

Northern Ireland Care Leavers (2002/03)

This bulletin presents findings from the second annual collection of information on the educational attainment and economic activity of young people aged 16 & over who left the care of Health and Social Services Trusts in Northern Ireland in 2002/03.

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October 2004

OC1 Collection

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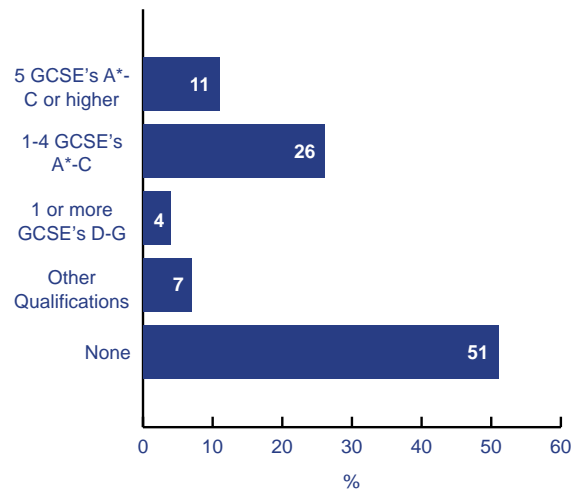
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Main Findings

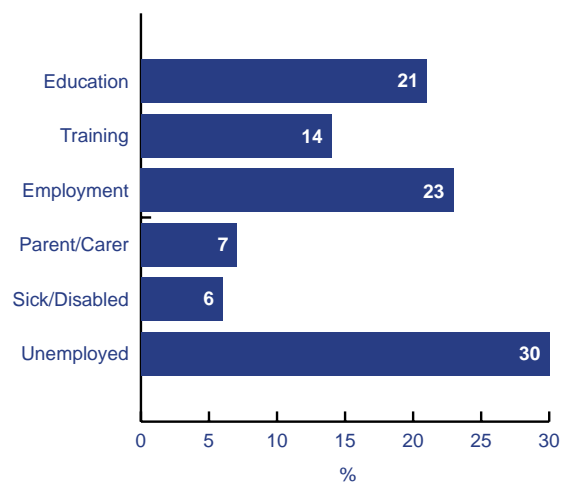
- 106 boys and 100 girls aged 16 & over ceased to be looked after in Northern Ireland during the year ending 31st March 2003. Half of these young people had spent more than 5 years in care, and over a quarter had been looked after for 10 years or more. Almost half came from the Eastern Board area.
- The majority of these young people were 18 years old when they left care, but 6% left before the age at which they would sit examinations, and 16% of children aged under 18 left care to go into unsupported accommodation.
- There was no improvement in the proportions of care leavers gaining GCSE's. Only 11% of young people left care with 5 or more GCSE's at grade A*-C, and a further 26% left with 1-4 GCSE's grades A*-C. This compares to 14% and 22% respectively of young care leavers gaining these qualifications in 2001/02.
- The proportion of care leavers (11%) achieving 5 or more GCSE's grades A*-C or higher compares very badly with that of all Northern Ireland school leavers, 59% of whom attain these grades.
- Care leavers in Northern Ireland are 10 times more likely than school leavers in general to leave without gaining any qualifications at all. Half of all care leavers (51%) left without gaining any qualifications, compared to 5% of all Northern Ireland school leavers¹.

Highest Qualification of Young People who left Care in 2002/03



- 57% of care leavers whose economic activity was known were in education, training or employment. Again this compares poorly to that of all 16-18 year olds in Northern Ireland (91%)².
- The unemployment level among these young care leavers was 30%, 6 times the rate among all school leavers in Northern Ireland (5%) in 2001/02¹.

Economic Activity of Young People who left Care in 2002/03



¹ DE, Northern Ireland

² DETI

Background

The information presented in this bulletin derives from the second annual OC1 collection. This survey, along with the OC2 and OC3 collections, reflects the ongoing commitment of DHSSPS and DE to improving educational outcomes for looked after children and care leavers in Northern Ireland.

Care leavers are among the most disadvantaged groups in our society. Research has consistently shown that young people who have been looked after have poor educational attainment and often become unemployed on leaving care; girls are more likely than their peers to become pregnant in their teenage years, and boys to be represented among the prison population. Young care leavers are also more likely than others to become homeless and are at high risk of poverty and social exclusion (SEU, 2003). However, these outcomes can be avoided if young people are given the help and support they need to improve their educational achievement while in public care (Jackson and Martin, 1998) and obtain further education, training or employment on leaving.

Most, if not all, young care leavers will have experienced significant trauma and disturbance in their lives both before, and on entering care. This distress can be sustained while in the care system, through the disruption and instability caused by frequent placement moves, changes of school, absenteeism and exclusions from school. It is important that looked after children are helped to recover from the trauma they have experienced, and emotional problems identified and resolved in their early stages. At the same time however, the importance of educational attainment in their lives should not be undervalued (Bennett, 2002). Indeed, an excellent way of assisting their progress is through encouragement to make the most of their abilities and reach their full potential. School can provide a measure of stability in children's lives in the midst of chaos, and where looked after children and young people are given support to overcome past experiences, they are often able to achieve in education (Jackson and Thomas, 1999). Successful experiences in school in turn promote resilience (Borland et al, 1998, Stein, forthcoming) and can lift children out of depression, increase their self esteem and give them renewed hope for the future.

Good academic achievement is also, of course, key to maximising these young people's life chances on leaving care. It vastly improves their opportunities for employment, and so reduces the extent of difficulties and hardships they are faced with, promotes their social inclusion and enhances their prospects of stability and success in later life.

Health and Social Services Boards have themselves demonstrated recognition of the crucial importance of educational success for looked after children through the research that they have carried out, looking at the educational needs, experiences and attainment of these children. These studies (*see references, page 20*) showed that children in residential care achieve fewer qualifications, on average, than those in foster care. This poorer attainment may be partly due to the fact that these children come from more troubled backgrounds, or have higher levels of disability. However, the researchers found that these children were more likely than those in foster care to have high levels of absenteeism, school suspensions and expulsions, and that they had more limited access to after school clubs, homework clubs and other educational facilities than children in foster care.

The first regional research looking at the education of children in care was the LACE project, carried out by Save the Children, First Key and VOYPIC, and supported by both DHSSPS and DE. The LACE findings were published in the report 'Branded a Problem', and catalogued a number of obstacles to the educational achievement of looked after children. Many had experienced multiple changes in care placement as well as changes in the schools they attended; three quarters had changed schools at least once in addition to the change from primary to secondary school. High levels of school suspensions and expulsions led to more disruption. The young people themselves felt that they were not made aware of the importance of educational success until it was too late, and that education was therefore not a priority for them, nor was it treated as such in their looked after reviews.

Background

Again, the research found that young people in residential care fared badly compared to those in foster care, with residential staff feeling that they had too many young people in their care to ensure that homework was completed, and to provide a good environment for studying.

Recognition by DHSSPS of the significance of educational achievement in improving life chances for children in care, and in promoting their social inclusion, is demonstrated by the emphasis given in the Northern Ireland Children Order and in the 'Children Matter' report to this issue. In addition the new Children (Leaving Care) Act aims to further support young people on leaving care. It includes provision for a 'pathway plan' to be developed for each young care leaver, and for each one to have a personal advisor who will give help and advice regarding education, training and employment.

The continued commitment of the Department to improving outcomes for these young people is also reflected in a number of short and long-term targets. The Northern Ireland Programme for Government (2002-2005), for example, includes the aim of increasing by 15% the number of children leaving care with recognised educational and vocational qualifications. The 'Priorities for Action 2004/05' also contains an interim target that looked after children achieve at least 85% attendance rates. Concern for looked after children is also emphasised in the draft strategy for children in need, which includes the objectives of ensuring that these children 'gain maximum life chance benefits from educational opportunities, health care and social care', and that care leavers 'are not isolated, and participate socially and economically as citizens'.

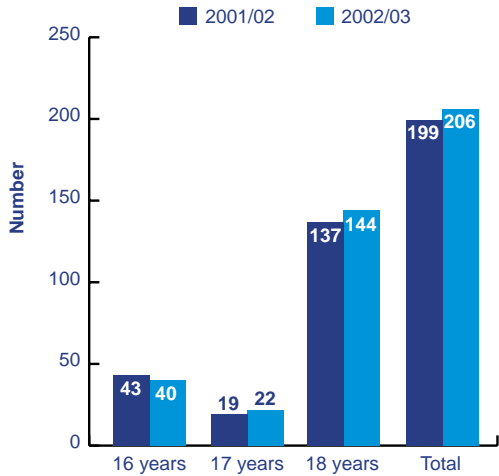
DHSSPS has also sought practical ways in which to improve opportunities for looked after children, for example through the allocation of Executive Program Funding for the provision of IT equipment for children in residential care. It will continue, with DE, to support projects such as LACE II. In tandem with this support, the Departments will continue to develop their own collections of information.

The information on which this report is based, derives from the OC1 survey of care leavers aged 16 and over. The OC1 collects data on the educational achievements and economic activity of young people leaving care, to inform Government targets. In addition, it includes items on the age, religion, ethnic group, disability, length of time in care, and latest placement of each young care leaver. The collection was introduced in Northern Ireland in 2002, and this bulletin reports on the second survey for the year ending 31st March 2003. Unfortunately it indicates little progress so far towards improving care leavers' educational achievements. Northern Ireland care leavers are still 10 times more likely to have no qualifications than school leavers in general, and 6 times more likely than other 16-18 year olds to be unemployed.

Trust/Board Profile

HSS Trusts provided information on 206¹ young people aged 16-18 who left their care in the year ending March 2003. This number was very similar to that recorded for the previous year (199). The majority of these young people were aged 18 when they left care, but a significant number left care at a younger age (Figure 1).

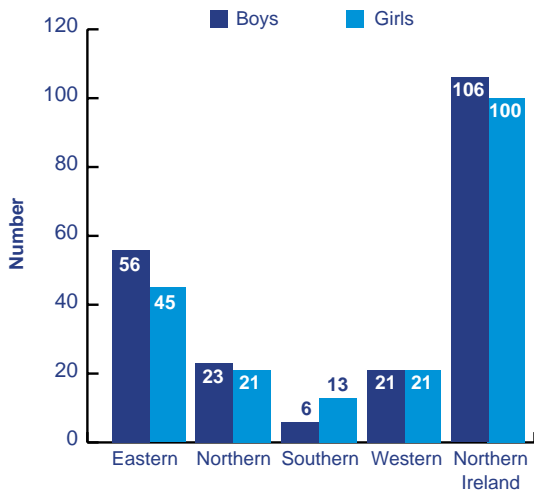
Figure 1:- Age of Care Leavers



HSS Board and Trust Area

Figure 2 shows the number of boys and girls aged 16-18 leaving care from each HSS Board area.

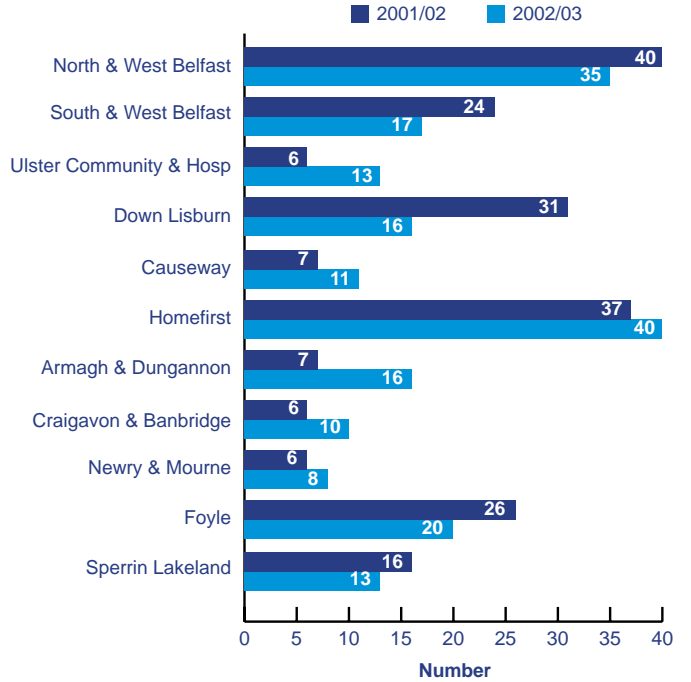
Figure 2:- Gender and HSS Board Area



¹ The OC1 collection covers young people aged 16 & over who left care in Northern Ireland during the year ended 31st March 2003. It excludes those young people who were looked after solely under an agreed series of short-term placements (respite care)

There were similar numbers of boys and girls among care leavers of this age. The highest number of care leavers, almost half of the total, came from the Eastern Board area.

Figure 3:- HSS Trust Area



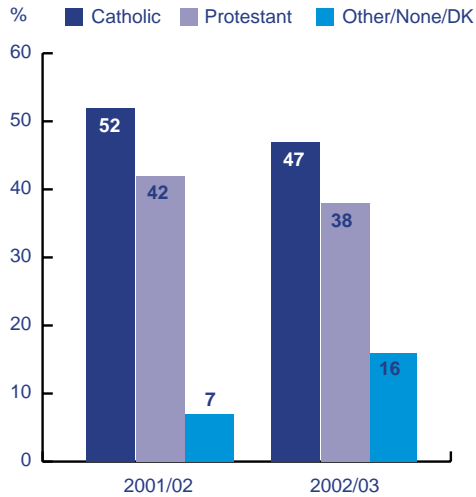
The distribution of care leavers across HSS Trusts was very similar to last year. The highest numbers of care leavers were from North & West Belfast and Homefirst Trusts, followed by Down Lisburn and Foyle Trusts. Newry & Mourne, Ulster Community & Hospitals, and Craigavon & Banbridge Trusts had the smallest numbers of care leavers².

² Unfortunately, returns appear to have been incomplete for some HSS Trusts. See Appendix 1 for comparison of OC1 and LA8 returns

Religion and Ethnicity

Information on religion and ethnicity of care leavers is collected for equality monitoring purposes.

Figure 4:- Religion



There were more Catholics (47%) than Protestants (38%) among those care leavers for whom information on religious background was available. Unfortunately this information was missing for a significant number of young people.

The majority of care leavers for whom information on ethnicity was available were white (97%). The remainder were of mixed ethnic origin. Information on ethnicity was missing for 3 care leavers.

Disability and Special Educational Need

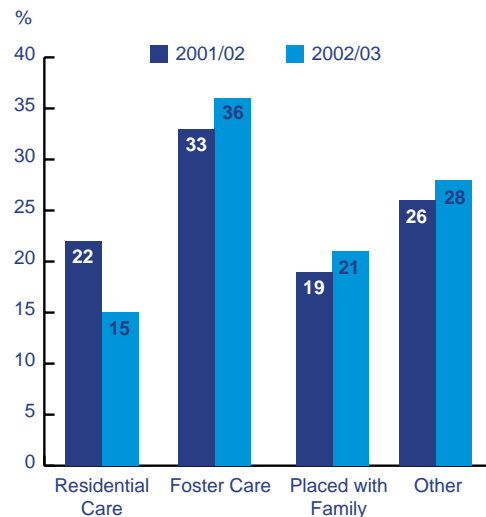
Over 1 in 8 (15%) young care leavers aged 16-18 had disabilities; almost two-thirds of these had learning disabilities and a fifth had mental health needs. There are no directly comparable figures for Northern Ireland. However, less than 6% of all young people of this age in Northern Ireland have a long-term limiting illness¹ and only 3% receive Disability Living Allowance². These figures suggest that a disproportionate number of young care leavers are coping with disabilities.

Over 1 in 8 (13%) of these young people had received statements of special educational need (three quarters of these were for learning difficulties and these children have been excluded from the figures for educational achievement). This compares to 27% of all children looked after continuously for one year or more. More than four times as many care leavers as Northern Ireland schoolchildren in general (3%)³ are covered by statements of special educational need.

Latest Placement Type

Figure 5 shows the latest placement types of young care leavers in 2002/03.

Figure 5:- Latest Placement Type



Compared with those leaving care in the previous year, a smaller proportion (15%) of care leavers in 2002/03 had been in residential care immediately prior to leaving care. Over a third (36%) had been in foster care, more than a quarter (28%) had been in 'other' placement types⁴, and a fifth (21%) had been placed with family.

¹ Census 2001

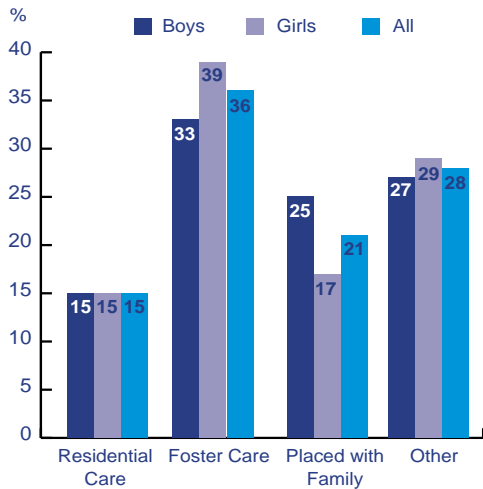
² DSD, November 2003

³ DENI 2003

⁴ Other placement types include hostels, supported accommodation, lodgings, after care units, independent living, hospitals and young offenders centres

Most Recent Period in Care

Figure 6:- Placement Type by Gender

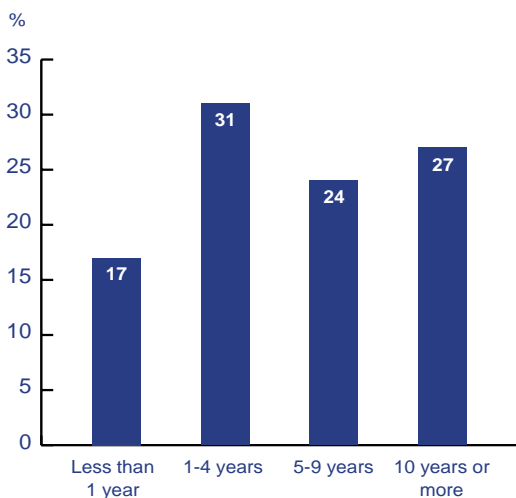


Figures for the year 2001/02 showed boys to have been much more likely than girls to have spent their last placement in residential care. Among this year's care leavers, however (Figure 6), equal proportions of boys and girls had been in residential care; boys were slightly more likely to have been in 'family placements' and girls to have been in foster care or other placement types.

Most Recent Period in Care

Figure 7 shows the length of time spent by these young care leavers in their latest period of care¹.

Figure 7:- Length of Most Recent Period in Care

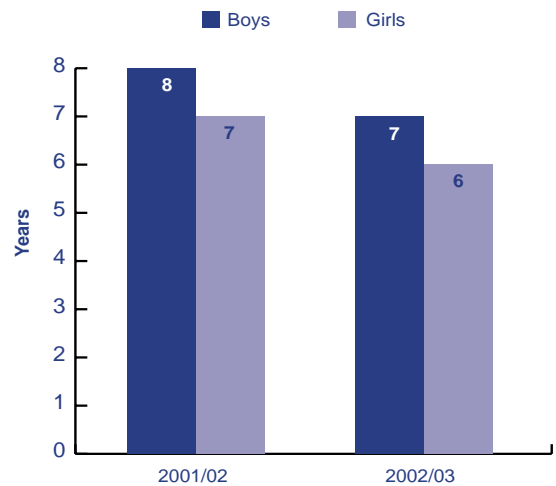


¹ The OC1 collection covers only the latest period in care and does not take account of any previous instances where a child was looked after.

Almost one fifth of young care leavers (17%) had been looked after for less than a year in their latest period in care, and almost another third (31%) had spent more than a year, but less than 5 years in care. However, over half of these young people had been looked after for more than 5 years, and over a quarter (27%) had spent more than 10 years in care.

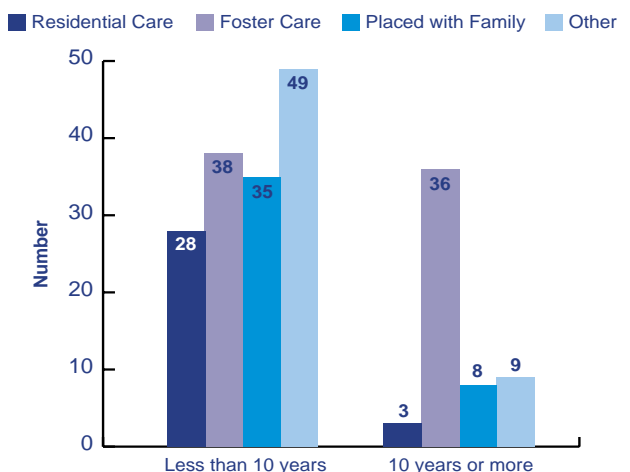
Figure 8 shows the average length of time spent by boys and girls in their latest period of care, compared with care leavers in 2001/02.

Figure 8:- Average Length of Most Recent Period in Care



The average length of the most recent period in care was shorter for both boys and girls than in 2001/02. However, boys still spend longer on average than girls in care.

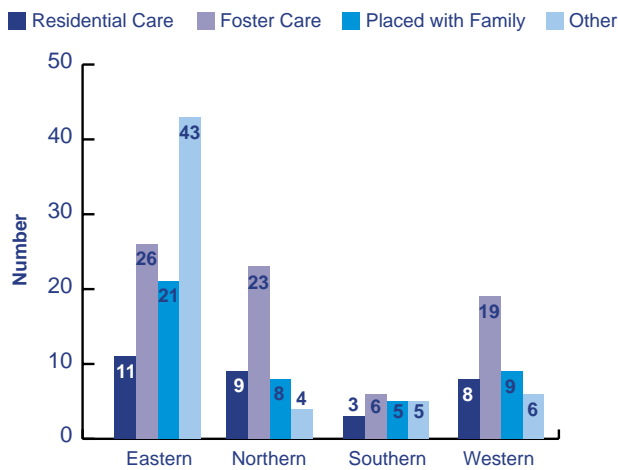
Figure 9:- Placement Type and Length of Most Recent Period in Care



Most Recent Period in Care

Young people whose latest period in care lasted less than 10 years, were much more likely to be in residential care, in family placements, and in 'other' placement types, than those whose latest period in care was 10 years or more (Figure 9). Of those whose latest period in care was 10 years or more, almost two-thirds had been in foster care in their last placement.

Figure 10:- Placement Type and Board Area

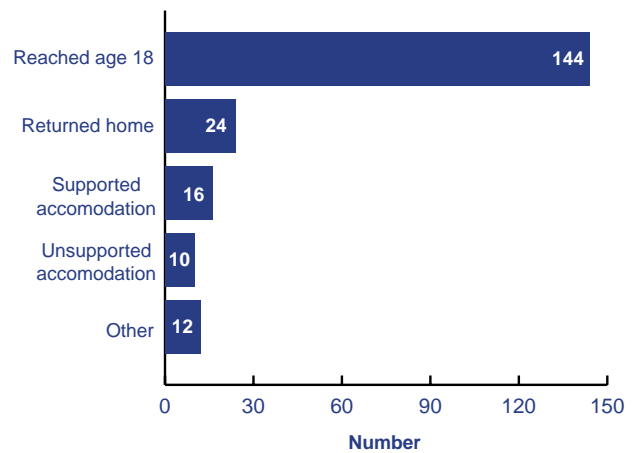


Of those young people leaving the care of Trusts in the Northern and Western Boards approximately half had been in foster care in their last placement (figure 10). In the Eastern Board a quarter of young people (26) had been in foster care immediately before leaving care, whereas over two fifths (43) had been in 'other' placements. There were similar numbers of care leavers across all placement types in the Southern Board.

Reasons for Leaving Care

Figure 11 shows the reasons why these young people left care. The majority had left care on reaching the age of 18; of the remainder, most had returned home or gone into supported accommodation. However, at least 10 young people under the age of 18 had left care and gone into unsupported accommodation.

Figure 11:- Reason Care Ceased¹

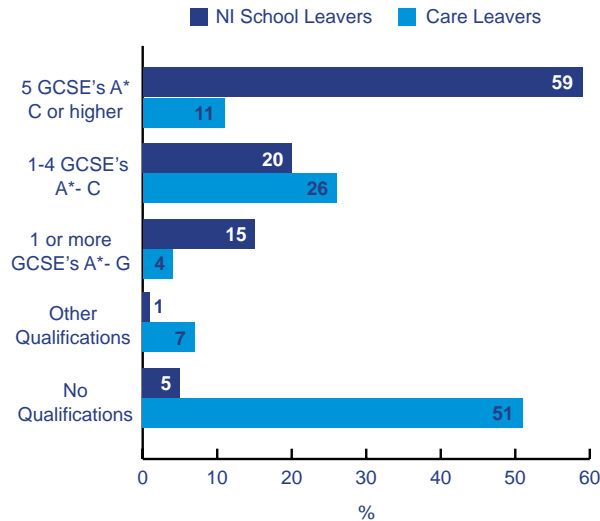


¹ Other reasons include: order discharged/revoked, care taken over by another Trust, transferred to adult services, got married, refused service, and (bail fostering placement)

Educational Attainment

Educational achievement is an important predictor of success in later life. Figure 12 shows the educational qualifications of care leavers aged 16 to 18 compared with those of all Northern Ireland school leavers.

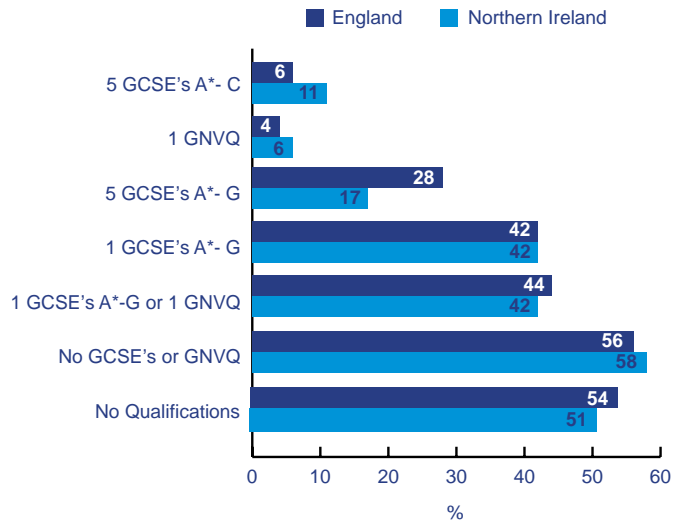
Figure 12:- Highest Qualification of Care Leavers¹ and Northern Ireland School Leavers



There are important distinctions between these two groups of young people². Nevertheless, the educational achievement of care leavers was very poor in comparison with Northern Ireland school leavers. Only 11% left care with 5 GCSE's (grades A*-C) or higher, compared with almost three-fifths (59%) of those leaving school, and over half (51%) of care leavers had no qualifications at all, compared to only 5% of Northern Ireland school leavers.

Figure 13 shows the qualifications of Northern Ireland care leavers compared with their English counterparts (fully comparable data is not available for Scotland and Wales).

Figure 13:- Qualifications of Care Leavers in Northern Ireland and England



Young people leaving care in Northern Ireland achieved more in terms of GCSE's grades A*-C and GNVQs than those leaving care in England. 11% of Northern Ireland care leavers had gained 5 or more GCSE's grades A*-C or higher in comparison to 6% of those in England, and 6% of those leaving care in Northern Ireland had gained one or more GNVQs, in comparison to 4% of those in England. However, over half of both groups left care with no qualifications whatsoever; 51% of Northern Ireland care leavers and 54% of those in England. In Scotland 60% of young care leavers aged 16-17 left care without gaining any qualifications.

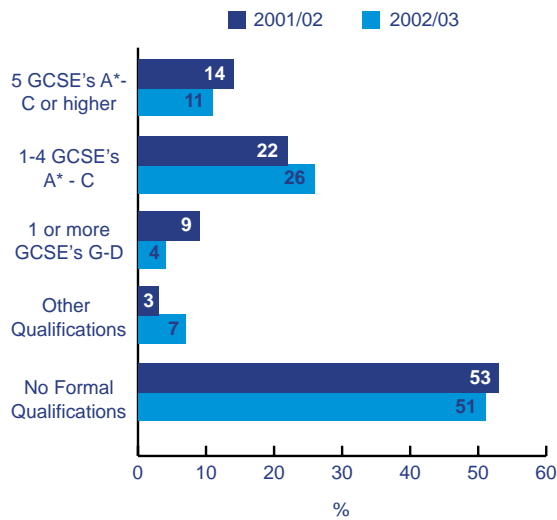
There was no improvement in Northern Ireland care leavers' educational achievement in 2002/03 in comparison to the previous year (Figure 14). In fact, slightly fewer young people left care with 5 GCSE's A*-C or higher qualifications. However, slightly more had obtained between one and four GCSE's grade A*-C and slightly fewer left with no qualifications whatsoever than in the previous year.

¹ Care leavers with statements of special educational need due to learning difficulties have been excluded from these comparisons

² See Technical notes.

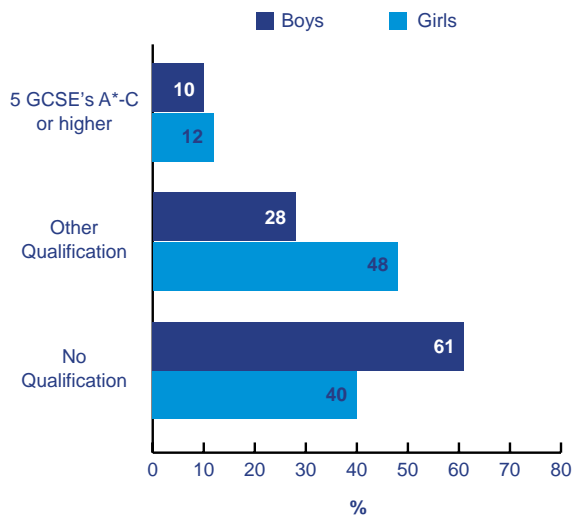
Educational Attainment

Figure 14:- Care Leavers' Qualifications 2001/02 and 2002/03



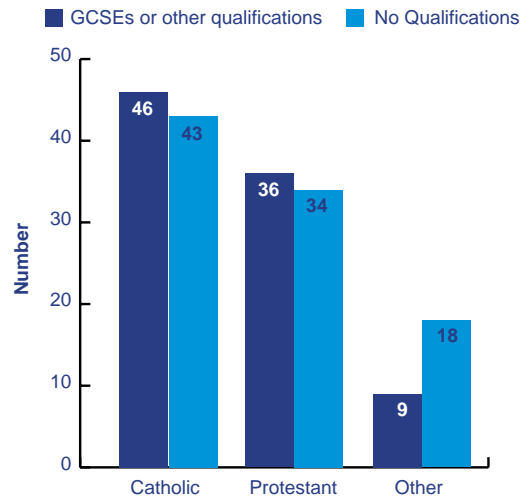
As for the previous year, girls leaving care had been more successful academically than boys (Figure 15). Very similar proportions of girls (12%) and boys (10%) had obtained 5 or more GCSE's grades A*-C or higher qualifications. However, a further 48% of girls had obtained other qualifications compared to only 28% of boys. Over three-fifths of boys (61%) had obtained no qualifications at all compared to two-fifths (40%) of girls.

Figure 15:- Highest Qualification Achieved by Gender



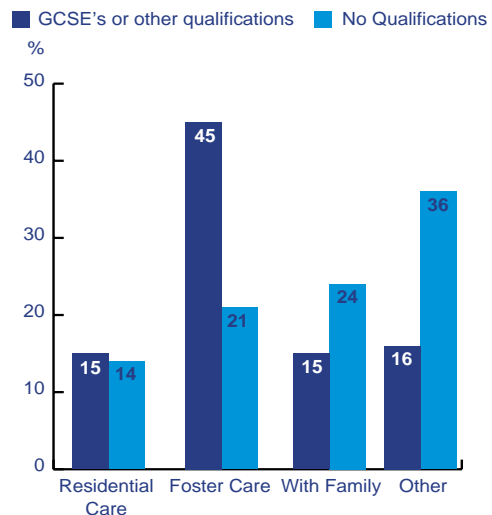
There was little difference in educational achievement between Catholic and Protestant care leavers (Figure 16).

Figure 16:- Qualifications Achieved by Religion



Those of other religions or whose religion was unknown showed lowest results, with two-thirds (18) of these young people leaving care with no educational qualifications whatsoever.

Figure 17:- Qualifications Achieved by Latest Placement Type

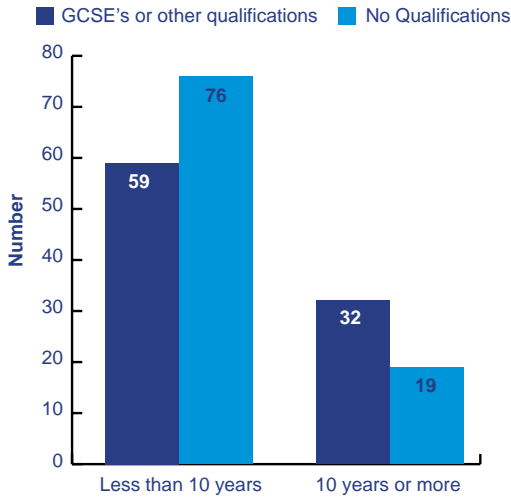


As in 2001/02, placement type was shown to be related to educational achievement. Young people whose latest placement had been in foster care were more successful academically than others (Figure 17). Two-thirds (45) of these young people achieved qualifications, compared with only half (15) of those who had been in residential care.

Educational Attainment

Young people who had been in 'family' or 'other' placements fared worst of all in educational terms; less than a third of these young people left care with any qualifications at all.

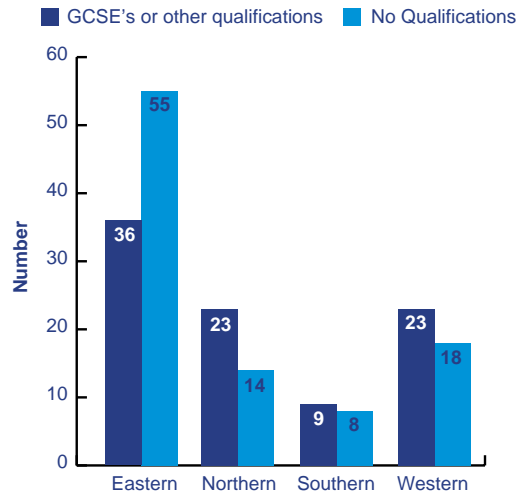
Figure 18:- Qualifications Achieved by Length of Time in Care



Length of time in care also appeared to be important in terms of educational achievement (Figure 18). Three-fifths (32) of those who had been looked after for 10 years or more obtained qualifications, compared with less than half (59) of young people who had been in care for shorter periods. However, this disparity may well have been due to the different placement types experienced by these two groups of young people.

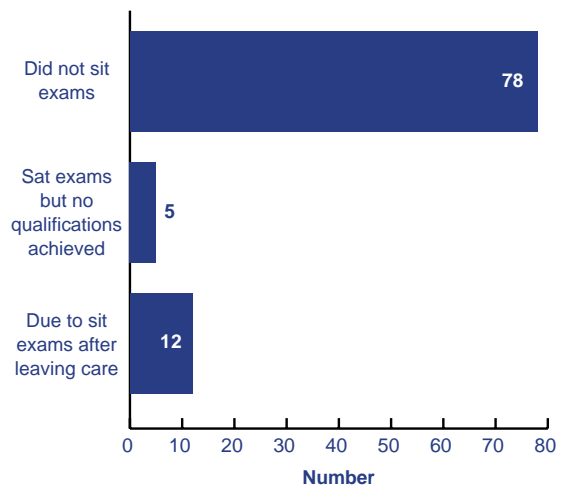
More than half of young care leavers from the Northern and Western Board areas had achieved at least one educational qualification, as had just over half of those leaving the care of Trusts in the Southern Board (Figure 19). Care leavers from the Eastern Board area performed less well academically; three-fifths (55) of these left with no educational qualifications at all.

Figure 19:- Highest Qualification Achieved by HSS Board Area



Most of those young people who had failed to obtain qualifications had not sat any examinations (Figure 20), even though they had reached the appropriate age for them. A small number (12) of care leavers were too young to have taken their examinations, and still fewer (5) had sat examinations but failed them.

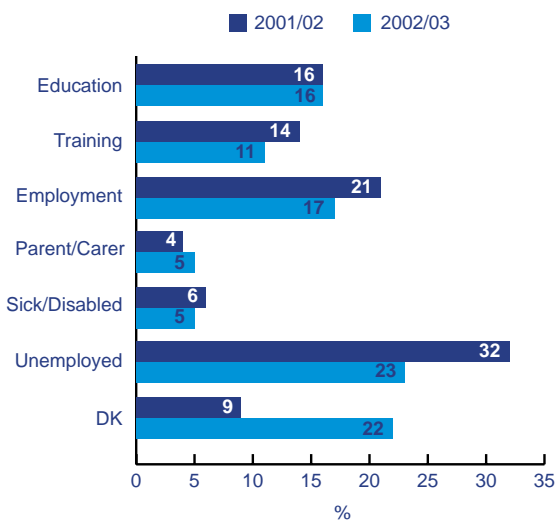
Figure 20:- Reasons for having No Qualifications



Economic Activity

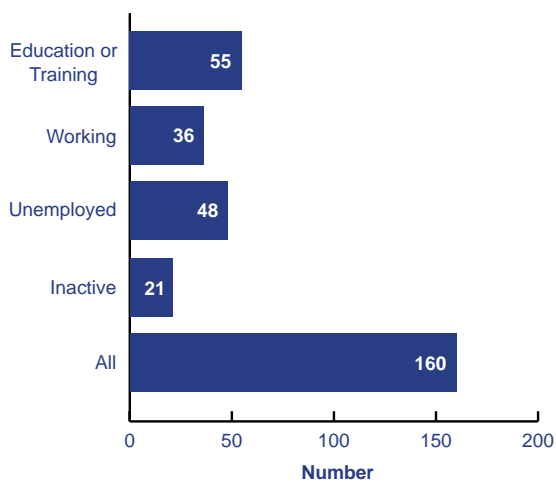
Figure 21 shows the economic activity of these young people on leaving care in comparison to care leavers in 2001/02. Fewer young care leavers in 2002/03 were recorded as in training or employment and fewer as unemployed. However, there were many more cases of missing information in 2002/03 than in the previous year.

Figure 21:- Economic Activity 2001/02 and 2002/03



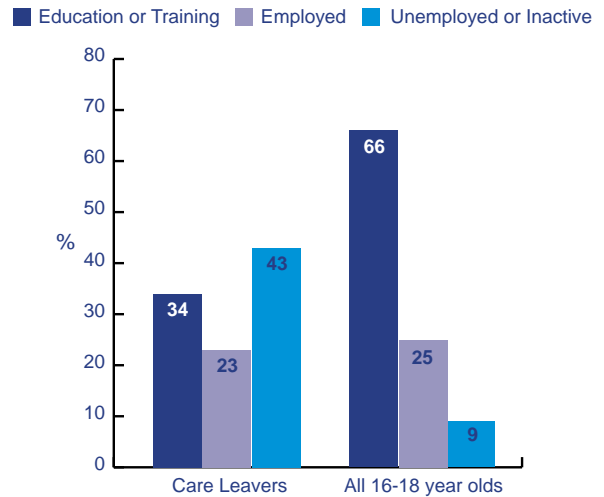
For almost a quarter of the total (46) number of care leavers, the economic activity of the young person was not known. The findings in the remainder of this section relate only to those for whom economic activity was reported.

Figure 22:- Economic Activity on Leaving Care



Of those young people for whom information was recorded, over a fifth (36) were working and a third (55) were in education or training. However almost another third (48) were unemployed and 21 young people were inactive because of caring responsibilities or sickness.

Figure 23:- Economic Activity of Care Leavers and all 16-18 year olds¹



In all, 43% were not in education, training or employment. This compares to 60% of Scottish care leavers, but only 9% of all 16-18 year olds in Northern Ireland (Figure 23)². Only one third of care leavers were in education or training compared to two-thirds of other young people of this age.

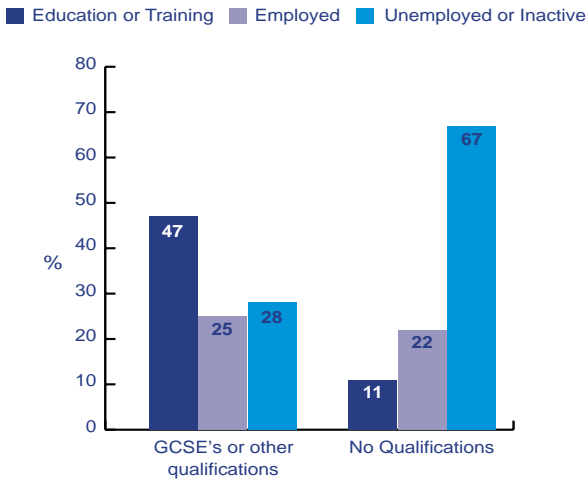
As expected, the economic activity of the young people on leaving care was related to their educational achievement (Figure 24).

¹ Excluding care leavers with a statement of SEN because of a learning disability and those whose economic activity was not known

² DETI, Northern Ireland

Economic Activity

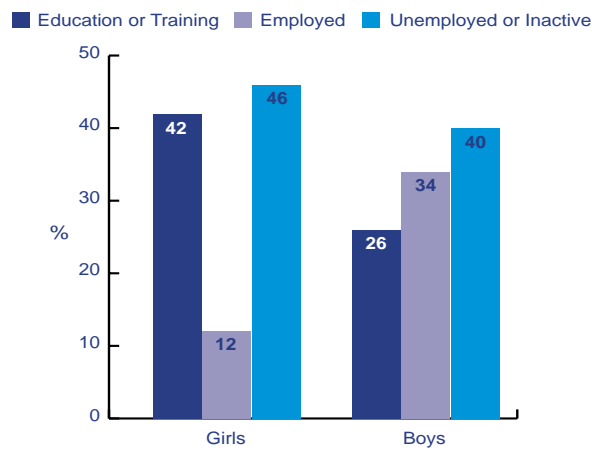
Figure 24:- Economic Activity and Educational Achievement¹



Of those who had obtained qualifications, almost half were in education or training, and a quarter were in employment. The distribution was very different for care leavers with no qualifications; two-thirds of these young people were unemployed or inactive; only 11% were in education or training and 22% were working.

Girls who had left care were much more likely than boys to be in education or training (Figure 25), and also more likely to be inactive because of parenting responsibilities - all care leavers who were parents or carers were female. A much higher proportion of boys than girls were in employment.

Figure 25:- Economic Activity by Gender²

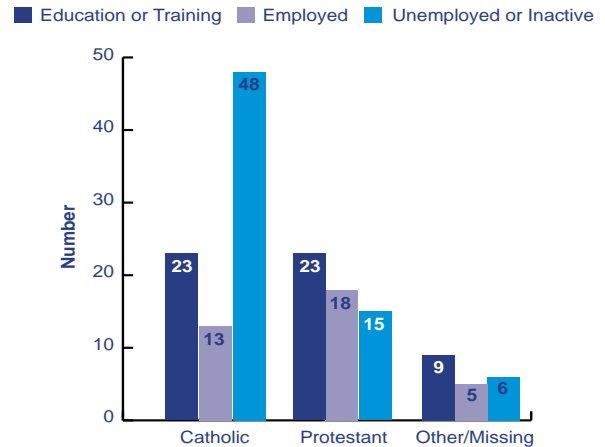


¹ Excluding care leavers with a statement of SEN because of a learning disability and those whose economic activity was not known

² Excluding those whose economic activity was unknown

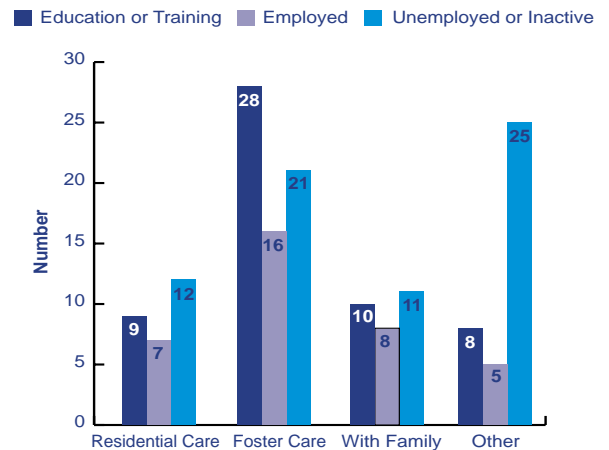
Catholic care leavers were much more likely than others to be unemployed or inactive, and less likely to be working (Figure 26), despite having qualifications similar to their peers.

Figure 26:- Economic Activity by Religion²



Young people whose latest placement had been in foster care were again at an advantage in terms of economic activity on leaving care (Figure 27). The majority were in education, training or employment.

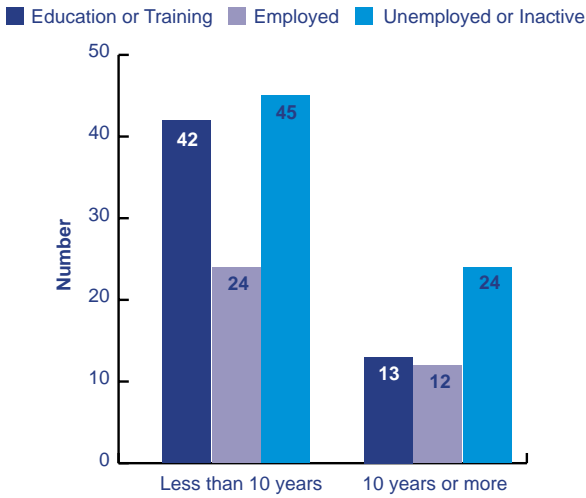
Figure 27:- Economic Activity by Latest Placement Type²



Over half of those who had been in family placements or residential homes were also in education, training or employment. Those who had been in other types of placements fared less well however, with the majority of these being unemployed or inactive.

Economic Activity

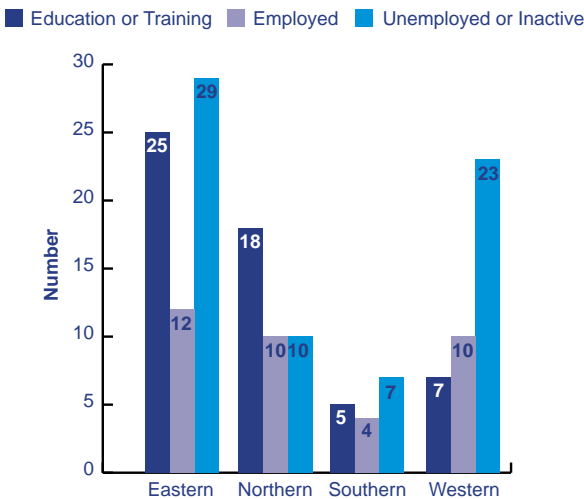
Figure 28:- Economic Activity by Length of Time in Care¹



More than two-thirds of care leavers in the Northern Board were in education, training or employment, as were over half of those in the Eastern and Southern Boards. In the Western Board however, over half of care leavers were unemployed or inactive, even though they had similar or higher levels of qualifications to those in other Board Areas.

Despite higher levels of educational attainment, half (24) of those who had been looked after for 10 years or more were unemployed or inactive, compared to two-fifths (45) of those whose latest placements had been for shorter periods (Figure 28). Young people who had been in care for less than 10 years were more likely to be in education or training than those who had been in care for longer periods.

Figure 29:- Economic Activity by HSS Board Area¹



¹ Excluding those whose economic activity was unknown

Appendix 1

OC1 and LA8 returns 2002/03

Trust	OC1 Y/E March 03	LA8 Y/E March 03
North and West Belfast	40	39
South and East Belfast	24	31
Ulster Community and Hospitals	6	6
Down Lisburn	31	32
Causeway	7	3
Homefirst	37	38
Armagh and Dungannon	7	13
Craigavon and Banbridge	6	8
Newry and Mourne	6	6
Foyle	26	26
Sperrin Lakeland	16	14
Total	206	216

Appendix 2

Missing Information¹

	Religion	Ethnicity	Economic Activity	Total items missing
North and West Belfast	-	-	11	11
South and East Belfast	10	3	16	29
Ulster Community and Hospitals	-	-	-	0
Down Lisburn	-	-	8	8
Causeway	-	-	1	1
Homefirst	17	-	5	22
Armagh and Dungannon	-	-	1	1
Craigavon and Banbridge	-	-	2	2
Newry and Mourne	-	-	-	0
Foyle	-	-	1	1
Sperrin Lakeland	-	-	1	1
Total	27	3	46	76

¹ The amount of information missing for educational qualifications cannot be quantified. Figures for educational achievement may therefore be underestimated for some Board Areas.

Missing Information

In the first year of this collection, some Health and Social Services Trusts found it difficult to obtain some or all of the information requested. This led to long delays in returning data, and possibly to some Trusts under-recording the educational achievement of young people leaving their care. It was hoped that data quality and timeliness of returns would improve significantly this year. There was, in fact, a marked improvement in coverage for many items. However, returns appear to have been incomplete for some Trusts (see Appendix 1) and a large amount of information was missing from the returns of a small number of Trusts (see Appendix 2). The missing information related mostly to the religion and economic activity of the young people who had left their care. This was disappointing as these items of information are particularly important.

Comparisons

Throughout this report, comparisons are made between care leavers and school leavers in general. These findings should be interpreted with caution, as they are comparisons of two different cohorts of children. Care leavers in Northern Ireland tend to be older, on average, than school leavers in general. However, they are also more likely to have experienced trauma and disruption in their lives, to be disabled, and/or to have received statements of special educational need, than the majority of school leavers. In comparisons of educational achievement, results for care leavers who have received statements of special educational need due to learning disabilities have been excluded.

A second reason that findings regarding care leavers should be treated with caution is that the numbers in each year are relatively small. This means that apparent differences may sometimes simply reflect random variations in populations for particular years or groups. Further collections of information will facilitate more reliable estimates from a larger pool of data.

References

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Stein, M: (forthcoming) 'Overcoming the odds: resilience and young people leaving care', London, Joseph Rowntree Foundation

Jackson, S and Martin, P 'Surviving the care system; education and resilience', Journal of Adolescence 1998, 21, 569-583

Jackson, S and Thomas, M (1999)'What works in creating stability for looked after children', Barnardo's

Social Exclusion Unit (2003) 'A Better Education for children in care'.

Notes:

- (1) These studies were mentioned in the 'Northern Ireland Care Leavers 2001/02':

Northern Health and Social Services Board (November 2001) 'Audit of the education experiences and attainments of children and young people in Foster Care in the NHSSB area'

Department of Education (February 2003) 'Report of a survey of the Education Welfare Service in Northern Ireland, February 2003'

Southern Health and Social Services Board (June 2000) 'The educational needs of looked after children in the Southern Health and Social Services Board Area (March 2001) 'The educational needs of looked after children residential care in the Southern Health and Social Services Board Area'

Save the Children, First Key, VOYPIC (2202) 'Branded a Problem?'

Department of Education (February 2003) 'Report of a survey of the Education Welfare Service in Northern Ireland'

OC1 Questionnaire

Department of Health, Social Services & Public Safety
An Roinn Sláinte, Seirbhísí Sóisialta agus Sábháilteachta Poiblí

Form OC1
2002/2003

Educational Qualifications of Care Leavers

Complete one of these forms for each young person aged 16 or over who ceased to be looked after by your Trust at any time between 1 April 2002 and 31 March 2003 inclusive.

1 Trust name:

2 SOSCARE number:

3 Sex: **(Please tick as appropriate)** **Male**
Female

4 Date of birth: **d d m m y y y y**

5 Date of start of latest period of care: **d d m m y y y y**

6 Date ceased to be looked after: **d d m m y y y y**

OC1 Questionnaire

7 Reason ceased being looked after:
(Please tick as appropriate for every young care leaver, including those who left care on their 18th birthday)

- Adopted
- Died
- Care taken over by another Trust
 (including authorities outside Northern Ireland)
- Returned home to live with parents/relatives
- Moved into supportive accommodation
- Moved into accommodation providing no formalised advice/support
- Transferred to care of adult social services
- Reason unknown
- Episode ceased and new episode began on same day or next day
- Other

If 'Other', please specify below

.....

.....

8 Young person's religion:
(Please tick as appropriate)

- Catholic
- Protestant
- Other Religion
- No denomination
- Don't know

OC1 Questionnaire

9 Disability: Is the young person disabled according to the definition below?
(i.e. the young person 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)

(Please tick as appropriate)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If yes to question 9, please state main disability type

Visually disabled	<input type="checkbox"/>
Hearing impaired	<input type="checkbox"/>
Physically disabled	<input type="checkbox"/>
Learning disabled	<input type="checkbox"/>
Mental health needs	<input type="checkbox"/>
Other	<input type="checkbox"/>
Not known	<input type="checkbox"/>

If 'Other', please specify below

.....
.....

10 Did the child reside in another Trust area immediately before this period in care?
(Please tick as appropriate)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If 'Yes', please specify Trust in which child previously resided

.....

OC1 Questionnaire

11 To which of the following ethnic groups does the young person belong?
(Please tick as appropriate)

- White (excluding Traveller)**
 - Mixed Ethnic Origin**
 - Black**
 - Asian**
 - Chinese**
 - Traveller**
 - Other Ethnic Group**
 - Don't know**
-

12 What was the last placement arrangement for the young person prior to him/her leaving care?
(Please tick as appropriate)

- Residential accommodation**
- Foster care**
- Family**
- Other accommodation**

If 'Other accommodation', please specify below

.....

.....

OC1 Questionnaire

13 At any time during the last school year (September 2001 - June 2002) was the young person covered by a statement of special educational needs?
(Please tick as appropriate)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If 'Yes', please state briefly the reason(s) for the statement

.....

.....

If 'Yes' to question 13, go to question 15

14 At any time since beginning school, has the young person been covered by a statement of special educational needs?
(Please tick as appropriate)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If 'Yes', please state briefly the reason(s) for the statement

.....

.....

OC1 Questionnaire

Young person's qualifications on ceasing to be looked after:

Number of GCSEs at grade A* to C:

Number of GCSEs at grade D to G:

Number of GNVQs:

Number of 'A' levels:

Number of other educational or vocational qualifications:

If 'Other qualifications', please specify below

.....

.....

If no qualifications recorded,

20 Reason for having no qualifications on ceasing to be looked after:
(Please tick as appropriate)

Not applicable (at least one qualification recorded above)

Due to sit exams later in year

Sat at least one exam but obtained no qualifications

Health condition or disability prevented sitting exams

Did not sit exams, other reason

OC1 Questionnaire

21 What is the young person's activity at present?
(Please tick as appropriate)

- | | |
|---|--------------------------|
| Not known | <input type="checkbox"/> |
| Full time further education | <input type="checkbox"/> |
| Part-time further education | <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"/> |
| 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"/> |

This is the end of the questionnaire
Thank you for your cooperation.

Further Information

For **further details** about the statistics contained in this Bulletin, please contact;

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Further Information

Recent Statistical Publications available from Social Services Analysis Branch:

- Key Indicators of Personal Social Services 2003
- Registration & Inspection Units in Northern Ireland - Summary of Statistical Results (2002/03)
- Determinants of Residential and Foster Care Placements
- Northern Ireland Care Leavers (2001/02)

A more detailed list of publications produced by Social Services Analysis Branch can be viewed on the Branch's website: www.dhsspsni.gov.uk/hss/ssi/pubs.asp or by contacting SSAB (Tel: 02890522960).