



Department
for Education

Consultation Response Form

Consultation closing date: 17 September 2013

Your comments must reach us by that date

**Improving safeguarding for looked after
children: consultation on changes to the
Care Planning, Placement and Case Review
(England) Regulations 2010**

If you would prefer to respond online to this consultation please use the following link: www.education.gov.uk/consultations/

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.	<input type="checkbox"/>
Reason for confidentiality:	

Name: Iryna Pona	
Please tick if you are responding on behalf of your organisation.	<input checked="" type="checkbox"/> yes
Name of Organisation (if applicable): The Children's Society	
Address: Edward Rudolf House Margery Street London WC1X 0JL	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

Please mark the category which best describes you as a respondent

<input type="checkbox"/> Childrens Home Private Provider (1 home)	<input type="checkbox"/> Childrens Home Private Provider (2-5 homes)	<input type="checkbox"/> Childrens Home Private Provider (6-10 homes)
<input type="checkbox"/> Childrens Home Private Provider (11-15 homes)	<input type="checkbox"/> Childrens Home Private Provider (15+ homes)	<input type="checkbox"/> Childrens Homes Provider (Voluntary/Charitable Sector)
<input checked="" type="checkbox"/> Voluntary sector childrens services organisation	<input type="checkbox"/> Police	<input type="checkbox"/> Local Authority Provider of Childrens Homes
<input type="checkbox"/> Youth justice organisation	<input type="checkbox"/> LSCB	<input type="checkbox"/> Health service organisation
<input type="checkbox"/> Other Government Department	<input type="checkbox"/> Other, please specify	

Please Specify:

About The Children's Society

The Children's Society is a leading national charity, providing vital help to the most vulnerable children, young people and families in our society through a range of services. We work with over 48,000 children each year, supporting them and advocating on their behalf to tackle discrimination or disadvantage in their daily lives. We have campaigned to protect young runaways through policy and practice for over 25 years.

Our work with young runaways and children at risk of sexual exploitation

We run nine projects working with children who run away or are at risk of sexual exploitation, supporting more than 1000 children every year. We provide a range of targeted services including return home interviews, one-to-one intensive support to both young people and their families and awareness raising sessions for professionals and children. Our services provide a safe haven where children can go for independent and confidential help, advice and support.

This response is based on our research, learning from direct work with looked after children and is informed by consultations we held with looked after children as well as with practitioners supporting them.

Do you accept that amendments are required to the Care Planning Regulations, to improve information sharing between placing authorities and area authorities, to effectively safeguard and promote the welfare of looked after children placed in distant out of authority placements?

Yes

No

Not Sure

Comments:

We believe that improvements are needed in the way local authorities safeguard and support children in care, particularly those placed out of their local authority.

Children in care are extremely vulnerable – just under half of them have been placed in care because of neglect, abuse or trauma¹. They are three times more likely to run away than other young people, with an estimated 10,000 going missing every year.² The DFE Data Pack on children's homes published on 13 September 2013 also shows that these children are more likely to have additional needs, such as behavioural, emotional and social difficulties, and learning difficulties and are more likely to have more placement breakdowns.

Last year we supported the joint inquiry into children missing from care conducted by the All Party Parliamentary Group (APPG) on young runaways and missing children and adults and APPG on looked after children and care leavers. The APPG inquiry received evidence of children in care, particularly those in placements out of their local areas, being targeted for sexual exploitation by predatory adults trying to exploit their vulnerability. The inquiry exposed that the system of notifications between local authorities was not working properly and that effective responses to vulnerable children were hindered by negative attitudes among some professionals who perceived young people to be '*streetwise*', '*making their own lifestyle choices*', and '*troublesome*' rather than children who need help or are potential victims of crime.

Research evidence suggests that professionals' perceptions of teenagers as more resilient and able to cope with maltreatment than young children affects how cases of older children are assessed and whether protection is offered to them.³ The Education Select Committee in its report '*Children First. The Child Protection System in England*' (2012) reported evidence from different organisations that older children are often not treated and assessed the same way as younger children for child protection purposes. The Committee in particular recommended that '*Ofsted monitor and report as a standard part of all inspections on the quality and suitability of the provision made by local authorities for older children, taking into account the views of the children themselves. It is essential that as much attention is paid to the care options provided for vulnerable young people as to those provided for younger children*'.

We believe that improving information sharing between local authorities will help ensure that vulnerable children are known to local agencies and can be identified more easily when they need help, when they run away or if there are other indicators that

¹ DfE (March 2012) *Children's Homes in England Data Pack*, London: HM Government

² UK Missing Persons Bureau (2012) *Children Missing from Care* NPIA p.2

³ Rees, G., Gorin, S., Jobe, A., Stein, M., Medforth, R., Goswami, H. (2010) Safeguarding young people: responding to young people 11-17 who are maltreated.

they may be at risk.

We also strongly believe that to effectively safeguard and protect children in care any changes in information sharing between local authorities need to be underpinned with changes in professionals' attitudes to children and by ensuring that children's needs and experiences are central to child protection responses and processes as recommended by the Munro review of child protection '*...treating children and young people as people not objects requires spending time with them to ascertain their views, helping them understand what is happening to them, and taking their wishes and opinions into account in making decisions about them.*'⁴

We would like to see the proposed reforms to safeguarding arrangements for looked after children and reforms to children's homes form part of a comprehensive programme of change for how looked after children are cared for.

2 Do you agree with our proposal to amend Regulation 11 of the Care Planning Regulations so that the decision to place a child in a distant out of authority placement has to be approved by the responsible authority's Director of Children's Services?

Yes

No

Not Sure

Comments:

We agree. We also believe that in addition to scrutinising and approving decisions on out of authority placements Directors of Children's Services should monitor how placement decisions are made. From our direct work with children in care we know that too many children are placed out of authority not because it is in their best interest or to protect them from further risk of harm. Too many decisions about out of authority placements are still made in emergency due to the lack of proper placement planning. Such placements are less likely to be successful.

The APPG inquiry also heard evidence that placement decisions can be based on economic reasons. Jonathan Stanley, Principal Partner for the National Centre for English Residential Child Care and consultant to the Independent Children's Homes Association, told the inquiry that it is "*not always the social worker who makes the decision, but the decision comes from commissioning colleagues in the local authority*". He goes on to say that "*We have evidence that cost over care balance is as much as 80:20, often 70:30, and 60:40 is good today*".

When considering an out of authority placement for a looked after child, the placing

⁴ Munro, E. (2011) The Munro review of child protection. Part one: a system analysis

local authority needs to ensure that such placements can meet the needs of that child. As the DfE data pack on children's home (DfE, September 2013) shows children in out of authority placements often have a range of additional needs. The government statistics on Special Educational Needs indicate that looked after children are three and a half times more likely to have SEN than other children.⁵

Provision for children, especially for children with additional or complex needs varies considerably from one area to another – some needs can be met by placements providers themselves but other require access to local services. Therefore any decision on placing a child out of area needs to be based on the assessment of how these needs can be met in an out of authority placement.

Example from our practice.

A young person aged 14 in out of authority provision requested advocacy support to resolve the issue around his education. In his previous placement he undertook work in Maths and Art towards GCSE level but the coursework was not transferred to the new placement and therefore the young person was unable to complete work towards the qualification. He felt this left him in a great disadvantage in terms of achieving qualifications for his future. The issue could not be resolved informally and so the formal complaint had to be made.

The young person said 'My current placement is supposed to offer in house education. There are very few provisions in terms of books and work and I am only accessing a limited number of hours education a day. I would like to complete work towards official qualifications and to have access to more education in terms of hours and support.'

We believe that any decision about placing a child out of authority – not just in relation to distant out of authority placements - needs to be properly scrutinised and approved by the responsible authority's Director of Children's Services. Directors of Children's Services should also monitor how out of authority placements are planned and how these placements can meet additional needs children may have. Further scrutiny of such decisions should be ensured through LSCB and Ofsted inspections.

3 We do not want to place a barrier to a child being placed in an adjacent authority that may remain close to the child's community or be even closer than a placement within the same authority dependent on borders. Therefore we would value your views as to how "distance" should be defined in this context.

Should distance be based on mileage from the child's home address (20/25+ miles); travelling time or on some other formula – e.g. where a child is placed within a region of co-terminus LAs where information is shared and resources are pooled, they would be deemed to be in a "local" placement?

⁵ Department for Education DfE: Children with Special Educational needs: an analysis - 2011

Based on mileage from the child's home address (20/25+ miles)

Travelling time

Other formula - please specify (e.g. where a child is placed within a region of co-terminus LAs where information is shared and resources are pooled, they would be deemed to be in a local placement?)

Comments:

Children and young people we consulted with have told us that it is very important to be able to sustain their relationships with friends and family networks when they are in care.

'Care is a lonely place. You do not want to isolate people even further' (from our consultation with looked after children)

We agree that administrative boundaries should not be the only factor considered in placement decisions. From a child's perspective the availability of easy public transport networks and the time it would take to travel is equally important. The placement should also be able to meet the needs of the child as explained in the answer to the previous question.

'The distance to see my family is too long. It takes 2 hours' drive to get there and can take longer to return if it's during rush hour. I would travel for 10 hours to see them but it is difficult as it takes up a full day' (from our consultation with young people)

4 Do you agree with the proposal that area authorities must be consulted before the Director of Children's Services can approve a decision to place a child in a distant out of authority placement?

Yes

No

Not Sure

Comments:

We agree that area authorities need to be consulted. This consultation is important for any out of authority placements not just distant ones.

As explained in our answer to question 2, it is important for this consultation to focus on whether the young person is going to be safe in the proposed placement and whether the placement will be able to meet the needs of the child. It is particularly important for children with additional needs that may need to be met through local service provision.

5 When a placement has to be made in an emergency, what should be the minimum expectation for consultation with the area authority?

Comments:

We believe that it is important that the need for emergency placements is reduced through improved placement planning, listening to children and providing training to carers on how to communicate with children and keep them safe. These are all factors contributing to placement stability.

Despite the fact that placement stability is one of the most important and decisive factors in relation to the long-term outcomes for looked after children, analysis of our advocacy cases show that issues related to placement decisions or quality of placements comprise the biggest part of our advocacy case load⁶.

We believe that local authorities need to monitor placements made in an emergency to identify those resulting from poor practices and poor support for children and young people.

In cases of emergencies the authority where a young person is placed still needs to be consulted about how they meet the safety needs identified in the young person's safety plan, SEN needs or any needs related to a disability, as well as how the placement will support the young person access to education.

Our practitioners recommend that emergency placements should be made with providers that the placing authority knows well and can be confident about the quality of services they provide.

When an emergency placement is made it should be specified when and how it

⁶ Pona, I., Hounsell, D. (2012) *The value of independent advocacy for looked after children and young people*
London: The Children's Society

will be reviewed. This should be communicated to the young person as well as to the authority where the young person is placed.

6. Apart from that listed in 3.5, what additional arrangements (if any) will area authorities and placing authorities need to have in place so that there is a meaningful and constructive consultation between authorities when an out of authority placement is being considered? For example, a named contact or dedicated mailbox to alert authorities of incoming placements.

Comments:

We do not have comments on this question.

7 Apart from local children's services, are there other services that should be consulted prior to the DCS being able to approve the placement of a looked after child in a distant out of authority placement – e.g. local health services; the virtual headteacher; local youth justice services.

local health services

the virtual headteacher

local youth justice services

other, please specify

Comments:

We believe the following people/services should be consulted:

- Children and young people themselves
- Advocacy services supporting the young person
- Virtual headteachers and anyone working with a child to ensure that their educational needs are considered properly in placement planning, for example disability/ SEN services
- Missing Persons Co-ordinators if a child has experienced running away or any service commissioned to provide support to young runaways. These can help to understand the risks faced by the child and ensure that the relationships that have been developed during their running away episodes can be sustained and not brought up to an abrupt end at the most crucial time and undermine the child's confidence in services.
- Local youth justice services

8 Would any of the proposals in section 3 of the consultation document incur any new resource requirements for your organisation? If your answer is "yes" – please describe the additional resources involved.

Yes

No

Not Sure

Comments:

We do not have comments on this question

9 Do you agree that arrangements for notifications should be strengthened as outlined in section 4 of the consultation document so that they include specific regulatory requirements as to the information (which includes the care plan for the child concerned) that must be provided to the area authority by the placing authority?

Yes

No

Not Sure

Comments:

We recommend that in addition to the care plan the consultation process should address the number of specific issues: safety issues, special educational needs and disability and transitions.

- Safety issues

It is estimated that around 10,000 children go missing from care every year⁷. Running away is an indicator that something is wrong in a child's life and our research shows that a quarter of young people who run away are at serious risk of becoming sexually or physically abused, becoming involved in substance misuse or resorting to begging or stealing to survive⁸.

Research shows that there is a strong link between going missing and sexual exploitation and grooming. Some young people go missing as a consequence of sexual exploitation, while others are at risk of being targeted by perpetrators who groom them for sexual exploitation.

Therefore, it is important to consider the child's experiences of running away when decisions are made about out of authority placements, looking at why the child ran away in the past, what support can be available in the proposed placement etc.

It is also important to take into consideration the needs and vulnerabilities of other children already in the placement and whether they can have an impact on the safety of the child there.

Other issues to consider include a history of alcohol or substance misuse, involvement in gangs or crime and, whether the child has been or is a suspected victim of trafficking

- Special educational needs and disability.

Children in care are 3.5 times more likely to have special educational needs, with behavioural, emotional and social difficulties being the most prevailing type of SEN for children in care. If an out of authority placement will result in changes to educational provision it is important to ensure that a child's SEN needs are met and that they will have access to educational provision and the services they need.

The communication support needs of disabled children living away from home is an issue of particular concern. These children are subject to a much higher degree of adult intervention and are more likely to have contact with multiple carers who do not all have the skills to understand the child's communication system. Their scope for making day-

⁷ UK Missing Persons Bureau (2012) *Children Missing from Care* NPIA p.2

⁸ Rees, G. (2011) *Still Running 3* London: The Children's Society

to-day choices and decisions is often severely limited, they have the least “voice and choice”⁹. They have many things done to and for them and they are significantly more vulnerable to abuse than non-disabled children.¹⁰

Children with complex needs require staff with specialist skills to support them in their placements, such as skills to use non-verbal means of communication, or staff with appropriate level and expertise of supporting children with behavioural difficulties.

- Plans regarding transition

Preparation for adulthood is an important part of being in care. Leaving care is an emotional and challenging period of time for all care leavers. For children in out of authority placements, particularly those with complex needs, transitions can be complicated by the lack of clarity over which local authority is responsible for leaving care support. We believe that if a long-term out of authority placement is planned for a child with complex needs clear plans should be set out about their transition and leaving care support.

10. Do you agree that Schedule 2 should be amended so that the provider’s strategy for keeping the child safe must usually be included as a significant feature of the Placement Plan for a looked after child?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

We believe that the day to day arrangements to keep the child safe should be specified in placement plans not just for cases where there are child protection concerns but for all children in out of authority placements.

Even where there are no child protection concerns, children placed out of their local areas are more vulnerable due to feeling isolated because they are in a place far away from their home, usual networks of friends, family and professionals. They may be placed in homes with children who have child protection concerns and may be exposed to issues or individuals who pose a risk to them.

As the consultation does not contain any examples of what these day to day placement arrangements may look like we would recommend that further work needs to take place to work out the details of positive day to day arrangements. These should not be punitive or restrictive by nature but aimed at establishing a clear set of rules and procedures developed in consultative way with the looked

⁹ Improving the life chances for disabled people, Prime Minister’s Strategy Unit Report, 2004

¹⁰ NSPCC (2003) “It doesn’t happen to disabled children” *Child Protection and Disabled Children Report of the Working Group on Child Protection and Disability* London: NSPCC.

after child and with respect to their wishes and feelings.

Young runaways we consulted with tell us that they do not want to be punished for running away (like have their pocket money withheld for a period of time) or reported to the police when they do not comply with very strict and inflexible rules in placements that do not take into account their individual needs. They want to be listened to and to respected.

Example from practice

A young person, age 14, is involved in one of The Children's Society's projects. He explained that as a punishment for running away he was not allowed to use his mobile. He was also not allowed to use his pocket money unsupervised to stop him running away from his placement. He believed that stopping him from using his mobile phone was not going to make any difference. He could still use phones in supermarkets and public phone boxes or could ask friends to use their phones. And he had managed to run away without money in the past. Additionally to not have money or a mobile phone when out was putting him at additional risk as he had less opportunity to contact someone for help if needed. The young person felt that these measures made no difference. He believed that it would be more helpful for staff to talk to him and try and understand his behaviour as well as explain him about the risks he faced when he was running away.

We recommend that details of positive day to day arrangements should be further developed in consultation with young people and we can assist the DFE in taking this forward.

11 Do you agree that a review meeting should be convened in circumstances where any or all of those listed below request that a review is needed, in response to concerns that a child is at risk in their placement?

- **area authority**
- **registered manager of a children's home or fostering service**
- **foster carer**
- **parent**

Yes

No

Not Sure

Comments:

We agree.

We would also recommend that a request for a review can come from a young person or their advocate if they feel at risk in their placement.

12 Do you agree that Schedule 7 of the Care Planning Regulations should be amended as outlined in 6.4 of the consultation document?

Yes

No

Not Sure

Comments:

We agree. **We would also recommend that as part of reviewing whether the child is effectively safeguarded, staff responses to children's behaviour need to be examined as well, particularly where a child runs away or displays challenging behaviour.** This would allow them to focus not just on the child's behaviour and policies in place but also to address the issue of how confident the staff feel in supporting that young person and whether there are any specific training needs for staff that need to be addressed.

The issue of inadequate staff qualifications and training has been raised in numerous pieces of research. We welcome that the government is planning to introduce new requirements in relation to qualifications for staff in residential care. We believe making it the focus of review and seeking children's feedback on their experiences would lead to improvements in staff responses to children.

13 Do you agree with the proposal that Directors of Children's Services should approve and sign off the pathway plans for voluntarily accommodated 16 and 17 year olds whenever there is a proposal for them to leave care?

Yes

No

Not Sure

Comments:

We agree that there should be greater oversight of how and when children are leaving care.

Leaving care is a milestone that younger children in care, who we spoke to, feared and care leavers had very negative associations with. Young people talked of their experiences of being '*kicked out*', of being left on their own and not being able to cope.

'You are given a world in care and then it gets taken away from you'.

Research has consistently found that care leavers have poorer health and well-being than young people who have never been in care¹¹. Many aspects of young people's health have been shown to worsen in the year after leaving care.¹² Compared to measures taken within three months of leaving care, young people interviewed a year later were almost twice as likely to have problems with drugs or alcohol (an increase from 18% to 32%) and to report mental health problems (12% to 24%). There was also increased reporting of 'other health problems' (28% to 44%), including asthma, weight loss, allergies, flu and illnesses related to drug or alcohol misuse and pregnancy.¹³

Care leavers who come to the UK as unaccompanied children are particularly vulnerable and often have significant mental health issues. One young person that The Children's Society worked with, who was made homeless by a local authority unlawfully shortly after turning 18 because he was 'appeal rights exhausted', stayed in unsafe places and regularly experienced violence and abuse on the streets from passers-by. He did not know where else to turn and he tried to commit suicide more than on one occasion.¹⁴ As this case highlights, young people do not always get the support they need from statutory agencies who are responsible for their welfare or are withdrawn support as they transition into adulthood, despite continuing needs. We know from research that separated children are at a high risk of mental health problems. Various systematic reviews estimate that 19% to 54% of separated children suffer from symptoms of Post-Traumatic Stress Disorder compared to 0.4%-10% of other children in the UK¹⁵. This highlights the vulnerability of separated children and risks they face beyond their 18th birthday when their immigration status is unresolved.

¹¹ Broad B. (2005) Improving the health and well-being of young people leaving care. Lyme Regis: Russell House Publishing.

¹² Dixon, J. (2008) Young people leaving care: health, well-being and outcomes, *Child and Family Social Work* 13, 207-217 as quoted in Statutory Guidance on Promoting the Health and Well-being of Looked After Children (2009), Department of Health and Department for School, Children and Families

¹³ Statutory Guidance on Promoting the Health and Well-being of Looked After Children (2009), Department of Health and Department for School, Children and Families

¹⁴ Case study of Peter* from The Children's Society's report 'I don't feel human'

¹⁵ Bronstein, I., & Montgomery, P. (2011). *Psychological distress in refugee children: a systematic review*. *Clinical child and family psychology review*, 14(1), 44–56; Fazel, M., Reed, R. V, Panter-Brick, C., & Stein, A. (2012). *Mental health of displaced and refugee children resettled in high-income countries: risk and protective factors*. *Lancet*, 379(9812), 266–82; Huemer, J., Karnik, N. S., Voelkl-Kernstock, S., Granditsch, E., Dervic, K., Friedrich, M. H., & Steiner, H. (2009). *Mental health issues in unaccompanied refugee minors*. *Child and adolescent psychiatry and mental health*, 3(1), 13.; National Collaborating Centre for Mental Health. (2005). *Post-traumatic stress disorder*. London. Retrieved from <http://www.nice.org.uk/nicemedia/live/10966/29772/29772.pdf>

We believe that it is important for Directors of Children's Services to have an oversight for young people 16, 17 leaving care and to sign off their pathway plans. But **we recommend that this oversight should extend to how leaving care arrangements work in practice**. Young people we consulted with explained that agreed plans are not always carried out and young people are often left on their own unable to cope. Young people want to be able to challenge providers who do not meet their obligations. They also want to be able to leave care when they are ready, and to have a chance to stay in care beyond the age of 18 if they do not feel prepared to live on their own.

My pathway plan is a waste of paper, waste of a tree. They may as well let the tree live longer' (from consultation with young people)

'They give you a certain amount of money but no support of how to manage your money. At the moment I have no gas so I have to knock at my next door neighbour for a shower' (from consultation with young people)

'I do not know what to do but they still do not help because they thought I am good because I stayed on top' (from our consultation with young people)

It is important that a decision about leaving care is made in consultation with a young person and even where the young person reaches the age of 18 there should not be an automatic assumption that they are ready to live independently. No child should be forced to leave care if they are not ready.

14 Do you agree that such a change in legislation would help prevent young people leaving care prematurely, so that they only cease to be looked after once they have been properly prepared and provided with a package of support to enable them to make a successful transition to adulthood?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

15 Please add any final comments concerning the effectiveness of the measures on which we are consulting to effectively safeguard and promote the welfare of looked after children, particularly, those placed outside their responsible authority.

Comments:

16 Do you agree that these proposals will improve collaboration between placing authorities and services in the areas where children are placed to improve the effectiveness of safeguarding arrangements and therefore be in children's best interests?

Yes

No

Not Sure

Comments:

17 Please let us have your views on responding to this consultation (e.g. the number and type of questions, whether it was easy to find, understand, complete etc.).

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply.	
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E-mail address for acknowledgement:

Here at the Department for Education we carry out research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

Yes

No

All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and consult with those who are affected
- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy; and
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

Responses should be completed on-line or emailed to the relevant consultation email box. However, if you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Coordinator, tel: 0370 000 2288 / email: carole.edge@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed responses should be sent to the address shown below by 17 September 2013

Send by post to: FAO Lydia Affie, Department for Education, Sanctuary Buildings, Great Smith Street, Westminster, London, SW1P 3BT

Send by e-mail to: careplanningregs2010.amendments@education.gsi.gov.uk