

Permanently Progressing? Building Secure Futures for Children in Scotland: Educational Outcomes

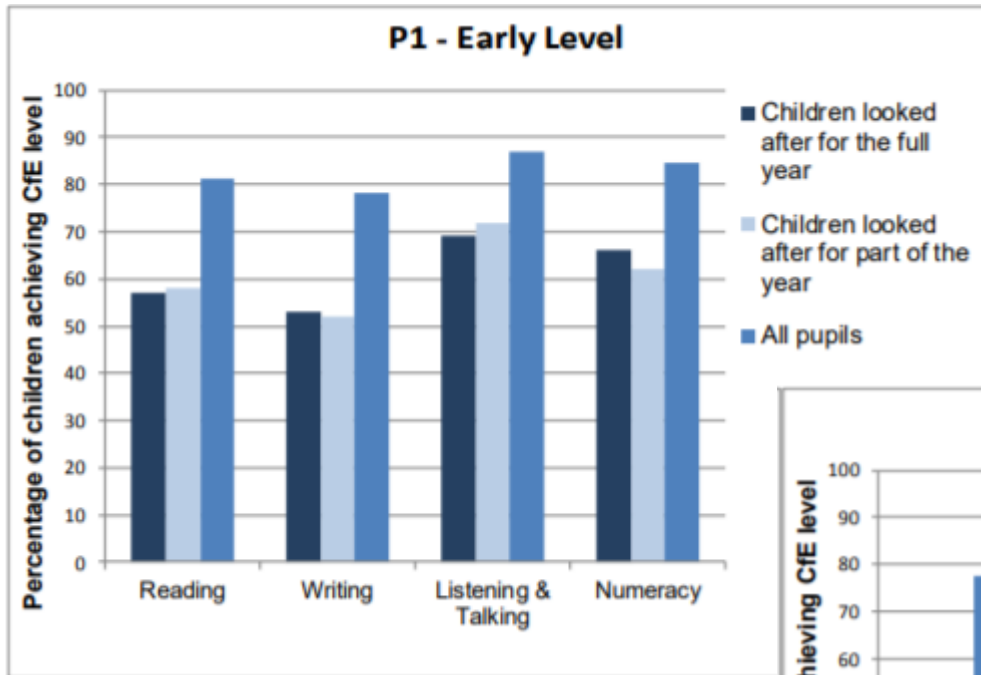
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- Phase One (2014-2018) first part of a longitudinal study following all children in Scotland who became looked after (at home or away from home) in 2012-2013 when they were aged five and under (n=1,836).
- Reports and summaries for all five strands published June 2019.

<https://www.stir.ac.uk/about/faculties-and-services/social-sciences/our-research/research-areas/centre-for-child-wellbeing-and-protection/research/permanently-progressing/>

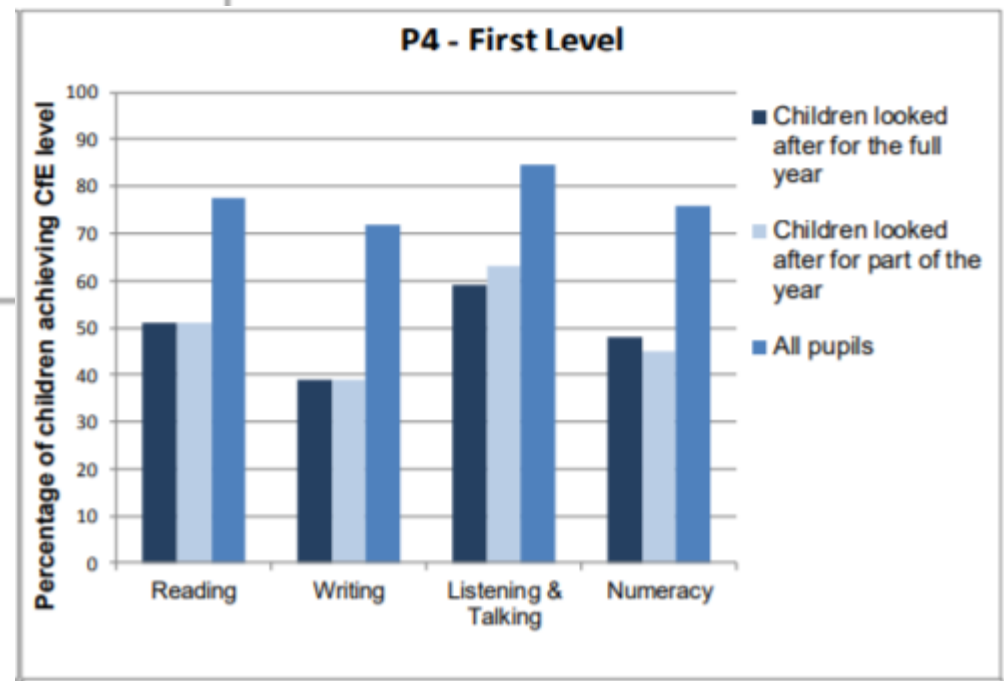


New Scottish Education Statistics for Young Children:



- achievement higher for children looked after for full year vs part year;

- achievement highest for those looked after in foster care and with friends or relatives.

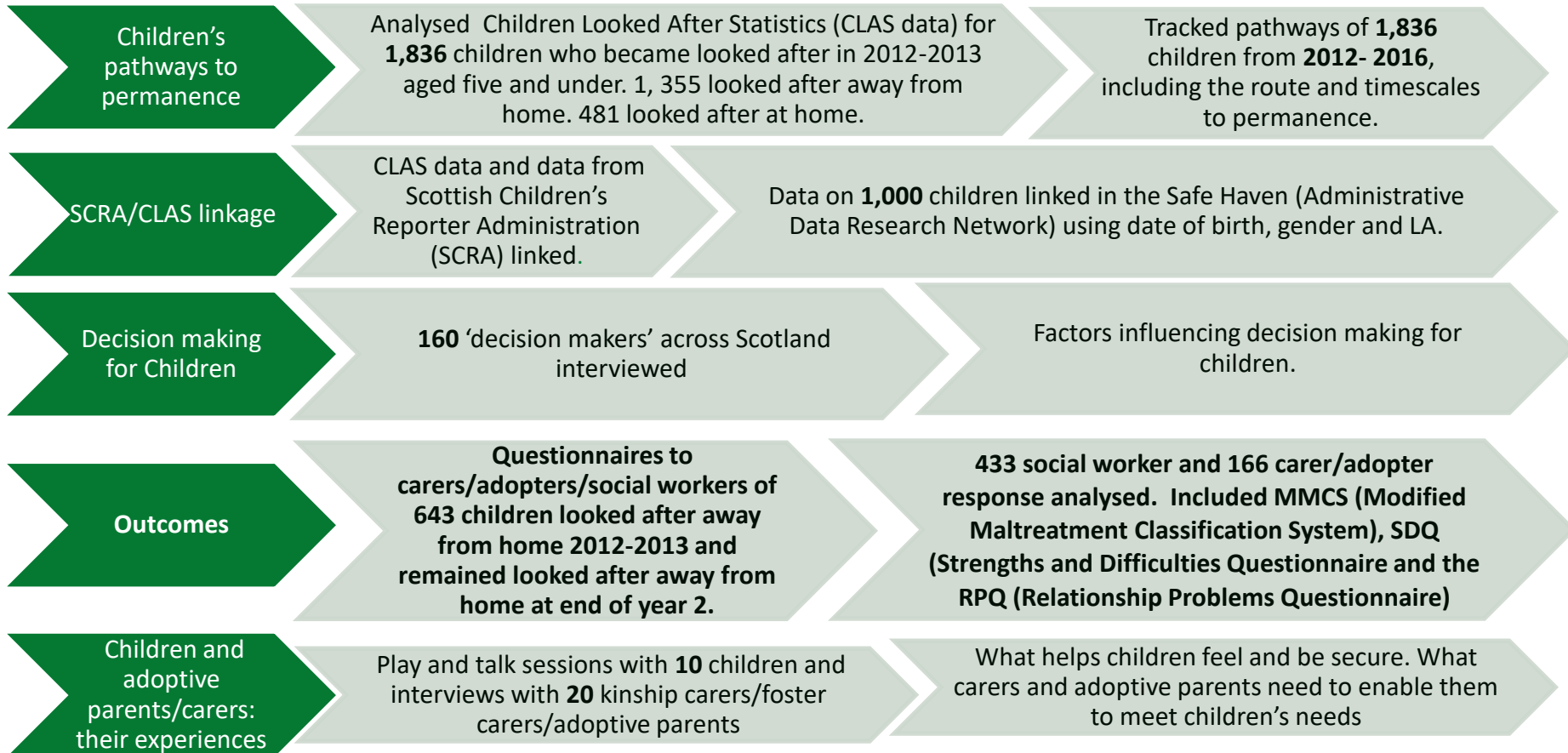


What are Some Reasons for the Attainment Gap Between Looked After Children and their Peers?

- lack of stability;
- pre-care experiences;
- Inclusion issues;
- low expectations;
- levels of poverty.



Overview of Phase One (2014-2018)



Outcomes (2014-2018)

Outcomes

Questionnaires to carers/adopters/social workers of 643 children looked after away from home 2012-2013 and remained looked after away from home at end of year 2.

433 social worker and 166 carer/adopter response analysed. Included MMCS (Modified Maltreatment Classification System), SDQ (Strengths and Difficulties Questionnaire and the RPQ (Relationship Problems Questionnaire)



Additional Support Needs:

- the Education (Additional Support for Learning) Act 2004 Act states that all looked after children are deemed to have additional support needs until they are assessed otherwise.
- in the Permanently Progressing? study, 6% (10) stated that children had been identified as having ASN prior to their current placement;
- 10% (16) had been identified since entering the current placement;
- 6% (10) were currently being assessed;
- the majority (130, 78%) did not have ASN.



Factors affecting young children at school



Two Questions:

behaviour as Communication – what are these children communicating?

additional support needs, disability and inclusion. What are the implications for looked after children?



Some Key References

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