

Welcome to the webinar:

Giving Voice to Looked After Children

Thursday, 13th July 2017

#lookedafterchildren

#RCSLTwebinar



Chair of webinar:



Derek Munn

Director of Policy and Public Affairs,
RCSLT

Presenters:



Jane Pickthall

Chair, National
Association of Virtual
School Heads



Ellen Adams

SLT, Children's
Integrated Service for
Hackney and the City

Welcome



Derek Munn

Director of Policy and Public Affairs,
RCSLT

Housekeeping

- Send in chat messages at any time by using the Chat button
- Send in questions by using the Q&A button
- This event is being recorded. See here for recordings:
www.rcslt.org/news/webinars/rcslt_webinars
- Kaleigh Maietta is on hand to help!

Aims and objectives

After attending the webinar, delegates will:

- Have an increased awareness of the role of Virtual School Heads in promoting the educational achievement of looked after children in England
- Have a greater understanding of looked after children's communication needs and how speech and language therapists can work with Virtual School Heads to meet those needs
- Be familiar with a good local practice example where the Virtual School Head is working with speech and language therapy services





Jane Pickthall
Chair, National Association of Virtual
School Heads



National Association of

Virtual School Heads

Looking after learning

Jane Pickthall
Chair

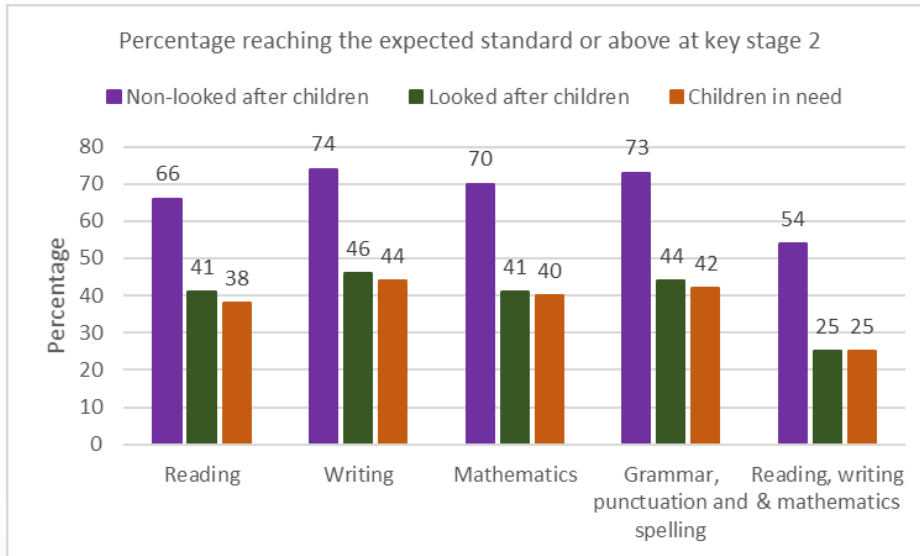
www.navsh.org.uk

The Role of the Virtual School Head

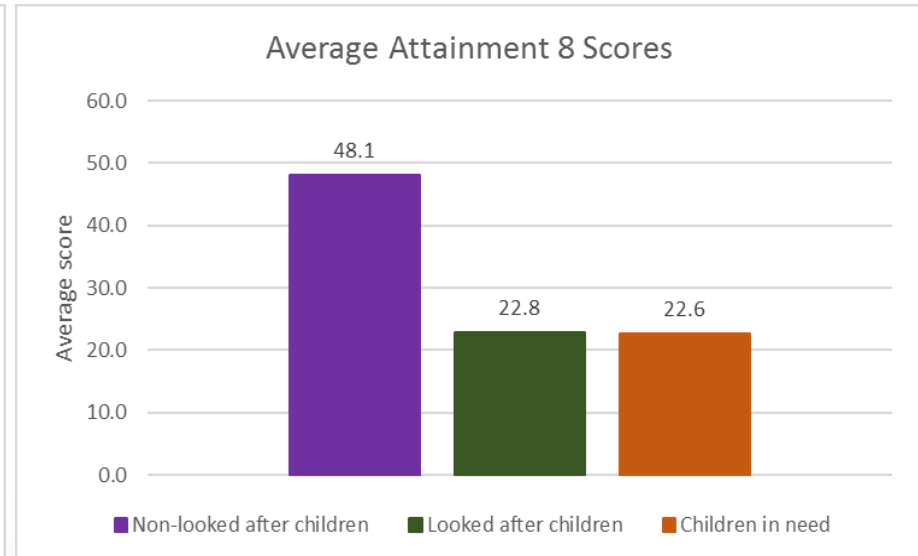
- All local authorities are set up differently with different models of Virtual School Head and Virtual Schools.
- Responsible for leading on the statutory duty of the local authority to promote the education of looked after children...
- ... and soon to include *previously* looked after children who have achieved permanence through adoption, a special guardianship order or a child arrangements orders.

Why do we need VSHs?

Key Stage 2



Key Stage 4



Progress is a more significant measure. Looked after children without SEN make more progress in Reading and Writing at KS2 than their peers.

Not comparing like with like. CLA high level of SEN

DfE Statistical First Release: Outcomes for Children Looked After 2016. Those in care 12 months or more.

What it could look like in practice?

- Provide advice and information – this is the responsibility for previously looked after children
- Provide direct academic support to individual children and YP in schools
- Support with school admissions and transfers
- Support schools with behaviour issues to avoid exclusions
- Provide training for designated teachers, social workers, foster carers, IROs, residential staff, school governors and other professionals
- Ensure timely SEND assessments
- Act as advocate around educational matters for individual children and YP

Pupil Premium Plus

Children in Care

- Based on actual numbers in care during previous year.
- In care for 1 day or more
- £1900 to VSH

These are children whose childhoods have not been like most other children's... It tells us little to only compare this group of children with children whose lives have been happy and secure.

Ofsted Annual Social Care Report
2016

Post-care

- Adopted, SGO, Child arrangements order or Residence order
- Requires self-declaration by parents
- Reported on January Census
- £1900 direct to schools

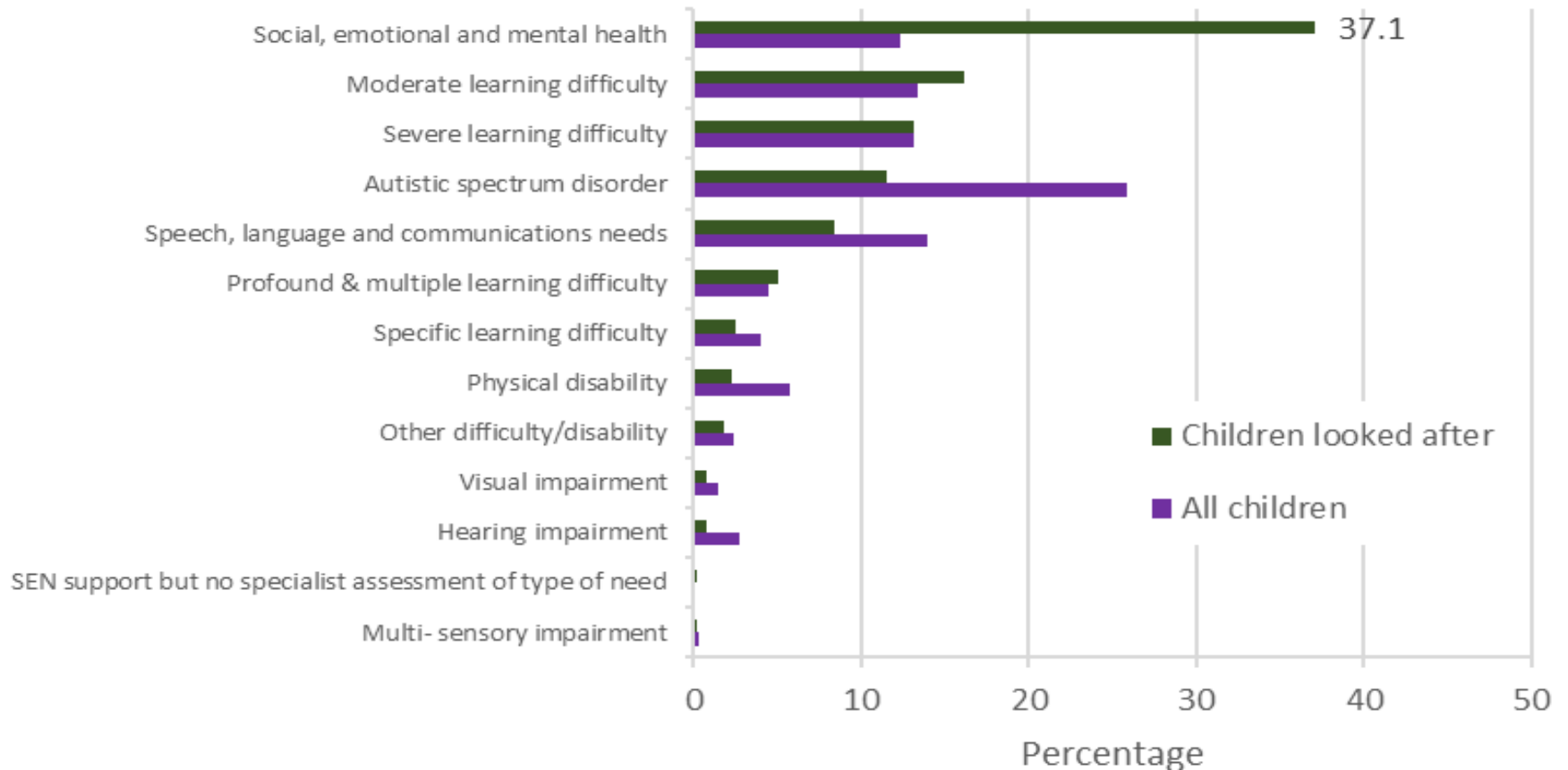
Factors influencing the educational outcomes of children in care

- Time in care – *longer in care, better the outcomes*
- Age entering care – *before age 11...*
- Placement changes – *fewer changes...*
- School changes – *fewer changes...*
- School absence – *less absence...*
- School exclusions – *less exclusions...*
- Placement type – *foster care...*
- School type – *mainstream...*
- SEND – *none, although if SEND then SEMH better outcomes.*
- SDQs (Strengths and Difficulties Questionnaires) – *lower score...*

For more information see the full Rees Centre / Bristol University Report 'The Educational Progress of Looked After Children'.

http://reescentre.education.ox.ac.uk/wordpress/wp-content/uploads/2015/11/EducationalProgressLookedAfterChildrenOverviewReport_Nov2015.pdf

Primary need of children with a statement of SEN or EHC plan



Looked After Children and SEN

	Total			
	School action plus or SEN support ⁵		SEN with a statement or EHC plan	
	Number	Percentage ⁶	Number	Percentage ⁶
Specific learning difficulty	920	8.7	190	2.5
Moderate learning difficulty	2,540	24.1	1,210	16.1
Severe learning difficulty	30	0.3	990	13.2
Profound & multiple learning difficulty	10	0.1	390	5.1
Social, emotional and mental health ⁷	4,720	44.8	2,780	37.1
Speech, language and communications needs	1,090	10.4	630	8.4
Hearing impairment	60	0.6	60	0.8
Visual impairment	50	0.5	60	0.8
Multi- sensory impairment	x	x	10	0.2
Physical disability	100	1.0	180	2.3
Autistic spectrum disorder	160	1.5	870	11.5
Other difficulty/disability	580	5.5	130	1.8
SEN support but no specialist assessment of type of need ⁸	270	2.5	10	0.2

DfE Statistical First Release: Outcomes for Children Looked After 2016.
 Those in care 12 months or more.

NAVSH

3 Year Development Plan

- Implement and disseminate new robust data set
- With strategic partners, at a national level, ensure a high quality of educational provision that meets needs.
- Measure the impact of PP+ and establish most effective practice that benefits CiC.
- Promoting the emotional, social and mental health of children in care so that their wellbeing enables learning.
- Promote the statutory responsibilities of VSHs and Designated Teachers.



Ellen Adams

SLT, Children's Integrated Service
for Hackney and the City



Speech and Language Therapy in the Virtual School for Looked After Children (LAC)



Ellen Adams

Speech and Language Therapist

Children's Integrated SLT Service for Hackney and the City

Overview



- Prevalence of SLCN in LAC
- Educational and life outcomes for LAC
- Journey of SaLT in Hackney Virtual School for LAC
- Successes & Challenges

Prevalence of SLCN in LAC



- LAC are more likely to have hidden communication needs than the general population (Clark et al, 2016)
- LAC often have communication needs that are unidentified and unsupported

Why might SLCN be more prevalent in LAC?

- Many LAC experience conditions of social disadvantage – a significant risk factor for SLCN. However, research suggests that SLCN in LAC cannot be explained by this alone
- Research shows that the reason for children becoming LAC are risk factors for SLCN

Educational and life outcomes for LAC

Educational outcomes for LAC:

- are significantly poorer than children not in care
- The gap widens as children get older



Later in life LAC are more likely to:

- be unemployed
- have poorer health outcomes
- have mental health problems
- experience higher rates of drug and alcohol use
- experience prison



SaLT in Hackney Virtual School- what are we doing?

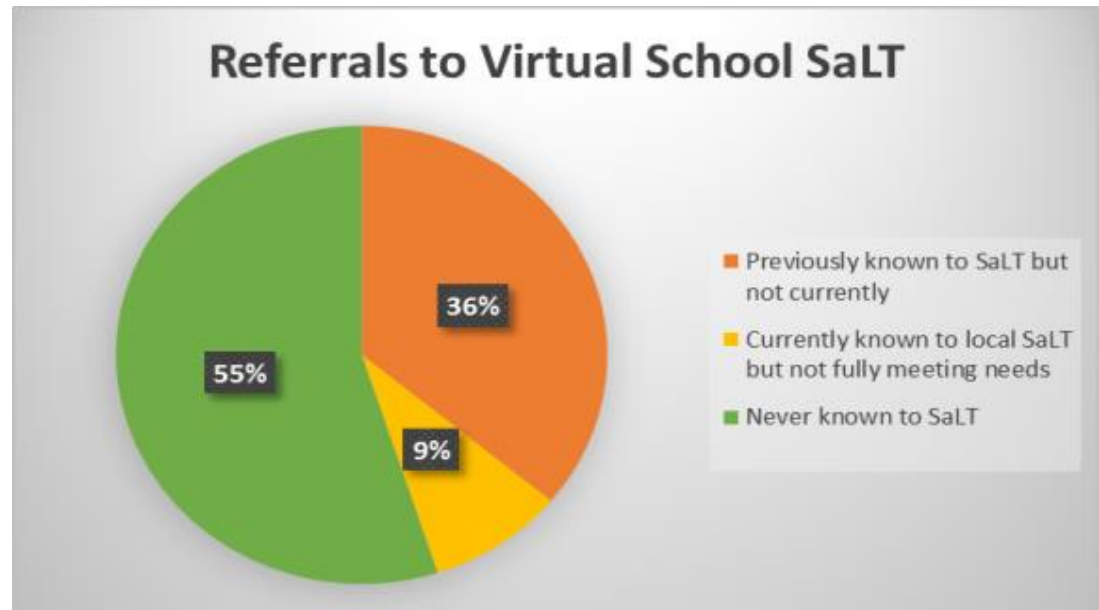


- Children and Social Work Bill recommendations from Royal College of Speech and Language Therapists (RCSLT):
 - ✓ **SCREEN:** On entry to care system children should be screened for SLCN and referred for SaLT assessment where screen identifies possible difficulty
 - ✓ **TRAIN:** All those working with LAC should be trained in awareness of communication needs and how to respond to them so able to meet their needs
 - ✓ **SUPPORT:** SaLT should be provided to those LAC who need it

SCREEN: Improving identification of SLCN

- SLCN screen created
- SLCN screen completed on all new LAC cases
- Screen can be completed by a person who knows the child well

REFERRALS:



TRAIN:

Awareness training



- Training on identification of SLCN, strategies to support SLCN and referral process completed with various groups
- Hackney SaLT service e.g. information sharing/transfer across boroughs
- Joint training with Social Pedagogues for education providers about how to support a particular child
- Planned training for clinical psychology and social workers

SUPPORT: SaLT intervention indicated following assessment:



Local SaLT able to meet child's SLCN



- Child is transferred to school SaLT caseload.
- Contact Virtual School SaLT if SLCN no longer being met.

- Raise awareness of child's needs with school.
- Virtual School SaLT provides service together with local SaLT if adequate service still not available. Child is on both caseloads.
- Virtual School intervention is time limited distinct piece of work.



Case Study



- Year 7, out of borough, EHCP
- Complex social and emotional difficulties
- Severe receptive and expressive language difficulties
- Local SaLT service offers one appointment in clinic every 6 months in clinic, programme posted to school
- Transition to secondary, reduced school awareness of meeting needs (high number detentions due to behaviour)
- Virtual School SLT working in collaboration with local SaLT – modelling programme to school, training for staff, resources and strategies for subject teachers
- Recommended quantification for school – long term support

Challenges



- Working from a distance - chasing screens and information, travel time
- ‘Visiting’ - Integration of SaLT recommendations to school routine
- Variable school experience and expectations of working with SaLT services
- EHCP -- who is responsible for SaLT provision?
 - is SaLT quantified?
- Time limited – what happens when school/local service cannot meet child’s needs on long term basis due to capacity of services
- Training - voluntary

References:



- ‘Starting Out Right: early education and looked after children’ by Sandra Mathers, Gwen Hardy, Charlotte Clancy, Jo Dixon and Clare Harding; University of Oxford and Family and Child Care Trust, 2016
- ‘SLCN Interventions and Challenges in Looked After Children’ Dr Ann Clark and Dermot Fitzsimons, 2016
- ‘Safeguarding children with communication needs’, RCSLT Fact sheet
- ‘Supporting looked after children’, RCSLT Factsheet
- ‘Children with Social, Emotional and Behavioural Difficulties and Communication Problems, 2nd edition: There is always a reason’ by Melanie Cross, 2011
- ‘A meta-analysis of cross sectional studies investigating language in maltreated children’ by Jarrad Lum, Martine Powell, Lydia Timms and Pamela Snow, 2015
- ‘Outcomes for children looked after by local authorities in England, 31 March 2016’ by Department for Education

Any Questions?

