



AYLESBURY COLLEGE

LOOKED AFTER CHILDREN, CARE LEAVERS AND YOUNG CARERS POLICY

Responsible Officer: Head of Student Services & Admissions
Date: December 2016
Review Date: September 2017
Policy authorised by: Executive

Looked After Children, Care Leavers & Young Carers Policy and Procedure

1.Strategic Overview

Aylesbury College is committed to developing its policies and processes to support all vulnerable learners and to enhance their experience, development and progression opportunities. The college believes in opportunity for all and constantly strives to remove barriers for learners who may have learning difficulties and/or disabilities, or been subject to negative life experiences including social, emotional and educational opportunities, etc. This Strategy relates specifically to learners who are looked after children (LAC), care leavers (CL) and young carers (YC).

This strategy will provide the vehicle by which the college can ensure a robustness of systems and processes, which are aimed at supporting the engagement, admission, support and progression of LAC/CL/YCs. It is hoped that this focussed approach will provide these learners with an excellent learning experience whilst studying, as well as providing them with the confidence and motivation to succeed in their lifelong learning and wider life experiences.

2. Scope of the Policy

This Policy applies to all identified LAC/CL/YCs, studying on any college course including full-time, part-time further/higher education and work based learning, etc., as well as the managers, teaching staff and support workers that contribute directly to the educational and wider experiences of these learners.

3. College Vision

The college aims to provide all learners with an equal opportunity, irrespective of gender, racial or ethnic origin, nationality, religion, marital status, age, disability, learning difficulties, sexual orientation or preference, unemployment, language, culture or social background, with a positive experience and to reach their full potential. The college vision for LAC/CL/YCs is to provide them with the necessary support and guidance to achieve an equal opportunity, so that they are able to achieve and progress to further/higher education and/or training as well as preparation for wider life experiences.

In order to provide LAC/CL/YCs with an equal opportunity, there is a need to identify them at the very earliest opportunity in order to provide them

with a tailored experience from pre-entry guidance through to progression. Therefore the college aims to provide the following support to all LAC/CL/YCs:

- Provide impartial pre-entry guidance on FE/HE
- Effectively publicise college support for potential LAC/CL/YCs and those colleagues within local authorities / Social Care Trusts, Virtual School etc. who are supporting them in their educational progression.
- The Safeguarding and Prevent Officer will have a lead responsibility to act as a key point of contact and advisor for LAC/CL/YCs, to provide support prior to and on entry, as well as throughout the learning programme.
- Ensure early identification of applicants and establish contact with them as appropriate using Pro Solution.
- Ensure information on the full range of support offered to LAC/CL/YCs is readily available and easily accessible (financial, welfare and academic).
- Offer identified personal support before the course starts and identify arrangements for any continuing support post enrolment if required.
- Ensure that the individual's circumstances are reflected in the support offered and accommodated within processes related to application and other funding provision.
- Performance Coaches to provide impartial progression guidance relating to further study (e.g. FE to HE), or progression routes into employment and where relevant to support transition to higher education or employment.
- Offer wider staff training across the college on issues affecting LAC/CL/YCs.

4. Transition Support Action Plan

ACTION	RESPONSIBILITY	WHEN
Provide impartial pre-entry guidance on FE/HE	Admissions/CMs Safeguarding & Prevent Officer	IAG/Open Events
Effectively publicise college support for potential LAC/CL/YCs and those	Marketing/Admissions/CMs/	Throughout the year

colleagues in local authorities /Social Care Trusts, Virtual School etc. who are supporting them in their educational progression	Safeguarding & Prevent Officer	
Safeguarding and Prevent Officer will take a lead responsibility to act as a key point of contact and advisor for LAC/CL/YCs, to provide support prior to and on entry, as well as throughout the learning programme	Safeguarding & Prevent Officer/Student Services	From first contact
Ensure early identification of applicants and establish contact with them as appropriate	Admissions/Safeguarding and Prevent Officer	From first contact
Ensure information on the full range of support offered to LAC/CL/YCs is readily available and easily accessible (financial, welfare and academic).	Safeguarding and Prevent Officer/Student Services	Throughout the year
Offer identified personal support before the course starts and identify arrangements for any continuing support post enrolment if required	Safeguarding and Prevent Officer/Student Services	From first contact
Ensure that the individual's circumstances are reflected in the support offered and accommodated within processes related to application and other funding provision, through review and evaluation	Safeguarding and Prevent Officer/Performance Coaches/Student Services	Enrolment and termly thereafter
Provide impartial progression guidance relating to further study (e.g. FE to HE), or progression routes into employment and where relevant to support transition to higher education or employment	Performance Coaches/Connections/Advisor	Throughout the year
Offer wider staff training across the college on issues affecting LAC/CL/YCs	Safeguarding and Prevent Officer	Staff Development Days

5. Supporting learners through admissions and enrolment

Issues for LAC/CL/YCs can include:

SYMPTOM	ACTIONS
Feeling different or fear of being singled out because they are LAC/CL/YC – so they do not disclose	Early meetings with Safeguarding and Prevent Officer, Student Services and Performance Coaches to dispel any areas of mistrust or fear of education caused by previous experiences
Coming from or returning from another borough and therefore not having friends in the college – no social network/isolation	Encourage social interaction, e.g. student union, clubs, youth groups, introduction to sports maker to encourage the development of friendships
No money to buy kit/books	Targeted financial support e.g. lunch token, College Support Scheme,
Not knowing what support is available (pastoral or academic)	Enhanced IAG through Student Services
Not sure which course they want to do or what career they want to aim for	Meetings with Performance Coaches, Connexions and Adviza
Nomadic compulsory education experience leading to disengagement with learning	Hand holding, monitoring of progress, enhanced support with a view to facilitating independence, involvement in decision making regarding their own performance and progress
Under confidence/ low aspiration/ low self-esteem, lack of motivation	Safeguarding and Prevent Officer and Performance Coach to include all staff involved with the learners on strategies to implement, referrals to be considered to Touch Base, College Counsellor etc
Low levels of basic skills	Targeted support at the earliest opportunity by Learning Support, Virtual School. Safeguarding and Prevent Officer to co-ordinate
Potential not being realised	Targeted support at the earliest opportunity by Performance Coaches

Lack of concentration or inability to stay on task	Targeted support at the earliest opportunity e.g. Tutors, Learning Support, Performance Coaches
Behavioural/emotional issues	Targeted support at the earliest opportunity e.g. College Counsellor, Touch Base, external agencies

6. Involving LAC/CL/YCs in decision making and review of support

ACTION	RESPONSIBILITY	WHEN
Safeguarding and Prevent Officer and Curriculum Managers to assist with IAG for LAC/CL/YC to ensure that all support is in place and learners are involved in decision making about their support and progression within the college.	Safeguarding and Prevent Officer/Student Services/Curriculum Managers	IAG/ Induction
Performance Coaches will carry out a mentoring role using the GROW template and liaise with staff as part of the pastoral support system. This will provide opportunity for learners to shape their learning experience, e.g. agreeing relevant targets.	Performance Coaches	As required
Safeguarding and Prevent Officer will ensure learners satisfactory progress, by taking part in discussions with other stakeholders, regarding their programme of support for eg at PEP meetings. This will offer further opportunity to review the impact of support on the learners' experience.	Safeguarding Officer	As required
Share access to the parents progress portal with nominated parent/carer	Curriculum Manager/Performance Coaches	Enrolment

7. The benefits of successful engagement, admissions and completion for LAC/CL/YCs

BENEFICIARIES	BENEFITS
Learners (and their Carers)	<ul style="list-style-type: none"> • Learners will receive early support and guidance, e.g. enhanced IAG, targeted support, informal tour of the campus, transition meetings • Familiarisation with college expectations e.g. attendance, commitment, behaviour, progression • Provision of information regarding Safeguarding/Wellbeing, support, contact names/faces
Staff	<ul style="list-style-type: none"> • Tutors aware of learners early and support needs met • Tutors are aware of any issues in past education that may affect learning, behaviour or attendance, which will require intervention strategies, e.g. advocacy, targeted support, early one to one meetings • Tutors will know to involve Safeguarding and any other support workers as advocates for the learners, in the case of disciplinary or personal problems
The College	<ul style="list-style-type: none"> • College able to provide early interventions regarding poor attendance, behaviour, study issues • Improved outcomes, i.e. successful completions, progress to further study, training and/or employment, as well as learner experience

8. Continuing support to facilitate learning, social activity and skills development

- Regular reporting on learner attendance, punctuality and progress
- Established contacts between Safeguarding Officer/Social Care/Virtual School support/care workers
- Contact networks/care-workers, where there are identified issues, e.g. non-attendance or changes in attitudes and behaviours
- College Counselling, Performance Coaches, Student Services
- Regular reviews to check progress and wellbeing

- Additional support as and when required, e.g. on-going advice, guidance and support

9. Impact assessment and learner progression/outcomes

- Safeguarding and Prevent Officer to provide end of year reports regarding the attainment and completion of vulnerable learners
- To provide information to be included within Annual Safeguarding Report. This will be presented to the Safeguarding Committee and Corporation.

Checklist:

Impact on Students/Staff:

Provides a safe learning/working environment for all students and staff

Impact on Diversity:

Ensuring barriers to access education are identified and solutions sought

Impact on Health & Safety:

Fundamental to health and safety and a safe learning environment

Impact on Data Protection/Freedom of Information:

The College complies with the requirements of the Data Protection Act, which allows for disclosure of personal data where this is necessary to protect the vital interests of a child

Link with Strategic Plan:

Providing a safe and inclusive environment for all children, young people and vulnerable adults

Communication/Consultation Plan:

The policy, procedures and guidelines will be communicated to staff through professional development sessions and made accessible on the Intranet and the website

Students and parents will be made aware of this policy through the Student and Parent Handbooks, tutorial, Student Council and Cloud/website

Process of review:

This policy will be reviewed annually or with legislative changes and guidance and approved by the Governing Body

Process of review of effectiveness:

The Governing Body is accountable for ensuring the College has effective policies and procedures in place and monitoring the College's compliance with them. The Deputy Principal: Learning and Quality will produce an annual report reviewing how duties relating to safeguarding have been discharged

Legal authority:

Working Together to Safeguard Children, 2015

The Education Act 2012

The Children Act (2004)

The Children Act (1989)

Responsibility for maintaining this policy rests with:

Deputy Principal Learning and Quality

Links to other policies:

Child Protection and Safeguarding Policy 16/17

Admissions Policy 16/17

College Support Scheme Policy 16/17