

Supporting Looked After Young people and Care Leavers in Further Education: Training materials for designated members of staff

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INTRODUCTION

These training materials are for use by Designated Members of Staff for Looked After Young People (LAYP) and Care Leavers (CLs) in colleges in England. The aim of the materials is to support DMS to raise wider staff's awareness of who LAYP/CLs are, the kinds of challenges they face, their rights and entitlements to support, and what they need to be aware of when working with LAYP/CLs.

The training materials have been developed as Word documents so that you can tailor the content to your college and its support offer for LAYP/CLs. We have included suggested activities and example case studies for you to use, but the materials will be far more effective if you involve your care-experienced learners and/or alumni in tailoring these to your own provision. For example, you could write case studies based on the real experiences of LAYP at your college. You could also invite stakeholders to share their experiences and enhance the materials. This could be a colleague from a local authority/virtual school and/or other partner service or organisation.

Supporting Care Leavers in FE

These training materials are accompanied by a guide for colleges on how to review and improve your support for Looked After Young People and Care Leavers.

'Supporting Looked After Young People and Care Leavers in Further Education: A guide and resource pack for colleges in England' provides information, tips and case study examples of good practice in supporting LAYP/CLs at each stage of their learner journey: outreach and recruitment, application and enrolment, on-course support and progression into further learning and/or employment.

The materials are also accompanied by a staff induction video about LAYP and CLs, which was developed in consultation with a group of Care Leavers based in Leicestershire. The aim of the video is to improve viewers' understanding of who LAYP/CLs are, their experiences and the challenges they face in FE, and what colleges can do to support LAYP/CLs. This video can be shown to all staff as part of their induction, to ensure that everyone in your college has a basic understanding of LAYP/CLs' needs.

These training materials should be used in conjunction with the guide and the video, both of which can be access or downloaded for free from:

www.learningandwork.org.uk/resource/review-and-improve-your-support-for-looked-after-young-people-and-care-leavers

About Learning and Work Institute

This guide was developed by Learning and Work Institute, with support from the Department for Education. Learning and Work Institute (L&W) is an independent policy and research organisation dedicated to lifelong learning, full employment and inclusion.

We research what works, develop new ways of thinking and implement new approaches. Working with partners, we transform people's experiences of learning and employment. What we do benefits individuals, families, communities and the wider economy.

INTRODUCTORY AND CROSS-CUTTING ACTIVITIES

Icebreaker activity: Leaving home¹

1. Working in pairs, tell each other about leaving home by discussing these questions:

- At what age did you leave home?
- What were the circumstances? Why did you leave? How did you leave?
- Who supported you and for how long?

2. As a whole group, explore how you think these experiences compare with those of Care Leavers.

¹ Adapted from: Supporting Care Leavers: A training and resource pack for people working with young people leaving care: Department of Health, University of York, First Key, 2001.

Activity: Partnerships

Working in partnership with external agencies is key to supporting LAYP/CL effectively at each stage of their journey through education.

1. List all your local partners you think are important in supporting a LAYP/CL using the Stakeholder Engagement Plan Template. The template already has a list of possible external agencies you might consider linking up with and you can add others.
2. Thinking about the value of a partnership, complete the worksheet below for each of the local partner agencies you know are important in supporting a care-experienced student into and while at college.

Name of Agency		
Contact name	Email	Phone
Stage in the student journey (tick where appropriate):		
Pre-entry and Application		
Enrolment and Transition		
On Course		
Progression		
What does this agency do and how do they support LAYP/CL?		
What are your shared goals and objectives in relation to supporting LAYP/CL?		
What would you like to achieve through this partnership?		
What information would you like this agency to provide with regards to LAYP/CL?		

Does the college already have a relationship with the agency?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please go to the 'Strengthening existing partnerships' activity	Please go to the 'Planning engagement with new organisations/services' activity
Comments	

Strengthening existing partnerships

Use the worksheet to think about how the partnership is working and whether any changes need to be made.

Agency name:				
Date	What is working well?	What is not working well?	Where are the gaps?	What will you do to overcome the gaps?

Planning engagement with new organisations/services

Use the worksheet to think about how you/your team could build a new partnership with an agency.

Agency name:			
How can you contact the agency?	Who takes the lead?	By when?	Desired outcome

GETTING TO KNOW LOOKED AFTER YOUNG PEOPLE AND CARE LEAVERS

Case Study: Mandy (FE)

Mandy has been in and out of care since she was three years old (D.O.B. 28/07/2000). Her mother would move around with her, sometimes disappear completely and leave her in the care of friends or relatives, then reappear and look after her for some months. Finally, at the age of 10 Mandy was taken into care permanently by Greybank local authority when her mother moved in with a new partner who rejected Mandy so she had nowhere to go.

She has had a number of changes of local authority foster carers mainly due to her aggressive and uncooperative behaviour. The longest she stayed with one foster carer was 14 months. Mandy started drinking excessively at the age of 14. Her social worker arranged counselling for her to get help with her alcohol misuse and she is now able to manage it better.

Her education has been disrupted due to the frequent change in foster care arrangements. She has agreed to go to college study for her GCSEs which is part of her Pathway Plan. But she doesn't really have any idea of what she wants to do beyond that, maybe just find a job.

Mandy is quite scared of going to college. She tends to express her fears and mistrust of adults through aggressive and rude behaviour. She came to visit the college with her PA in the summer prior to the start of term and liked the welcoming feel of the place. On the day she met a couple of staff but didn't know if any of them will be her tutors and she was worried about starting college without knowing anyone.

Leaving care at 16 years and 10 months old, Mandy has now taken the opportunity to live independently in local authority provided accommodation. Travel to the local college would take at least one hour by bus. She does not want anybody to know that she has been in care.

Although she really likes the freedom of not having to live with a foster family any longer she does feel lonely. She hasn't stayed in touch with her last foster family but does have regular catch ups with her PA. Her PA is a bit concerned about how Mandy is coping with independence, especially with Christmas coming up. Mandy is also a bit overwhelmed with having to pay bills and look after the place and is stressed about not having enough money each month. Her PA has noticed Mandy is not looking too healthy and is wondering if she is eating properly.

Activity: Mandy case study

1. What type of Care Leaver is Mandy? (Answer: Relevant Child)
2. Using the worksheet below, discuss in pairs or small groups the barriers Mandy might face in accessing, achieving and progressing in further education.

Access	Achievement	Progress

Case Study: Ben (HE)

Ben is of mixed heritage and has been on a care order since he was two years old. His mother is a heroin user who has been in and out of rehabilitation units and prison on a regular basis since before Ben was born.

As a young child, Ben was extremely withdrawn with significant speech delay. Between the ages of two and seven, he was placed with a succession of local authority foster carers but each placement broke down within two months because he would not communicate and was aggressive towards other children in the home. When he was with his mother, Ben displayed none of these characteristics, and indeed appeared to thrive – except that all school attendance stopped.

He was placed on the Child Protection Register and regular social service visits were made to the home. When Ben was eight, his mother was imprisoned for a 12-month sentence for GBH, drug dealing and soliciting. Ben went to live with his grandmother and started attending junior school regularly. He was compliant with all school procedures but very withdrawn, rarely offering any information. Despite this, he made rapid academic progress with literacy and numeracy skills, and cognitive testing confirmed that he was potentially very able.

After his mother was released from prison, Ben started persistently running away from the home in order to be with her. At age ten, Ben was placed out of county with an independent fostering provider. He initially appeared to settle well, but after six months he stopped eating and had to be hospitalised. Exhaustive counselling and therapy by mental health workers followed and Ben slowly began to thrive once more.

His foster carer, supported by resources from many agencies, supported Ben and he eventually settled down enough to attend secondary school supported by the Pupil Referral Unit (PRU) where he had made some positive relationships with staff. Although his attitude towards teachers was often confrontational and he would abscond frequently from the school site, he passed his GCSEs, gaining high grades in Art and English. His foster carer managed to get him to see the benefit of education and convinced him to continue into sixth form. He did well in his A-levels in Art, English and Sociology and even began to think about going to university to do social studies.

However, the day Ben finished sixth form, he received a text message from his mother and returned to live with her. He was 17 years old.

Five years later, Ben is now 22 and his mother is back in prison and in very poor health. He has been in and out of low paid work. He hasn't forgotten that he was once on the path to going to university and is wondering if he still has a chance to make something better of his life.

Activity: Ben case study

1. What type of Care Leaver is Ben? (Answer: Former Relevant Child)
2. Using the worksheet below, discuss in pairs or small groups the barriers Ben might face in accessing, achieving and progressing in higher education.

Access	Achievement	Progress

Definitions and rights of Looked After Young People and Care Leavers

The rights and entitlements of LAYP and CL under the Children Leaving Care Act vary depending on a number of factors. These are as outlined in the categories below.

Looked After Child

Definition:

- Under 16 years old.
- Still in care

Entitled to support from Children's Services, including having a Pathway Plan, which usually starts around their 16th birthday. It outlines how the local authority will prepare the LAYP to live independently. The plan must take the young person's views into account.

Eligible Child (Looked After Young Person)

Definition:

- 16–17 years old
- Still in care
- In care on or after 16th birthday
- In care for at least 13 weeks since 14th birthday

Children's Services continue to work with the LAYP as before and should prepare them to live more independently.

Children's Services **must**:

- Listen to the LAYP's wishes and feelings
- Appoint a personal adviser
- Make an assessment of their needs
- Prepare a care plan and a Pathway Plan
- Regularly review the Care Plan and Pathway Plan
- Pay for accommodation
- Pay for subsistence

Relevant Child (Care Leaver)

Definition:

- 16-17 years old
- No longer in care
- In care on or after 16th birthday
- In care for at least 13 weeks after 14th birthday

Children's Services must:

- Listen to the CL's wishes and feelings
- Appoint a personal adviser
- Undertake a needs assessment
- Prepare a Pathway Plan
- Regularly review the Pathway Plan
- Find and pay for accommodation
- Pay subsistence
- Keep in touch and visit regularly

Former Relevant Child (Care Leaver)**Definition:**

- Aged 18-21; over 21 and in education or training; or under 25 and wants to return to education or training
- No longer in care
- In care on or after 16th birthday
- In care when turned 18
- In care for at least 13 weeks since 14th birthday

Children's Services must:

- Listen to the CL's wishes and feelings
- Provide a personal adviser
- Regularly review the Pathway Plan (Pathway Plans should set out a programme of education if aged over 21)
- Help with expenses connected with work, education or training
- Provide or pay for accommodation during college or university holidays if studying away from home
- Provide other support by buying the items needed directly or, in exceptional circumstances, by giving cash, to the extent that welfare and education needs require it
- Contribute towards living expenses near to employment, education or training
- A higher education grant of £2,000
- Keep in touch and visit regularly

Children's Services may:

- Consider making a contribution to post-graduate courses
- Assist in identifying financial support and resources to enable CL to undertake post graduate study

Qualifying Child (Care Leaver)**Definition:**

- 16–17 years old or 18–21 years old and in education or training
- No longer in care
- In care on or after 16th birthday

- In care for less than 13 weeks since 14th birthday

Children's Services **must**:

- Provide advice and support
- Keep in touch with the Care Leaver
- Provide or pay for accommodation during college or university holidays if studying full-time away from home, up to the age of 25.

Children's Services **may**:

- Find somewhere to live in exceptional circumstances
- Provide other support by buying the items needed or, in exceptional circumstances, by giving cash, to the extent that the CL's welfare and education needs require it
- Give a grant to pay for expenses related to education, training and work needs up to the age of 25
- Contribute to living expenses related to education and training, up to the age of 25

(Source: Coram Voice: www.coramvoice.org.uk/young-peoples-zone/am-i-care-leaver)

Activity: Match the individuals in the table with the category they will be defined as (under the Children Leaving Care Act)

	Jamie	Bryon	Samantha	Noreen	Ali	Gavin	Cheryl
Age	15	16 years and 7 months	17 years and 2 months	17 years and 8 months	18 years and 6 months	22 years	18 years and 4 months
Current care status	Still in care	Still in care	No longer in care	No longer in care	No longer in care	No longer in care	No longer in care
In care on or after 16th birthday	n.a.	yes	yes	yes	yes	yes	no
In care at least 13 weeks after 14th birthday	n.a.	yes	no	yes	no	yes	yes
In education or training	yes	yes	yes	yes	no	no	no
Wants to return to education or training	n.a	n.a.	n.a.	n.a.	yes	yes	yes
Answer:	Looked After Child	Eligible Child	Qualifying Child	Relevant Child	Qualifying Child	Former Relevant Child	Not a Care Leaver. Local authority has responsibilities other than under the Children Leaving Care Act

Quiz: Getting to know Looked After Young People and Care Leavers: some facts and figures

1. How many Looked After Young People (Looked After Children) were there 2017?

Less than 35,000

Around 50,000

More than 70,000

Answer: 72,670

2. Do you think there were more or less children taken into care in 2017 compared to the previous year?

More

Equal

Less

Answer: 3% more

3. What is the main factor in the increase in the number of Looked After Young People?

Local authorities are quicker in responding

More families are unable to cope with their children

Growth in number of unaccompanied asylum-seeking children

Answer: Growth in the number of unaccompanied asylum-seeking children

4. How many LAYP and CL agreed that 'People think that it is children's fault that they are in care?'

Approx. 20%

Approx. 50%

Approx. 75%

Answer: Approx. 50%

5. What is the predominant ethnicity of Looked After Young People?

- Black
- Asian
- White
- Mixed
- Other

Answer: Looked After Children and Young People are predominantly white.

6. What is the main reason for a child being looked after?

- Family in acute stress
- Absent parenting
- Parents' illness or disability
- Abuse or neglect
- Family dysfunction

Answer: Abuse or neglect

7. What is the proportion of Looked After Children in foster placements?

- Less than 50%
- About 50%
- About 75%
- More than 75%

Answer: About 75% (exact figure is 74%)

8. How many Care Leavers aged 19-21 years old were NEET in 2017?

- 10%
- 30%
- 40%
- 60%
- >60%

Answer: 40%

9. How many young people aged 19-21 years old overall were NEET in 2017?

- 13%
- 33%
- 41%
- 59%
- >60%

Answer: 13%

10. In 2016, 66% of non-looked after children reached the expected standard in their Key Stage 1 writing. What percentage of Looked After Children reached the expected standard?

- 10%
- 24%
- 37%
- 55%

Answer: 37%

11. In 2015, 64% of non-looked after children achieved at least five GCSEs (or equivalent) at A*- C. What percentage of Looked After Children achieved at least five GCSEs (or equivalent) at A*- C?

8%

18%

28%

38%

Answer: 18%

12. What percentage of Care Leavers progress to HE at age 19-21?

2%

5%

7%

9%

Answer: 7%

13. In 2016, 14.4% of all children had a statement of special educational need or an education, health and care plan (EHCP). How much more likely were Looked After Young People to have a SEN or EHCP?

Twice

Four times

10 times

Answer: 10 times. In 2016, 57.3% of Looked After Children had a special educational need compared to 14.4% of all children

(All statistics based on DfE National Statistics on outcomes for children looked after by local authorities, apart from Q4 from 'Perceptions of Care June 2017', Become.)

Activity: Which of these famous people grew up in care?



David Beckham



David Akinsanya



Kris Akabusi



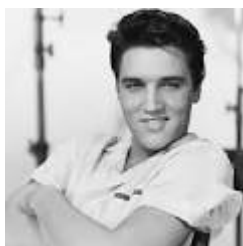
Kerry Katona



Oprah Winfrey



Seal



Elvis Presley



Anthony Hopkins



Marilyn Monroe



Harry Potter

Answers

Kriss Akabusi (athlete)

Born to Nigerian parents who were studying in London, Kezie Akabusi would later be brought up in foster care with his brother Riba, after their parents returned to their country when he was four. Due to the outbreak of the Nigerian Civil War in 1967, Akabusi was unable to stay in contact with his parents, although he would later be reunited with his mother in his teens. She was determined that her son should settle in Nigeria, but while Akabusi was keen to make up for lost time with the rest of his family, he remained in the UK, eventually visiting the African nation when he was twenty-one. It was during this time that Akabusi changed his first name to 'Kriss'. He told an interviewer in 2002: "I decided to make a new start and part of that new start was to have a new name. I spelled my name with a 'K' because I didn't want to change my initials and I want to have some connections with my past. Kezie Akabusi was the connection to my past, but Kriss Akabusi is a connection with my future."

Marilyn Monroe (actress)

Marilyn Monroe's birth name was Norma Jean Mortenson and she was born to Gladys Baker, an unmarried Hollywood editing assistant during a time when it was of great shame to have a child out of wedlock. Baker struggled to raise her daughter on her own, but she was not financially or mentally stable enough to take care of her, and so Norma was put into a foster home until she was aged 7. Baker's good friend Grace McKee Goddard was appointed Norma's guardian and she lived with her for two years until Goddard was married. Norma then spent more time in foster homes, only to return to Goddard and her husband's home. She was then sent away to live with her great-aunt Olive in California after Goddard's husband allegedly attempted to sexually assault her. Grace then sent her to live with another aunt, Ana Lower, but she returned to live with her again when Ana's health failed. Norma was then married at 16 to Jim Dougherty.

David Akinsanya (television producer)

David says he feels lucky to have grown up in care during the 1970s and 1980s. He had been placed there as a baby. By the time he was ten he had been labelled "unfosterable" so spent most of his time in a small residential unit and, later, in a community home with 18 teenagers. When he was 15 and still at school he was put into a "semi-independence unit" – a pilot scheme that was supposed to prepare young people for life after care. With three others, all aged 15 and 16, he lived in a council house on a sink estate with one weekly visit from a social worker. He started stealing cars and once broke into the local swimming pool in the middle of the night. Had it not been for his relationship with his social worker, who started working with him when he was eight, he says he would have ended up in the criminal justice system. She demonstrated that she cared about him. She remembered his birthdays and helped him in practical ways, such as making sure he kept hold of the flat he had been allocated.

Seal (singer)

Seal was born in London to a Nigerian mother and a Brazilian father, and was placed into foster care with a family in Essex from a young age. He returned to his biological family when he was 4 years old (his father was reportedly strict and abusive), but growing up in the house wasn't easy. By the age of 17, Seal had chosen to be homeless rather than live with his family.

Kerry Katona (singer)

Kerry Katona, is best known for being a singer in the girl group, Atomic Kitten, during the '90s. Her mother was reportedly a manic depressive and she and her daughter "lived together in difficult circumstances," often seeking refuge in women's shelters. During an interview with *The Guardian*, Katona revealed that when she was three, she witnessed her mother slitting her wrists, and her mother continued to self-harm until Katona was in her teens. This caused her to "grow up very, very quickly." She added, "I automatically became my mum's carer." Eventually, social services became involved and Katona was sent to a foster home. She had four sets of foster parents and lived in three refuges. In 1993, when she was 12, she was taken in by Fred and Margaret Woodall, who she remained close with throughout her adult life.

Harry Potter

Harry was a year and three months old when his parents were killed. The orphaned Harry was raised by his aunt Petunia Dursley. The Dursley family were cruel to Harry. His room was the broom cupboard and he had to wear their son's hand-me down clothes. They treated Harry as a burden and tried to stamp out any magic abilities he had in him. On his eleventh birthday Harry found out he was a wizard.

(Source: Wikipedia)

STRATEGIC APPROACH AND COLLEGE-WIDE POLICIES

Activity: College policies and strategic approach

1. **Brainstorm what the consequences for the college might be if strategies and policies do not include LAYP/CL (as part of the vulnerable groups cohort). Consider:**

a) Internal procedures related to:

- Recruitment
- Retention
- Achievement
- Progression

b) External requirements related to:

- Safeguarding
- Ofsted regulation
- Access Agreements requirements

2. **Consider the following questions and review college policies using the worksheet for each area: recruitment, retention, achievement, progression and external requirements:**

- What does the college aim to achieve for LAYP/CL in each of the areas in a) and b) above?
- Which college policies and guidelines already include LAYP/CL and are they fit for purpose to achieve the desired outcomes in relation to LAYP/CL?
- Which college policies and guidelines do not include LAYP/CL and should be updated?
- How do changes in college policies and guidelines affect staffing, CPD needs and other resources?
- Are there any gaps which are not covered by existing college policies and guidelines? What additional resources are needed to address these?

Recruitment

Policies related to recruitment			
Current status in relation to LAYP/CL – is it fit for purpose?			
Updates required			
Impact of updates on recruitment of LAYP/CL			
Additional resources required			

Retention

Policies related to retention			
Current status in relation to LAYP/CL			
Updates required			
Impact of updates on retention of LAYP/CL			

Additional resources required			
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Achievement

Policies related to achievement			
Current status in relation to LAYP/CL			
Updates required			
Impact of updates on achievement of LAYP/CL			
Additional resources required			

Progression

Policies related to progression			
Current status in relation to LAYP/CL			
Updates required			

Impact of updates on progression of LAYP/CL			
Additional resources required			

External requirements related to LAYP/CL

Policies/guidelines related to external requirements			
Current status in relation to external requirements			
Updates required			
Impact of updates on external requirements			
Additional resources required			

Self-assessment activity: strategic action planning

1. As a whole group, using the section ‘Strategic Approach’ of the Self-Assessment tool, for each category:

- Summarise current practice at the college; and
- Rate each category from 1 to 3, where:
 - 1 = There is a problem here that must be addressed in the short term. This will be a subject of close management attention until it is completed.
 - 2 = Some work is needed here and certainly should be done before the next assessment.
 - 3 = No problems or non-conformance is minor in comparison with other areas.

2. Working in pairs or small groups, explore what could be done to improve practice for each category that you did not score as adequate

3. Discuss suggestions for improvement as a whole group and agree:

- Actions to be taken
- The person responsible for taking each action forward
- Review dates

OUTREACH, RECRUITMENT AND MARKETING

LAYP/CL face a range of unique challenges in their journey to progress to further education. These could be in relation to aspirations of progressing in education in general, engaging in outreach activities, choosing a course and making an application. Please refer to the Guide for examples of outreach activities.

Activity: Pre-entry barriers and challenges

In pairs or small groups, discuss and list all the challenges and barriers you can think of that a LAYP or CL may experience in relation to:

- Their aspiration to progress to further education
- Participating in outreach activities
- Choosing the right course
- Making an application to college

Use the information in the Guide to help your thinking. There will be a variety of challenges including personal circumstances, wellbeing and emotional needs (e.g. trust, attachment), behaviour, previous experience of education and knowledge of FE, key influencers.

TIP: invite your local authority to talk to your staff about their experience of barriers and challenges LAYP/CL have in pursuing education. They can also help you find out what the local authority does to help young care-experienced people overcome these and how you can work effectively together.

Activity: Shona case study

Have a look at the Shona's case study below. Discuss the barriers and challenges Shona could be experiencing in the four areas listed above. Consider the following questions:

- What support/staff resource does the college have in place to help Shona overcome these challenges?
- How could support be improved – any area in particular?
- Which external partners does the college need to work with to support Shona in her journey towards applying for the right course?
- Are there any additional resources the college needs to support LAYP/CL pre-entry?
- Do any college policies and guidelines need to be updated to ensure adequate resources and that pre-entry procedures are effective?

Shona

Shona is 17 years old and mother of a nine-month-old daughter. She has been in local authority care since she was six years of age. Shona experienced abusive treatment from her father, who only sporadically turned up at her home, unannounced. Her mother also had long-term mental health problems for which she had to be frequently hospitalized. Shona is now living in a home for young single parents where she was placed by her local authority just before giving birth. She is able to stay there until she is 18, when the local authority will have to find her alternative accommodation. Shona is no longer with the father of her child. She tries to have as little contact with him as possible, though he seeks her out occasionally. She does not feel safe around him and is worried he could harm her daughter. He has a criminal conviction for violence and is a drug user.

Shona is a quiet, shy and reserved person and often feels lonely and isolated, especially as there are few opportunities for her to have a social life. She no longer has contact with her birth parents as she says they are a destructive influence on her and wants to keep them away from her child. She couldn't stay with her last foster family, with whom she got on quite well and where she had been for three years, as they could not cope with her having a baby.

She struggles with feeling depressed and worried about her future. Her current childcare arrangements, which are near the home on the other side of town to the college, are only temporary. She is worried about managing the drop off and pick up of her daughter if she goes to college.

Shona has had a disruptive education with multiple changes of schools due to having to move foster placements three times. She achieved well in her GCSEs but dropped out after the exams were over, mainly because her boyfriend told her school is a waste of time. Shortly afterwards she became pregnant. However, she has realised the father of her child is not a good influence on her and wants to go back to college. She wants to do well in her education and progress quickly into a job so that she can be independent and look after herself and her daughter. But she doesn't know if she will succeed at college – not only because of the restrictions of her personal circumstances, but also because up until now she has had mainly negative experiences of education and the expectations of her to do well in school have been low. Despite this, she feels determined to succeed.

Her personal adviser at the local authority is supportive and has been in contact with the college but only has time to do what is necessary to meet the minimum legal requirements of the local authority.

Activity: College outreach and pre-entry activities

List the outreach and pre-entry events and activities that your college offers. Consider the following questions:

- Are they accessible for LAYP/CL – would Shona be able to access them?
- What improvements could be made to make them more accessible to LAYP/CL

- Are there any new activities or events that would work better for LAYP/CL (you could use the Outreach Activity Planner template to design a new event)
- Which external partners should you work with and liaise with to make your activities and events more accessible and effective for LAYP/CL?

TIP: ask your current LAYP/CL students what they think works well and what could be improved.

Activity: Organising a visit to your college for LAYP, CL, their support staff and foster carers/guardians

Your college would like to run a day for young people in care and Care Leavers to get to know the college, the courses on offer and the support available to them to study at college. Local authority staff (social worker, personal adviser, virtual school staff) are also invited to attend, as are foster carers and guardians.

Working in groups, use the 'Outreach Activity Planner' template to draft a plan, including:

- The aim(s) of the day
- An outline of the day and title
- Who the day is targeted at
- How you will promote the day and to whom
- Which internal staff need to be involved in planning and on the day
- Which external organisations, services and support staff need to be contacted (e.g. local authority, virtual school)
- What risk assessment needs to be undertaken
- What you need to know about the LAYP/CL attending the day

TIP: You may want to have separate information or a separate session for local authority staff and foster carers/guardians during the day. Some foster carers/guardians might have younger children who they would have to bring along on the day, so having activities and facilities for them to be looked after is advisable.

You could use the **Middlesbrough College 'Who Cares? We Do!' Transition Awareness Day leaflet and itinerary** included in the Guide to help with this activity.

Self-assessment activity: pre-entry recruitment and identification

1. As a whole group, using the section 'Pre-entry Recruitment and Identification' of the Self-Assessment tool, for each category:

- Summarise current practice at the college; and
- Rate each category from 1 to 3, where:

1 = There is a problem here that must be addressed in the short term. This will be a subject of close management attention until it is completed.

2 = Some work is needed here and certainly should be done before the next assessment.

3 = No problems or non-conformance is minor in comparison with other areas.

2. Working in pairs or small groups, explore what could be done to improve practice for each category that you did not score as adequate.

3. Discuss suggestions for improvement as a whole group and agree:

- Actions to be taken
- The person responsible for taking each action forward
- Review dates

APPLICATION AND ENROLMENT

Activity: Shona case study

Using Shona's case study below and your college application form, role play a meeting between a college member of staff and Shona to help her complete her application. Unfortunately, her personal adviser was unable to come along to the meeting.

Shona

Shona is 17 years old and mother of a nine-month-old daughter. She has been in local authority care since she was six years of age. Shona experienced abusive treatment from her father, who only sporadically turned up at her home, unannounced. Her mother also had long-term mental health problems for which she had to be frequently hospitalized. Shona is now living in a home for young single parents where she was placed by her local authority just before giving birth. She is able to stay there until she is 18, when the local authority will have to find her alternative accommodation. Shona is no longer with the father of her child. She tries to have as little contact with him as possible, though he seeks her out occasionally. She does not feel safe around him and is worried he could harm her daughter. He has a criminal conviction for violence and is a drug user.

Shona is a quiet, shy and reserved person and often feels lonely and isolated, especially as there are few opportunities for her to have a social life. She no longer has contact with her birth parents as she says they are a destructive influence on her and wants to keep them away from her child. She couldn't stay with her last foster family, with whom she got on quite well and where she had been for three years, as they could not cope with her having a baby.

She struggles with feeling depressed and worried about her future. Her current childcare arrangements, which are near the home on the other side of town to the college, are only temporary. She is worried about managing the drop off and pick up of her daughter when she starts college. She hopes that there may be the opportunity to place her daughter at the college nursery but hasn't talked to anyone at the college about that yet.

She is enrolling on a health and social care course at the college and is very much looking forward to it. Shona wants to do well in her education and progress quickly into a job so that she can be independent and look after herself and her daughter. But she doesn't know if she will succeed at college – not only because of the restrictions of her personal circumstances, but also because up until now she has had mainly negative encouragement and the expectations of her to do well in school have been low. But she does have determination. Her personal adviser at the local authority is supportive and has been in contact with the college but only has time to do what is necessary.

Shona has decided to apply for a health and social care course. She wants to do well in her education and progress quickly into a job so that she can be independent and look after herself and her daughter. But she doesn't know if she will succeed at college – not only because of the restrictions of her personal circumstances, but also because up until now she

has had mainly negative experiences of education and the expectations of her to do well in school have been low. Despite this, she feels determined to succeed.

Her personal adviser at the local authority is supportive and has been in contact with the college but only has time to do what is necessary to meet the minimum legal requirements of the local authority.

Questions to consider:

- Is the college application form fit-for-purpose for LAYP/CL? What additional information do you need which is currently not on the form?
- Shona is care-experienced and a young mother. How might this affect the way you conduct the interview? For example, how do you sensitively ask about home life, accommodation and who their main contact is?
- Shona might not be comfortable in the meeting and might be reluctant to give detailed information. Which external partners do you need to liaise with to gain the information about Shona that you need at this stage? Which member(s) of staff in your college has responsibility for this?
- How can you assure Shona that any information she provides will stay confidential and only be passed onto other staff on a need-to-know basis, but that having the information will help you to put additional support in place for her?
- Once the application form has been completed, what happens to the information you have gained about Shona? Which other departments/staff is this passed onto and how? Are college procedures clear enough?

Activity: Enrolment interview role play

Enrolment and induction can be daunting for LAYP/CL. A new, unfamiliar environment can be unsettling and they may feel on edge and unsure about who they can trust. Many LAYP/CL do not want it to be known that they are care-experienced due to the stigma attached to this label.

Using the case studies below and your college enrolment form for FE/HE, role play an enrolment interview in pairs. You can also use the VYP Information Sheet template from the Guide alongside your enrolment form.

Questions to consider:

- Is the college enrolment form fit-for-purpose for LAYP/CL?
- Both students are care-experienced and John also has SEN. How might this affect the way you conduct the interviews? For example: How do you sensitively ask about home life, accommodation and who their main contact is?
- Has Pirro ticked the Care Leaver box on the UCAS application form? What procedures does this trigger within the college?

- Which external partners/organisations do you need to liaise with and build relationships with in order to support these students effectively throughout the duration of their courses? Which college staff has responsibility for this? Might there be more than one?
- These students might not be comfortable with the interview situation and might be reluctant to give detailed information. How can you assure them that any information they provide will stay confidential and only be passed on to other staff on a need-to-know basis, but that having the information will help you put additional support in place for them?
- Once the enrolment form has been completed, what happens to the information you have gained about the student? Which other departments/staff is this passed onto and how? Are college procedures clear enough?
- Does the college have a designated member of staff responsible for LAYP/CL students? If so, when is the best time for them to start developing a relationship with new students?

Case study: John (FE)

John has autism. He has a statement of SEN and the local authority (virtual school and social worker) has been working closely with his school to ensure he has the necessary support in place to progress. He is academically very able and has passed his GCSEs with predicted excellent grades, including Maths (A) and English (C).

John is now 16 and will be enrolling on a computing course at the college. He is not quite sure what he wants to do after completing his compulsory education, but he doesn't want to do something that involves a lot of writing. He says he may even go to university. His Personal Adviser will be the contact for the college and has advised the college that John doesn't like being treated differently, despite his care experience and his autism. He just wants to fit in and not stand out.

John has been in local authority care since he was five years old. He is of BAME heritage and has five older siblings. His father was unable to cope with him after his mother died of an illness. John is living with a stable foster family who are specialised in caring for children with special needs. They have agreed with the local authority that John can 'stay put' and remain living with them until he has completed his college qualification. The college is further away from his foster carers than his school was and he will have to make his way there by public transport, which he is nervous about.

He still has contact with his siblings and his father and he is happy with the arrangement to see them once a month. He also has a group of friends on the autistic spectrum from his school who he really needs to stay in touch with.

Case study: Pirro (HE)

Pirro has been in and out of foster care from the age of 8. When he was 12 he was placed with a foster family where he settled in well. The stability enabled him to achieve and do well

in his GCSEs. He stayed on at his school to do A-levels including one in Business Management. He is proud to have succeeded at his A-levels with good grades.

Unfortunately, after finishing school, Pirro, by then nearly 18, had to leave care and move into his own flat. He does still have help from his Personal Advisor at the local authority but not as much as he would like. Living away from the area where his foster family lived he lost contact with them and has found it hard to stay in touch with his friends and the other LAYP he knows. He has found living independently and coping on his own hard so that he hasn't continued with his education.

For the last 2 years Pirro has worked to keep himself afloat financially and get used to being independent. But he hasn't given up his dream of a career in business and has now, aged 20, decided to go back into education. He is determined to get a university qualification in Business Management.

He went back to his personal adviser at the local authority for advice. He always had HE as a goal in his Pathway Plan and his support has been re-instated. He has applied via UCAS and has been accepted at the college this year to do (add HE course / qualification). He will need to continue working the part-time job to make ends meet even though his local authority will be giving him the HE bursary (£2,000).

Self-assessment activity: Application and enrolment

1. As a whole group, using the section 'Enrolment and Transition' of the Self-Assessment tool, for each category:

- Summarise current practice at the college; and
- Rate each category from 1 to 3, where:
 - 1 = There is a problem here that must be addressed in the short term. This will be a subject of close management attention until it is completed.
 - 2 = Some work is needed here and certainly should be done before the next assessment.
 - 3 = No problems or non-conformance is minor in comparison with other areas.

2. Working in pairs or small groups, explore what could be done to improve practice for each category that you did not score as adequate.

3. Discuss suggestions for improvement as a whole group and agree:

- Actions to be taken
- The person responsible for taking each action forward
- Review dates

ON-COURSE SUPPORT

Activity: Needs assessment

Using the worksheet and considering the questions below, assess the support needs and safeguarding requirements for each of the case studies of new students enrolling at the college – or you could use your own college case study.

The college has already been in contact with the new students' social workers.

Questions to consider:

- What additional information would you need from the local authority or virtual school about the new student?
- Is there a SLA between the college and local authorities to ensure exchange of information and collaboration?
- What additional information would you need from the new student's previous school?
- Does the college safeguarding policy include LAYP/CL as a named cohort within the vulnerable students group?
- What kind of support does the student need and how can this be provided by the college to start the term off successfully?
- Which other departments/staff teams need to know the details about the new student?

Worksheet

Category	Needs/risk assessment	Safeguarding issues	Which other staff/ departments need to be involved?	College policy/ support available	Comments
Financial support					
Accommodation					
Family and social relationships					
Medical history					
Mental Health and Wellbeing					
SEN					
Behaviour					
Education: previous performance, attainment, and career aims					

Case Studies

Shona

Shona is 17 years old and mother of a nine-month-old daughter. She has been in local authority care since she was six years of age. Shona experienced abusive treatment from her father, who only sporadically turned up at her home, unannounced. Her mother also had long-term mental health problems for which she had to be frequently hospitalized. Shona is now living in a home for young single parents where she was placed by her local authority just before giving birth. She is able to stay there until she is 18, when the local authority will have to find her alternative accommodation. Shona is no longer with the father of her child. She tries to have as little contact with him as possible, though he seeks her out occasionally. She does not feel safe around him and is worried he could harm her daughter. He has a criminal conviction for violence and is a drug user.

Shona is a quiet, shy and reserved person and often feels lonely and isolated, especially as there are few opportunities for her to have a social life. She no longer has contact with her birth parents as she says they are a destructive influence on her and wants to keep them away from her child. She couldn't stay with her last foster family, with whom she got on quite well and where she had been for three years, as they could not cope with her having a baby.

She struggles with feeling depressed and worried about her future. Her current childcare arrangements, which are near the home on the other side of town to the college, are only temporary. She is worried about managing the drop off and pick up of her daughter when she starts college. She hopes that there may be the opportunity to place her daughter at the college nursery but hasn't talked to anyone at the college about that yet.

She is enrolling on a health and social care course at the college and is very much looking forward to it. Shona wants to do well in her education and progress quickly into a job so that she can be independent and look after herself and her daughter. But she doesn't know if she will succeed at college – not only because of the restrictions of her personal circumstances, but also because up until now she has had mainly negative encouragement and the expectations of her to do well in school have been low. But she does have determination. Her personal adviser at the local authority is supportive and has been in contact with the college but only has time to do what is necessary.

Tarek

About six months ago, police found Tarek wandering the streets and sleeping rough under a bridge. He did not have any proof of identity but is thought to be about 15 years old and originally from Syria. He said he got to England in the back of a lorry with a group of adults. He didn't know in which town he was when he was picked up and had no real plans of where he was going. His English was rudimentary.

Tarek was placed with the local authority, who have the duty to accommodate him as a UASC, and was allocated a social worker. He was found accommodation with a foster family and the asylum process was started. He soon enrolled in ESOL classes and made rapid progress so that his level of English is now good enough for him to be enrolling at college.

Tarek is a sociable young man, keen to make friends and fit in to his new life. He has started to make a few friends in his ESOL class. But he finds it hard to understand the many differences between where he comes from and here in England. He misses being around others of his own faith and background. Sometimes he gets very frustrated and either lashes out verbally or lets his anger eat into him. He wants to become an engineer but his confidence in being able to achieve his dream is deteriorating slowly. His asylum application is ongoing. The only stability he has are his foster family and his social worker.

John

John has autism. He has a statement of SEN and the local authority (virtual school and social worker) has been working closely with his school to ensure he has the necessary support in place to progress. He is academically very able and has passed his GCSE's with predicted excellent grades, including Maths (A) and English (C).

John is now 16 and will be enrolling on a computing course at the college. He is not quite sure what he wants to do after completing his compulsory education, but he does not want to do something that involves a lot of writing. He says he may even go to university. His Personal Adviser will be the contact for the college and has advised the college that John doesn't like being treated differently, despite his care experience and his autism. He just wants to fit in and not stand out.

John has been in local authority care since he was five years old. He is of BAME heritage and has five older siblings. His father was unable to cope with him after his mother died of an illness. John is living with a stable foster family who are specialised in caring for children with special needs. They have agreed with the local authority that John can 'stay put' and remain living with them until he has completed his college qualification. The college is further away from his foster carers than his school was and he will have to make his way there by public transport, which he is nervous about.

He still has contact with his siblings and his father and he is happy with the arrangement to see them once a month. He also has a group of friends on the autistic spectrum from his school who he really needs to stay in touch with.

Activity: Financial support

1. Discuss in pairs or groups:

- What does a student need to a) feel financially secure b) stay on course and succeed?
- Identify the legal financial entitlements for a LAYP/CL to be provided by the college and by external agencies. Consider different ages (16–19 years, 19+ years) and all types of courses offered by the college: FE, HE, Access Courses, etc.
- Which specific financial needs might a LAYP/CL have that other students of the same age/on the same course don't?

- Does the college have any additional financial support available to meet these specific LAYP/CL needs? Are there gaps that need to be addressed?
- How would you rate the current college support for LAYP/CL on a scale of 0 (low) – 5 (high)?
- What is the college procedure for students to access the financial support available to them?
- Is help provided to students to make sure they receive their financial entitlements from external agencies (e.g. local authority, SLC, etc).
- Do college policies cover procedures and process for financial support for LAYP/CL specifically?

TIP: You could invite a current care-experienced student to talk in the session about what they think their most important financial needs are, or ask them prior to the session.

2. Read Shona's case study. Identify what financial support Shona is entitled to. What are the essential areas she will need support with while she is studying at the college to make sure she can attend regularly and does not drop out of her course? Can her financial needs be covered by her entitlements from external agencies and the college?
3. You could use the Crisis Management Plan Template from the Guide or your own 'crisis management procedure' to think about how to respond in a crisis.

Case Study: Shona

Shona is 17 years old and mother of a nine-month-old daughter. She has been in local authority care since she was six years of age. Shona experienced abusive treatment from her father, who only sporadically turned up at her home, unannounced. Her mother also had long-term mental health problems for which she had to be frequently hospitalized. Shona is now living in a home for young single parents where she was placed by her local authority just before giving birth. She is able to stay there until she is 18, when the local authority will have to find her alternative accommodation. Shona is no longer with the father of her child. She tries to have as little contact with him as possible, though he seeks her out occasionally. She does not feel safe around him and is worried he could harm her daughter. He has a criminal conviction for violence and is a drug user.

Shona is a quiet, shy and reserved person and often feels lonely and isolated, especially as there are few opportunities for her to have a social life. She no longer has contact with her birth parents as she says they are a destructive influence on her and wants to keep them away from her child. She couldn't stay with her last foster family, with whom she got on quite well and where she had been for three years, as they could not cope with her having a baby.

She struggles with feeling depressed and worried about her future. Her current childcare arrangements, which are near the home on the other side of town to the college, are only temporary. She is worried about managing the drop off and pick up of her daughter when

she starts college. She hopes that there may be the opportunity to place her daughter at the college nursery but hasn't talked to anyone at the college about that yet.

She has enrolled on a health and social care course at the college and is very much looking forward to it. Shona wants to do well in her education and progress quickly into a job so that she can be independent and look after herself and her daughter. But she doesn't know if she will succeed at college – not only because of the restrictions of her personal circumstances, but also because up until now she has had mainly negative experiences of education and the expectations of her to do well in school have been low. Despite this, she feels determined to succeed. Her personal adviser at the local authority is supportive and has been in contact with the college but only has time to do what is necessary.

Activity: Housing support

1. Discuss in pairs or groups:

- What elements are needed for somewhere to be a secure place to live and study? Are there differences for a student aged 16-17 years old or 18 and above?
- Identify the legal entitlements for a LAYP/CL to be provided by external agencies. Consider all ages (16–19 years old, 19+ years old).
- Which specific accommodation needs might a LAYP/CL have that other students of the same age/on the same course do not?
- Does the college have any financial support available to meet these specific LAYP/CL needs? Are there gaps that need to be addressed?
- How would you rate the current college support for LAYP/CL on a scale of 0 (low) – 5 (high)?
- What procedures does the college have in place to deal with a crisis situation, for example a LAYP/CL's housing has broken down and they don't have anywhere to live?
- Which agencies does the college have links with to deal with crisis situations in the short-term and in the long-term?
- Do college policies cover procedures and process for accommodation support for LAYP/CL specifically?

TIP: You could invite a current care-experienced student to talk in the session about what they think is most important to create a safe place to live and to make them feel secure long-term, or ask them prior to the session.

2. Read Tarek's case study. Assuming he is currently happy living with his foster family, explore what could cause his accommodation to break down.
3. Imagine Tarek comes into college one day and has nowhere to go after classes are over.

- Who can he talk to?
 - Would he know who to talk to? If he spoke to one of his tutors or another member of staff he trusts, would they know what to do?
 - What is the college process to find him immediate accommodation and sort out long-term accommodation he is comfortable in?
 - Who is responsible for this in your college?
4. You could use the Crisis Management Plan Template from the Guide or your own 'crisis management procedure' to think about how to respond in a crisis.

Case study: Tarek

About six months ago, police found Tarek wandering the streets and sleeping rough under a bridge. He did not have any proof of identity but is thought to be about 15 years old and originally from Syria. He said he got to England in the back of a lorry with a group of adults. He didn't know in which town he was when he was picked up and had no real plans of where he was going. His English was rudimentary.

Tarek was placed with the local authority, who have the duty to accommodate him as a UASC, and was allocated a social worker. He was found accommodation with a foster family and the asylum process was started. He soon enrolled in ESOL classes and made rapid progress so that his level of English is now good enough for him to be enrolling at college.

Tarek is a sociable young man, keen to make friends and fit in to his new life. He has started to make a few friends in his ESOL class. But he finds it hard to understand the many differences between where he comes from and here in England. He misses being around others of his own faith and background. Sometimes he gets very frustrated and either lashes out verbally or lets his anger eat into him. He wants to become an engineer but his confidence in being able to achieve his dream is deteriorating slowly. His asylum application is ongoing. The only stability he has are his foster family and his social worker.

Activity: Mental health and wellbeing

1. Discuss in pairs or groups:
 - What procedures and policies does the college have in place to support students' mental health/wellbeing?
 - What types of mental health/wellbeing issues does the college deal with regularly and what how are students supported?
 - Which external agencies does the college work with to support students with mental health/wellbeing issues?
 - What issues might affect LAYP/CL behaviour and mental health/wellbeing?

- Does the college have any additional financial support available to meet these specific LAYP/CL needs? How would you rate the current college support for LAYP/CL on a scale of 0 (low) – 5 (high)?
- Do college policies cover procedures and process for mental health/wellbeing support for LAYP/CL specifically? Are there gaps that need to be addressed?
- Is there supervision available for staff supporting LAYP/CL with mental health issues?

TIP: You could invite staff from a local authority to talk about the issues they have seen care-experienced young people struggle with, the solutions they have in place, and how these might work with the college.

1. Read Mandy's case study. Identify what mental health/wellbeing issues Mandy may have starting her course. How do you think they could manifest themselves? Do you think Mandy could develop additional mental health/wellbeing issues during her time at college? Could her mental health/wellbeing affect her ability to stay and succeed at college?
2. You could use the Crisis Management Plan Template from the Guide or your own 'crisis management procedure' to think about how to respond in a crisis.

Case Study: Mandy

Mandy has been in and out of care since she was three years old (DOB 28/07/2000). Her mother would move around with her, sometimes disappear completely and leave her in the care of friends or relatives, then reappear and look after her for some months. Finally, at the age of 10, Mandy was taken into care permanently by Greybank local authority when her mother moved in with a new partner who rejected Mandy so she had nowhere to go.

Mandy has had a number of changes of local authority foster carers mainly due to her aggressive and uncooperative behaviour. The longest she stayed with one foster carer was 14 months. Mandy started drinking excessively at the age of 14. Her social worker arranged counselling for her to get help with her alcohol misuse and she is now able to manage it better.

Her education has been disrupted due to the frequent change in foster care arrangements. She has been at the college since the start of the academic year and is studying for her GCSEs.

When Mandy enrolled at the college, aged 17, she was quite scared and didn't know who she might be able to trust or turn to. She tends to express her fears and mistrust of adults through aggressive and rude behaviour. She came to visit the college with her PA in the summer prior to the start of term and liked the welcoming feel of the place. On the day she met a couple of staff but didn't know if any of them will be her tutors and she was worried about starting college without knowing anyone.

She does not want other students to know she doesn't have a family and that she has been in care, which may be why Mandy hasn't made many new friends at college yet. Since Mandy started college, the college Care Leaver DMS has seen her to sort out her financial support and has been in touch with her to see if she is ok once a week by text as Mandy doesn't want to be seen to go to student services regularly. She spoke to Mandy's PA at the start of term and keeps in contact with her.

Mandy has taken the opportunity to live independently in local authority provided accommodation. Although she really likes the freedom of not having to live with a foster family any longer she does feel lonely. She hasn't stayed in touch with her last foster family and is only in contact with her PA. Her PA is a bit concerned about how Mandy is settling in, especially with Christmas coming up. Mandy is also a bit overwhelmed with having to pay bills and look after the place and is stressed about not having enough money each month. Her PA has noticed Mandy is not looking too healthy and is wondering if she is eating properly.

Travel to college takes at least one hour by bus. Since she moved into her flat her attendance rate has dropped to 67% for the month of November (from a steady 98% and 92% for the previous two months). Mandy says this is due to having to sort out stuff for her flat so she can't go to college.

Academically, Mandy is doing well, especially in maths. She seems to enjoy learning but is very reserved in lessons. Her maths tutor feels Mandy is lacking in confidence and that she could do much better than she thinks and would like to have a chat with the DMS about how to engage Mandy more in her lessons and raise her confidence in her abilities and her aspirations.

Activity: Attendance and attainment

1. Discuss in pairs or groups:

- What are the barriers to a student performing well academically and within their potential?
- Are there any additional barriers to academic success for LAYP/CL?
- What academic support does the college have in place? Are these able to address the needs of LAYP/CL? How would you rate the current college support for LAYP/CL on a scale of 0 (low) – 5 (high)?
- Are there gaps that need to be addressed?
- Does the college have any programmes LAYP/CL can access such as mentoring?
- What is the college procedure for students to access the academic support available to them?

- Do college policies cover procedures and process for academic support for LAYP/CL specifically?

TIP: You could invite a current care-experienced student to talk in the session about what they think is most important in helping them with their academic performance, or ask them prior to the session.

2. Read John's case study. Discuss what support John may need to succeed academically, both in terms of his SEN but also taking into account that he is looked after by a local authority. What are the essential areas he will need support with while he is studying at college? In your college, who would be responsible for John's academic success and are they the most appropriate member of staff?
3. You could use the Crisis Management Plan Template from the Guide or your own 'crisis management procedure' to think about how to respond in a crisis.

Case Study: John

John has autism. He has a statement of SEN and the local authority (virtual school and social worker) has been working closely with his school to ensure he has the necessary support in place to progress. He is academically very able and has passed his GCSE's with predicted excellent grades, including Maths (A) and English (C).

John is now 16 and will be enrolling on a computing course at the college. He is not quite sure what he wants to do after completing his compulsory education, but he does not want to do something that involves a lot of writing. He says he may even go to university. His Personal Adviser will be the contact for the college and has advised the college that John doesn't like being treated differently, despite his care experience and his autism. He just wants to fit in and not stand out.

John has been in local authority care since he was five years old. He is of BAME heritage and has five older siblings. His father was unable to cope with him after his mother died of an illness. John is living with a stable foster family who are specialised in caring for children with special needs. They have agreed with the local authority that John can 'stay put' and remain living with them until he has completed his college qualification. The college is further away from his foster carers than his school was and he will have to make his way there by public transport, which he is nervous about.

He still has contact with his siblings and his father and he is happy with the arrangement to see them once a month. He also has a group of friends on the autistic spectrum from his school who he really needs to stay in touch with.

Self-assessment activity: On-course support

1. As a whole group, using the section 'On-course support' of the Self-Assessment tool, for each category:
 - Summarise current practice at the college; and

- Rate each category from 1 to 3, where:
 - 1 = There is a problem here that must be addressed in the short term. This will be a subject of close management attention until it is completed.
 - 2 = Some work is needed here and certainly should be done before the next assessment.
 - 3 = No problems or non-conformance is minor in comparison with other areas.
- 2. **Working in pairs or small groups, explore what could be done to improve practice for each category that you did not score as adequate.**
- 3. **Discuss suggestions for improvement as a whole group and agree:**
 - Actions to be taken
 - The person responsible for taking each action forward
 - Review dates

PROGRESSION

Activity: Progression into HE

1. Read Jonathan's case study and have a look at the **Propel website** (propel.org.uk). In pairs, role play a meeting between the Designated Member of Staff and Jonathan to look at a range of different higher education institutions that offer the course he is interested in, i.e. Business Management. Is there a suitable college form you could complete during this conversation?
2. Jon chooses five HEIs that he would like to study at. He would like to find out more about their courses and the support they offer to Care Leavers. What would you suggest Jon does to find out more about the HEIs he has chosen, once he has looked through all the information on Propel? How can you/the college help?
3. Jon can get support from his local authority while he is in education until the age of 25 and he is entitled to specific financial and accommodation support for higher education. What would you recommend Jon do with regards to his local authority?
4. What do you think the HEI would want/need to know about Jon? For example:
 - To help him in his search for the right course/university
 - To help him with his application
 - To help him during his transition into university
5. Does the college offer HE courses in Business Management? If so, what would be the next steps for Jon to take to find out more? Who is the member of staff responsible for CL in HE at the college? How can Jon best be supported in his application and progression into HE at the college?

Case Study: Jonathan

Jonathan was in and out of foster care from the age of 8. When he was 12 he was placed with a foster family where he settled in well. The stability enabled him to achieve and do well in his GCSEs. He stayed on at his school to do A-levels including one in Business Management.

Unfortunately, half way through his first year A-level course his foster placement broke down due to a medical condition of one of the foster parents. Jonathan, by then 17, moved into his own flat with help from his local authority. He didn't have much support from his local authority once he had moved though and little contact with other adults. He found it hard to continue studying and dropped out of school.

For a while Jon worked to keep himself afloat financially but knew he didn't want to give up his dream of a career in business. Eventually he decided to go back into education. He is determined to get a qualification and go to university to do Business Management. He enrolled at the college this year aged 19 to do (add course / qualification). He is working

hard alongside the part-time job he needs to be able to make ends meet. He is very happy with the support he receives from the college – not only the financial help but also the contact with support staff. Having made new friends on his course he is much happier now living on his own.

Jon is keen to start thinking about university and has asked the college for advice. Thanks to the support from the college and positive relationship with his business tutor, who he sees as a bit of a role model, he is sure that although he has been in care he can achieve as much as any other student. But he also knows he needs help from the college with how to find the right course, how to apply, and how to find out about support at university which he might be able to access. He doesn't know if he is entitled to any support from his local authority with whom he has not had any communication since he moved into his flat 2 years ago.

Activity: Progression into employment

1. Read Bethany's case study. In pairs, role play an appointment between the Designated Member of Staff and Bethany to explore what she wants to do. You might find it useful to complete the 'Sheffield College progression information form' from the Guide, or your own college form, during the interview.
2. Bethany's first interview with the careers team is next week. Prepare a list of points you would like the member of staff from the careers team to be aware of before the interview.
3. What options does Bethany have to progress onto after college? Are there any work experience schemes or programmes for Care Leavers run by the local authority or local businesses? If you don't know, think about how you can find out.
4. What support can the college provide Bethany to prepare for employment and feel more confident?
5. What kind of employer would most likely suit Bethany?

See also: Building Successful Careers: employer guide to supporting Care Leavers in the workplace, Learning and Work Institute, 2017:

www.learningandwork.org.uk/resource/employer-guide-to-supporting-care-leavers-in-the-workplace

Case Study: Bethany

Bethany is studying an administration course and has decided that she does not want to continue in education after completing this year; instead, she wants to find a job and earn some money. She hopes she can find employment as soon as possible after leaving college, otherwise she is afraid she will struggle financially and mentally.

She is 18 and living independently. The college has a good relationship with the local authority and her Personal Adviser.

Bethany has accessed financial support from college and has developed a good relationship with her course tutor and the Care Leaver DMS who she meets up with regularly.

Bethany is worried about leaving college. She knows it will be difficult when she leaves, especially at the beginning when everything is new. She is also concerned about entering the world of work and whether she will be able to cope with her employer and vice versa. In the past, Bethany has 'messed up' a few foster placements. The last one ended because she didn't want to fit in to the family's strict house rules and they would not give her the flexibility to come and go as she felt she needed. She also finds it hard to trust people and to form new relationships.

The DMS has suggested Bethany gets advice from the college careers service and has arranged an interview with a member of the careers staff. They have offered to accompany Bethany and introduce her to the careers team to make her feel less anxious about meeting them.

Activity: Partnerships to support progression

Working in partnership with other organisations is key to supporting LAYP/CL in progressing successfully. These will include local authorities, other training and education providers, third sector organisations and employers.

1. Make a list the different partners you need to work with to support progression into:
 - a. Employment
 - b. Other FE provision
 - c. Higher Education

Which local, regional or national organisations/services are you already working with and which would it be useful to build a partnership with? You could use the Partnership Engagement Plan Template from the Guide for this activity.

2. Thinking about the value of a partnership, complete the worksheet below for each of the local partner agencies you know are important in supporting a care-experienced student to progress to the next stage of their education or into employment.

Name of Agency		
Contact name	Email	Phone
Stage in the student journey (tick where appropriate):		
Pre-entry and Application		
Enrolment and Transition		

On Course	
Progression	
What does this agency do and how do they support LAYP/CL?	
What are your shared goals and objectives in relation to supporting LAYP/CL?	
What would you like to achieve through this partnership?	
What information would you like this agency to provide with regards to LAYP/CL?	
Does the college already have a relationship with the agency?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please go to the 'Strengthening existing partnerships' activity	Please go to the 'Planning engagement with new organisations/services' activity
Comments	

Strengthening existing partnerships

Use the worksheet to think about how the partnership is working and whether any changes need to be made.

Agency name:				
Date	What is working well?	What is not working well?	What can be improved?	What can you do to achieve these improvements?

Planning engagement with new organisations/services

Use the worksheet to think about how you/your team could build a new partnership with an agency.

Agency name:			
How can you contact the agency?	Who takes the lead?	When will you contact them by?	Desired outcome

Self-assessment activity: progression support

1. As a whole group, using the section ‘Progression support’ of the Self-Assessment tool, for each category:

- Summarise current practice at your college
- Rate each category from 1 to 3, where:
 - 1 = There is a problem here that must be addressed in the short term. This will be a subject of close management attention until it is completed.
 - 2 = Some work is needed here and certainly should be done before the next assessment.
 - 3 = No problems or non-conformance is minor in comparison with other areas.

2. Working in pairs or small groups, explore what could be done to improve practice for each category that you did not score as adequate.

3. Discuss suggestions for improvement as a whole group and agree:

- Actions to be taken
- The person responsible for taking each action forward
- Review dates