

APPENDIX 2Additional Information on Children Looked After missing 25 days or more from education

The panel requested additional information on this performance indicator, as the 2008/09 target was not reached.

Key factors identified for this cohort:

- 14 CLA reported as missing 25 days or more.
- The CLA Education Welfare Officer is currently working with 9 of the above 14 young people.
- Of the 14 CLA, attendance ranges between 50.6% and 83.1%.
- The 14 CLA are in Years 8 to 11 (Secondary school age pupils).
- 2 of the 14 are disabled CLA who have missed school due to illness.
- 9 of the 14 are attending schools outside of Harrow.
- 2 of the 14 attend a PRU following permanent exclusions.
- 1 of the 14 is an Asylum seeking unaccompanied young person who has not been absent since starting school.
- 2 of the 14 are currently on study leave. **Note**, Study Leave is seen as an absence.

Management considerations

- Although the present performance needs to be improved it fares better than 3 years' ago. Since that time concerted effort has been made to reduce absenteeism by way of:
 - ❖ Monitoring attendance by Welfare Call.
 - ❖ The appointment of a CLA Education Welfare Officer (EWO).
 - ❖ The recent appointment of a Personal Education Plan (PEP) coordinator.
 - ❖ The appointment of the Virtual School Heads.
 - ❖ Increasing placement stability, which is a key indicator for improving educational achievement and attendance.
 - ❖ Likewise, finding placements, and in particular foster placements, within Harrow and the neighbouring Local Authorities.
 - ❖ The strategic pulling together of services and resources by the Life Chances Forum.
 - ❖ The continuing monitoring through the Child Care Panel.
- It is clear that more work needs to be done with, and for CLA placed out of the Borough, as 9 of the 14 young people fall within this cohort. This will be a key role for the PEP coordinator and CLA EWO.
- The PEP Coordinator will also have a key role in identifying, through the PEP review process, those CLA at risk of missing school and the support which is required
- Early recognition and response is key as the majority of this cohort have multi faceted issues which impact on each other

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14 July 2009