CORPORATE PARENTING – EET STRATEGY

For young people in our care and leaving care

Lancashire
County
Council

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Recommended principles for the implementation of Lancashire's EET strategy for care experienced young people and adults:

1) For the Corporate Parenting Board to identify key performance indicators (KPI) that are relevant to measure progress of the impact the EET strategy has and to enable the CPB to review and make relevant changes to the strategy if required to achieve the desired outcomes.

2) For Corporate Parenting Board to identify different KPI Lead Agencies out of all corporate/co-parents in line with each agencies expertise to ensure the most suitable agency leads on different sections and themes of the strategy and to strengthen corporate parenting accountability.

3) KPI Lead Agencies should identify the actions required to achieve the KPI in partnership with all relevant corporate/co-parents. KPI Lead Agencies may not have to progress all required actions but have overall accountability for the achievement of the KPI and completion of the identified actions from partners for that KPI.

Contents

1. SECONDARY AND FURTHER EDUCATION INCL. APPRENTICESHIPS FOR YOUNG PEOPLE IN CARE (mandatory school age)

	KPI	KPI LEAD AGENCY	Actions to meet KPI (to be identified by KPI lead)	Progress Report	RAG Status on progress	RAG on KPI
1.1.1	No child in our care will have to change school when becoming Looked After, unless assessed to be in the best interest of the child.	ART & FARY (depending on agency or in-house provisions)	**ART & FARY** to ensure the right placements are available for young people where they live.			
1.1.2			**ART & FARY** to ensure a robust matching process is applied			
1.1.3			**CSC** to complete good assessments of young people's needs that inform placement searches (PL1)			
1.1.4			**CSC** to embed care planning for permanency that identifies potential future placement needs and to share relevant information with ART & FARY to source required placements timely.			

1.2	No child in our care will have to change school when moving homes	ART & FARY (depending on agency or in-house provisions)	**ART & FARY** – same as above.			
1.3.1	If a young person Looked After has to change schools because of moving homes, they do so in a planned way and when it does not interrupt the young person's education, i.e. - Not during final year pre GCSEs/A-Level or similar - During school holidays only	ART & FARY (depending on agency or in-house provisions)	**ART & FARY** to consider relevant actions (e.g. change of contracts and expectations, required additional support to placements etc.)			
1.3.2			**CIOC & Virtual School** to identify relevant support to maintain school placement even if child or y/p no longer resides in catchment area (funding for school transport the responsibility of CSC)			

1.4.1	All children in our care to have good attendance (i.e. 95% or above)	Virtual School	**Virtual School** to identify relevant action (e.g. emotional and practical support from schools/colleges; effective PEP; attendance pathways; etc.)			
1.4.2			**ART & FARY** ensure all in-house and agency providers have the ability to support young people to maintain and/or improve attendance			
1.5.1	All children in our to have educational attainment in line with their abilities.	Virtual School/inclusion for children with EHCP	**Virtual School** to identify relevant actions (e.g. emotional and practical support from schools/colleges; effective PEP; EHCP; work placements; taster sessions; career advice and planning etc.)			
1.5.2			**ART & FARY** ensure all in-house and agency providers have the ability to support young people to achieve educational attainments in line with their abilities and ensure that mechanisms and relevant			

			training are in place for all carers.				
1.6	All children in our care to be in full time education	Virtual School and FARY	**Virtual School** to identify relevant actions (e.g. emotional and practical support from schools/colleges; effective PEP; EHCP; etc.) Develop escalation process for when schools are refusing to take CLA.				
1.7	No child in our care is to be permanently excluded from school or removed from enrolment	Virtual School/School improvement service	**Virtual School** to identify relevant actions (e.g. emotional and practical support from schools/colleges; EHCP; managed moves; etc.) Develop an alternative provision strategy				
1.8	All children in our care should have access to GCSEs in line with education needs	Virtual School, FARY and CSC/ school improvement and Inclusion	**Virtual School** to identify relevant actions				
1.9.1	All young people Looked After to achieve their predicted grades	Virtual School/School improvement	**Virtual School** to identify relevant actions				

	Young people Looked After to be supported to achieve GCSEs Grade 4 and above in line with national/regional/ statistical neighbours					
1.9.2			**ART & FARY** ensure all in-house and agency providers have the ability to support young people to achieve educational attainments in line with their abilities and have good attendance.			
1.10	Every Looked after young person to have an achievable Intended destination in line with their abilities and wishes and feelings and this to be embedded in a multi-agency support plan	Virtual School	**Virtual School** to identify relevant actions			
1.11	Every looked after young person to present with good employability skills	Virtual School/EST	**EST** to identify relevant actions Employability training/coaching training for PAs			
1.12.1	All looked after young people in year 12 and 13 to progress to full time (as described in	Virtual School	**Virtual School** to identify relevant actions			

	the prospectus) EET beyond GCSEs (A-Levels, Further Education or Apprenticeships)					
1.12.2			**ART & FARY** ensure all in-house and agency providers have the ability to support young people's EET beyond GCSEs.			
1.12.3			**CSC** to ensure all social workers and personal advisors have the ability to support young people's EET beyond GCSEs.			
1.13	All looked after young people to sit and pass their post 16 exams/ apprenticeships	Virtual School	**Virtual School** to identify relevant actions			
			ART & FARY ensure all in-house and agency provider have the ability to support young people to achieve educational attainments in line with their abilities and have good attendance.			

			CSC to ensure all social workers and personal advisors have the ability to support young people's EET beyond GCSEs.			
1.14	All looked after year 10 and 11s to be given careers advice	Virtual School	Virtual School to have a strategy and tracking system to ensure all CLA are provided with careers advice.			
1.15	All looked after year 8 and 9s to be provided with support around options	Virtual School	Virtual School to have a strategy and tracking system to ensure all CLA are provided with support and advice re their options.			

2. EDUCATION, EMPLOYMENT AND TRAINING POST 18

2.1 Further and Higher Education for care experienced young people and adults

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
2.1.1.1	All looked after young people in Further and Higher Education have good attendance (i.e. 95% or above)	Virtual School	**College/University** implement an effective multi-agency attendance pathway with the young person where attendance is below 95%			
2.1.1.2			**College/University** ensure additional practical and emotional support is provided to the young person			
2.1.1.3			**ART** ensure all block and agency provider have the ability to support young people to maintain and/or improve attendance			
2.1.2	All looked after young people's educational attainments are in line with their abilities.	Virtual School	**Virtual School** to identify relevant actions			

			ART ensure all block and agency providers have the ability to support young people to achieve educational attainments in line with their abilities.			
2.1.3	No looked after young person to be removed from enrolment at college but to be supported in accessing the right course or alternative EET provision without disruption.	Virtual School	**Virtual School** to identify relevant actions			
2.1.4	All care experienced young people successfully complete their studies in Further or Higher Education	Virtual School	**Virtual School** to identify relevant actions			
2.1.5	Number of care experienced young people attending university to increase year by year aiming for 30% of the EET population 18+	Virtual School	**Virtual School** to identify relevant actions			
2.1.6.1	Increased number of care experienced young people	Virtual School	**Virtual School** to identify relevant actions			

	attending Top Tier universities (Top 10) year by year.					
2.1.6.2			**LC** to review financial entitlements to increase practical and financial support for young people having to relocate to attend a Top Tier university.			

2.2 Apprenticeships and Employment for care experienced young people and adults

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
2.2.1	All corporate co-parents, partners and commissioned services to provide permanent positions and/or apprenticeships to care experienced young people	CPB	**CPB** to identify relevant actions			
2.2.2	Our care experienced young people aged 16-25 to have employment and apprenticeship opportunities within all areas of the council, within	CPB	**CPB** to identify relevant actions			

	services led by corporate co-parents and all commissioned services					
2.2.3.1	Care experienced young people not to have employment disruptions	EST	**LC** to keep in touch with every young person in a new employment at least monthly for the first 6 month of employment with a focus on EET.			
2.2.3.2			**LC** to notify EST of any potential challenges and issues.			
2.2.3.3			**EST** to keep in touch with every young person in a new employment at least weekly for the first 8 weeks and to continue providing a service to the y/p for at least 6 months to address any employment issues. Where EST have supported them into employment			
2.2.3.4			**EST and LC** to explore the viability of a Peer Support approach			

2.2.3.5			**LC** to incorporate a meaningful career pathway to reduce the likelihood of disruption, include in Needs Assessment/Pathway Plan for every young person and to link in with EST where additional support is identified.			
2.2.4	Young care experienced people who are in employment and reside in supported housing (accommodation) only having to pay rent in line with housing allowance calculations under UC for a one bedroom provision	CPB	**District Councils** to pay DHP where a young person is expected to make rent contributions above that level.			

3. CARE EXPERIENCED YOUNG PEOPLE AND ADULTS IN SPECIFIC CIRCUMSTANCES

3.1 Care experienced young people NEET

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
3.1.1.1	Every care experienced young person to have a multi-agency support plan for the duration of the NEET episode with defined roles and responsibilities for DWP, EST and LC	LC	Revised joint working protocol with DWP to implement a joint working approach btw **DWP, EST, LC** and to resolve GDPR issues.			
3.1.1.2			Multi-agency support plan with **LC, EST, DWP** (and relevant partner agencies such as health and substance reduction services)			
3.1.1.3			**EST** to provide full-time and part-time work placements (in partnership with partners)			
3.1.1.4			**EST** to provide an annual schedule of short-courses (full-time and part-time) in partnership with DWP, Colleges and training providers			

3.1.1.4			**EST** to provide a resource list of pre-employability programmes and volunteering opportunities			
3.1.2.1	Every care experienced young person to have a 3 monthly Taster Day	LC	**Corporate/co-parents and partners** to offer Taster Day in EET provisions and **colleges** to offer taster days, i.e. a day in which unemployed y/a can spend supported time in an EET environment.			
3.1.2.2						

3.2 Care experienced young people with significant emotional wellbeing needs

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
3.2.1	A Corporate Parenting mental health strategy to be in place that includes transition pathways from children's to adult mental health services, support in employment and multi-agency approaches to supporting Care Leavers' mental health	CPB	**CPB** to identify relevant actions			
3.2.2.1	All young people NEET due to illness or mental health (G4) to be open and supported by the relevant health service	Health	**Health** to identify relevant actions			
3.2.2.2			**CSC** to complete SDQs for every young person			
3.2.2.3			**CSC** to refer every y/p with emotional wellbeing needs to the relevant service			

3.2.3	DWP to have implemented a 're-engagement plan' for every care leaver	DWP	**DWP** to identify relevant actions			

3.3 Care experienced young people with complex housing needs

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
3.3.1	A Corporate Parenting Housing Framework to be in place to ensure young people have access to a range of supported and/or permanent housing provisions which is suitable, affordable and in an area which has good support networks and access to community services	CPB	**CPB** to identify relevant actions			

3.4 Care experienced young people who are pregnant or parents

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
3.4.1	A Corporate Grandparent Strategy to be implemented	CPB	**CPB** to identify relevant actions			
3.4.2.1	For young people to have been provided with sexual health and family planning services that have been effective in allowing young people to make informed decisions around their sexual health that do not impact negatively on their outcomes	CPB	**Health/Sexual Health** to identify relevant actions			
3.4.2.2			**CLA nurses** to identify relevant actions			
3.4.4.1	Every care experienced young person that is a parent to have a multi-agency career support pathway	CIOC/LC	Multi-agency career support pathway with **LC, EST, DWP** (and other relevant partner agencies)			
3.4.4.2			**DWP/LC** to provide financial			

			support to cover child care costs for parents who enter into EET			
3.4.5.	Every care experienced young person that is a parent to attend 3monthly Taster Day.	CIOC/LC	**Corporate/co-parents and partners** to offer Taster Day for EET provisions and **colleges** to offer taster days, i.e. a day in which unemployed y/a can spend supported time in an EET environment.			
			Young people that do not attend any EET programmes/volunteering are attending at least one monthly 'EET – In Touch' day.			

4. BROADER SERVICE DEVELOPMENT/CULTURAL CHANGE

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
4.1.1	LCC to commit to having 'all' children placed within a family. Utilising our residential service for only the most complex young people who have a thorough assessment that concludes fostering does not meet their needs	CPB	**ART & FARY** to identify challenges and resources required to identify a strategy.			
4.1.2			**CSC** to complete good assessments of young people's needs that inform placement searches (PL1)			
4.1.3			**CSC** to embed care planning for permanency that identifies potential future placement needs and to share relevant information with ART & FARY to source required placements timely.			

4.2	Safely reduce the number of secondary school age children who are accommodated by CSC	CSC	**CSC** to effectively implement the Family Safeguarding Model and 13+ team and have stability in education and family at the forefront of plans for children.			
4.3.1	Young people to have the same social worker and/or personal advisor during permanency	CSC	**CSC** to successfully implement proposed staffing structures and reduce caseloads.			
4.3.2			**CSC** to have an effective recruitment and retention strategy			
4.3.3			**CSC** to reduce number of agency workers and create a more permanent workforce.			
4.4.1	Raising aspirations and creating a positive identity as a care leaver	CPB	**Care Leaver Forum/Barnardos** to embed raising aspirations and positive identity in their practice and work with young people			
			CSC to ensure young people have access to digital devices and internet (Digital Poverty) to			

				promote employability and emotional wellbeing			
				CSC to ensure all young people have been provided with effective independency preparation including career development and sustaining EET in independence before leaving a regulated placement.			
				CSC to ensure year 9,10 & 11 students to have access to the Empower Academy to provide an opportunity to learn about pathways to HE and raising aspirations			
				CSC to ensure young people attend the Empower Next Steps programme (for HE, Foundation Degrees, student finance etc).			

5. ACTION PLAN DELIVERY AND REVIEW

	KPI	KPI LEAD AGENCY	Actions to meet KPI	Progress Report	RAG Status on progress	RAG on KPI
5.1	All Children's Service staff to be aware of the EET action plan	Children's Social Care	**CSC** Link to plan included within the weekly management brief			
			Management team brief all staff in team meetings			
			CSC Include young person friendly version of the plan within the local offer			
			APs Action plan to form part of the social work academy			
5.2	Auditing activity to consider the effectiveness of the plan	Children's Social Care/Q&R	**Q&R** to include questions within the audit tool relating to the plan and how much impact this has had for individual children and young people			
			Q&R collate data regarding the effectiveness of the action plan as detailed within audits across the county			
5.3	The creation of a robust data set to measure the progress of EET outcomes	Business Intelligence	**BI and CSC** to develop data requirements.			

	for CLA and Care Leavers				
			BI to run agreed data set monthly to be presented at the service PIMS and CPB		