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

#### **Dr Alison Hennessy**

- 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/permanentlyprogressing/

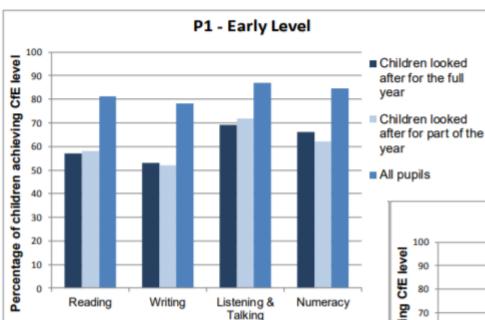








#### **New Scottish Education Statistics for Young Children:**



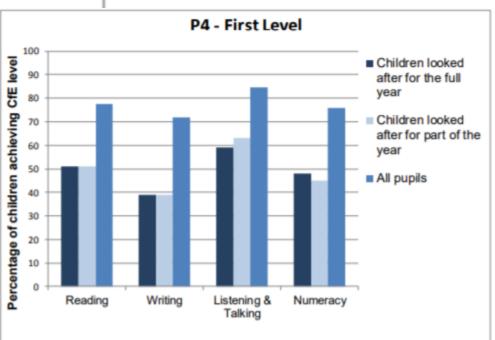
 achievement higher for children looked after for full year vs part year;

 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)

Children's pathways to permanence

Analysed Children Looked After Statistics (CLAS data) for **1,836** children who became looked after in 2012-2013 aged five and under. **1,** 355 looked after away from home. 481 looked after at home.

Tracked pathways of **1,836** children from **2012-2016**, including the route and timescales to permanence.

SCRA/CLAS linkage

CLAS data and data from Scottish Children's Reporter Administration (SCRA) linked.

Data on **1,000** children linked in the Safe Haven (Administrative Data Research Network) using date of birth, gender and LA.

Decision making for Children

**160** 'decision makers' across Scotland interviewed

Factors influencing decision making for children.

**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)

Children and adoptive parents/carers: their experiences

Play and talk sessions with **10** children and interviews with **20** kinship carers/foster carers/adoptive parents

What helps children feel and be secure. What carers and adoptive parents need to enable them to meet children's needs









#### Outcomes (2014-2018)

**Outcomes** 

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### **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.

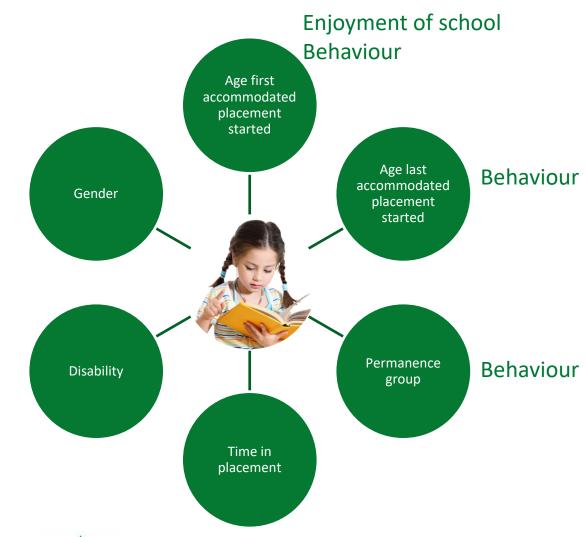








### Factors affecting young children at school



Progress in school Enjoyment of 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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