whitstable CT5 3QZ		01227 772992
Kent - Mid LA	Kroner House, Eurogate Business Park, Ashford Kent TN24 8XU		01233 639677
Kent - West LA	17 Kings Hill Avenue Kings Hill , West Malling Kent ME19 4UL		01732 525000
Royal Borough of Kingston-upon-Thames	Guildhall 2, High Street KT1 1EU	Virtual School Headteacher	020 8547 5757
Lambeth SC	International House Canterbury Crescent London SW9 7QE		
London Borough of Lambeth	Town Hall, Brixton Hill SW2 1RW	Virtual School Headteacher	020 7926 1000

Name	Address	Contact	Telephone
Lewisham SC	Laurence House, Catford London SE6 4SW	Virtual School Headteacher	020 8695 6000
London Borough of Lewisham	Town hall, Catford SE6 4RU	Virtual School Headteacher	020 8695 6000
Medway Council	Gun wharf, Dock Road Chatham, Kent ME4 4TR		01634 306000
Merton Council	Civic Centre, Morden SM4 5DX	Virtual School Headteacher	020 8545 4713
London Borough of Newham	Newham Dockside, 1000 Dockside Road, E16 2QU	Virtual School Headteacher	020 8430 2000
London Borough of Redbridge	Lynton House, 255-259 High Road, Ilford, Essex IG1 1NY	Virtual School Headteacher	020 8554 5000
London Borough of Richmond	Civic Centre, 44 York Street Twickenham TW1 3BZ		0845 6122660 (Switchboard) 020 8891 7500 (Education, Children & Cultural Services)
Richmond – Multi- Agency team for Children looked After	91 Queens Road, Twickenham Middlesex TW1 4EU		020 8831 6037
London Borough of Southwark	PO Box 64529, London SE1P 5LX	Virtual School Headteacher	020 7525 5000
London Borough of Waltham Forest	Waltham forest Town hall Forest Road, Walthamstow E17 4JF	Children in Care Education team	020 8496 3000
London Borough of Wandsworth	Wandsworth Town Hall Wandsworth High Street London SW18 2PU	Children Looked After Education Support Service	020 8871 6000
London Borough of Westminster	Westminster City Hall 64 Victoria Street SW1E 6QP	Virtual School Headteacher	020 7641 6000

TOWER HAMLETS SCHOOLS

School	Telephone
Alice Model Nursery	020 7790 5425
Arnhem Wharf	020 7515 4310
Bangabandhu	020 8980 0580
Beatrice Tate	020 7739 6249
Ben Jonson	020 7790 4110
Bethnal Green Technology College	020 7920 7900
Bigland Green	020 7702 7088
Bishop Challoner (girls)	020 7791 9500
Bishop Challoner (boys)	020 7791 9500
Bluegate Fields Infants	020 7790 3611
Bluegate Fields Junior	020 7790 3616
Bonner	020 8980 1004
Bow Boys	020 8980 0118
Bowden House	01323 893138
Bygrove	020 7538 4925
Canon Barnett	020 7247 9023
Cayley	020 7790 1490
Central Foundation	020 8981 1131
Cherry Trees	020 8983 4344
Children's House Nursery	020 8980 4662
Chisenhale	020 8980 2584
Christchurch	020 7247 0792
Clara Grant	020 7987 4564
Columbia	020 7739 3835
Columbia Market Nursery	020 7739 4518
Cubitt Town Infants	020 7987 3373
Cubitt Town Junior	020 7987 4362
Culloden	020 7364 1010
Cyril Jackson	020 7987 3737
Elizabeth Selby Infants	020 7739 6187
English Martyrs	020 7709 0182
George Green's	020 7987 6032
Globe	020 8980 1738
Guardian Angels	020 8980 3939
Hague	020 7739 9574
Halley	020 7265 8061
Harbinger	020 7987 1924

School	Telephone
Harpley	020 7791 7310
Harry Gosling	020 7481 1650
Harry Roberts Nursery	020 7790 6711
Hermitage	020 7702 1037
Holy Family	020 7987 3066
Ian Mikardo	020 3069 0760
John Scurr	020 7790 3647
John Smith Children's Centre	020 7364 0537
Kobi Nazrul	020 7375 3626
Langdon Park	020 7987 4811
Lansbury Lawrence	020 7987 4589
Lawdale	020 7739 6258
Malmesbury	020 8980 4299
Manorfield	020 7987 1623
Marion Richardson	020 7790 1441
Marner	020 7987 2938
Mayflower	020 7987 2782
Morpeth	020 8981 0921
Mowlem	020 7364 7930
Mulberry Girls	020 7790 6327
Oaklands	020 7613 1014
Old Church Nursery	020 7790 2824
Old Ford	020 8980 1503
Old Palace	020 8980 3020
Olga	020 8981 7127
Osmani	020 7247 8909
Our Lady's	020 7987 1798
Phoenix	020 8980 4740
Pupil Referral Unit	020 8980 5856
Rachel Keeling Nursery	020 8980 5856
Raines	020 8981 1231
Redlands	020 7790 4534
Seven Mills	020 7987 2350
Shapla	020 7480 5829
Sir John Cass (SEC)	020 7790 6712
Sir William Burrough	020 7987 2147
Smithy Street	020 7702 7971
St Agnes	020 8980 3076
St Anne's	020 7247 6327
St Edmund's	020 7987 2546
St Elizabeth's	020 8980 3964
St John's	020 8980 1142

School	Telephone
St Luke's	020 7987 1753
St Mary & St Michael Primary	020 7790 4986
St Matthias	020 7739 8058
St Paul's	020 7480 6581
St Paul's Way	020 7987 1883
St Paul's with St Luke's	020 7987 4624
St Peter's	020 7488 3050
St Saviour's	020 7987 4889
Stebon	020 7987 4237
Stephen Hawking	020 7423 9848
Stepney Green Boys	020 7790 6361
Stepney Greencoat	020 7987 3202
Stewart Headlam	020 7247 1201
Swanlea	020 7375 3267
Thomas Buxton Infants	020 7247 5343
Thomas Buxton Junior	020 7247 3816
Virginia	020 7739 6195
Wellington	020 8980 2413
William Davis Primary	020 7739 1511
Woolmore	020 7987 2778

USEFUL LINKS

Care Matters

<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/childrenincare/carematters/carematters>

Children and Young Person's Bill

<http://www.dcsf.gov.uk/childrenandyoungpersonsbill>

Children's Act 2004

<http://www.dcsf.gov.uk/everychildmatters/about/guidance/dutytooperate>

Young London Matters

<http://www.younglondonmatters.org/>

Welfare Call

<http://www.welfarecall.com/index.htm>