

# Improving the Educational Outcomes for Children in Need

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# Who are 'Children in Need?'

- Children who have been assessed and supported through Children's Social Care in a one year period.
- Children who are:
  - On a 'Child in Need Plan'
  - On a 'Child Protection Plan'
  - Young Carers
  - Those with a disability

# CIN Outcomes

The DfE has been reviewing the outcomes of CIN in 2018 – 2019, concluding in June 2019 with the publication of ‘Improving the Educational Outcomes of Children in Need of Help & Protection’ and a literature review in 2018.

# CIN Outcomes

They concluded that nothing is beyond consideration as this group has the worst educational outcomes of any group

**“the injustice of poor educational outcomes of CIN must change.  
DfE 2019**

There needs to be a whole policy review.



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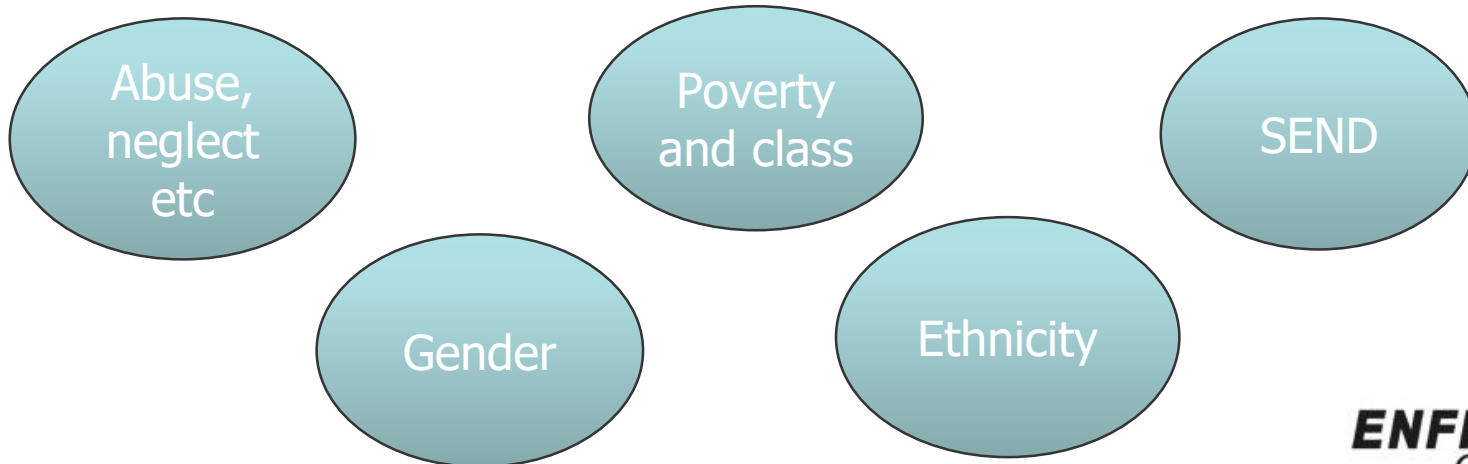
# What does research and data tell us?

As many as 1 in 7 of all children, at some stage, experienced a period as a CIN or a child in care

CIN had lower educational outcomes that all stages of their education

A substantial part of the low attainment at 16 who had ever been a CIN was accounted for by information available at age 7. This suggests broader form of disadvantage which are prevalent in CIN have a lasting impact throughout a child's schooling

CIN “ *Children who have been impacted by Adverse Childhood Experiences and trauma* ”



# Blame, responsibility and feelings?



# How does Enfield compare with the National Outcomes for CIN for Attainment Progress, Exclusions & Attendance

All CIN data prior to 2019-2020 is for CIN & CP combined. From 2019 – 2020 data provided is split between CINO (those on a CIN Plan only (other similar plans included)) and CPPO (those on a child protection plan).

## Attainment

### KS2 2017-2018

23% of CIN meet ARE Nationally  
 19% of CIN meet ARE in Enfield  
 39% of CIN meet ARE in London  
 65% of All Children meet ARE

### KS2 2018-2019

34% of CIN meet ARE Nationally  
 27% of CIN meet ARE in Enfield  
 39% of CIN meet ARE in London  
 65% of All Children meet ARE

### KS4 2018/19 (CIN & CP combined)

Progress 8		Attainment 8	
National	-1.9	National	19.2
Enfield	-1.3	Enfield	14.3
London	-1.34	London	22.3
All Children	46.7		

### KS4 CINO 2019/2020

Attainment 8	
National	21.3
Enfield	10.0
London	24.2
All Children	50.2

### KS4 2019/2020 CPPO

Attainment 8	
National	21.8
Enfield	c
London	25.3
All Children	50.2

# How does Enfield compare with the National Outcomes for CIN for Attainment Progress, Exclusions & Attendance

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## Those achieving 5 and above in Maths & English

### 2018/2019 (CIN & CP combined)

All children	43%
National	9.7%
Enfield	c
London	13.6%

### 2019/2020 (CINO)

All children	49.9%
National	11.8%
Enfield	c
London	16.0%

### 2019/2020 (CPPO)

All children	49.9%
National	No data
Enfield	No data
London	No data



# How does Enfield compare with the National Outcomes for CIN for Attainment Progress, Exclusions & Attendance

All CIN data prior to 2019-2020 is for CIN & CP combined. From 2019 – 2020 data provided is split between CINO (those on a CIN Plan only (other similar plans included)) and CPPO (those on a child protection plan).

## Exclusions (data is always 2 years behind)

### Permanent Exclusions

#### 2018/2019 (CINO)

National	0.75 %
Enfield	c
London	0.64%
All children	0.10%

#### 2018/2019 (CPPO)

National	1.08 %
Enfield	No data
London	No data
All children	0.10%

### Fixed Term Exclusions

#### 2017-2018 (combined)

National	8.4%
Enfield	10.1% - Last year 9.8%
London	6.92%
All children National	5.08%

#### 2018/2019 (CINO)

National	10.43%
Enfield	10.3%
London	8.94%
All children	2.56%

#### 2018/2019 (CPPO)

National	12.7%
Enfield	25%
London	11.1%
All children	2.5%

# How does Enfield compare with the National Outcomes for CIN for Attainment Progress, Exclusions & Attendance

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## Persistent Absence

### 2018-2019 (combined)

Enfield CIN 32.6% - Has improved from previous year  
London CIN 29.7%  
National CIN 32%  
All Children 13.7%

### 2018/2019 CPPO

Enfield 45%  
London 33.1%  
National 33.4%

### 2019/2020 Annual data

**Not published**

**We have some of the lowest educational outcomes in London. Most concerning is PA for those on a Child Protection Plan.**

### 2019/2020 CINO (Autumn Term Only)

National 34.2%  
London 31.4%  
Enfield 27.3%

### 2019/2020 CPPO (Autumn Only)

National 41.9%  
London 39.4%  
Enfield c

# How does Enfield compare with the National Outcomes for CIN for Attainment Progress, Exclusions & Attendance

All CIN data prior to 2019-2020 is for CIN & CP combined. From 2019 – 2020 data provided is split between CINO (those on a CIN Plan only (other similar plans included)) and CPPO (those on a child protection plan).

## Those with an EHCP

### 2018/2019 (combined)

National 25%  
London 21%  
Enfield 61%

### 2019/2020 CINO

National 26.7%  
London No data  
Enfield 71.9%

### 2019/2020 CPPO

National 8.9%  
London No data  
Enfield c

# University of Bristol Rees Centre

- Their research concluded that:
  1. Primary schools were more flexible and CIN children found large secondary schools noisy and challenging.
  2. Curriculum needs to be more inclusive.
  3. Sanction to repair rather than punish.
  4. No off rolling of CIN.



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# Key Facts

- Enfield has the highest CIN with an EHCP in the country, yet we don't have more SEND than other authorities.
- Twice as likely to join a school mid year.
- More likely to have unauthorised absence
- More likely to be off rolled
- More likely to be Home Educated.
- 4 times more likely to be Excluded.
- Possible changes in Headteachers standards so schools become more inclusive.
- 50% of CIN have SEND – SEMH being a primary type of SEN
- 36% of CIN have Mental Health Issues
- 61% of CIN are on Free School Meals
- 78% of CP are on Free School Meals.

# What does OFSTED say about Children in Need

All schools are responsible as they are now more accountable.

Inspections will evaluate the experiences of this particular group and would need evidence of the learning and progress of disadvantaged pupils.

# What does OFSTED say about Children in Need

“Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils. This includes pupils with SEND. It also includes pupils who meet the criteria for the school to receive pupil premium funding: pupils claiming free school meals at any point in the last 6 years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route. In addition, it includes children in need of help and protection, receiving statutory local authority support from a social worker. Inspectors will give specific attention to the acquisition of knowledge and skills in lessons and on-site separate provision and evidence of learning in off-site alternative provision.”

**Paragraph 111**

**Ofsted School Inspection Handbook September 2021**

# What does OFSTED say about Children in Need

For the first time this group has been named.

This would be put in your pupil premium strategy if receiving school meals.

Cultural capital



# What does OFSTED say about Children in Need - Exclusions and Attendance

“If a school uses fixed-term and internal exclusions, inspectors will evaluate their effectiveness, including the rates, patterns and reasons for exclusion and whether any pupils are repeatedly excluded. Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-term exclusion and for managing their future behaviour. Inspectors will consider how well the school is recognising and acting to address any patterns that exist, because disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person’s life.”

**Paragraph 232**

**Ofsted School Inspection Handbook September 2021**

# What does OFSTED say about Children in Need - Exclusions and Attendance

“Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded. Inspectors will recognise when schools are doing all that they can to support pupils at risk of exclusion, including through tenacious attempts to engage local support services.”

**Paragraph 233**

**Ofsted School Inspection Handbook September 2021**

# What does OFSTED say about Children in Need

“Inspectors will draw evidence about leaders’ curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breadth and ambition
- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills”

**Paragraph 204**

**Ofsted School Inspection Handbook September 2021**



# What does OFSTED say about Children in Need

“The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education in which pupils achieve highly.

- The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

# What does OFSTED say about Children in Need

- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic.
- The curriculum remains as broad as possible for as long as possible, including when delivered remotely. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

**Paragraph 197**

**Ofsted School Inspection Handbook September 2021**

# What does OFSTED say about Children in Need

“Inspectors will gather evidence about the use of the pupil premium and catch-up funding, particularly regarding:

- the level of funding received by the school in the current academic year and levels of pupil premium funding received in previous academic years
- how leaders and governors have spent the funding, their rationale for this spending and its intended impact
- the learning and progress of disadvantaged pupils, as shown by published outcomes data

**Paragraph 277**

**Ofsted School Inspection Handbook September 2019**

# How to raise the outcomes of CIN

The DfE identified 4 main areas:

Visibility

Keeping children in education

Aspirations

Support in and around school

# Keeping Children Safe in Education

- Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).



**Paragraph 161 - 162**

**Keeping children safe in education 2021**



# The Role of the DSL

“...taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college

This includes:

- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.”



# Actions in Place

Head of Children In Need.

Training all Social Workers, Schools, School Improvement Team, IRO's and School Governors.

CP Focus - School completing reports for CP Conferences.

Trauma & Attachment Training, Circle of support, Early help, Parenting Support, new DV Social Worker Team.

EWO support..

CIN teacher as part of the Virtual School and based in the new Edge of Care team.



# Extending the Virtual School Heads

On Wednesday 16 June 2021 the Department for Education announced more than £16m to extend the role of Virtual School Heads from September 2021.

## What is in scope of the extended Virtual School Head role

As strategic leaders who champion children with a social worker, Virtual School Heads should create a culture of high aspirations and drive improved outcomes. They will:

- **enhance partnerships between education settings and the local authority** so agencies can work together
- **identify the cohort's needs and intervene** to overcome barriers to poor educational outcomes and ensure pupils reach their potential
- **support and advise key professionals** to help children make progress, including through increasing their confidence in using **evidence-based interventions**

## What is not in scope of the extended Virtual School Head role

- Work with individual children and their families - including tracking and monitoring educational progress of individual children.
- Responding to requests from parents or carers to offer advice and support in relation on individual children with a social worker.
- Responsibility for children with Special Education Needs and Disability (SEND) who do not require or need a social worker, as defined above.

# Enfield Virtual School – CIN Role

**The Virtual school will employ an Assistant Head for Vulnerable Children who will carry out the roles below in conjunction with the Headteacher of the Virtual School:**

- Track the attendance, suspension and permanent exclusion using Welfare Call for all those with a Child Protection Plan (those on a CP plan have the highest percentage of persistent absence of 45% in 2019 (London 33%)).
- Provide advice and guidance to Social Workers, but not to provide direct intervention for individual children with a Social Worker or families, or to track individual attendance, academic outcomes, respond to requests from parents or those with responsibility for SEND. There may be occasions of extreme circumstance where the Assistant Head may attend a meeting regarding individual children.
- There are currently 203 children on a Child Protection Plan and 429 children who are CIN. Due to the size of the cohort (and keeping in mind the time constraints of one member of staff) only general advice and guidance will be provided regarding CIN, and detailed data and reporting will be provided on those children with CP.
- Setting up a termly working group of teachers from Enfield primary and secondary schools of Enfield DSL's and School Mental Health leads to provide advice and guidance, which feeds into the Enfield Education Excellence Board and attend DCSL meetings.
- Liaise with the Head of School improvement and School Improvement advisors termly to provide advice and guidance should concerns arise regarding schools with high suspensions and permanent exclusions for both CP and CIN and provide advice and guidance while linking in with Admissions and BSS

# Enfield Virtual School – CIN Role

- Attend Social Care team management meetings where appropriate.
- Attend Safeguarding Adolescents from Exploitation panel when necessary.
- Attend monthly/termly meeting with EWOs and Admissions to give advice and guidance in relation to schools where attendance of those with CIN & CP is low, and suspension and permanent exclusions are high, and liaise with Social Care regarding barriers to attendance with a focus on CP as reports will be based on data with CP.
- Meet and liaise with EHE officer and Social Care regarding those raised as a concern.
- To have a small cohort of those in Year 6 transitioning into Year 7 who have attendance concerns. Liaise with the secondary schools, SWERLL and BSS to ensure smooth transition. Provide training on professional approaches for CIN and Child with a CP plan.
- Deliver training to all partner agencies on a regular basis.
- Be part of Enfield Trauma Informed Practice group and strategy, giving advice and guidance to schools, to support children with a Social Worker.
- Regularly meet with SEND team to give advice and guidance
- Provide reports and data on outcomes and audit the needs of school, in supporting school alongside key partner agencies for CP.
- Signposting schools to agencies and Social Workers to agencies i.e. Early help, Youth programmes.
- Line Manage the current 2.5 day CIN teacher and business support and mentor.
- Support the Head of the Virtual school in tasks and duties within the Virtual School

**The Virtual School will not be providing lists of children with a Social Worker.**