

INFORMATION
ANALYSIS
DIRECTORATE



Children in Care in Northern Ireland 2015 - 16



Statistical Bulletin

Reader Information

Theme	Children in care in Northern Ireland
Document purpose	For information
Reporting period	1 October 2015 to 30 September 2016
Authors / statisticians	Heidi Rodgers and Iain Waugh
Publication Date	1 September 2017
Issued by	Community Information Branch Information & Analysis Directorate Department of Health Stormont Estate, Belfast, BT4 3SQ, Northern Ireland Tel (028) 90522580 Email cib@health-ni.gov.uk www.health-ni.gov.uk/articles/looked-after-children
Target Audience	Directors of Children's Services, Chief Executives of Boards and HSC Trusts in Northern Ireland, health care professionals, academics and social care stakeholders.
Main uses of document	The main uses of these data are to monitor the delivery of social care services to children, to help assess Trust performance, corporate monitoring, to inform and monitor related policy, and to respond to parliamentary/assembly questions. The bulletin is also used by academics/researchers, the voluntary sector and those with an interest in children in care.
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Price	FREE

Key Findings

This bulletin presents findings from the annual survey of children who have been in care continuously for twelve months or longer. It details analyses relating to the child's placement and health, schooling and educational attainment. It also covers cautions and convictions and current activity for those that finished compulsory schooling.

- At 30 September 2016, 2,213 children and young people had been looked after continuously for 12 months or longer;
- Of these, one fifth (19%) had experienced a placement change during the previous 12 months, which is the lowest number in recent years. When excluding those children whose placement move was placement for adoption, the proportion of children with a placement change was 18%;

Education

The 2015/16 bulletin uses a new source of data for most of the education statistics. This has caused some changes in methodology which means that, in some cases, comparisons with previous years cannot be done.

- Having a statement of Special Educational Needs continues to be more prevalent among the looked after children of school age (25%) compared with the general school population (5%);
- In general, looked after children did not perform as well as their peers on the Key Stage Assessments.

Level of Progression	Subject	Looked after children	General school population ¹
Key Stage 1 Level 2 or above	Communication	78%	88%
	Using Maths	78%	88%
Key Stage 2 Level 4 or above	Communication	44%	78%
	Using Maths	44%	79%
Key Stage 3 Level 5 or above	Communication	40%	78%
	Using Maths	39%	79%

- Some 98% of looked after children who sat GCSE exams attained at least one GCSE/GNVQ at grades A* to G in year 12, in comparison with 100%² of the general Year 12 school population. Furthermore, 54% of looked after children achieved at least 5 A*-C GCSEs in Year 12 compared with 83% of the general Year 12 school population.

¹ Please note that due to industrial action 2015/16 key stage data for the general population have been weighted to account for non-response bias. Figures reported are the best estimate of the mean figure drawn from the sample.

² Please note that this figure has been rounded, with 0.1% of all pupils achieving no GCSEs at grades A* - G

Statistics and research for the **Department of Health** is provided by the Information and Analysis Directorate (IAD). IAD is responsible for compiling, processing, analysing, interpreting and disseminating a wide range of statistics covering health and social care.

The statisticians within IAD are out posted from the Northern Ireland Statistics & Research Agency (NISRA) and the statistics are produced in accordance with the principles and protocols set out in the [Code of Practice for Official Statistics](#).

IAD comprises four statistical sections: Hospital Information, Community Information, Public Health Information & Research and Project Support Analysis.

This publication is produced by Community Information Branch.

Our Vision and Values

- *Provide up-to-date, quality information on children and adult social services and community health;*
- *to disseminate findings widely with a view to stimulating debate, promoting effective decision-making and improvement in service provision; and*
- *be an expert voice on social care information.*

About Community Information Branch

The purpose of Community Information Branch (CIB) is to promote effective decision making in children and adult social services by providing quality information and analysis.

We collect, analyse, and publish a wide range of community information that is used to help monitor the delivery of personal social services policy. Information collected by CIB is used to assess HSC Trust performance, for corporate monitoring, policy evaluation, and to respond to parliamentary/assembly questions.

Information is widely disseminated through a number of regular key statistical publications and ad hoc reports, details of which are available online.

Content

1.	Introduction.....	6
1.1.	The OC2 Community Information Return.....	7
1.2.	Children in care 2015-16.....	8
1.3.	Trust Profile.....	9
1.4.	Multiple Deprivation Measure and Rurality.....	10
2.	The Looked After Children.....	11
2.1.	Age and Gender.....	11
2.2.	Religion and Ethnicity.....	11
2.3.	Disability.....	12
2.4.	Dependants.....	12
3.	Health.....	13
3.1.	Development & Health Assessments.....	13
3.2.	Dental Checks.....	13
3.3.	Immunisations.....	14
4.	Placement.....	15
4.1.	Placement Changes.....	18
5.	Pre-School Provision.....	21
6.	School Age Children.....	22
6.1.	Change of Data Source.....	22
6.2.	Compulsory School Age.....	22
6.3.	Personal Educational Plans.....	22
6.4.	Children with statements of Special Educational Needs (SEN).....	24
6.5.	Education Other Than at School (EOTAS).....	25
6.6.	Suspensions.....	25
6.7.	Attendance and absenteeism.....	26
6.8.	School changes.....	30
7.	Educational Attainment.....	31
7.1.	Children eligible to sit exams.....	31
7.2.	Level of Progression – Key Stage 1.....	33
7.3.	Level of Progression – Key Stage 2.....	34
7.4.	Level of Progression – Key Stage 3.....	35
7.5.	GCSEs and equivalent qualifications.....	36
8.	Cautions / Convictions.....	37
8.1.	Children Cautioned or Convicted.....	37
8.2.	Substance Abuse.....	38
9.	Children who finished compulsory schooling in 2015/16.....	39
9.1.	School changes.....	39
9.2.	Gaps in Mainstream Education.....	39
9.3.	Current Activity.....	40
	Appendix A – Technical Notes.....	41
	Appendix B – Coverage of OC2 2015-16.....	46
	Appendix C – Placement definitions.....	47
	Appendix D – Tables.....	48
	Appendix E – OC2 Survey form 2015/16.....	49

CHILDREN IN CARE IN NORTHERN IRELAND 2015–16

1. Introduction

[The Children \(Northern Ireland\) Order 1995](#) (the Children Order) is the principal statute governing the care, upbringing and protection of children in Northern Ireland. It affects all those who work and care for children, whether parents, paid carers or volunteers. The Children Order emphasises the unique advantages to a child being brought up within his or her own family. In practice, this means that the Order sees families as a major way of supporting and helping children. Health and Social Care (HSC) Trusts have the power and in some circumstances the duty, under the Children Order, to help children by providing services to their families.

A child can be referred to social services for a variety of reasons. When a child is referred, social services undertake an initial assessment to determine if that child is a ‘child in need’ as defined by the Children Order. If a child is considered to be a child in need, services should be offered to assist the child’s parents/carers to meet that identified need. Should there be concerns that a child may be suffering or at risk of suffering ‘significant harm’ Social Services will conduct an investigation under Article 66 of the Children Order and respond appropriately. A Child Protection Case Conference may be convened and the child’s name included on the Child Protection Register and a Child Protection Plan drawn up to safeguard the child. If there are significant concerns that indicate authoritative intervention is required, Social Services may make application to the Court for a Legal Order to enable them to afford an appropriate level of safeguarding to the child. This may include removing a child from its family and into the care of the HSC Trust.

Children are taken into care for a variety of reasons, the most common being to protect the child from abuse or neglect. In other cases their parents could be absent or may be unable to cope due to disability or illness.

This publication provides valuable information in regards to outcomes for looked after children and assists the development of the Looked After Children (LAC) Strategy, the Programme for Government³ as well as the Health and Social Care Commissioning Plan Direction (CPD)⁴. Within this publication, performance against CPD targets and indicators will be discussed in detail.

³ <https://www.northernireland.gov.uk/programme-government>

⁴ <https://www.health-ni.gov.uk/publications/ministerial-priorities>

1.1. The OC2 Community Information Return

This publication presents the latest figures on looked after children in Northern Ireland. The OC2 community information returns is specifically designed to collect information on children while they are in care, expressly for children who have been in care continuously for 12 months or longer. Together with two additional surveys, OC1, which collects information on educational attainment of care leavers aged 16 to 18, and OC3, which covers the circumstances of care leavers at the time of their 19th birthday⁵, they provide a comprehensive series of data on looked after children in Northern Ireland.

The OC2 survey, first published in 2004, collects information relating to the educational qualifications, health and other key areas of children looked after continuously for 12 months or more at 30 September each year. Comparisons are included where possible with the general Northern Ireland population and with looked after children in other UK countries. These comparisons should however be treated with caution as they relate at times to very different cohorts of children or slightly different time periods.

This year's publication will for the first time use educational information extracted directly from Department of Education (DE) sources. This will ease the data collection burden on the social workers as well as aligning information with that published by DE. Further information can be found in the Technical Notes.

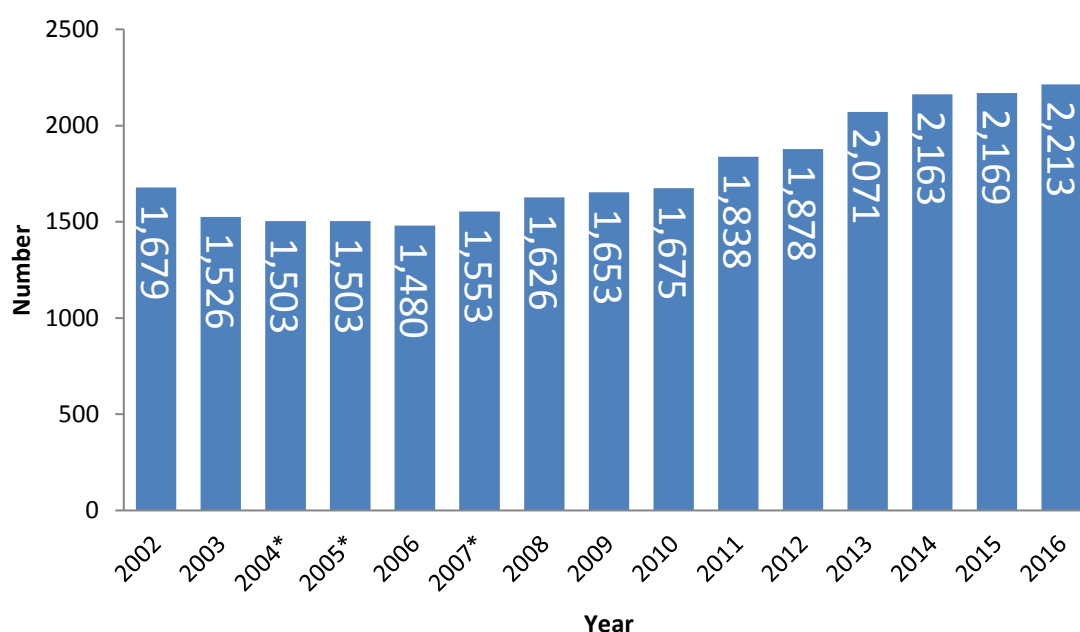
⁵ Please see Appendix A: Technical Notes for further details on the OC publications

1.2. Children in care 2015-16

At 30 September 2016, 2,213 children who were looked after in Northern Ireland had been continuously looked after for more than a year⁶. Figure 1.1 outlines how the number of children looked after for at least 12 months has risen year on year since 2006. The number of children looked after in 2016 was 2% higher than in the previous year, however it represented a 43% increase from 2006 (1,480).

The rise in numbers of looked after children – as well as referrals to children's services and being registered for child protection in Northern Ireland, is similar to the trend across the UK⁷. The increase may be explained by a number of factors including an increased level of awareness of child protection issues; greater willingness to take action to protect children who are potentially at risk; more adolescents becoming looked after due to family breakdown and improved collection and processing of information.

Figure 1.1 Number of children looked after continuously for 12 months or longer at 30 September (2002 to 2016)



*Number estimated for these years

The 2,213 children and young people that had been looked after continuously for at least 12 months represented a rate of 51 children per 10,000 population aged under 18⁸; a somewhat lower proportion to that in England, where 60 children per 10,000 child population had been looked after for 12 months or more at 31 March 2016⁹.

The rate of looked after children in 2016 was similar to that in 2015 (50 children per 10,000 population aged under 18). Of recent years the lowest rate occurred in 2006 when 34 children per 10,000 population had been looked after for 12 months or longer.

⁶ This figure may differ slightly from other sources due to categorisation and exclusions. Please see the Technical Notes for more details. Please note that the Northern Trust figures differ from those reported in Delegated Statutory Functions Return 10.3.4

⁷ Links to other UK publications can be found in the Technical Notes.

⁸ 2016 Mid-Year Population Estimates, NISRA 2017

⁹ Source: 'Children Looked after in England (including adoption and care leavers), year ending 31 March 2016', Department for Education (DfE) and Mid-Year Population Estimates, Office for National Statistics.

Figure 1.2 Number of children looked after continuously for at least 12 months at 30 September 2016 by HSC Trust

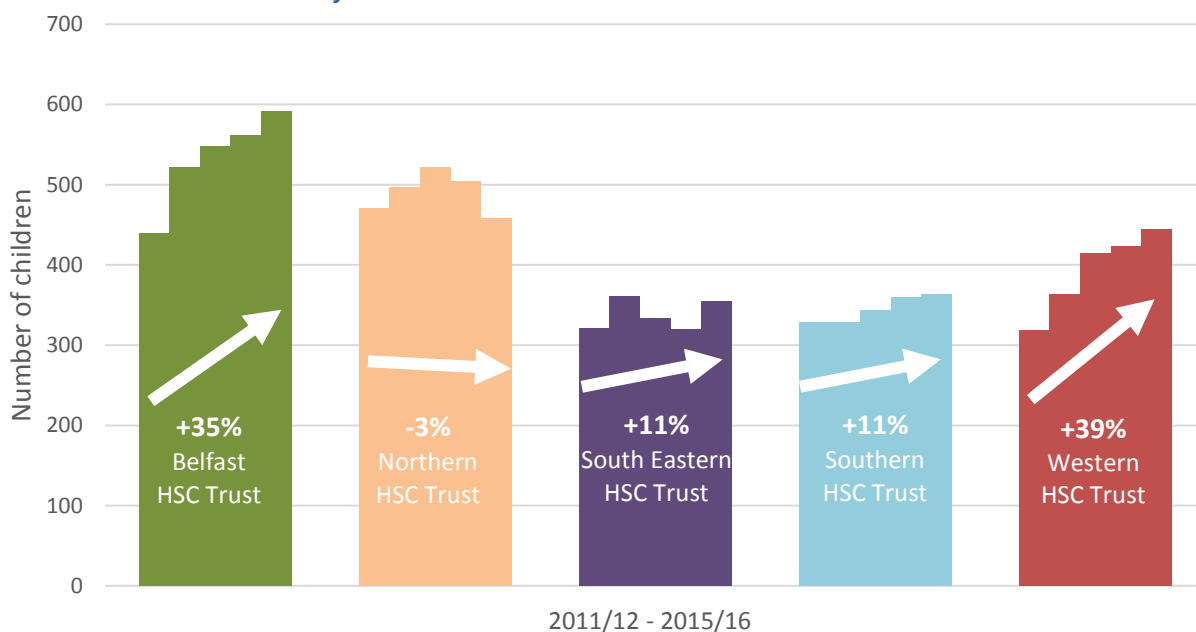


1.3. Trust Profile

Figure 1.2 sets out the number of children looked after for 12 months or longer at 30 September 2016 by Health and Social Care (HSC) Trusts. The Belfast HSC Trust had the largest proportion of the children, covering over a quarter of all children looked after continuously for a year or longer (27%).

Figure 1.3 sets out the trend figures of looked after children for 12 months or longer over the last five years. It shows that between 2011/12 and 2015/16, four HSC Trusts have had an increase in the cohort of these children, from the relatively moderate increase of 11% in the South Eastern and Southern HSC Trusts to the more substantial increase of 39% in the Western HSC Trust. The variance in these figures will to some extent relate to the different population structures and geographies within the individual Trust.

Figure 1.3 Change in the number of children looked after for 12 months or longer between 2011/12 and 2015/16 by HSC Trust



Looking specifically at the last year's change in the cohort of children (change between 2014/15 and 2015/16), the changes were relatively moderate. They ranged from an 11% increase of number of children looked after for 12 months or longer in the South Eastern HSC Trust to a 9% decrease in the Northern HSC Trust.

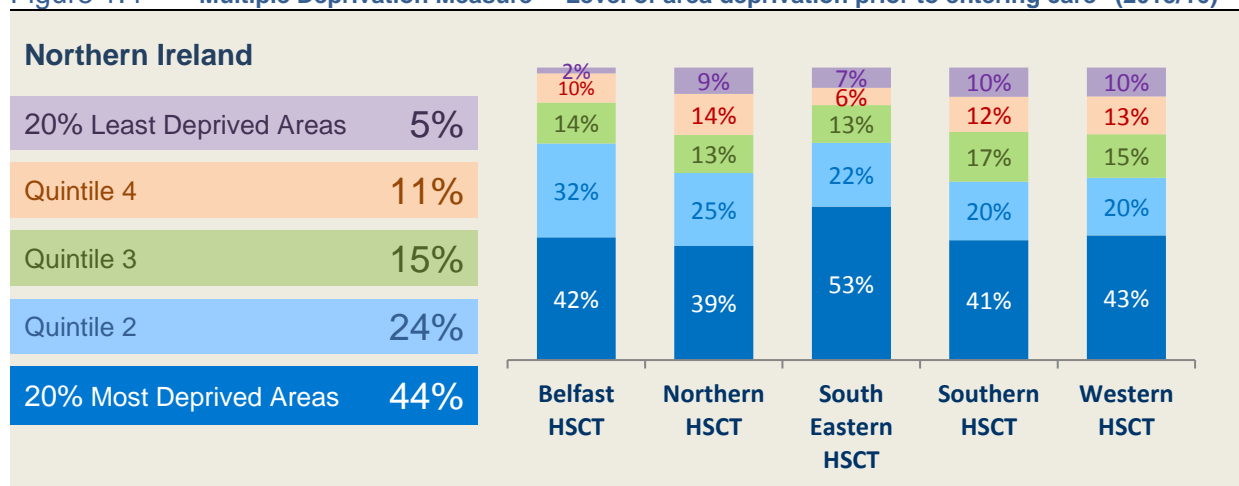
1.4. Multiple Deprivation Measure and Rurality

Questions regarding geographical location were introduced for the first time in the OC2 survey in 2012/13. This information was linked with the Northern Ireland Multiple Deprivation Measure 2010¹⁰ (MDM) and the Urban-Rural Classification 2015¹¹ to identify the deprivation quintile rank and rurality of home location before entry into care.

For the children where geographical information was available¹² in 2016, 75% were living in a predominantly urban area before entering care, with 19% originating from rural areas and 6% from mixed urban/rural areas. In comparison, it is estimated that 58% of the Northern Ireland population were living in predominantly urban areas, 33% in rural areas and 9% in mixed urban/rural areas¹³.

An analysis of the MDM quintiles showed that 44% of the children had been taken into care from the 20% most deprived areas within Northern Ireland, similar to the 2015/16 figure (43%). Around five per cent of the children originated from the least deprived quintile. The same picture was observed when examining the distribution of deprivation areas within an individual HSC Trust (Figure 1.4).

Figure 1.4 Multiple Deprivation Measure^A - Level of area deprivation prior to entering care^B (2015/16)



^A The multiple deprivation rank for the HSC Trusts are based on the Trust's individual deprivation structure.

^B Children looked after for 12 months or longer at 30th September 2016.

¹⁰ Source: Northern Ireland Statistics and Research Agency, 2010 (http://www.nisra.gov.uk/deprivation/nimdm_2010.htm)

¹¹ "Review of the Statistical Classification and Delineation of Settlements", NISRA 2015.

¹² Geographical information prior to entering care was available for 95% of the children.

¹³ Calculations using Super Output Area to urban-rural classification. Annex B of "Technical Guidance on production of official statistics for Settlements and Urban-Rural Classification". NISRA 2015

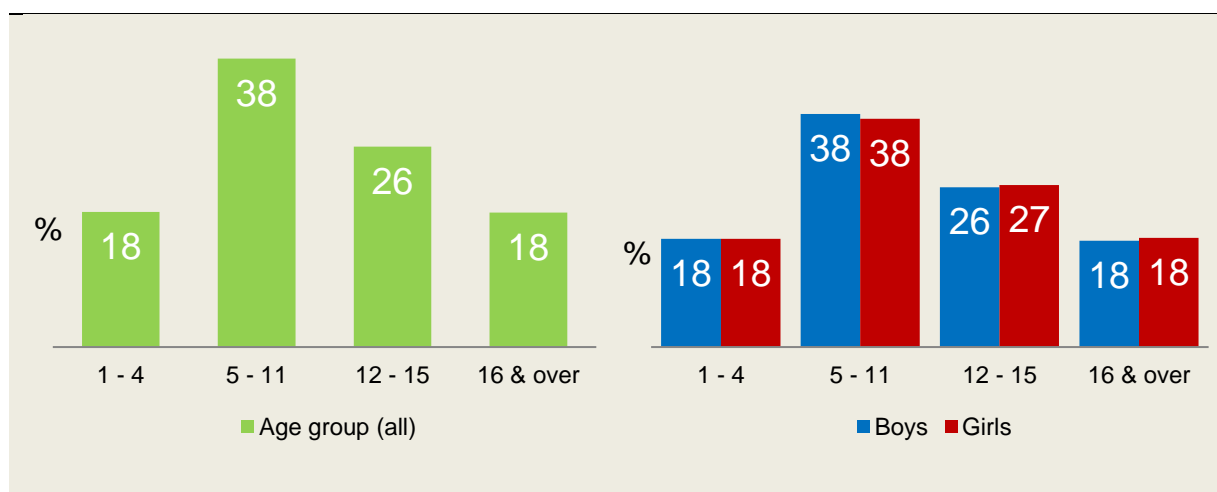
2. The Looked After Children

2.1. Age and Gender

At 30 September 2016, 54% of the children who had been in care for 12 months or longer were male (1,200) and 46% were female (1,013) which was similar to the proportions in 2015.

As in 2014/15, just over a third of children looked after in 2015/16 were in the 5-11 age group (38%), whereas some 18% of the children were under 5 years of age (Figure 2.1). There were only minor differences in the age breakdown between boys and girls.

Figure 2.1 Age Profile (%) – All and by gender (2015/16)



2.2. Religion and Ethnicity

There was a higher proportion of Catholic (52%) than Protestant (40%) looked after children in 2015/16, with 179 (8%) reported as having either 'No', 'Unknown' or 'Other' religious denomination. This difference would be expected as the 2011 Census results showed that the Catholic population has a younger age distribution than Protestants¹⁴. These figures are similar to the previous year.

The ethnic grouping of the children in 2015/16 indicated that 95% (2,102) were White, and of the remaining 5% (111), 28 were Irish or Roma Travellers, 15 were Black and 68 were of mixed, 'other' or not known ethnic backgrounds.

¹⁴ http://www.nisra.gov.uk/Census/detailedcharacteristics_stats_bulletin_2011.pdf

2.3. Disability

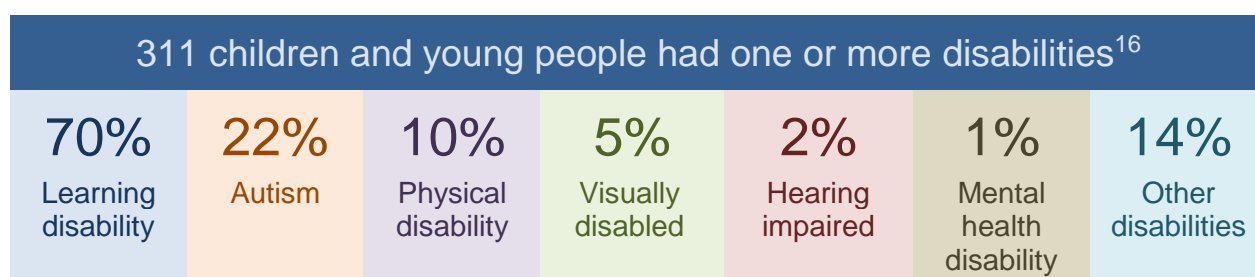
HSC Trusts were asked to indicate if children were disabled in accordance with the definition below:

“The child has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities”.

Using this definition, 14% (311) of the children looked after for more than 12 months were reported as disabled in 2015/16, a slightly higher proportion than in 2014/15 (12%). Furthermore, a higher proportion of boys (17%) than girls (11%) were disabled. Although not directly comparable, the NI Census found that 5% of children in Northern Ireland had a limiting long term illness or disability that limited their day to day activity¹⁵. It would therefore suggest that having a disability is more prevalent among looked after children than the general population.

Figure 2.2 below sets out the frequency of different disability types. The majority of the disabled looked after children had a learning disability (70%) either on its own or in combination with another disability. This was followed by autism (22%) and physically disabled (10%). Some 14% of the disabled children fell into ‘Other’ categories. Of the children with a disability, 21% (64) were recorded as having multiple disabilities.

Figure 2.2 Children looked after for 12 months or longer with a disability and type of disability (2015/16)



Of the 311 children with a disability, 31% were looked after in the Belfast HSC Trust, 22% were in the Northern and South Eastern HSC Trusts respectively, 19% in the Western HSC Trust and 6% in the Southern HSC Trust. As a proportion of their looked after children populations the South Eastern HSC Trusts were looking after the largest proportion of disabled children (19%); in comparison, 5% of the looked after children population in the Southern HSC Trust were disabled.

Four fifths (81%) of disabled children were placed in foster care (non-kinship or kinship). This represented 14% of all children in this placement type. In comparison, 25% of children in residential placements were considered to have a disability.

2.4. Dependants

Becoming a parent may impact on educational and other outcomes for young people. In 2015/16, 13 young people in care had one or more dependent children, 3 more than in 2014/15. The majority of the young people with dependants were female and most were aged 16 years or older at the time of the survey.

¹⁵ Findings from the Northern Ireland Census 2011

¹⁶ 63 of the children (20%) were recorded as having multiple disabilities and are therefore included in more than one category.

3. Health

3.1. Development & Health Assessments

Figure 3.1 sets out the uptake of development and health assessments by children looked after for 12 months or longer. Development Assessments and Six Monthly Assessments relates to the children who were aged 4 and younger at 30 September 2016 (18% or 394 of the children). Annual Health Assessments relates to children aged 5 and over (82% or 1,819 of the children).

Figure 3.1 Development and Health Assessments for children looked after for 12 months or longer in Northern Ireland and England¹⁷ (2015/16)

Development Assessments (children aged under 5)	Six Monthly Assessments (children aged under 5)	Annual Health Assessment (children aged 5 & over)
98%	98%	90%
Nearly all of the children aged under five (386 of 394), had their development assessments up-to-date at 30 September 2016. The 2016 figure was higher than the corresponding figure for looked after children in England (83%).	Of the children aged under 5, 98% (388) had their six monthly assessments up-to-date at 30 September 2016, the same proportion as in 2015.	Of the 1,819 children aged 5 & over, 90% (1,632) had their annual health assessment up-to-date at 30 September 2016, slightly above that of 2015 when 88% had their health assessment up-to-date. As in Northern Ireland, 90% of looked after children in England aged 5 and over had their health assessment up-to-date.

3.2. Dental Checks

This relates to all children and young people looked after who had their teeth checked during the year ending 30 September 2016. For very young children, these checks may be undertaken by a dentist, a paediatrician or other health care professional and these would count as dental checks.

Of the 2,213 children looked after for 12 months or longer at 30 September 2016, 97% (2,151) had their teeth checked the previous year; 13 percentage points higher than the corresponding figure for England¹⁸ (84%).

¹⁷ Children looked after in England (including adoption and care leavers) year ending 31 March 2016, DfE.

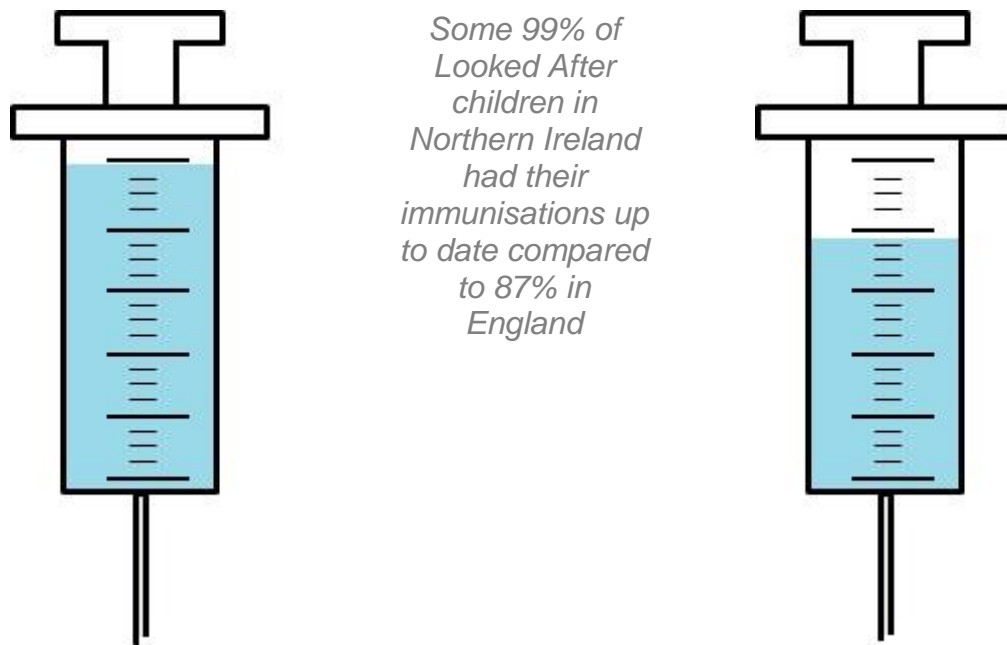
¹⁸ Children looked after in England (including adoption and care leavers) year ending 31 March 2016, DfE.

3.3. Immunisations

Information on immunisations relates to all looked after children covered in this bulletin, and not just to those that were due immunisations in 2015/16. It includes immunisations due before admittance into care and during time spent in care. For the purpose of this survey, children who did not receive immunisations for health reasons or because parents refused consent, were counted as children whose immunisations were not up-to-date.

A child's immunisation record was considered up-to-date if the HSC Trust indicated that all relevant immunisations had been administered by 30 September 2016. From the information provided, 99% (2,192) of children looked after had their immunisations up-to-date at 30 September 2016. This was considerably higher than looked after children in England¹⁹, where 87% had their immunisation up to date.

Immunisation rates for Northern Ireland generally are not published on a client basis but rather by type of immunisation²⁰ and are therefore not comparable with the way the immunisation rates are collected for looked after children in this survey.



¹⁹ Children looked after in England (including adoption and care leavers) year ending 31 March 2016, DfE.

²⁰ Public Health Agency Core Tables <http://www.publichealth.hscni.net/>

4. Placement

Children in care can be cared for in a variety of placement types depending on the individual child's situation and needs²¹. For the purpose of this report, five main placement categories will be used; non-kinship foster care (including children placed for adoption), kinship foster care²² (including emergency foster care), residential care, placed with parent and 'other' placement types.

At 30 September 2016, 45% (986) of the children in care for 12 months or longer were placed in non-kinship foster care, 35% (776) were placed in kinship foster care, 13% (296) were placed with a parent, 6% (123) were in residential care, and 1% (32) were in 'other' placement types. These are similar proportions to those in 2015.

Of the 986 children in non-kinship foster care, 64 were placed for adoption. Fewer children were placed for adoption with 'others' (22 children) compared to those placed with their former foster carers (42 children).

Of the 32 children in 'Other' placement types, 18 (46%) were living independently, with the remaining 14 placed in assessment centres, community placements, boarding schools, supported accommodation, hospitals, juvenile justice centres and other placements not elsewhere described.

Table 4.1 below shows the main placement categories, broken down by HSC Trusts. For all Trusts the most prevalent placement was non-kinship foster care followed by kinship foster care. There were however some variations in the distribution of placements between the Trusts. The Belfast and Northern HSC Trusts had higher proportions of children placed with parents. Similar proportions of children were in residential care across all Trusts (between 4%-7%).

Table 4.1 Placement type by HSC Trust year ending 30 September 2016

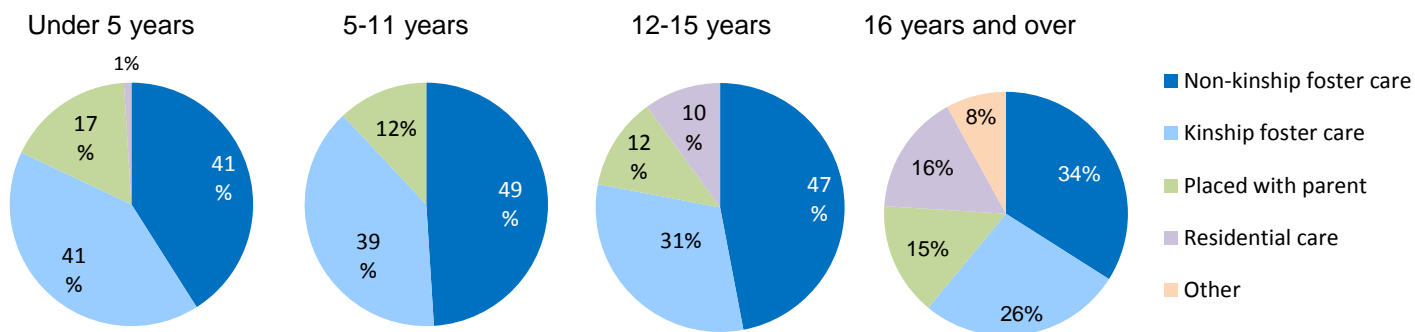
	Northern Ireland	Belfast Trust	Northern Trust	South Eastern Trust	Southern Trust	Western Trust
Non-kinship foster care*	45%	42%	44%	50%	47%	43%
Kinship foster care	35%	35%	34%	31%	32%	42%
Placed with parent	13%	17%	17%	10%	13%	7%
Residential care	6%	5%	4%	7%	6%	7%
Other	1%	1%	1%	2%	1%	2%
	100%	100%	100%	100%	100%	100%

* Non-kinship foster care includes children placed for adoption.

²¹ Appendix C sets out descriptions of different placement types.

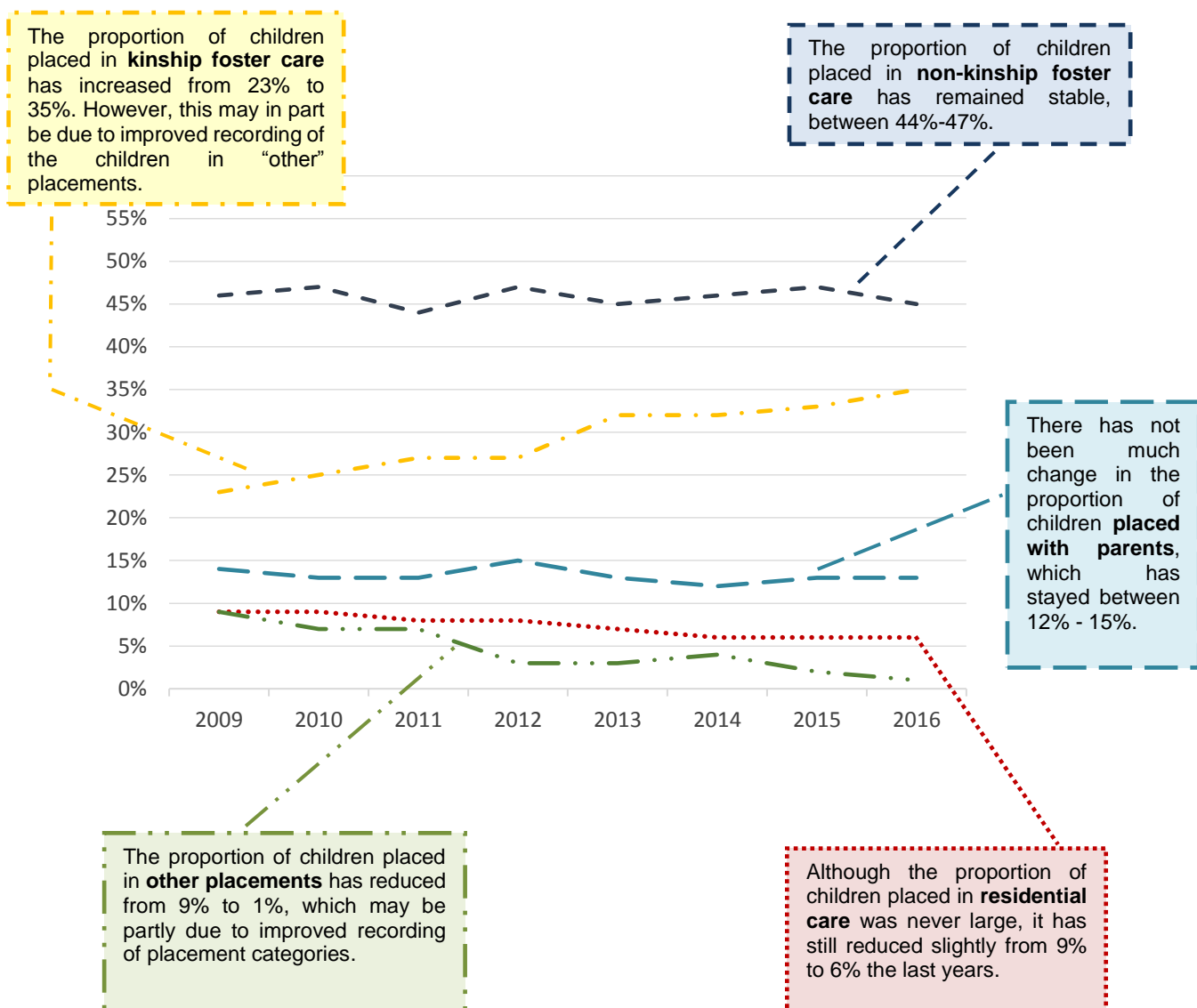
²² In this publication "kinship foster care" covers formal kinship care arrangements as opposed to informal kinship care which are private arrangement. Please see appendix C for further details.

Figure 4.1 Placement type at 30 September 2016 by Age



The age of the child looked after may influence the suitability of placement types. For all age groups, non-kinship foster care and kinship foster care were the main placement types. The circumstances of every child is unique, however it is generally understood that were possible children under eleven years old will not be placed in residential care. This is reflected in the charts above (Figure 4.1). Those aged 16 and over, as may be expected, showed the greatest variation in placement type.

Figure 4.2 Placement of children looked after continuously for 12 months or longer at 30 September 2009 - 2016



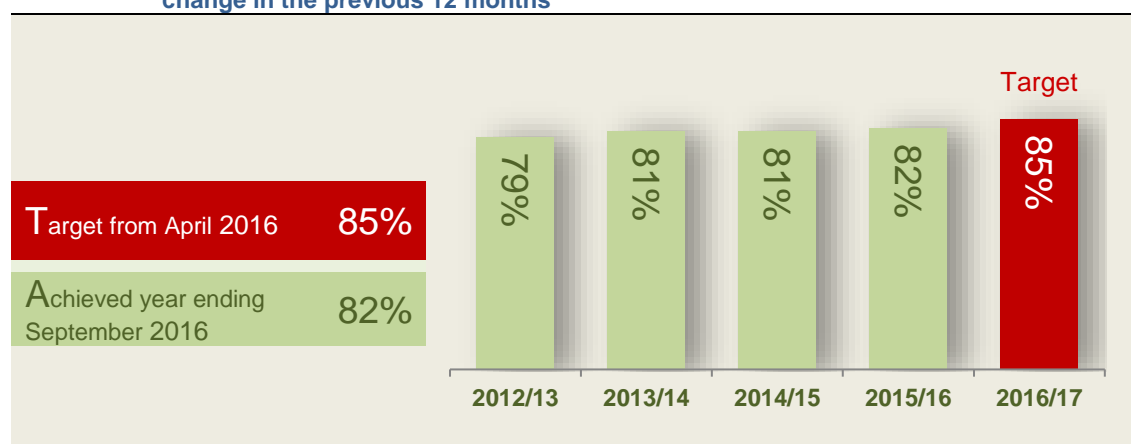
4.1. Placement Changes

'..the lack of permanence and stability in the lives of children and young people who are in care can contribute to poor educational attainment, low self-esteem, disruptive and challenging behaviours leading to a number of them coming into conflict with the law'

Care Matters in Northern Ireland – a Bridge to a Better Future - 2007

Placement stability is associated with better outcomes for children in care and an indication of how important stability is to those that are in care, a Ministerial Target relating to placement changes is in place²³. The target sets out that 85% of children in care for 12 months or longer should have no placement changes during the last year (see Figure 4.3). This excludes placement moves where the child was placed for adoption as this is seen as a step towards stability for the child.

Figure 4.3 Children in care continuously for 12 months or longer at 30 September with no placement change in the previous 12 months



Please note that these figures exclude those placed for adoption during the year.

Figures for 2014/15 have been revised.

The above target information excludes placement moves that related to being placed for adoption. The remainder of this section includes all placement moves, regardless of reason.

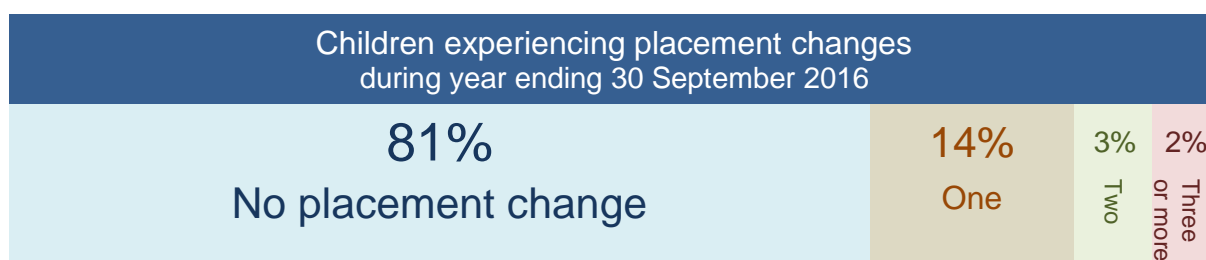
A fifth²⁴ (19% or 415 children) of all children in care for 12 months or longer changed placement at least once during the year ending 30 September 2016; 14% once only, 3% twice only, and 2% had changed placement three times or more (Figure 4.4). This was similar to the proportions in 2014/15.

A higher proportion of females experienced placement changes than males (20% and 18% respectively); the difference was seen in those with one placement change only, with 13% of the boys compared with 15% of the girls having had one placement change only.

²³ Health and Social Care (Commissioning Plan) Direction (Northern Ireland)
<http://www.health-ni.gov.uk/publications/ministerial-priorities>

²⁴ Including those placed for adoption

Figure 4.4 Placement changes during the year ending 30 September 2016

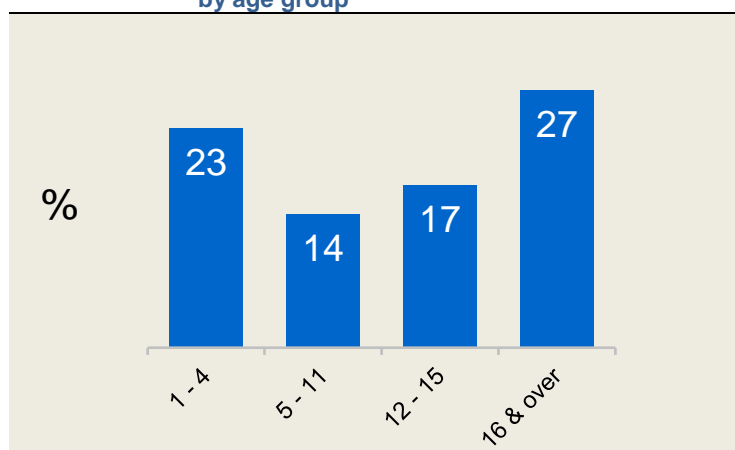


Please note that these figures include those placed for adoption during 2015/16.

Children under 5 years together with the children aged 16 and over saw the highest proportion of placement changes during 2015/16 (23% and 27% respectively) (Figure 4.5). Compared with 2014/15, there was a decrease in the proportion of placement changes within the under 5 age group (3 percentage points).

Furthermore, of the children under 5 years of age, 20% (18 children) had a move which represented being placed for adoption. In total, 19 children's moves represented placements of adoption²⁵.

Figure 4.5 Percentage of looked after children who experienced a placement change during 2015/16 by age group

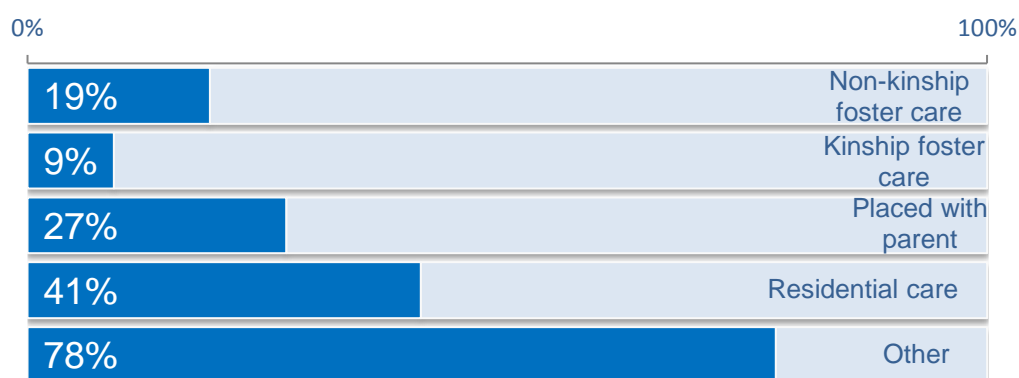


One in five of the placement moves for those under 5 years of age were children placed for adoption

Figure 4.6 sets out the proportion of placement changes by the child's current placement type at 30 September 2016. Of the children looked after for more than 12 months, children who were in kinship foster care at 30 September 2016 had the highest stability during the previous year (9% with a placement change). Some 70% of the children in 'Other accommodation' had a placement change, which may be due to the nature of the placements included in this category (see appendix C for details).

²⁵ Being placed for adoption is a stage in the adoption process and a child will still be considered as looked after until the granting of an Adoption Order.

Figure 4.6 Percentage of looked after children who had experienced a placement change during 2015/16 by their current placement type at 30 September 2016

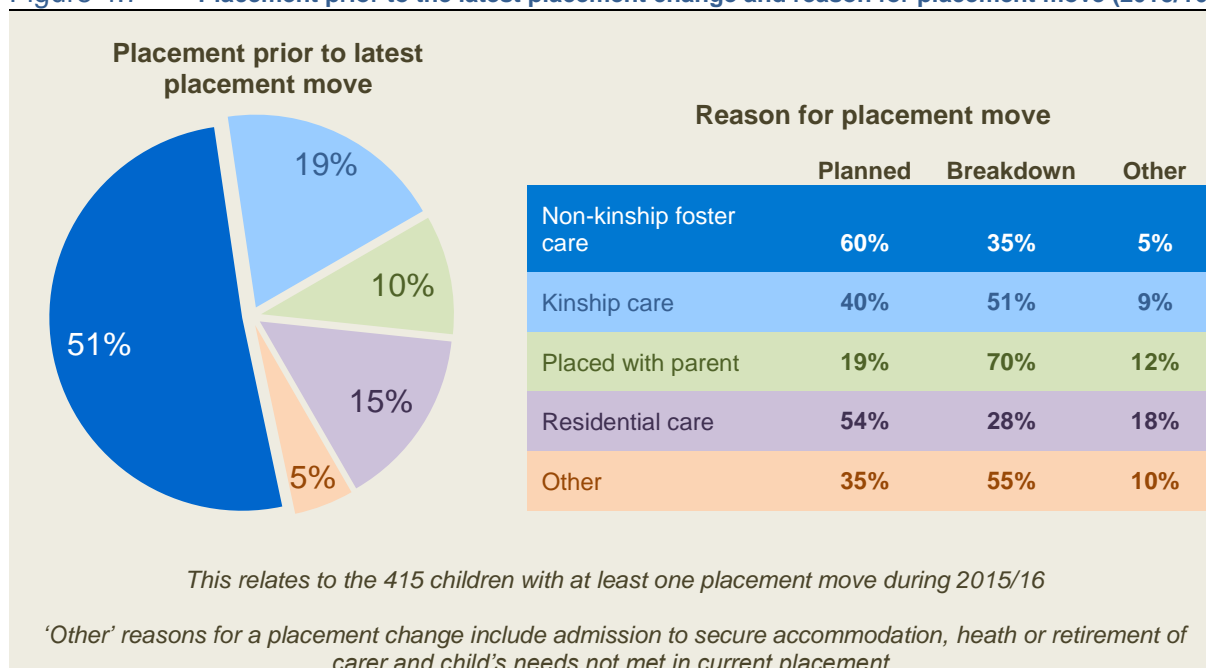


The reason for the latest placement change was reported as whether the move was planned or due to a placement breakdown. The HSC Trusts indicated that for half (50%) of the 415 children with a placement move during 2015/16, the latest placement change was planned, whereas 42% were due to a breakdown and 8% for other reasons. Compared with the previous year's figures, a higher proportion of placement changes were due to a placement breakdown, with 42% in 2016 compared to 37% in 2015.

There were only minor gender differences in relation to whether the placement move was planned or not, however the age of the child appeared to be of relevance. Three fifths of all placement moves for the 12–15 year age group related to a placement breakdown (62%). In comparison, 17% of the placement changes for the under 5 year olds related to a placement breakdown.

Of the 415 children who experienced one or more placement changes during 2015/16, half originated from non-kinship foster care prior to the latest move (51%). Some 14% of the planned moves from non-kinship foster care were placed for adoption.

Figure 4.7 Placement prior to the latest placement change and reason for placement move (2015/16)



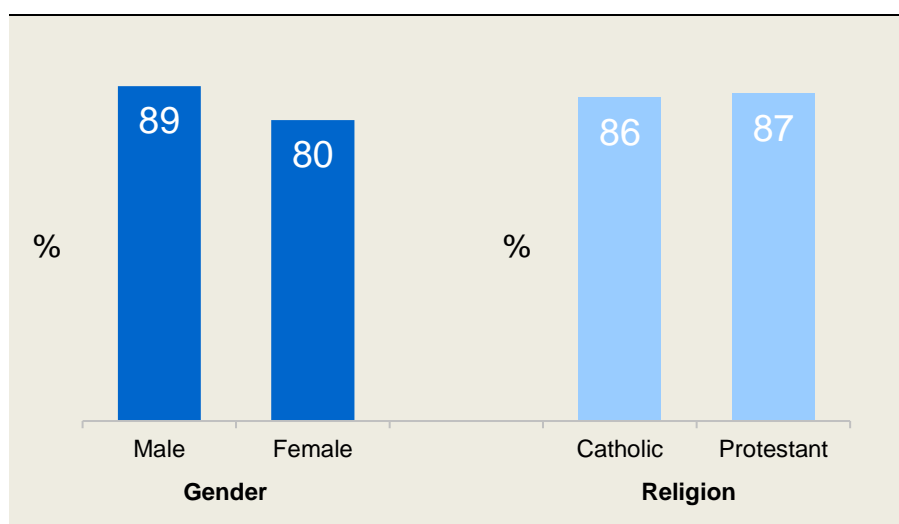
5. Pre-School Provision

Information on pre-school provision relates to children under 5 years of age. In 2015/16 it related to those children whose date of birth fell between 2 July 2011 and 1 July 2012.

Over four fifths (86%) of the 121 looked after children eligible for funded pre-school provision had been allocated a free place during 2015/16.

A smaller proportion of girls (80%) than boys (89%) looked after aged under 5 had a funded pre-school place in 2015/16 (Figure 5.1). In terms of religion, similar proportions of Catholics and Protestants under 5 years had a funded pre-school place (86% and 87% respectively).

Figure 5.1 Looked after children aged under 5 who had a funded pre-school place (2015/16)



6. School Age Children

Education is a vital component of all children's lives and can impact on their chances for future employment and their general wellbeing. This applies particularly to looked after children who continue to have lower educational achievements than their peers in the general school population. There are a number of initiatives in place to maximise the benefit of education and make real improvements in outcomes for these children and young people.

*Family & Children's Policy Directorate
Department of Health*

6.1. Change of Data Source

Historically, school related information reported in this publication has been obtained from the child's school by social workers through the OC2 return. In an attempt to both ease the data collection burden on the social workers as well as aligning information with that published by Department of Education (DE), a data sharing agreement has been put in place between DE and DoH in regards to looked after children. This relates to specific, but not all, school information covered in this publication.

Further details on the variables covered, linking rates and changes to methodology can be found in the Technical Notes.

6.2. Compulsory School Age

For the 2015/16 survey, compulsory school age refers to all children whose date of birth fell on or between 2 July 1999 and 1 July 2011, whether or not the child was in a position to attend school, i.e. any child who received or should have received full-time schooling during the school year.

Of those children looked after continuously for at least 12 months at 30 September 2016, 73% were of compulsory school age. Thirty-one children looked after identified in the OC2 return could not be linked with data provided by DE. The total number of school aged children included in the following analyses is therefore 1,589.

Of those looked after children of compulsory school age, 47% attended Primary School during the 2015/16 school year, 37% were at Secondary School, 9% were at Special School and 5% attended a Grammar School. Some 33 children (2%) were of school age but not enrolled in NI schools for the 2015/16 school year (e.g. enrolled in another jurisdiction or not attending school).

6.3. Personal Educational Plans

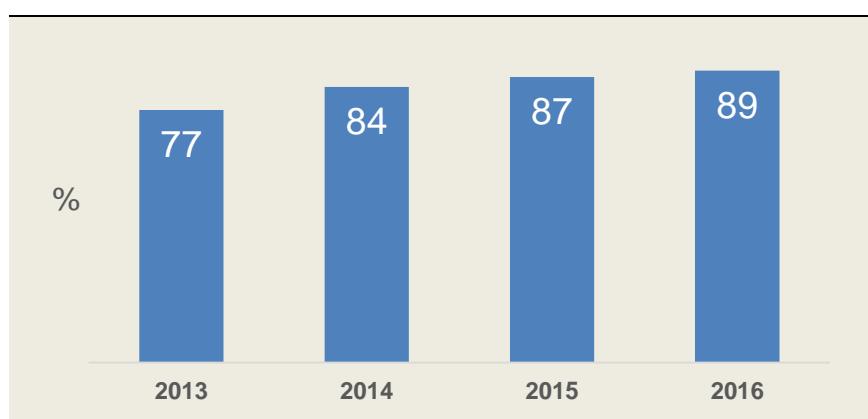
A Personal Education Plan (PEP) is a continuous record of the child/young person's school history and identifies what needs to happen for looked after children/young people to fulfil their potential by planning and establishing clear targets for the child/young person relating to learning achievements. A PEP should be completed for all looked after children/young people of statutory school age, including children/young people in secure accommodation and in custody, and reviewed at 6 monthly intervals to coincide with LAC Reviews. The importance

of educational outcomes for adult life was highlighted when PEP was included in the Department of Health's Commissioning Plan Direction²⁶ in 2014/15 and subsequent years.

Of the school aged children in care for 12 months or longer at 30 September 2016, 89% had a PEP. Of those children who had a PEP, 89% had had it reviewed within the previous six months. The Northern HSC Trust had the lowest proportion of children with a PEP (81%). In comparison, PEP uptake within the other Trusts ranged from 88% in the Southern HSC Trusts to 93% in the Belfast HSC Trusts.

There has been an increase of twelve percentage points between 2012/13 and 2015/16 in the numbers of school aged children with a PEP from 77% to 89%. There has been a similar increase in the number of PEP reviews from 74% to 89% over the same period of time.

Figure 6.1 Children looked after for 12 months or longer and of compulsory school age with a Personal Education Plan (2012/13 - 2015/16)



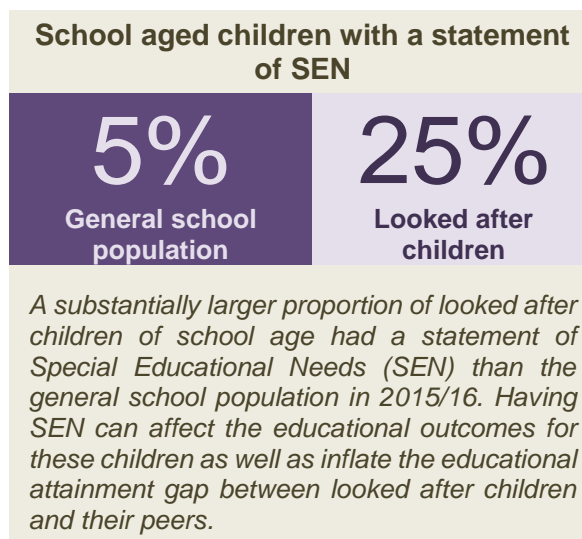
²⁶ <http://www.health-ni.gov.uk/publications/ministerial-priorities>

6.4. Children with statements of Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty which requires special educational provision. Learning difficulty means the child has significantly greater difficulty in learning than children of similar age, and/or has a disability which hinders using every day educational facilities (or, where the child is below school age, would hinder such use if the child were of school age). Special educational provision is different from, or additional to, that made for children of comparable age. Further information is provided in the Code of Practice on the Identification and Assessment of Special Educational Needs (SEN) published by the Department of Education NI²⁷.

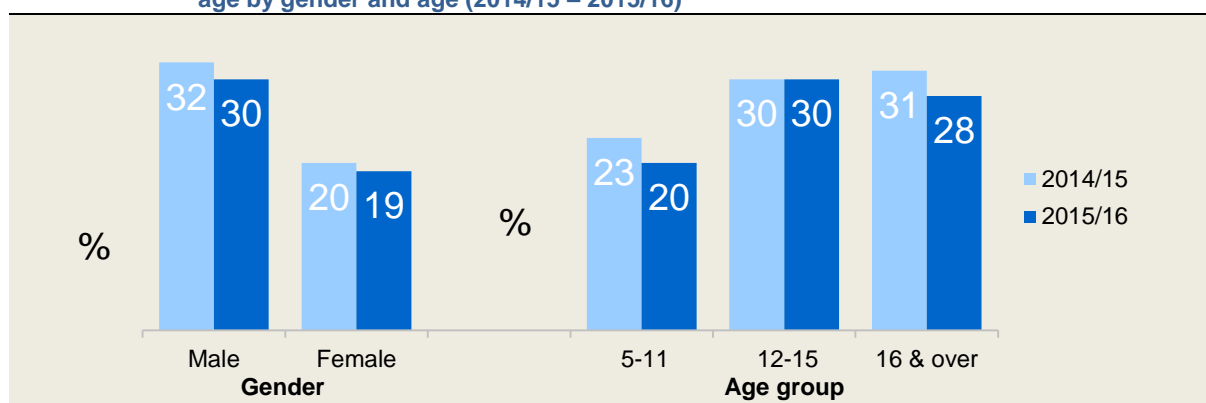
A quarter of children who had been in care for twelve months or longer and were of compulsory school age in 2015/16, were covered by a statement of SEN (25%), which was substantially higher than the general school population in Northern Ireland²⁸ (5%). This proportion was similar to that for looked after children in England²⁹ (27%).

Of those children with a statement, over a third (36%) attended a special school. A further 35% attended secondary school, 27% attended primary school and 3% attended grammar school.



A higher proportion of boys (30%) than girls (19%) were covered by a statement of SEN, similar to the proportions in 2014/15 (Figure 6.2). Figure 6.1 also shows that the age group 5-11 years had the lowest proportion of children with a statement of SEN (20%). This may reflect that for some of these children their special needs may not yet have been detected or that the statement process may not yet have been completed. Of the children 16 years and over, a lower proportion of children had SEN in 2015/16 compared with 2014/15.

Figure 6.2 Statements of SEN for children looked after for 12 months or longer of compulsory school age by gender and age (2014/15 – 2015/16)



Source: 2014/15 – OC2 survey; 2015/16 – School Census

²⁷ Code of Practice, Department of Education NI <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>

²⁸ Department of Education NI, Enrolments at Schools and in Funded Pre-School Education in Northern Ireland 2015/16

²⁹ Outcomes for Children Looked After by Local Authorities in England, as at 31 March 2016 – DfE

6.5. Education Other Than at School (EOTAS)

Of those looked after children of compulsory school age, 6% (97) were educated somewhere other than at school at some point during the 2015/16 school year. Some 29% of these children were educated outside of school due to mental health or behavioural problems, with a further 24% due to a refusal to attend mainstream school and 11% were unable to cope in a mainstream education setting. Further reasons for not attending included criminal behaviour, suspensions and expulsions and long term hospitalisation.

6.6. Suspensions

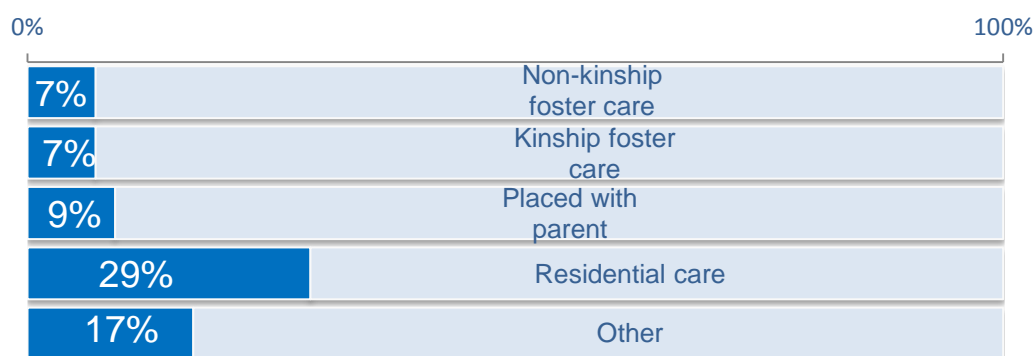
Looked after children were more likely to be suspended from school than children in the general school population; 8% (130) of children looked after had been suspended in 2015/16, compared with 1.1% of the general school population in Northern Ireland³⁰. The proportion of children looked after that had been suspended increased by two percentage points, from 6% to 8% between 2014/15 and 2015/16³¹.

As in 2014/15, a higher proportion of boys than girls looked after had been suspended from school during the academic year; 11% of boys compared with 5% of girls had been suspended at least once during 2015/16.

A slightly higher proportion of the 12-15 year olds had been suspended from school during 2015/16 compared with the 16 years and older age group (15% and 13% respectively). Only 2% of the 5-11 year olds were suspended during the same time period. A comparison showed similar relationships between the age groups in 2014/15; however, a larger proportion of the children aged 16 and over had been suspended in 2015/16 than in 2014/15 (see Appendix D for details).

Children in residential care were more likely to be suspended than children in any other placement types (Figure 6.3). This must however be viewed in conjunction with the fact that most children suspended were in the older age groups at the same time as the majority of children in residential care were also in the older age groups.

Figure 6.3 Proportion of school age children in each placement that were suspended from school (2015/16)



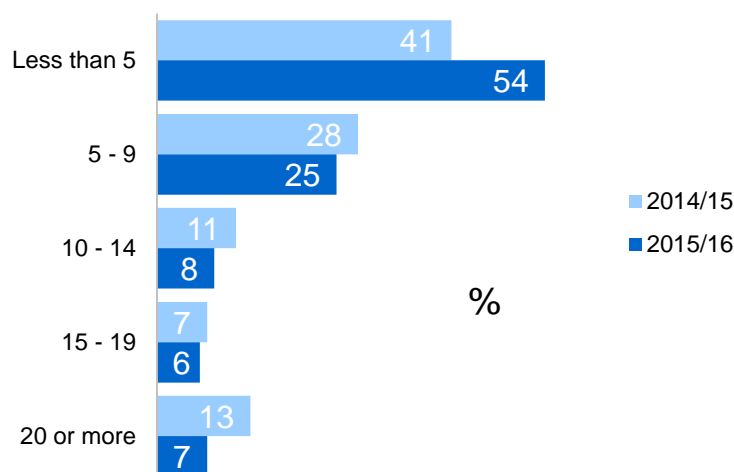
Note: Excludes 42 young people who either did not attend school or for whom no absence data was recorded

³⁰ Pupil suspensions and expulsion, Department of Education NI 2015/16

³¹ Please note that the 2014/15 figures are taken from the OC2 survey whereas 2015/16 figures are extracted from the School Census. This difference in source may contribute somewhat to the increase.

During 2015/16, 54% of the 130³² children looked after who had been suspended, had been suspended for less than 5 days, whilst 9 children (7%) had been suspended for 20 days or more (Figure 6.3). Although the general trend was the same in 2014/15, a larger proportion of the children suspended had been suspended for less than 5 days in 2015/16 compared with 2014/15 (54% and 41% respectively).

Figure 6.4 School days missed through suspension (2014/15 – 2015/16)



Note: Excludes 42 young people who either did not attend school or for whom no absence data was recorded

6.7. Attendance and absenteeism

Absenteeism from school, whether authorised or unauthorised, can be detrimental to a child’s educational progress. Reducing the levels of school days missed will therefore aid in enhancing the educational attainment of children in care. To highlight the importance of school attendance, an Indicator of Performance on this issue has been included in the Commissioning Plan Direction since 2014³³ (see insert).

The Department of Education also publish information on school attendance for looked after children. However these figures may differ from those published below as they are from slightly different cohorts of children. For further information please see the Technical Notes.

Attendance data is from 2015/16 onwards extracted from the School Census and is measured down to half-day absences and includes reason for absence. During the 2015/16 school year, 12% of the looked after children of school age had full attendance at school³⁴. Some 79% had missed between 1 and 24 school days (Figure 6.5).

Week

During the 2015/16 school year

9%

of looked after children had

25 or more

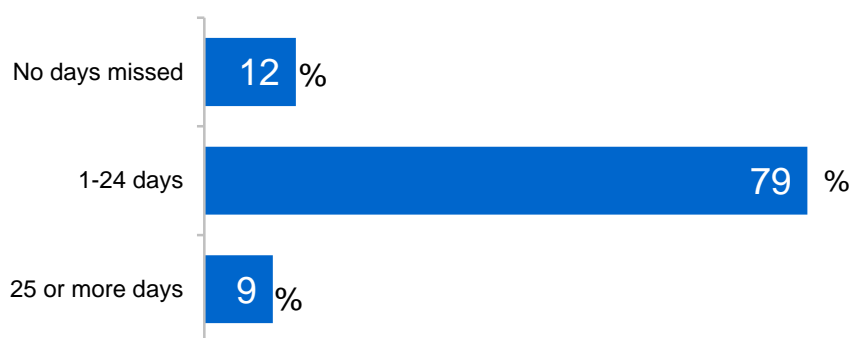
days of **school absence** for any reason

³² Please note that figures were not reported for two children
³³ <http://www.health-ni.gov.uk/publications/ministerial-priorities>

³⁴ Information on the number of school days missed was not provided for 42 young people in 2015/16, mainly because they did not attend school or were educated outside of school setting.

A further 9% of children looked after had missed 25 or more school days for any reason, a slightly lower proportion than in 2014/15 (10%). There was no difference in the proportion of girls and boys looked after who had missed 25 days or more (9% respectively). Looking specifically at the absence for those missing 25 or more school days, some 45% of the missed days were recorded as authorised absence; the remaining 55% was recorded as unauthorised absence³⁵.

Figure 6.5 Percentage of looked after children of compulsory school age who missed school days for any reason (2015/16)

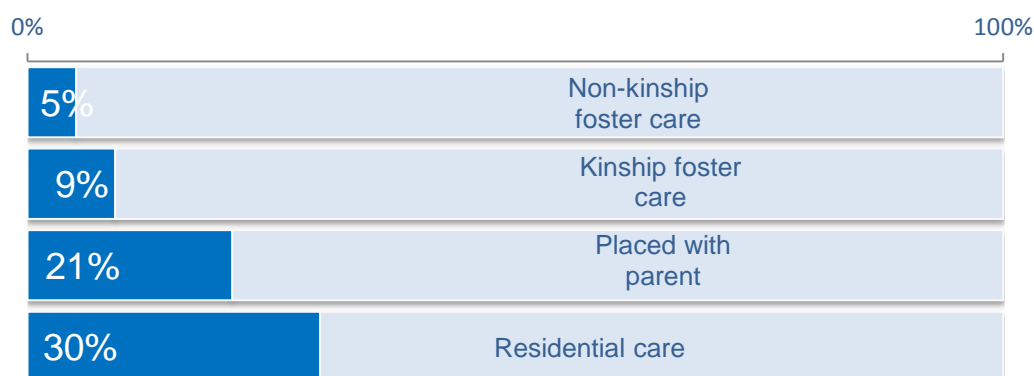


Note: Excludes 42 young people who either did not attend school or for whom no absence data was recorded

Compared with the general school population, less looked after children attending Primary School missed 25 or more school days (3%) than the general school population (5%). The trend was reversed for those children attending post-primary schools, where 16% of looked after children missed 25 or more days compared with 10% of the general school population. For Special Schools, the figures were 11% for looked after children and 19% for the general population³⁶.

A substantially larger proportion of the school aged children in residential care and who were placed with parents missed 25 or more school days in 2015/16 compared with children in foster care (non-kinship and kinship). Children in non-kinship foster care were the least likely to miss 25 days or more (Figure 6.6). Caution must however be taken when interpreting these figures due to low numbers involved.

Figure 6.6 Looked after children of compulsory school age who missed 25 or more school days for any reason by placement type (2015/16)



Note: Excludes 42 young people who either did not attend school or for whom no absence data was recorded

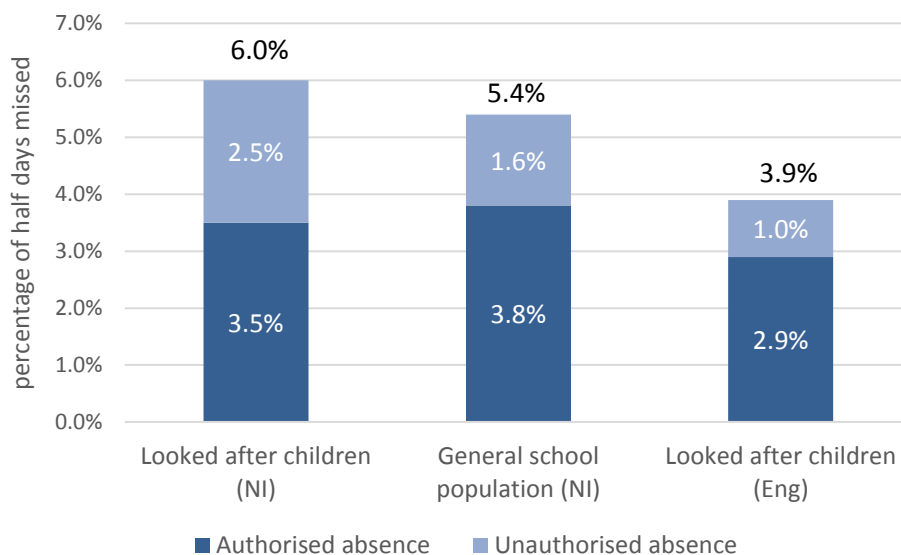
³⁵ See Technical Notes for description of authorised and unauthorised absences.

³⁶ Attendance at grant-aided primary, post-primary and special schools in Northern Ireland 2015/16: DENI 2017

The Department of Education reports school absence in half day units recorded as authorised or unauthorised. The following section is comparable with this data examining absence data for looked after children by half day units.

The overall attendance rate for looked after children who had been in care for 12 months or longer and who were of compulsory school age was 94.0% of the total half days. Conversely, the total absence rate was 6.0%, similar to the figure reported for the general school population of 5.4%³⁷ during the same period (school year 2015/16). Authorised absence for looked after children accounted for 3.5% of half days missed with the remaining 2.5% considered to be unauthorised. In comparison, the unauthorised absence was somewhat lower for the general school population (1.6% of all half days). Furthermore, the overall absence rate for looked after children in England during 2015/16 was lower than for both looked after children and the general school population in Northern Ireland, at 3.9%, with authorised absence accounting for 2.9% and unauthorised absence 1%³⁸ (figure 6.7)³⁹.

Figure 6.7 Percentage of half days missed for looked after children (Northern Ireland), general school population (Northern Ireland) and looked after children (England) (2015/16)



Sources: NI School Census: "Attendance at grant-aided primary, post-primary and special schools in Northern Ireland 2015/16"; and "Outcomes for children looked after by local authorities in England 31 March 2016".

For the looked after children of school age in Northern Ireland, the absence rate for males (6.3%) and females (5.7%) was similar, with authorised absence accounting for 3.8% and 3.2% respectively. Unauthorised absence accounted for 2.5% of all half days missed for both males and females.

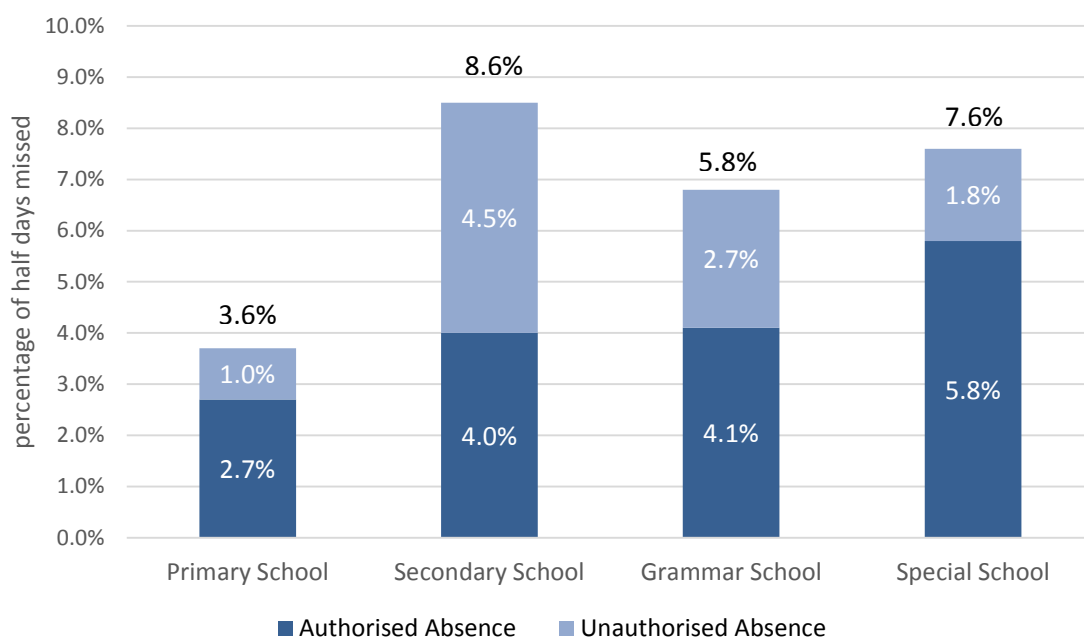
Differences in absence rate were evident by placement type. Looked after children in a residential placement missed 15.8% of all half days, compared to 4.1% of all half days missed for those children placed in non-kinship foster care.

³⁷ Attendance at grant-aided primary, post-primary and special schools in Northern Ireland 2015/16: DENI 2017

³⁸ Outcomes for children looked after by local authorities in England 31 March 2016: DE 2017

³⁹ In England, absence is recorded as percentage of 'sessions', where 380 sessions or 190 days make up a normal school year.

Figure 6.8 Children looked after for 12 months or longer and of compulsory school age - Half day absence by school type (2015/16)



Note: Excludes 42 young people who either did not attend school or for whom no absence data was recorded

The absence rate for looked after children varied by school type. In primary schools 3.6% of all half days were missed comprising 2.7% authorised absence and 1% unauthorised absence. In contrast in secondary schools 8.6% of all half days were missed comprising 4% authorised absence and 4.5% unauthorised absence.

Illness was the most common reason for absence⁴⁰ in all school types. It is an authorised absence and accounted for 57% of absences in primary schools, 25.3% in secondary schools, 26.6% in grammar schools and 44.8% in special schools. This equated to 2.1%, 2.2%, 1.8% and 3.4% of total half days respectively.

Absences for which no reason has been provided was the most common unauthorised absence in 2015/16, accounting for 20.6% of all half days missed. It was the most common unauthorised absence in primary schools (12.2%), secondary schools (28%) and special schools (14.6%). The most common unauthorised absence in grammar schools was Other Absence, accounting for 30% of missed half days.

⁴⁰ See Technical Notes for all reasons for absence.

6.8. School changes

During the school year 2015/16, 93% of looked after children had not changed school at any time, compared with 7% that had changed school at least once during this period. These are the same or similar proportions as observed in the last four years. There was no difference in the proportion of school changes between girls and boys (7% respectively).

*For school aged children, one in five
placement changes
resulted in a change of school*



This question was included in the OC2 survey for the first time in 2015/16. Therefore, this should be treated as 'experimental statistics' as no historic comparison is available.

7. Educational Attainment

7.1. Children eligible to sit exams

Of the children who had been looked after for 12 months or more in 2015/16, 1,620 were of compulsory school age. Set out in Appendix D is a breakdown of the number of these children eligible for assessment at the end of each Key Stage including Key Stage 4 (GCSE or equivalent), the proportion having a statement of educational need and the proportion of children who were not assessed for any reason.

In the following, assessment outcomes will be analysed by those achieving the expected level for Key Stage 1 (year 4), Key Stage 2 (year 7) and Key Stage 3 (year 10), as well as GCSE results⁴¹. These assessment/examination outcomes have been compared with the results from the general school population in Northern Ireland⁴². There will always be some differences in the way DoH and DE capture and present attainment results for looked after children. However, for the first time, in 2015/16, DoH has applied a new methodology to the attainment results for looked after children, which more closely aligns with attainment results for the general school population from DE, and which will aide a fairer basis for comparisons. Please see Technical Notes for further details.

Due to the new methodology, attainment results are not directly comparable with previous year's results.

An overview of the looked after children's educational attainment compared with that of the general school population is set out in Table 7.1 below. Some children in care will excel educationally, however in general, children in care in Northern Ireland continue to underperform compared to the general school population. Although there are many issues that can influence a child's schooling, it is worth noting that a substantially higher proportion of children in care have special educational needs which may affect the educational attainment gap between them and the general school population.

⁴¹ Please see Technical Notes for further information on Level of Progression.

⁴² Following school reforms in England, comparable attainment statistics to that in Northern Ireland is no longer available for looked after children in England.

Table 7.1 Educational attainment for children looked after for 12 months or longer and the NI general school population⁴³ (2015/16)

			Looked after children in Northern Ireland ⁴⁴	General school population in Northern Ireland ⁴⁵
Level of Progression	Key Stage 1 Level 2 or above	Communication	78%	88%
		Using Maths	78%	88%
	Key Stage 2 Level 4 or above	Communication	44%	78%
		Using Maths	44%	79%
	Key Stage 3 Level 5 or above	Communication	40%	78%
		Using Maths	39%	79%
Year 12	GCSE or Equivalent Passes	1 or more GCSE at grades A* - G	98%	100% ⁴⁶
		5 or more GCSEs at grades A* - G	77%	99%
		5 or more GCSEs at grades A* - C	54%	83%

⁴³ Source: Department of Education NI.

⁴⁴ Children looked after for 12 months or longer

⁴⁵ Please note that due to industrial action, 2015/16 data for the general population have been weighted to account for non-response bias. Figures reported are the best estimate of the mean figure drawn from the sample.

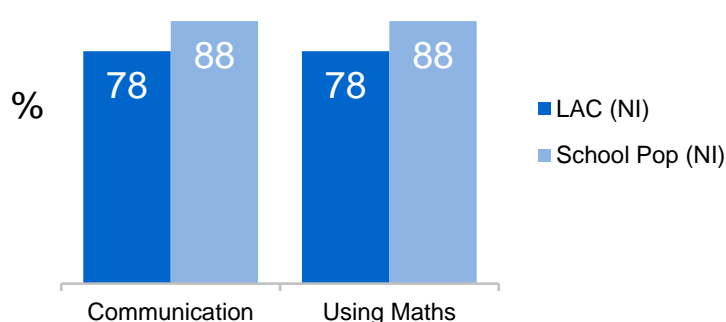
⁴⁶ Please note that this figure has been rounded, with 0.1% of all pupils achieving no GCSEs at grades A* - G

7.2. Level of Progression – Key Stage 1

Figure 7.1 details the percentage of the looked after children and the general school population in Northern Ireland achieving the expected level (level 2 or above) Key Stage 1 in Communication and Using Maths.

It shows that almost four fifths of looked after children achieved Level 2 or above in Communication or Using Maths (78% respectively), compared with 88% in Communication and in Using Maths for the equivalent general school population.

Figure 7.1 Children achieving Level 2 or above in Communication and Using Maths Assessments for looked after children (LAC) and NI general school population⁴⁷ (2015/16)



Of the looked after children in Northern Ireland, a higher proportion of girls (80%) than boys (77%) achieved Level 2 or above in Communication. Similarly in Using Maths a higher proportion of girls (85%) than boys (74%) achieved Level 2 or above.

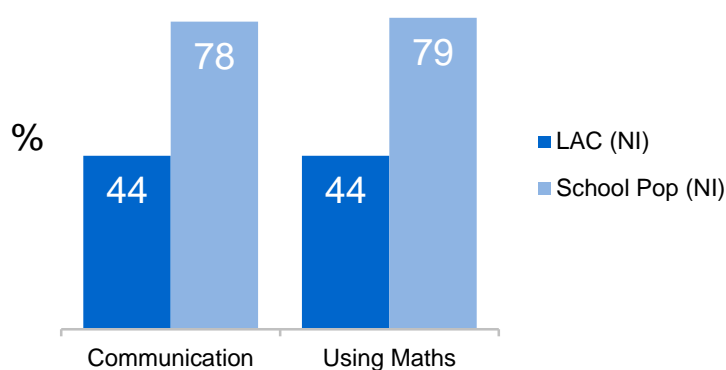
A higher proportion of those children in non-kinship foster care achieved Level 2 or above in Communication and Using Maths compared with children placed in kinship foster care (see Appendix D for details). The number of children in each placement type with attainment results for these tests were however small (24 and 15 children respectively) and the trend therefore may be subject to volatility due to low numbers.

⁴⁷ Source: Department of Education NI.

7.3. Level of Progression – Key Stage 2

Figure 7.2 details the outcomes for children achieving the expected level (level 4 or more) at Key Stage 2 assessments in respect of looked after children and the general school population in Northern Ireland. It shows that over two fifths of looked after children achieved Level of Progression Level 4 or above in both Communication (44%) and Using Maths (44%) compared with just under four-fifths of the equivalent general school population in Communication and in Using Maths.

Figure 7.2 Children achieving Level of Progression Level 4 or above in Key Stage 2 Communication and Using Maths assessments for looked after children (LAC) in NI and the NI general school population⁴⁸ (2015/16)



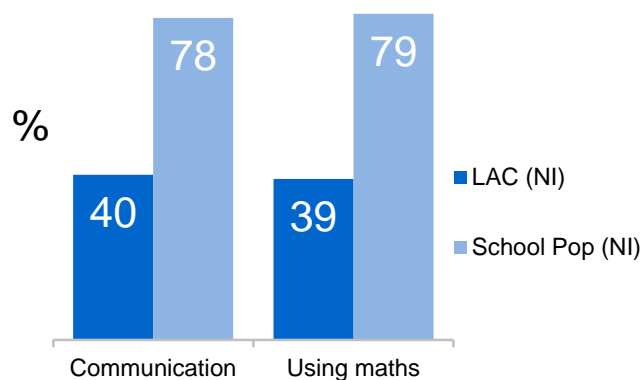
Of the looked after children in Northern Ireland, a lower proportion of boys (36%) than girls (53%) achieved Level 4 or above in Communication. The same was evident for Using Maths (42% and 47% respectively). Furthermore, a higher proportion of children placed in non-kinship foster care achieved Level 4 or above in Communication and Using Maths compared with children in kinship foster care (see appendix D for details). The number of children in each placement type with attainment results for these tests were however small (30 and 24 children respectively) and the trend therefore may be subject to volatility due to small numbers.

⁴⁸ Source: Department of Education NI.

7.4. Level of Progression – Key Stage 3

Figure 7.3 details the percentage of looked after children and the general school population in Northern Ireland attaining the expected level (level 5 or above) in Key Stage 3 assessments in 2015/16. While almost four fifths of the general school population achieved Level of Progression Level 5 or above for both Communication and Using Maths, two fifths of looked after children achieved the same.

Figure 7.3 Children achieving Level of Progression Level 5 or above in Key Stage 3 Communication and Using Maths tests for looked after children (LAC) and the NI general school population⁴⁹ (2015/16)



Comparison of performance in Communication assessments by gender indicated a higher proportion of girls (50%) than boys (33%) looked after achieved Level 5 or above. Similarly for Using Maths, 42% of girls and 36% of boys achieved Level 5 or above.

For the Key Stage 3 assessments, higher proportions of young people in kinship foster care than in non-kinship foster care achieved level 5 or above for both Communication and Using Maths (see Appendix D for details). Please note that the number of children in each placement type with attainment results for these tests were small (25 and 31 respectively).

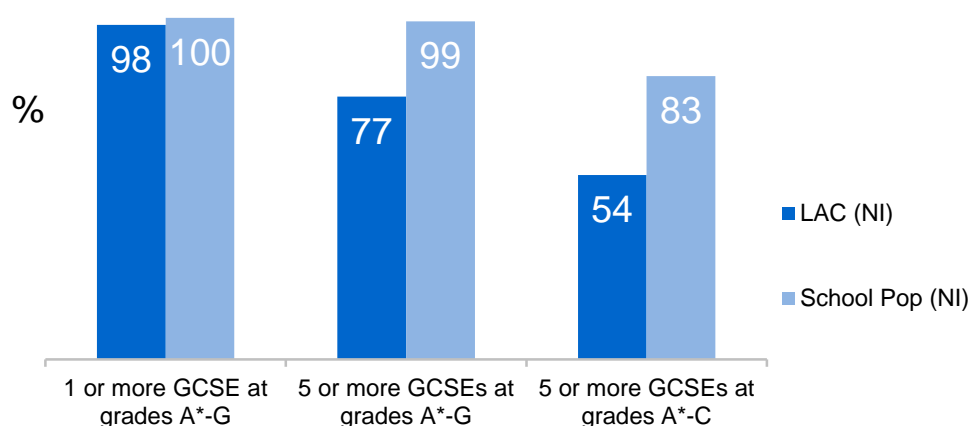
⁴⁹ Source: Department of Education NI.

7.5. GCSEs and equivalent qualifications

During the 2015/16 school year, 41 looked after children in Year 12 attended alternative schooling (EOTAS), did not engage in education or completed NVQ assessments. These young people are excluded from the analyses below⁵⁰.

Figure 7.4 details looked after children who attended year 12 in the 2015/16 school year. It shows that 98% of looked after children attained at least one GCSE/GNVQ at grades A*- G. Figure 7.5 also sets out qualifications for the general year 12 school population. Close to 100%⁵¹ of the year 12 pupils in mainstream school in Northern Ireland attained one or more GCSE/GNVQs or equivalent qualifications in 2015/16.

Figure 7.4 Children achieving GCSE or equivalent passes for looked after children (LAC) and the NI general school population (2015/16)



Just over half (54%) of children looked after attained 5 or more GCSE/GNVQs at grades A*- C in Year 12, lower than in the general school leaver population in 2015/16 (83%).

A slightly smaller proportion of looked after girls (74%) than boys (78%) achieved 5 or more GCSEs at grades A*- G. This was also the case for the proportions achieving 5 or more GCSEs at grades A*- C, with 46% of girls compared to 58% of boys attaining these grades.

Lower proportions of children in non-kinship than in kinship foster achieved 5 or more GCSEs at grades A*- G (78% and 81% respectively). This was also observed for those achieving 5 or more GCSEs at grade A*-C (51% and 61% respectively). Please note that the number of children in each placement type with attainment results for these tests were small (45 and 36 respectively).

⁵⁰ This cohort of children would have been included in analyses in previous years as having obtained no GCSEs. See Technical Notes for further information about the change to methodology.

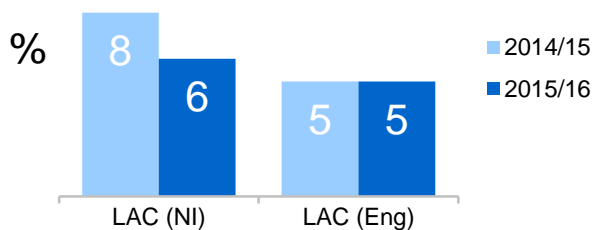
⁵¹ Please note that this figure has been rounded with 0.1% of all pupils achieving no GCSEs at grades A* - G.

8. Cautions / Convictions

8.1. Children Cautioned or Convicted

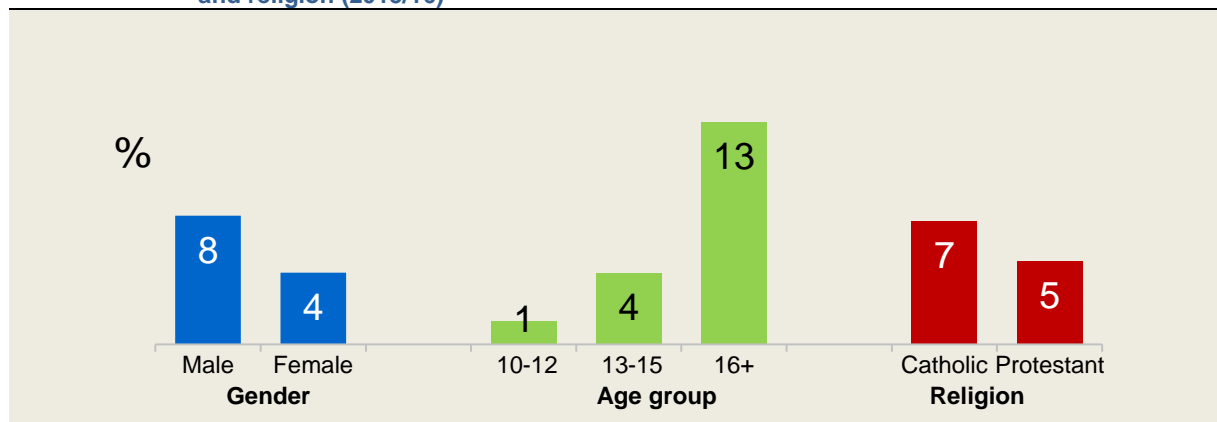
Of children looked after aged 10 and over at 30 September 2016, 6% (77) had been cautioned or convicted of an offence whilst in care during the year. The equivalent figure for England was one percentage point lower at 5% (Figure 8.1).

Figure 8.1 Looked after children (LAC) aged 10 and over cautioned or convicted in Northern Ireland and England⁵² (2014/15 – 2015/16)



For looked after children aged 10 and over, a higher proportion of boys (8%) than girls (4%) had been cautioned or convicted during 2015/16. Furthermore, cautions and convictions were more prevalent in the older age groups with one-eighth of children aged 16 and over having been cautioned or convicted (13%). There was a drop in the proportion of Protestant children looked after had been cautioned or convicted during 2015/16, from 6% in 2014/15 to 5%. The proportion of Catholic looked after children cautioned or convicted also fell from 10% in 2014/15 to 7% in 2015/16 (Figure 8.2).

Figure 8.2 Percentage of looked after children aged 10 or over cautioned or convicted by gender, age, and religion (2015/16)

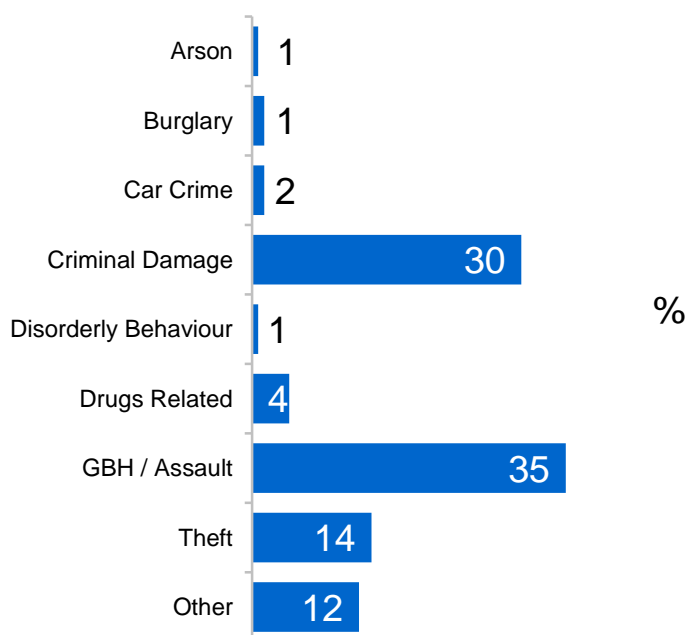


⁵²Children looked after in England (including adoption and care leavers) year ending 31 March 2016 – DfE.

Children placed in foster care were the least likely to be cautioned or convicted in 2015/16 (2%). Compared with the other placement types, children in other placement types were most likely to be cautioned or convicted. This must be seen in conjunction with the older age profile of those placed in residential care and the fact that higher proportions of the older children were cautioned or convicted.

Of the 77 looked after children cautioned or convicted, 141 separate offences were recorded. Over a third of recorded offences were for grievous bodily harm (GBH)/assault and a fifth were for criminal damage (Figure 8.3). A similar trend to that set out in Figure 8.3 was also witnessed in 2014/15.

Figure 8.3 Reasons for cautions or convictions (2015/16)



8.2. Substance Abuse⁵³

Of the 2,213 children looked after at 30 September 2016, 76 (3%) were identified as having a substance abuse problem; one percentage point lower than the corresponding figure for England⁵⁴ (4%). A higher proportion of boys (4%) than girls (2%) had been identified as having a substance abuse problem.

Substance abuse was most common among older children with 15% of children looked after aged 16 and over identified as having a problem. The majority of children identified as suffering a substance abuse problem were offered intervention (95%), with just under three-fifths (57%) having accepted this offer.

⁵³ Substance Abuse is defined as 'substance taking which harms health or social functioning'.

⁵⁴ Outcomes for Children Looked After by Local Authorities in England, as at 31 March 2016 - DfE.

9. Children who finished compulsory schooling in 2015/16

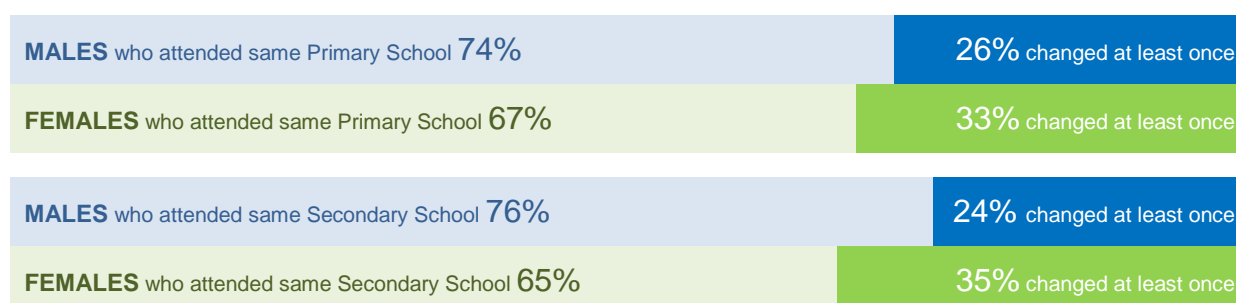
Standard school progression expects children to finish compulsory schooling at age 16 after having completed Year 12. For the current OC2 survey, 162 young people were aged 16 in 2015/16.

9.1. School changes

Of the 162 young people aged 16 in 2015/16, over two-thirds (71%) had attended one primary school and over a quarter (29%) had changed primary schools at least once. A smaller proportion of boys (26%) than girls (33%) looked after had changed primary schools at least once (Figure 9.1).

Just over two thirds (72%) of the young people attended a single secondary school, whilst a third (28%) had changed secondary schools at least once. A smaller proportion of boys (24%) than girls (35%) looked after changed secondary schools at least once during their post primary school years (Figure 9.1).

Figure 9.1 Primary Schools and Secondary Schools changes by children looked after who had completed Year 12 in 2015/16, by gender



Note: figures exclude young people where data was not recorded

9.2. Gaps in Mainstream Education

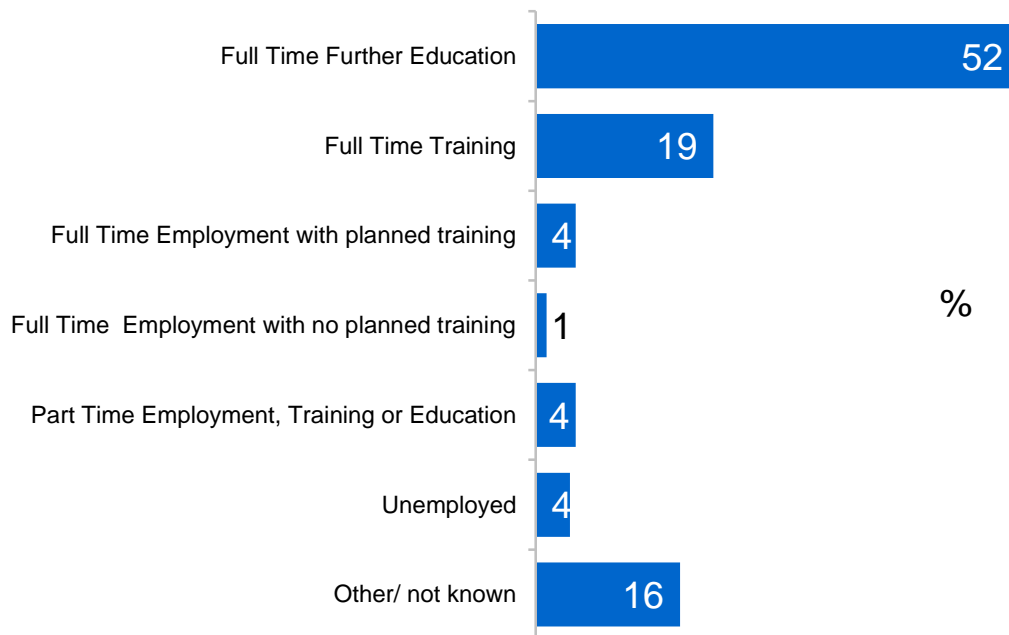
Just over a fifth (22%) of young people, aged 16 in 2015/16, had at some stage during their school years been out of mainstream education and continued to be educated in other ways.

9.3. Current Activity

Figure 9.2 details the activity of young people in care aged 16 during 2015/16⁵⁵. Over half (52%) of these were in or about to start full-time education and almost a fifth were in full time training. Some 4% were regarded as unemployed.

Girls were just as likely as boys to have started or about to start full-time education (52%). A smaller proportion of boys (2%) than girls (6%) were unemployed (see Appendix D for details).

Figure 9.2 Current activity of young people looked after who had completed Year 12 during 2015/16 in Northern Ireland



⁵⁵ This information has in previous publications been compared with that of England. However, this information was no longer collected for looked after children in England from 2012/13.

Appendix A – Technical Notes

Data Collection

The information presented in this bulletin derives from the tenth 'OC2' survey of looked after children in Northern Ireland. Survey returns were provided by each of the five Health and Social Care Trusts in Northern Ireland to Community Information Branch (CIB) in the Department of Health (DoH).

Information is entered online by nominated HSC Trust staff using a secure web-based application. Records are anonymised to ensure confidentiality and to protect the identities of individual children. Guidance notes and other documents associated with the OC2 survey are available to view or download from the DoH website:

<https://www.health-ni.gov.uk/publications/children-care-return-and-quality-report>

Looked after children included in this survey

For inclusion in the OC2 survey, children had to be looked after continuously for at least 12 months at 30 September 2016. Children looked after under an agreed series of respite placements were excluded from the survey. As such, the reference period for the present survey was 1 October 2015 to 30 September 2016. This is distinctly different from other statistical collections by the DoH, which are based on the year ending 31st March. The period chosen for OC2 is designed to cover the academic school year.

The main aim of the OC2 survey is to inform on educational attainment for looked after children, however it also collects information on a range of other areas such as religion, ethnicity, disability, placement, health assessments, economic activity and criminal convictions (see appendix E for the full questionnaire). Together with its companion surveys OC1 (care leavers aged 16-18) and OC3 (care leavers at their 19th birthday), it provides a comprehensive series of data on looked after children in Northern Ireland.

Change of data source

Historically, school related information reported in this publication has been obtained from the child's school by social workers. In an attempt to both ease the data collection burden on the social workers as well as streamlining information with that published by Department of Education (DE), and through this ensure improved quality and consistency of data, a data sharing agreement has been put in place between DE and DoH in regards to looked after children. The data supplied from the DE related to three sources; the School Census; Attendance and the Summary of Annual Examination Results dataset.

The information that at this stage can be shared relates to:

- Key Stage 2 attainment results
- Attendance
- Suspensions
- Special Educational Needs (SEN)

In addition, DE has supplied information that historically was not collected through the OC2 survey:

- School type
- School year
- Free school meals

The attendance, suspension and SEN information will be reported on the same way as in previous publications. However, where the new source of information allows for more scrutiny of the figures, additional analysis will be supplied. For example, reason for non-attendance can now be analysed. It will also be endeavoured to replicate analysis provided by DE for the general school population, to allow like-for-like comparisons. Furthermore, there is a slight change to the methodology of reporting Key Stage and GCSE attainment information. This is set out in detail below.

Linking rate between OC2 survey and DE data

Unique linking variables was used to link the OC2 survey with the DE school data without compromising children's identity.

Of the 1,620 children of compulsory school age (5-16), who were looked after continuously for at least 12 months:

- 1,556 (96%) were matched (linked) between the OC2 and DE datasets;
- 33 (2%) who were not matched were identified as not attending school in Northern Ireland, either because they were placed outside of this jurisdiction, because they were disabled or because they had chosen to leave education. These will be included in educational analysis only where appropriate; and
- 31 (2%) were not matched of unknown reasons and will be excluded from the education analysis within this report.

Change to methodology

Historically, Key Stage attainment results has been used to assess outcomes of an age cohort of looked after children. It is expected that children of a certain age should be in school and attending a specific school year. If a child is not attending school (eg. those educated other than in school), or has been held back a year, it would show that outcomes for the child is worse than what is expected for the general age population. These children have therefore been included in attainment analysis as children achieving no Key Stage results.

Although this methodology is valid on its own, unavoidably, the looked after children's attainment results are compared with attainment results from the general school population. However the general school population results only includes those children who were in school (eg. excludes those educated other than in school) and only those who were in a specific school year (eg. a child held back a year will be included in Key Stage results in whatever year they reach that level, and not the year they, according to their age, should sit the exam). Due to this difference in methodology, looked after children have unfavourably low attainment results compared with the general school population.

With the additional school information supplied through the new data sharing agreement (see above), it is now possible to apply the methodology used for the general school population. Comparing the two methodologies, the attainment results for Key Stage 2 Communication increased from 40% (age cohort) to 44% (school year cohort). The corresponding figures for Key Stage 3 were 36% and 40%. The difference is not substantial, however taking into account that the Key Stage results are in general used as a comparative to the general school population, we will in the future apply the new methodology to ensure a more fair comparison. The change of methodology will have a greater impact on the GCSE results, as a larger proportion of this older age group would attend alternative schooling (EOTAS) or not engage in education. When including those who did not sit GCSE exams (old methodology), 81% achieved at least one GCSE at grades A-G. When excluding this group (new methodology), 98% achieved the same result. The new methodology aligns better with the national figures, where close to 100% of the general school population of school leavers achieved those results.

This also aligns with recent changes in methodology for looked after children statistics in England where the denomination for the cohort of children has, from 2012, changed from age based to pupils who are actually in the national curriculum year group.

Attendance

Department of Education (DE) publish attendance information for looked after children (<https://www.education-ni.gov.uk/articles/pupil-attendance>). DE attendance figures relate to all children who were looked after at a specific point in time. In contrast, the "Children in Care" publication includes only children who have been looked after for a minimum of 12 months. As such, the annual school attendance figures should relate, as much as possible, to a time when the child was continuously in care. The difference cohorts of children included in the two publications will therefore result in different attendance figures.

Attendance or absence is measured for every pupil in half day sessions (am and pm). Absence can be either authorised or unauthorised.

An authorised absence is absence with permission from an authorised school representative on provision of a satisfactory explanation. This includes:

- Artistic endeavour
- Bereavement
- Suspension
- Agreed family holiday (in very exceptional circumstances)
- Illness
- Medical / dental appointments
- Other exceptional circumstances (includes an exceptional event outside control of the school, for example, travelling children, court appearance)
- Religious observance

An unauthorised absence is absence without permission from an authorised school representative due to unexplained or unjustified absence. This includes:

- Family holiday not agreed
- Other absence (includes absence not covered by any other code or a reason which is not acceptable to the school, for example, pupil's / parent's or sibling's birthday).
- No reason provided for absence
- Late (after registration closed)

Further information on attendance and absence can be found in the readers notes of DE's Pupil Attendance publications (<https://www.education-ni.gov.uk/articles/pupil-attendance>).

Levels of Progression Key Stage results

From 2012/13, the new Levels of Progression replaced the levels of attainment in Key Stage Assessments. Children were from this point on assessed in Communication and Using Maths as opposed to the previous English and Maths assessments. From 2016/17 Using ICT will also be assessed.

These results are not directly comparable with Key Stage Assessment outcomes from previous years. Department of Education recognises that the new arrangements will need to embed and has recommended caution in analysing data and benchmarking performance from the first years implementation.

Data Quality

The data quality of the results presented in this bulletin is considered to be high. The online data collection system has built in validation checks, where Trust staff correct or amend data as required, and provide appropriate explanations if information is missing. CIB perform further checks, using historical data to monitor annual variations and emerging trends.

Furthermore, the new data source (DE data) removes elements of manual recording and ensures inter-departmental consistency of information.

For the 2015/16 OC2 survey, some data collection issues caused a delay in completing the survey. The Northern Trust was unable to complete the survey for all children as 19 returns were not submitted. This represents 4% of the children in care for 12 months or longer from the Northern Trust. Measures are being put in place to rectify these issues for future surveys.

A detailed quality report for children's community statistics is available on our website at:

www.health-ni.gov.uk/topics/dhssps-statistics-and-research/official-statistics-and-user-engagement

Rounding/Disclosure Conventions

Percentages have been rounded to whole numbers and as a consequence some percentages may not sum to 100.

It has been necessary to suppress other figures whenever it would be possible to calculate the value of a suppressed number by means of simple arithmetic. The rule applied in these circumstances has been to suppress the next smallest data item.

Main Uses of Data

The main uses of these data are to monitor the delivery of social care services to children, to help assess HSC Trust performance, corporate monitoring, to inform and monitor related policy, and to respond to parliamentary / assembly questions.

To put some figures within their wider social context, comparative information with, for example, the general school population and looked after children in other countries in the United Kingdom are included where possible. Users of these statistics find such comparisons interesting; though it should be stressed these are not like-for-like comparisons and may simply reflect variations between different cohorts of children.

A National Statistics Publication

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Services Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods; and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed. The most recent assessment of these statistics, Report 265, can be found at the following link:

<https://www.statisticsauthority.gov.uk/publications-list/?type=assessment-report>

If you have any comments on this publication, please contact:

Community Information Branch
Department of Health
Annexe 2, Castle Buildings
Stormont
BT4 3SQ

Email: cib@health-ni.gov.uk
Tel: 028 90522580

Related Publications

Statistics on looked after children published by other countries in the UK (United Kingdom) can be found as detailed below.

Scotland

Children's Social Work Statistics are produced annually by the Scottish Government. The most recent publication was published on 22 March 2016, and is available at:

<http://www.gov.scot/Publications/2016/03/5133>

Educational Outcomes for Scotland's Looked After Children is an annual summary of the educational outcomes of Scotland's looked after children. The most recent publication was published on 22 June 2016, and is available at:

<http://www.gov.scot/Publications/2016/06/7455>

Wales

Statistics on Adoptions, Outcomes and Placements for Children Looked After, Year Ending 31 March 2015 by Local Authorities in Wales are produced annually by the Local Government Data Unit and the Welsh Assembly Government, and are available at:

<http://gov.wales/statistics-and-research/adoptions-outcomes-placements-children-looked-after/?lang=en>

England

Outcomes for Children looked after by local authorities in England, 31 March 2015 is produced annually by the Department for Education. Figures for the year were published on 24 March 2015, and are available at:

<https://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-las-31-march-2015>

Children looked after in England (including adoption and care leavers) year ending 31 March 2015 is published annually by the Department for Education. The latest publication was published on 1 October 2015, and is available at:

<https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2014-to-2015>

Please note that comparisons with attainment results in England are no longer possible following recent school reforms.

Other statistics produced by the DoH relating to looked after children and other areas of children's social care as detailed below can be found on:

<https://www.health-ni.gov.uk/topics/dhssps-statistics-and-research/childrens-services-statistics>

Children's Social Care Statistics for Northern Ireland***Northern Ireland Care Leavers******Children Adopted from Care in Northern Ireland******Quarterly Child Protection Statistics for Northern Ireland***

Appendix B – Coverage of OC2 2015-16

The table below specifies the subset of children and young people covered by each category of the OC2 collection.

Definition	Which Children were included?	
Scope of OC2	All children who were looked after on 30 September 2016, and who on that date had been looked after continuously for at least 12 months.	
<i>Remaining Items are subsets of the Scope.</i>		
Total Children of Compulsory School Age	Children whose date of birth is in range 2/7/1999 to 1/7/2011	
Key Stage 1	Children eligible for school year 4 i.e. whose date of birth is in range 2/7/2007 to 1/7/2008	
Key Stage 2	Children eligible for school year 7, i.e. whose date of birth is in range 2/7/2004 to 1/7/2005	
Key Stage 3	Children eligible for school year 10, i.e. whose date of birth is in range 2/7/2001 to 1/7/2002	
GCSEs and GNVQs	Children eligible for school Year 12, i.e. whose date of birth is in range 2/7/1999 to 1/7/2000	
Offending	Children aged 10 & over at 30 September 2016, i.e. whose date of birth is 30/9/2006 or earlier.	
Pre-School Provision	Children in their pre-school year in 2015/16, i.e. whose date of birth is 2/7/2011 to 1/7/2012	
Development Assessments	Children aged under 5 at 30 September 2016, i.e. whose date of birth is 1/10/2011 or later.	
Immunisations Dental Checks Health Assessments	All children covered by the OC2 collection, i.e. all children who were looked after on 30 September 2016, and who had been looked after continuously for at least 12 months.	
Current Activity / Past Schooling Experiences		Children eligible for Year 12, i.e. whose date of birth is in range 2/7/1999 to 1/7/2000

Appendix C – Placement definitions

Below are explanations of different types of care placements.

Foster care is when a child is placed by a Trust, or by its parents (or those with parental responsibility), with other persons who will care for, and rear the child. Foster Carers are approved by a Health and Social Care Trust and receive an allowance for their caring responsibilities from the approving Trust. In this publication it will be differentiated between those foster care placements that are *kinship foster care* arrangements and those that are *non-kinship foster care* arrangements.

Kinship care (formal) is when a looked after child is placed by a Trust with a relative, friend or other person with a prior connection to the child, who will care for and rear the child. A person with a prior connection could be someone who knows the child in a professional capacity such as a childminder, a teacher or a youth worker although these are not exclusive categories. Kinship carers are approved by a Health and Social Care Trust and receive an allowance for their caring responsibilities from the approving Trust. *Kinship care (informal)* is when a child who is not 'looked after' is placed with a relative or friend on a voluntary basis with no involvement of social services. This group of children is not covered in this publication.

Placed for adoption refers to a child that has been approved to be adopted and is placed with his/her prospective adoptive parents pending affirmation from the courts. It is distinguished between children who are placed for adoption with their former foster carers and those who are placed for adoption with 'others' (not former foster carers). Unless otherwise stated, children placed for adoption will be included in 'Non-kinship foster care' in the analysis in this report.

Residential care is when a looked after child is placed by a Trust in a children's home. Residential care for children / Children's Homes are there to ensure that the needs of children are met when they cannot live with their own family. They are a place for children to develop and grow, as well as providing food, shelter, and space for play and leisure in a caring environment. Children's Homes look after children with many different needs.

Secure accommodation is provided for children on a short term basis when it is likely that the child, in any other setting, will injure him/her self or abscond and is likely to suffer significant harm when absconding. Unless otherwise stated, children in secure accommodation will be included in 'Residential care' in the analysis of this report.

Placed with parent refers to children for whom a Care Order exists and who are placed with their parents, a person who is not a parent but who has parental responsibility for the child or where a child is in care and there was a residence order in force with respect to him/her immediately before the care order was made, and who are placed with a person in whose favour the residence order was made.

Emergency foster care is when a looked after child is placed by a social worker in an emergency (short term) arrangement. All emergency foster care placements covered in the 2014/15 OC2 survey collection related to kinship carers. Unless otherwise stated, children placed in emergency foster care will therefore be included under 'kinship foster care' in the analysis of this report.

Independent living arrangements refers to children placed in independent accommodation. This would refer to young people between 16-18 years old. Independent living arrangements can further be categorised into with or without formal support from Trust. Unless otherwise stated, children in independent living arrangements will be included in 'Other placements' in the analysis of this report due to the small number of children in these living arrangements within the cohort studied.

Other placements refers to any placement reported that are not covered by other categories given. This may include children in assessment centres, boarding schools etc, and also special arrangements relating to one Trust. The categories included may therefore change from year to year.

Appendix D – Tables

All tables can be found in excel format at:
www.health-ni.gov.uk/articles/looked-after-children

Table 1a	Children Looked After for at least 12 months at 30 September 2016
Table 1b	Demographic Trends of Children Looked After for at least 12 months (2011 – 2016)
Table 2	Health Trend Data for Children Looked After for at least 12 months (2011 – 2016)
Table 3	Funded Pre-School Provision Trend Data for Children Looked After for at least 12 months (2011 – 2016)
Table 4	General Educational Information for Children Looked After Continuously for at least 12 months for the year ending 30 September 2016
Table 5	Eligibility of Children Looked After for at least 12 months at 30 September 2015, for each of the Key Educational Stages 2015/16
Table 6	Special Educational Needs Trend Data for Children of Compulsory School Age Continuously Looked After for at least 12 months (2011 - 2016)
Table 7	School Suspensions Trend Data for Children Looked After for at least 12 months (2011 - 2016)
Table 8	Days Missed Trend Data for Children Looked After for at least 12 months (2012 – 2016)
Table 9	School Attendance by Half Days 2015/16
Table 10	Half Days Missed by Absence Type 2015/16
Table 11	School Changes Trend Data for Children Looked After for at least 12 months (2012 - 2016)
Table 12	Children Looked After for at least 12 months sitting Exams (2015/16)
Table 13	Key Stage 1 Trend Data for Children Looked After for at least 12 months (2012 - 2016)
Table 14	Key Stage 2 Trend Data for Children Looked After for at least 12 months (2012 - 2016)
Table 15	Key Stage 3 Trend Data for Children Looked After for at least 12 months (2012 - 2016)
Table 16	GCSE Trend Data for Children Looked After for at least 12 months (2012 - 2016)
Table 17a	Children Looked After for at least 12 months at 30 September 2016 by placement type
Table 17b	Educational Attainment for Children Looked After Continuously for 12 Months or longer at 30 September 2016 by Placement Type
Table 18	Cautions/Convictions Trend Data for Children Looked After for at least 12 months aged 10 and over (2012 - 2016)
Table 19	Current Activity Trend Data for Children Looked After for at least 12 months who had completed Year 12 at 30 September (2012 – 2016)
Table 20	Current Activity Trend Data for Children Looked After for at least 12 months who had completed Year 12 at 30 September 2016 by gender
Table 21	Personal Education Plans for Children Looked After for at least 12 months of compulsory school age at 30 September (2013 – 2016)
Table 22	Children Looked After for at least 12 months at 30 September 2016 by Local Government District

Appendix E – OC2 Survey form 2015/16



Form OC2 2015/16

Outcome indicators for looked after children

Complete this form for each child who was looked after by your Trust at 30 September 2016, and who, at that time, had been looked after continuously for 12 months or more

1. Trust name: _____

2. SOSCARE number

--	--	--	--	--	--	--	--

3. Date of birth

D	D	M	M	Y	Y	Y	Y

4. The School's Reference Number (DENI number – 7 digits, no letters)

--	--	--	--	--	--	--

5. The child's school Admission Number

--	--	--	--	--	--	--

6. Gender

Male Female

7. Date of start of latest/current period of care:

D	D	M	M	Y	Y	Y	Y

8. Postcode of home address before the last/current entry into care

B	T				
---	---	--	--	--	--

9. Postcode of current address

B	T				
---	---	--	--	--	--

10. What is the child's country of origin? _____

11. To which ethnic group does the young person belong?

White (excluding Traveller)		Indian	
Chinese		Pakistani	
Black Caribbean		Bangladeshi	
Black African		Irish Traveller	
Black Other		Roma Traveller	
Mixed ethnic group (please specify)		
Other ethnic group (please specify)		
Don't know			

12. What is the child's religion?

Roman Catholic		Methodist	
Presbyterian		Other Christian	
Church of Ireland		Jewish	
Church of England		Muslim	
Not Known		Other	
None			

13. Is the child an unaccompanied asylum seeker?

Yes
No

14. Is the young person disabled according to the definition for the register of children with a disability, i.e. has an illness or difficulty and needs extra help to take part in activities around them in the way they would like and in the way other children of the same age do, respecting individual culture and circumstances? (see guidance notes for fuller, formal definition)

Yes
No

15. If 'Yes', please state all disability types that apply to the child

Visually disabled		Learning disabled	
Hearing impaired		Severe Learning disability	
Physically disabled		Autism spectrum	
Mental health disability		Other (please specify below)	
Not known			

If 'other', please specify

16. Does the young person have any dependants/children?

Yes If 'Yes', please enter the number of dependants
No

17. Where is the child currently placed (at 30th September 2016)?

Secure accommodation	
Other residential accommodation	
Placed for adoption with former foster carers	
Placed for adoption with others	
<u>Emergency</u> foster care (kinship or non-kinship)	
Kinship Care – less than 12 weeks	
Kinship Care – Approved Stage 1/Approved Stage 2	
Unregulated – in placement >12 weeks and not approved	
Foster Care (Non-kinship)	
Placed with parents (or persons with parental responsibility)	
Independent living with formal support	
Independent living without formal support	
Other accommodation (please specify below)	

17b. At what date did the current placement begin?

D	D	M	M	Y	Y	Y	Y

18. If the current placement arrangement is Kinship foster care, please specify if the kinship carer is:

Grandparent	
Sibling	
Other relative	
Non-related connected person	

19. Did the child's placement change during the last year (i.e. between 1 October 2015 and 30 September 2016)? (do not include placement changes that were due to short break/respite)

Yes

No

20. If 'Yes', how many placement changes occurred during the year? (do not include placement changes that were due to short break/respite)

21. If there was a placement change during the last 12 months; what was the placement prior to the current placement?

Secure accommodation	
Other residential accommodation	
Placed for adoption with former foster carers	
Placed for adoption with others	
<u>Emergency</u> foster care (kinship or non-kinship)	
Kinship Care – less than 12 weeks	
Kinship Care – Approved Stage 1/Approved Stage 2	
Unregulated – in placement >12 weeks and not approved	
Foster Care (Non-kinship)	
Placed with parents (or persons with parental responsibility)	
Independent living with formal support	
Independent living without formal support	
Other accommodation (please specify below)	

22. What was the reason for the last placement change?

Planned (including placement for adoption)

Breakdown

Other (please specify below)

23. If the child was of school age, did the placement change result in the child having to move school (due to the travel distance)?

Yes

No

24. What was the child's legal status at 30 September 2016?

Police protection in Board/Trust accommodation (Article 23)	
Child assessment Order (Article 62)	
Emergency Protection Order (Article 63)	
Accommodated under Article 21	
Interim Care Order (Article 57)	
Care Order (Article 50 or 59)	
Deemed Care Order (Paras 11 and 30 of Sch 8)	
Freed for adoption and looked after by Board/Trust	
Other (please specify below)	

25. Date of the last statutory review (prior to 30 September 2016):

D	D	M	M	Y	Y	Y	Y

26. Was the child / young person invited to attend the last statutory review?

Yes

No

If no - please specify reason why:

.....

.....

27. Method of participation of young person in last statutory review:

Attended and spoke for him or herself	<input type="checkbox"/>
Attended and an advocate spoke on his or her behalf	<input type="checkbox"/>
Attended and conveyed views non-verbally	<input type="checkbox"/>
Attended and did not contribute	<input type="checkbox"/>
Did not attend but briefed advocate to speak	<input type="checkbox"/>
Did not attend but sent views (e.g. in writing, by phone)	<input type="checkbox"/>
Did not attend and views not conveyed to the review	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>

.....

.....

If the child was of compulsory school age during the 2015/16 school year (i.e. date of birth between 2 July 1999 and 1 July 2011), please state whether at any time during the 2015/16 school year ...

28. Was the child expelled/permanently excluded from school at any time during the school year? Yes
No

29. Did the child change schools at any time during the school year? Yes
No

If 'Yes', please enter

30. ...how many times did the child change schools during the year?

31. Was the child at any time during the school year ever out of mainstream school and continuing to receive education (e.g. a period or periods in EOTAS and/or at a Pupil Referral Unit)? Yes
No

If yes:

32. What was the reason for the child being educated outside of mainstream school?
.....

For children who were in P4 in 2015/16 and who were eligible for end of Level of Progression/Key Stage One Assessment

33 Was the child assessed at Key Stage 1?

Yes
No

34 If 'No', please state briefly why the child was not assessed

.....

.....

35 If 'Yes', what level did the child achieve in ...

Communication?	<input type="checkbox"/>
Irish?	<input type="checkbox"/>
Using Maths?	<input type="checkbox"/>

For children who were in P7 in 2015/16 and who were eligible for end of Level of Progression/Key Stage 2 Assessment

36 Was the child assessed at Key Stage 2?
 Yes
 No

37 If 'No', please state briefly why the child was not assessed

For children who were in Year 10 in 2015/16 and who were eligible for end of Level of Progression/Key Stage 3 Assessment

38 Was the child assessed at Key Stage 3?
 Yes
 No

39 If 'No', please state briefly why the child was not assessed

40 If 'Yes', what level did the child achieve in ...
 or (for Irish medium schools) Communication?
 Irish?
 Using Maths?

For children who were in Year 12, in 2015/16 and who were eligible for end of GCSE (or equivalent) examinations

41 Did the child sit at least 1 GCSE or GNVQ examination?
 Yes
 No

42 If 'No', please state briefly why the child did not sit any of these examinations

43 If 'Yes', please enter the number of qualifications obtained at ...
 GCSE (Grades A*-C)
 GCSE (Grades D-G)
 GNVQ

44 Did the child obtain any NVQs?
 Yes
 No

45 If 'Yes', please enter the number obtained at each level
 Number obtained at level 1
 Number obtained at level 2
 Number obtained at level 3

For children who began primary school in September 2016 ONLY

46 Did the child have a funded pre-school place (in a day nursery, nursery school, nursery class or playgroup) in their pre-school year? (i.e. between September 2015 and June 2016)
 Yes
 No

For children aged 5 and over at 30 September 2016

47 Has a LAC Personal Education Plan been completed for the young person?
 Yes
 No

If yes...
 48 ...has the LAC Personal Education Plan been reviewed within the last 12 months?
 Yes
 No

For children aged 4 and younger at 30 September 2016

49 Were the child's development assessments up to date at 30 September 2016?
 Yes
 No

50 Did the child have his/her 6-monthly health assessment completed between 1 April 2014 and 30 September 2016?
 Yes
 No

For children aged 5 and over at 30 September 2016

51 Did the child have his/her annual health assessment completed during the year ending 30 September 2016?
 Yes No

For all children

52 Were the child's immunisations up to date at 30 September 2016?
 Yes
 No

53 Did the child have his/her teeth checked by a dentist during the year ending 30 September 2016?
 Yes
 No

54 Was the child identified as having a substance misuse problem during the year ending 30 September 2016?
 Yes
 No

55 If 'Yes' was the child offered an intervention for this problem?
 Yes
 No

56 If 'Yes' did the child accept or refuse this intervention?
 Accepted the intervention and received treatment
 Refused the intervention

For children aged 10 and over at 30 September 2016

57 Was the child convicted or cautioned during the year (1 Oct 2015-30 Sept 2016), for an offence committed while being looked after?
 Yes No

If 'Yes', please state below what the offence or offences were

For children who were in Year 12 in 2015/16 and who were eligible for GCSE (or equivalent) examinations

58. Was the young person aged 16 at 1 July 2016?
 Yes No

If 'Yes':

59. What was the young person's activity at 30 September 2016?

Not known	<input type="checkbox"/>
Full-time further education (up to 'A' level or equivalent standard)	<input type="checkbox"/>
Part-time further education (up to 'A' level or equivalent standard)	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Full-time training	<input type="checkbox"/>
Part-time training	<input type="checkbox"/>
Full-time employment with planned training	<input type="checkbox"/>
Full-time employment with no planned training	<input type="checkbox"/>
Part-time employment	<input type="checkbox"/>
Part or full-time volunteering	<input type="checkbox"/>
Parent – full-time carer	<input type="checkbox"/>
Other full-time carer	<input type="checkbox"/>
Unemployed as a result of ill-health or disability	<input type="checkbox"/>
Unemployed for other reason	<input type="checkbox"/>
Other activity (please specify below)	<input type="checkbox"/>
.....	

60. How many different schools has the child attended during his/her school years?
 Total number of primary schools attended
 Total number of secondary/grammar schools attended

61. Was the child ever out of mainstream school and continuing to receive education (e.g. a period or periods in EOTAS and/or at a Pupil Referral Unit)?
 Yes No

This is the end of the questionnaire.
 Many thanks for your cooperation.

This and other statistical bulletins published by Community Information Branch are available to download from the DoH website at:

www.health-ni.gov.uk/topics/dhssps-statistics-and-research-social-services/social-care-statistics

Further Information on Children in Care in Northern Ireland is available from:

Community Information Branch
Department of Health
Annexe 2, Castle Buildings
Stormont, BT4 3SQ

E-mail: cib@health-ni.gov.uk
Phone: (028) 90528446
Fax: (028) 90523288