



# Education

## Legislation

- **Working Together to safeguard Children March 2015**
- **Keeping Children Safe in Education July 2015**
- **The Children's Homes (England) Regulations 2015**
- **Health and Social Care Act 2008, section 20 Regulations**
- **Education Act 2006**
- **Children and Families Act 2014**

## Practice Evidence

<b>Inspection Body</b>	<b>Outcome/ Regulation</b>	<b>Evidence</b>
<b>Ofsted</b>	<b>8</b>	<b>PEP, ITP Reports, Educational Psychological Reports, Educational folders, Certificates and Awards, Daily Programme</b>
<b>CQC</b>		

## **Reference**

**5.1- Educational Facilities**

**5.2- Educational Overview**

**5.3- Curriculum**

**5.4- Work Experience**

**5.5- Personal Education Plans**

**5.6- Promoting Educational Attendance**

**5.7- Special Educational Need**

**5.8- EHCP**

**5.9- Quality Assurance**

## **5.1- Education Facilities**

There is an onsite educational provision at Glebe House, affectionately named 'The Ed Shed'. We have a well-resourced education facility, which includes a computer suite with an extensive range of educational software, art room and workshops for woodwork, decorating and motor vehicle work.

## **5.2- Educational Overview**

Glebe House is a registered centre for OCR, City and Guilds and Open Awards. We also work in partnership with local Colleges. Links with other local education providers are firmly established and distance learning courses offer further options for our residents. Education is embedded across all parts of daily life and therefore hobbies and interests, such as music and sport, are valued as educational opportunities that increase knowledge and skills in preparation for later life.

The Basic Skills levels of all residents, in relation to the Adult National Curriculum, are assessed on their arrival at Glebe House and Individual Learning Plans are negotiated to reflect their needs, interests and aspirations. Education reports form an integral part of Personal Education Plans, Individual Treatment Plans, Statutory Reviews and Pathway Planning Reviews.

All residents have the opportunity to gain nationally recognised qualifications, including:

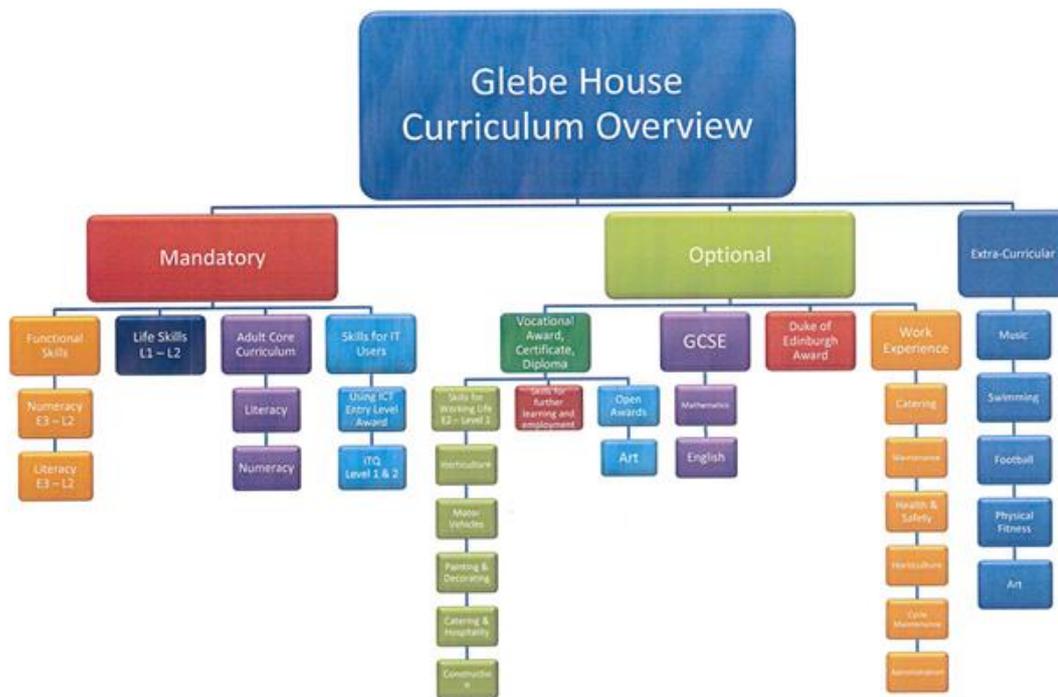
- Functional Skills accreditation in Literacy
- Functional Skills accreditation in Numeracy
- Adult Curriculum Literacy
- Adult Curriculum Numeracy
- GCSE Maths
- GCSE English
- OCR Information and Communication Technology accreditation
- Lifeskills
- SfWL Painting and Decorating;
- SfWL Woodwork
- SfWL Horticulture
- SfWL Motor Vehicle accreditation.
- SfWL Construction
- Skills for Learning and Employment
- Open Awards Art
- Duke of Edinburgh Awards Scheme
- Sport- Football, Gym, Swimming
- Food Safety accreditation.

Where a young person has a specific subject interest then their programme can be adapted to accommodate, such as accountancy, sociology. In addition to running regular Education workshops on Literacy, Numeracy, ICT, Personal and Social Development and Art, we also run short courses on Sexual Health, First Aid, Health and Safety and Food Safety. If appropriate, residents may attend part-time courses off-site in order to widen their range of educational opportunities.

We embed Basic Skills work throughout the education programme. All education workshops are run with mixed ability groups and our high level of staffing enables us to offer one-to-one support when necessary.

Research into recidivism suggests that by increasing the resilience factors in the lives of young people, we reduce the likelihood of reoffending. Resilience factors focus on positive reinforcement in areas such as educational achievement, independence skills and increased self-esteem. As a staff team, we intend to maintain the momentum and to continue to expand the education horizons for the young people in our care

### 5.3- Curriculum



### 5.4- Work Experience

Glebe House recognise that many of our young people come to us this a history of poor school attendance and disrupted education, therefore young people can present as resistant to engaging in formal education Glebe House try to encourage young people to experience the broader educational programme through the engagement in vocational based work experience., once engaged then young people are supported to acquire relevant skills, knowledge and ultimately qualification.

Glebe House offer the following work experience placements:

Onsite work experience-

- Catering and Hospitality
- Horticulture
- Health and Safety

- Maintenance
- House keeping

Offsite work experience-

- OWL bikes, Papworth trust

### **5.5- Personal Education Plans**

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Integrated Children's System provides a framework for assessment, planning, intervention and review and brings together the processes that may be needed in a local authority's work with a child.

The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as a statement of special educational needs, Individual Education Plan (IEP) or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school. Each young person will have their own educational plan with is updated regularly by the Head of Education.

Effective and high quality PEPs should: be a comprehensive and enduring record of the child's experience, progress and achievement (academic and otherwise); be linked to information in other education plans, including a statement of special educational needs and IEPs; identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences; set short term targets, including progress monitoring against each of the areas identified against development and educational needs; set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations); document identified actions for specific individuals intended to support the achievement of agreed targets; identify whether the child is eligible for a PEA and if so how the allowance will be used to support the targets set in the PEP; and highlight access to one-to-one tuition and how this will make/has made a difference to achievement levels.

### **5.6- Promoting Educational Attendance**

Education is an embedded part of the therapeutic programme, as such there is a culture of education attendance. This attendance is monitored through educational reviews, community meetings and ITP's. Where it is identified that a young person is reluctant to engage educationally then a variety of strategies are adopted to reintegrate them:

- Adapted programme
- Taster sessions

- Encouraging vocational work experience
- Key staff involvement
- 1:1 support
- Programme reviews

### **5.7- Special Educational Need**

We employ the services of an Educational Psychologist to inform our practice and to ensure that all young people entering our service receive a tailored educational package that is relevant to their needs. Whatever the education level of the young men on arrival, we aim to enable them to reach their academic potential.

### **5.8- EHCP**

From September 2014 the new Children and Families Act 2014 became law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP is:

- More person centred with more engagement and involvement from parents, carers, children and young people in the process
- More co-ordinated assessment process across education, health and care services
- Focusses on outcomes to be achieved for each child/young person
- Runs from birth to age 25
- Includes parents, carers, children and young people at the heart of the changes
- The legislation applies equally to all schools including academies and free schools.

Whilst we are aware of the new implementation of EHC Plans, we recognise that due to the age of our young people they are likely to be coming to us with the older statements of educational need, Glebe House will work with referring Social Workers and Education Authorities to ensure that the young people's educational needs are protected.

### **5.9- Quality Assurance**

It is the policy of Glebe House to continuously review, evaluate and improve what we do; to ensure that the learners' reasonable expectations are met and meet the expectations of Awarding, Funding and Inspecting bodies.

Glebe House will ensure that all learners have education and training opportunities and all members of the education team will critically evaluate performance against awarding bodies' criteria. The education team will review, evaluate and action plan improvements. Learners will be involved in quality improvement, where appropriate. Procedures will be robust and rigorous but also flexible enough to meet the differing needs of all learners.

The Head of Education at Glebe House will have overall responsibility for Quality, to oversee implementation, monitoring and review of quality assurance. All internal Quality Assurance will be planned in advance and discussed at monthly Education meetings.