

# 3+ Placements and Reduced Timetables

August 2017

## Executive Summary

- There were a relatively small number of children on a reduced timetable (RTT) in any month during the 2016/17 academic year. In July 2017 there were 23 children on reduced timetables out of 1,121 children who were being monitored for attendance at the end of term (1.9%).
- Over half the reduced timetable episodes lasted less than two months (55%, 45 out of 82 episodes)
- 14 of the 82 episodes lasted 5 months or longer (17.1%)
- The proportion of children on a reduced timetable tended to increase by school year group, i.e. the older the child the more likely they were to be on a reduced timetable
- At the end of July, 217 looked after children had 3 or more placements in the last 12 months (12.2% of LAC). For compulsory school aged children this reduced to 128 out of a total number of 1,174 looked after children (10.9%)
- A lower proportion of primary school aged children had 3 or more placements (5.4%), than secondary school aged children (13.8%)
- Children with 3 or more placements in the last 12 months were more likely to be on a reduced timetable than children with less than 3 placements. 39 out of 1,046 of children with less than 3 placements during year were recorded as being on a reduced timetable (3.7%), compared to 30 of 128 children with 3 or more placements (23.4%).
- The proportion of children on reduced timetables increased with the number of placements a child had in the last 12 months
- Children on a reduced timetable, and children with 3 or more placements in the year were more likely to have a fixed term exclusion

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# 1. Introduction

This report was produced at the request of Naintara Khosla, Assistant Director Corporate Parenting, and Caroline Smith, Head of Fostering. The report aims to provide insight into looked after children on reduced timetables and identify whether there is a relationship between reduced timetables and multiple placements.

## 2. Methodology

The source of reduced timetable data was Virtual Schools Kent (VSK), and covered the period September 2016 to July 2017 (2016/17 academic year).

The overview of children on reduced timetables includes all children notified as being on a reduced timetable.

The analysis exploring the relationship between reduced timetables and multiple placements includes only children who were looked after as at the end of July 2017. 6 children were on a reduced timetable at some point during the academic year, but were not looked after as at 31 July 2017, so they were not included in the analysis (but were included in the overview of reduced timetables section 3.1).

The analysis also included only children who were of compulsory school age, which was defined as aged under 16 at the start of the current academic year and aged at least 5 years at the start of the last term. This included all children with a date of birth between 01/09/2000 and 31/03/2012. 1 child from the VSK reduced timetable list was not included in the analysis because they were below compulsory school age (this child was included in the overview of reduced timetables section 3.1).

There were 69 looked after children as at the end of July 2017 who had been on a reduced timetable at some point during the academic year.

VSK provided SEN status from the ePEP system as at August 2017. Where this was not provided, the SEN status was sourced from Liberi.

Welfare Call monitors the exclusions of Kent Looked after Children. Only looked after children are monitored, therefore exclusions and reduced timetables during the academic year but outside a period of care are not included. Welfare Call reported 3 children on permanent exclusions. However, upon validation against data from the Education Management Information Team and Liberi files only one of the reported exclusions was identified as permanent, with the other 2 fixed term.

Children are not monitored by VSK after they leave care. For the purposes of this report, the date of leaving care was taken as the reduced timetable end date where children were on a reduced timetable at the point of leaving care.

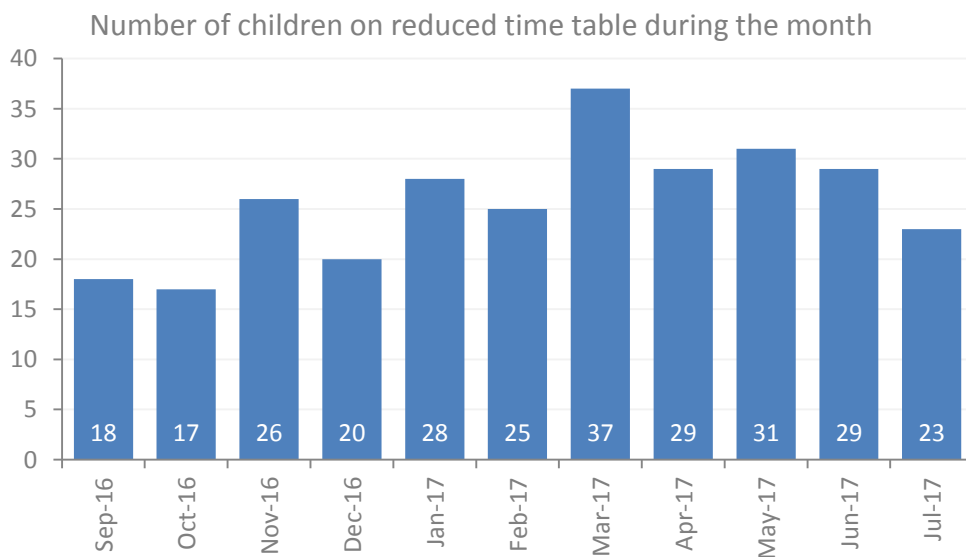
### 3. Results

#### 3.1 Overview of reduced timetables during the academic year

During 2016/17 there were a relatively small number of children on a reduced timetable (RTT) in any month.

An average of 26 children were on a reduced timetable during any month. October had the lowest number of 17, and March had the highest of 37.

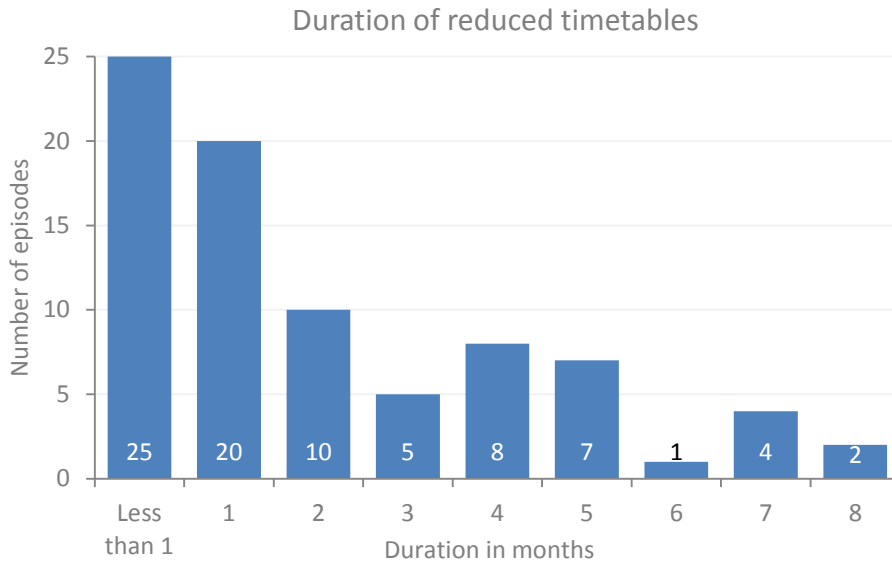
This academic year has seen improvements in data recording regarding children on reduced timetables. With the new approach to data recording it is hoped that seasonal fluctuations and trend data will become available over time.



Source: VSK data validated by Education Welfare Officers

A total of 76 looked after children were on a reduced time table at some point during the 2016/17 academic year. 6 children had 2 separate episodes of being on a reduced timetable, so in total there were 82 reduced timetable episodes during the year for looked after children.

32 of the 76 children (42%) had Special Education Needs.



*Note: For the purposes of this graph a month was counted as a period of 30 days*

30% of the reduced timetable episodes lasted less than a month, and over half lasted less than 2 months (55%).

14 of the 82 episodes lasted 5 months or longer (17.1%). Six of the fourteen children with a reduced timetable for 5 months had SEN (43%).

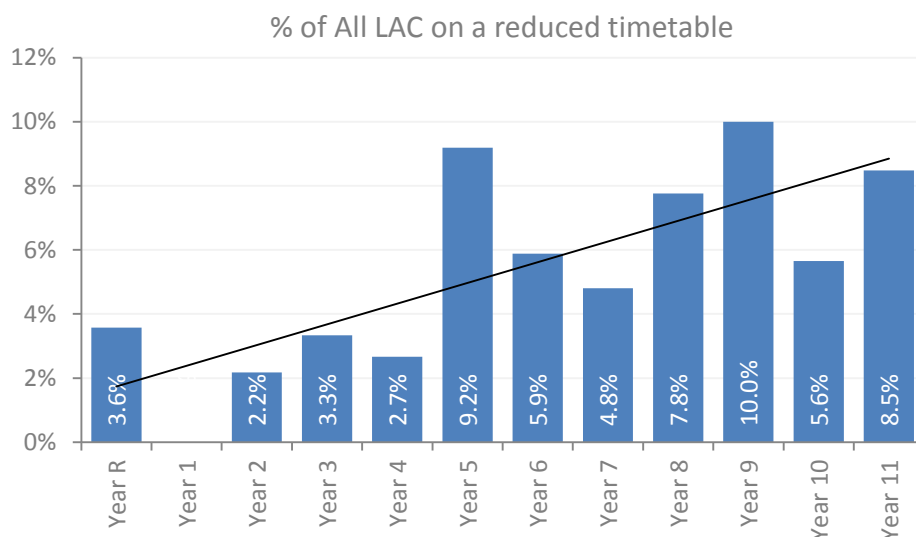
51 of the reduced timetable episodes were either as a result of the child or young person's behaviour, or behaviour combined with another factor (62%). Reintegration was the second most common reason for a reduced timetable, and was provided in the reasons for twelve episodes (15%).

Four children were placed on reduced timetables following a fixed term exclusion, and one child was on a reduced timetable with the aim of preventing an exclusion. Three children were on an ESOL course (all UASC), and two children were on a reduced timetable awaiting a specialist provision. Other reasons included settling into a new school or provision, school refusers and emotional health.

The attendance requirements for children on reduced timetables need to have a focus to ensure there is consistent recording (see section Data Quality). MIU are working with VSK ensuring recording improves so that a detailed analysis of the amount of schooling each child is required to attend is available.

## Reduced timetable by year group

As a percentage of all looked after children at the end of July 2017, the proportion on a reduced timetable tended to increase with school year group, i.e. the older the child the more likely they were to be on a reduced timetable. Some variation was seen due to the small numbers, but there was an overall increasing trend.



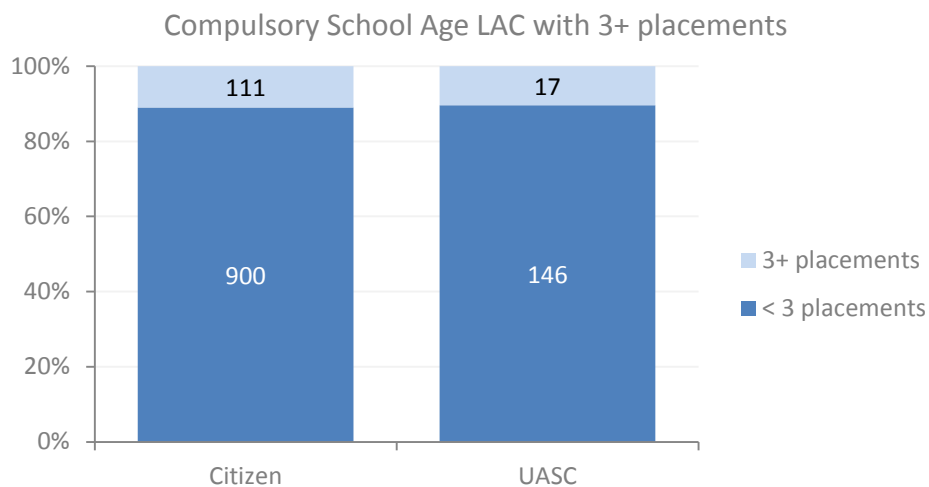
**Table 1: Reduced timetables by school year of child**

School Year	Children on RTT during year	All LAC end of July 2017	% of All LAC
Year R	1	28	3.6%
Year 1	0	31	0.0%
Year 2	1	46	2.2%
Year 3	2	60	3.3%
Year 4	2	75	2.7%
Year 5	8	87	9.2%
Year 6	5	85	5.9%
Year 7	5	104	4.8%
Year 8	9	116	7.8%
Year 9	14	140	10.0%
Year 10	10	177	5.6%
Year 11	19	224	8.5%
Total	76	1173	6.5%

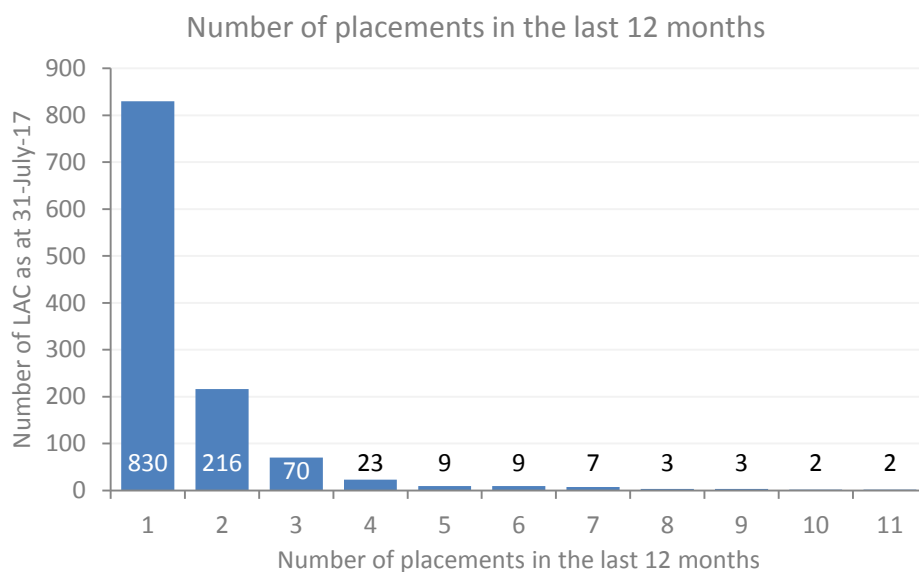
### 3.2 Overview of 3+ placements

At the end of July 2017 there were 1,174 compulsory school aged looked after children in Kent, comprised of 1,011 citizen children and 163 UASC. 128 of these had 3 or more placements in the last 12 months (10.9%).

No difference was identified between the proportions of citizen children and UASC with 3+ placements. Previous analysis<sup>1</sup> identified that where children had 3 or more placements, UASC were more likely to have a placement move as a result of change to or implementation of care plan, and citizen children were more likely to have a placement move at the carer’s request.



The majority of compulsory school aged children had only one placement in the last 12 months (70.7%), and 89.1% had less than 3 placements.



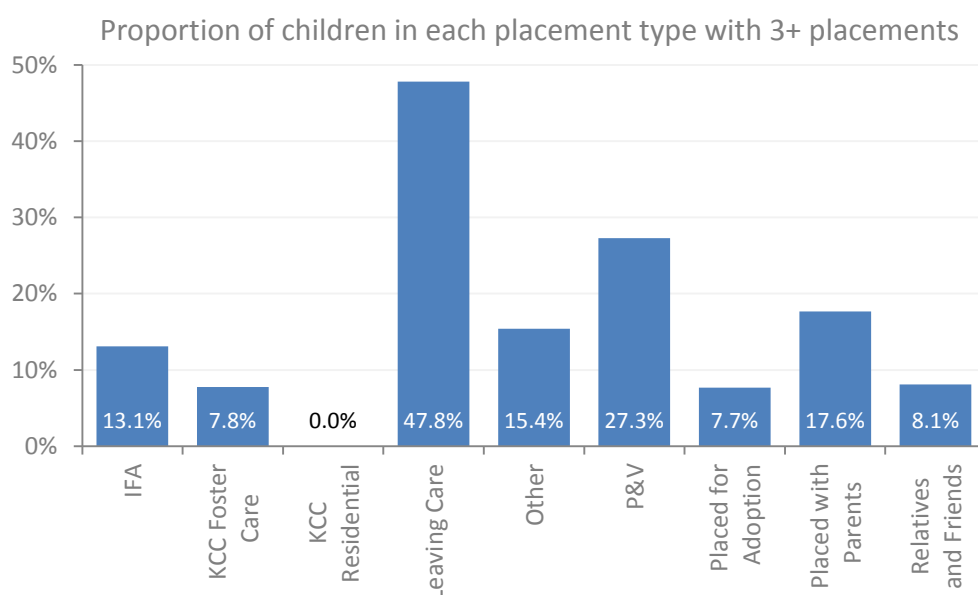
<sup>1</sup> Placement Stability Update: Looked after children with 3 or more placements in 12 months as at 31-Oct-16. Produced by SCS Management Information Unit



As at the end of July almost half the school aged looked after children with 3 or more placements were in KCC foster care (47%, 60 children). However, the majority of Kent looked after children are placed in KCC foster care.

When taking into account the proportion of children in each placement type who had 3 or more placements, KCC foster care had one of the lowest values. 7.8% of children in KCC foster care at the end of July 2017 had 3 or more placements in the last 12 months (60 out of 773 children).

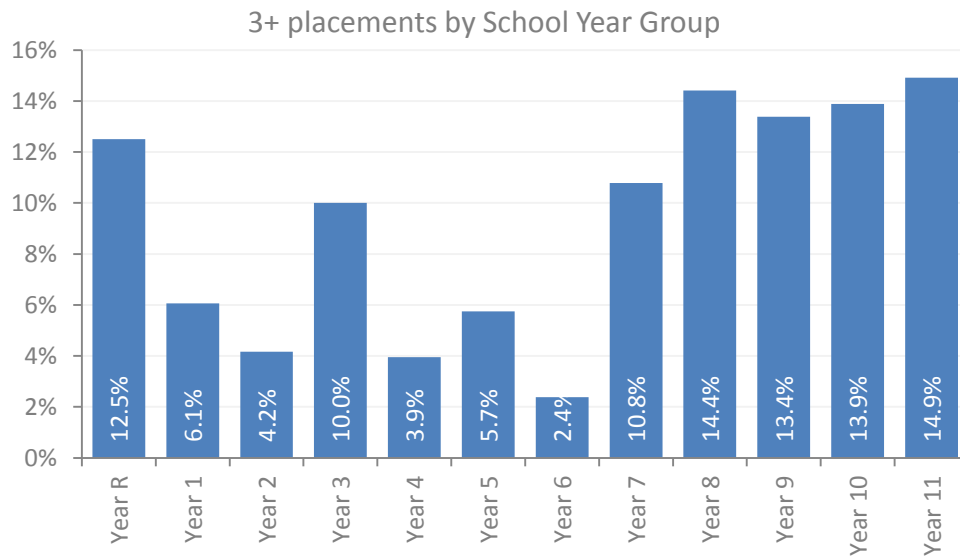
Children in Leaving Care accommodation had the highest proportion of children with 3+ placements. Almost half the children in this placement type had 3 or more placements in the last 12 months (48%, 11 out of 23 children). Private and Voluntary<sup>2</sup> placements (P&V) also had a high rate of 3 or more placements during the last 12 months (27%, 21 out of 77 children).



It should be noted that this report identifies the child's placement at the end of July 2017, not all placements throughout the year. Children in leaving care arrangements are likely to have had a recent move in line with their care plan, and children in P&V placements are likely to have complex needs which might have affected their placement stability.

<sup>2</sup> Private and Voluntary placements are residential accommodations provided by private or voluntary organisations.

A lower proportion of primary school aged children had 3 or more placements (5.4%), than secondary school aged children (13.8%).



**Table 2: 3+ placements by school year of child**

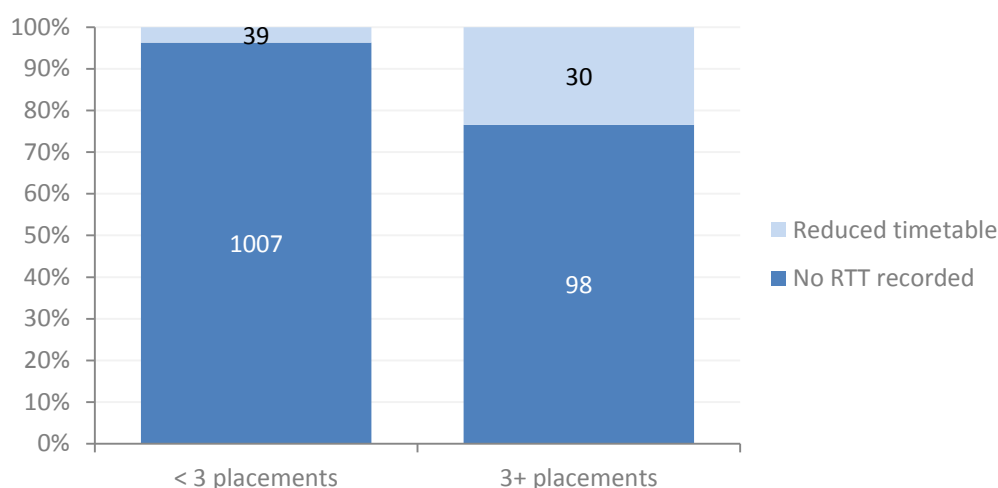
2016/17 School Year	< 3 placements	3+ placements	Total	% 3+ placements
Year R	14	2	16	12.5%
Year 1	31	2	33	6.1%
Year 2	46	2	48	4.2%
Year 3	54	6	60	10.0%
Year 4	73	3	76	3.9%
Year 5	82	5	87	5.7%
Year 6	82	2	84	2.4%
Year 7	91	11	102	10.8%
Year 8	101	17	118	14.4%
Year 9	123	19	142	13.4%
Year 10	155	25	180	13.9%
Year 11	194	34	228	14.9%
<b>Total</b>	<b>1046</b>	<b>128</b>	<b>1174</b>	<b>10.9%</b>

### 3.3 Analysis of reduced timetables and 3+ placements

As detailed in the methodology, 6 of the 76 children on a reduced timetable during the year were excluded from the following analysis because they were not in care as at the end of July 2017 and one child was excluded because they were not of compulsory school age.

69 of the 1,174 school aged looked after children as at 31<sup>st</sup> July 2017 had been on a reduced timetable at some point during the academic year 2016/17 (5.9%).

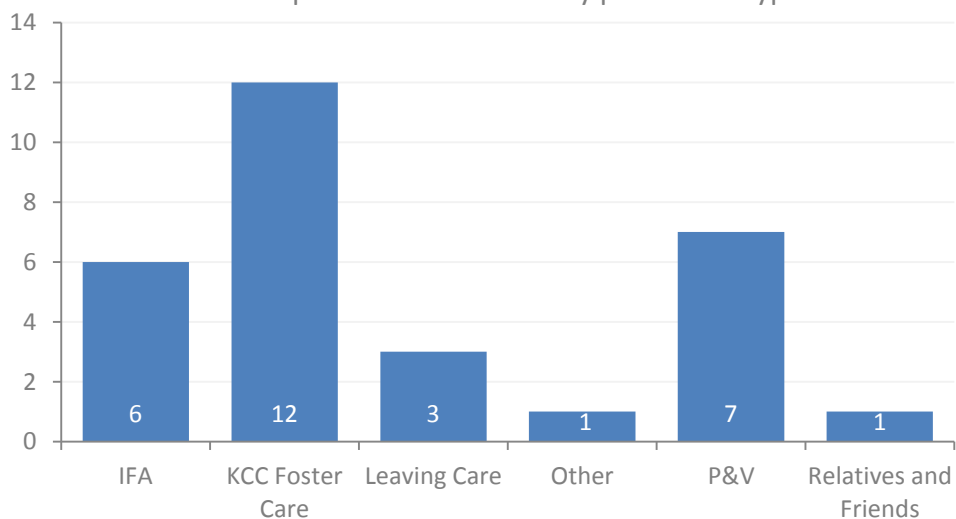
LAC as at July 2017 by timetable during 2016/17 academic year



Children with 3 or more placements in the last 12 months were more likely to be on a reduced timetable than children with less than 3 placements. 3.7% of children with less than 3 placements during year were recorded as being on a reduced timetable, compared to 23.4% of children with 3 or more placements.

Of the 30 children with 3+ placements and a reduced timetable during the year, 12 were in KCC foster care at the end of July 2017. This represented 1.6% of school age looked after children in KCC foster care.

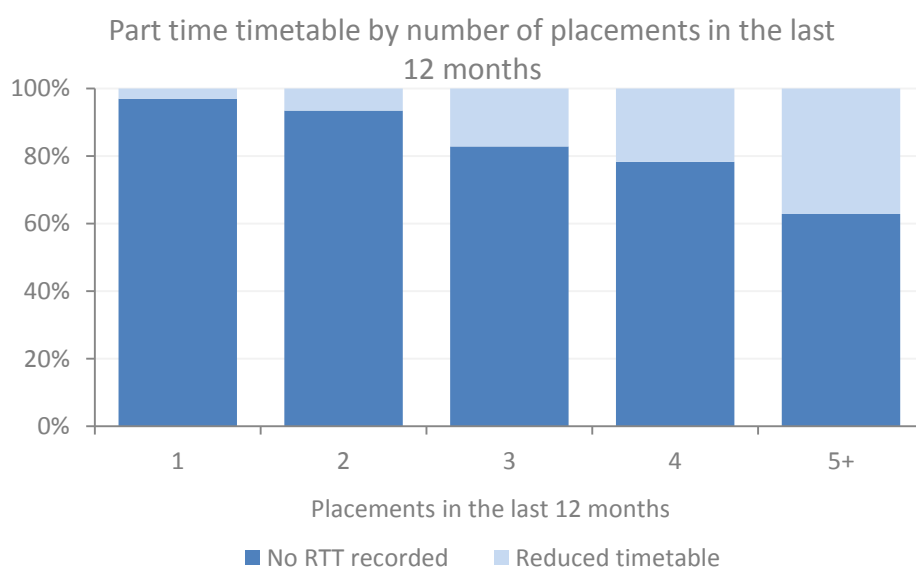
Children with 3+ placements and RTT by placement type at 31-Jul-17



**Table 3: Placement breakdown by reduced timetables and 3+ placements**

Latest Main Placement As At Kent Grouping	RTT during academic year				Total
	No		Yes		
	3+ Placements		3+ Placements		
	No	Yes	No	Yes	
IFA	166	21	13	6	206
KCC Foster Care	697	48	16	12	773
KCC Residential	15				15
Leaving Care	11	8	1	3	23
Other	11	1		1	13
P&V	51	14	5	7	77
Placed for Adoption	12	1			13
Placed with Parents	11	3	3		17
Relatives and Friends	33	2	1	1	37
<b>Total</b>	<b>1007</b>	<b>98</b>	<b>39</b>	<b>30</b>	<b>1174</b>

The proportion of children on reduced timetables increased with the number of placements a child had in the last 12 months. It is important to note that this finding identifies a relationship between 3+ placements and reduced timetables, it does not state that one causes the other.



**Table 4: Reduced timetables by the number of placements in the last 12 months**

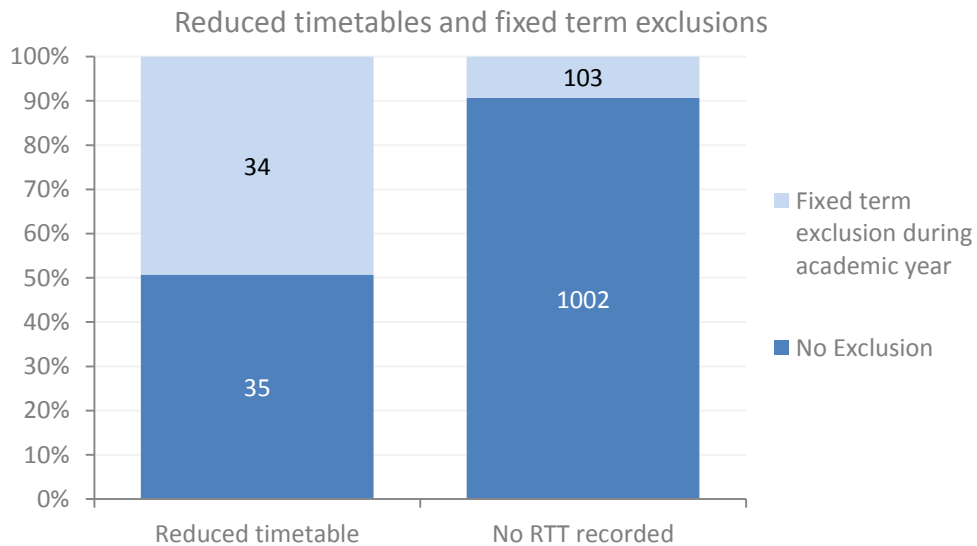
Number of placements in the last 12 months	No RTT recorded	Reduced timetable	Total	% on reduced timetable
1	805	25	830	3.0%
2	202	14	216	6.5%
3	58	12	70	17.1%
4	18	5	23	21.7%
5+	22	13	35	37.1%
<b>Total</b>	<b>1,105</b>	<b>69</b>	<b>1,174</b>	<b>5.9%</b>

These findings were checked against LAC who had been in care for 12 months or more, and the same pattern was observed.

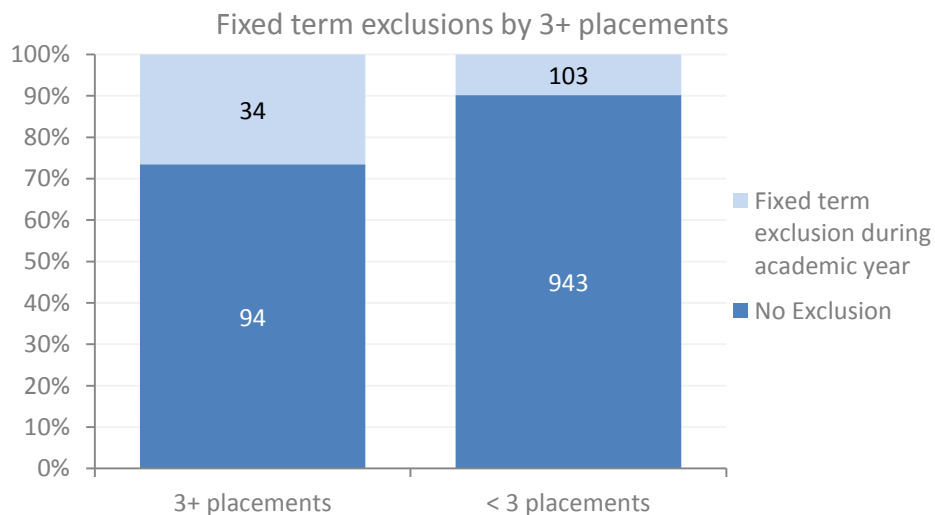
### 3.4 Exclusions

One looked after child had a permanent exclusion during the academic year, and this child was not on a reduced time table. All other exclusions were fixed term (see Data Quality).

Looked after children on a reduced timetable were more likely to have an exclusion. Half the children on a reduced timetable had at least 1 fixed term exclusion during the year (49.3%).



Children with 3 or more placements in the last 12 months were also more likely to have a fixed term exclusion during the year.



## 4. Equalities Analysis of reduced timetables

### Gender

There was no significant difference between males and females and their likelihood of being on a reduced timetable.

**Table 5: Reduced timetable by gender**

Gender	No RTT recorded	RTT during academic year
Female	428	23
Male	677	46
Grand Total	1105	69

*Note: Only includes children who were looked after as at 31-Jul-17 and of compulsory school age in the academic year 2016/17*

### Ethnicity

It was not possible to accurately identify whether ethnicity is a factor for reduced timetables due to the small numbers.

**Table 6: Reduced timetable by ethnicity**

Ethnicity Grouped	No RTT recorded	RTT during academic year
Any other Ethnicity	97	Less than 5
Asian	22	0
Black	56	Less than 5
Mixed background	60	Less than 5
White	870	62
Grand Total	1105	69

*Note: Only includes children who were looked after as at 31-Jul-17 and of compulsory school age in the academic year 2016/17*

### Age

Age has been included in the main report, in analysis of school year group (section 3.1 Overview of reduced timetables).

## 5. Conclusions

This analysis has identified that there is a relationship between reduced timetables and multiple placements.

The proportion of children on reduced timetables increased with the number of placements a child had in the last 12 months. However, the presence of a relationship does not mean that one factor has caused the other. Children may have complex needs which affect both their education and their placement stability.

It was identified that children on reduced timetables and children with 3+ placements in the last 12 months were both more likely to have an exclusion.

Insight about children on a reduced timetable would benefit from some further improvements in the information centrally recorded about children on reduced timetables.

## 6. Data Quality

There have been significant improvements in the data quality for children on reduced timetables. With the new approach to data recording it is hoped that seasonal fluctuations and trend data will become available over time, but it was not possible to include in this report.

The Education Welfare Officers record the number of marks<sup>3</sup> that a child is on a reduced timetable, the number of hours, and comments about attendance requirements. This is collated within Virtual Schools Kent (VSK).

Currently this data is not held in a consistent format, and the three data items often contained contradictory information. It was also unclear whether the marks and hours provided indicated the number that the child was expected to attend, or the number that the child was not required to attend. In order to accurately monitor the amount of education that children on reduced timetables receive, it is recommended that the data quality surrounding this measure is improved.

Insight into children on reduced timetables would also benefit from central and consistent recording of the start and end dates of each period of reduced timetable, along with the reasons and, where applicable, the extent of any additional tutoring being provided.

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<sup>3</sup> A mark comprises of either a morning or afternoon of education, i.e. there are 2 marks per day and 10 marks per week for full time education