

Promoting the education of care-experienced learners

LGES Survey

This questionnaire forms part of Estyn's thematic review on promoting the education of care-experienced learners.

It will be used to gather system-level information across Wales to inform thematic analysis and inspection visits. Responses may be referenced in aggregate form within the published report.

Estimated completion time: 15–20 minutes.

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Section A: Leadership and strategic oversight

1. Please indicate which local authority you work for/are answering on behalf of:

- ☐ Blaenau Gwent
- ☐ Bridgend
- ☐ Caerphilly
- ☐ Cardiff
- ☐ Camarthenshire
- ☐ Ceredigion
- ☐ Conwy
- ☐ Denbighshire
- ☐ Flintshire
- ☐ Gwynedd
- ☐ Isle of Anglesey
- ☐ Merthyr Tydfil
- ☐ Monmouthshire
- ☐ Neath Port Talbot
- ☐ Newport
- ☐ Pembrokeshire
- ☐ Powys
- ☐ Rhondda Cynon Taf
- ☐ Swansea
- ☐ Torfaen
- ☐ Vale of Glamorgan
- ☐ Wrexham

2. Does the authority have a designated lead function for the education of care-experienced learners?

☐ Yes

☐ No

3. If yes, please indicate who holds this role:

☐ LACE role

☐ Virtual School Head

☐ Combined LACE / Virtual School model

☐ Other dedicated role (please specify):

4. In which service does overall strategic responsibility sit within the local authority for care-experienced learners?

☐ Education service

☐ Children's services

☐ Joint / corporate parenting arrangement

5. Does the authority have a written strategy or framework for care-experienced learners (aged 3–16)?

☐ Yes - published

☐ Yes - internal

☐ No

6. Does the authority actively maintain oversight within education systems of learners beyond those currently looked after (e.g. adopted, special guardianship, kinship, returned home)?

- ☐ Yes – systematically, as part of formal monitoring arrangements
- ☐ Yes – in some cases
- ☐ No

7. Which other groups of learners are included within the local authority's education oversight or monitoring arrangements for care-experienced learners? (Select all that apply)

- ☐ Learners adopted from care
- ☐ Learners subject to special guardianship orders
- ☐ Learners living in kinship care arrangements
- ☐ Learners who have returned home from care
- ☐ Learners placed in the authority by another local authority
- ☐ Learners placed outside the authority by this local authority

8. For how long does oversight continue after adoption?

Section B: Data and evaluation

9. Which of the following information about care-experienced learners is routinely tracked or monitored centrally by the local authority? (Select all that apply)

- ☐ Attendance
- ☐ Exclusions
- ☐ Attainment
- ☐ Progress over time
- ☐ School moves
- ☐ Placement moves
- ☐ ALN status
- ☐ Post-16 destinations (where relevant)
- ☐ None of the above
- ☐ Other (please specify):

10. Does the authority analyse trends or patterns over time in outcomes for care-experienced learners (for example attendance, progress, attainment or exclusions) to inform planning and improvement (e.g. by placement type, ALN status or stability)?

- ☐ Yes – routinely analysed and reported
- ☐ Yes – analysed occasionally or for specific issues
- ☐ No
- ☐ Not sure

11. How frequently does the local authority report to elected members on the educational outcomes of care-experienced learners?

- ☐ Every school term
- ☐ Twice yearly
- ☐ Annually
- ☐ Less frequently
- ☐ We do not report to elected members

12. Which outcomes for care experienced learners are typically included in reports to elected members?

- ☐ Attendance
- ☐ Exclusions
- ☐ Attainment
- ☐ Progress over time
- ☐ School moves
- ☐ Placement moves
- ☐ ALN status
- ☐ Post-16 destinations (where relevant)
- ☐ None of the above
- ☐ Other (please specify):

13. Are reports on the educational outcomes of care-experienced learners shared in the public domain (for example through scrutiny committees or published reports)?

- ☐ Yes
- ☐ No

14. Please provide details

15. Is continuity of Welsh-medium or bilingual education monitored where placement or school moves occur for care-experienced learners?

- ☐ Yes
- ☐ No
- ☐ Not applicable

Section C: Personal Education Plans and support

16. At local authority level, who has primary responsibility for quality assuring Personal Education Plans (PEPs)?

- ☐ LACE / Virtual School team
- ☐ Education service
- ☐ Children's services
- ☐ Shared responsibility (please specify)
- ☐ Not applicable

17. Does the authority carry out audits or quality assurance reviews of Personal Education Plans (PEPs) at authority level (for example reviewing their focus on progress, well-being or transition planning)?

- ☐ Yes
- ☐ No

18. How frequently are PEPs audited or reviewed at authority level?

- ☐ Termly (or more frequently)
- ☐ Twice per year
- ☐ Annually
- ☐ Less frequently than annually
- ☐ Other (please specify):

Section D: Trauma-informed and attachment-aware practice

19. Since 2022, has the authority commissioned or promoted trauma-informed or attachment-aware training for schools?

- ☐ Yes
- ☐ No
- ☐ Not sure

20. Does the authority maintain records of which schools or PRUs have accessed trauma-informed or attachment-aware training?

- ☐ Yes
- ☐ No
- ☐ Not sure

21. How does the authority evaluate implementation or impact of this training? (Select all that apply)

- ☐ Attendance monitoring only
- ☐ Feedback from teachers
- ☐ Feedback from learners
- ☐ Feedback from parents and carers
- ☐ Linked to school self-evaluation
- ☐ Linked to attendance, behaviour or outcome data
- ☐ No formal monitoring
- ☐ Other (please specify):

Section E: Transitions and stability

22. Does the authority have a formal protocol to minimise unnecessary school moves for care-experienced learners?

☐ Yes

☐ No

23. When placement changes are being considered that may affect schooling, how is the education team involved in planning for educational continuity?

☐ Education is routinely involved at an early stage

☐ Education is informed once decisions are made

☐ Education involvement varies case by case

☐ Education is not routinely involved

Section F: Learner voice and equity

24. How does the authority gather learner voice from care-experienced learners? (Select all that apply)

☐ PEP meetings

☐ Surveys

☐ Participation groups

☐ Not applicable

☐ External advocacy organisations

☐ No systematic approach

☐ Other (please specify):

25. Does the authority actively gather feedback from parents, carers or guardians of care-experienced learners about their experiences of education? (For example through surveys, consultation or other structured engagement)

- ☐ Yes
- ☐ No
- ☐ Not sure

26. How is this feedback typically used? (Select all that apply)

- ☐ To inform service planning or improvement
- ☐ Reported to senior leaders or elected members
- ☐ Shared with schools
- ☐ Considered at corporate parenting boards or governance groups
- ☐ Not routinely used to inform decision-making
- ☐ Other (please specify):

27. Does the authority monitor access of care-experienced learners to enrichment activities, wider experiences or curriculum pathways?

	Yes – through formal processes (e.g. CLA reviews or PEPs)	Yes - informally (e.g. informal feedback or case discussions)	No
Enrichment activities	☐	☐	☐
Wider experiences	☐	☐	☐
Curriculum pathways	☐	☐	☐

28. Please briefly describe one example of practice within your authority that you consider particularly effective in improving outcomes or experiences for care-experienced learners.