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*“The future is not some place we are going but
what we are creating.
The paths to it are not found but made.
The making of those paths changes the maker
and the destination”*

Anonymous



Loughborough
College

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- Leicester City and Leicestershire have relatively high numbers of Looked After Children and both colleges provide a substantial percentage of education for post 16 young people in care.
- Young people in care don't have the faith or confidence in education and need considerable help, time and encouragement to stay on post 16 in order to achieve success in Further Education and beyond.
- As part of both colleges' commitment to 'Every Child Matters' we have been appointed to help these young people to progress through their chosen college course.

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- The key to the role is to keep LAC engaged in college, neutralise their fears and liaise closely with key people such as their personal tutors in order to aid progression.
- In some circumstances FE may not be a suitable option, training or employment may be an alternative.
- Investment in time with individuals is crucial prior to college applications being completed – prevention being better than cure.

Common Concerns

As educators, key workers and carers you may be familiar with some of the following statements below and some of the reasons why this group of young people often don't succeed in FE: -

- *“I keep being late or am missing college because I have moved home/see my family/go to see my Social Worker. I don't want to get into trouble-I won't go to college”.*
- *“I have been given homework and am struggling at home to get it done. I will get behind-I won't go into college.”*

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Common Concerns

- *“Everyone is making new friends and chatting about their lives and families-I don’t feel I can join in-I won’t go into college”.*
- *“I have got a place on a course but I don’t know anybody and the building is so busy-I won’t go into college”.*
- *“I have commitments outside of college-it may affect my timetable. I don’t want to tell my Tutor I am in care -I won’t go into college”.*
- *“Didn’t get the grades I thought I would. I won’t be able to do the course-I won’t go into college”.*



Designated Tutor Role- impact during 2005/6

- Making sure students are enrolled and are **attending** courses to enable feedback to key people
- Keeping **regular contact** with LAC whilst at college
- **Tracking** the number of LAC students attending college
- **Supporting** Course Leaders to help the progression of LAC
- **Maintaining** contact with individuals within multi-agencies
- **Promptly following up** concerns and issues relating to LAC in College

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- Being **involved** and **organising** summer events in order to aid **progression** and getting to know individuals in a more relaxed environment prior to starting College.
- **Retention of LAC** – Leicester College 55%, Loughborough College 50% completed their course.
- **Progression** of LAC - there has been positive progression onto the next course level of those LAC who completed 2005/06

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- **Making college staff aware** of role and the needs of LAC
- **Development** of future LAC provision in college-alternative enrichment activities (evening and summer courses)
- Regular meetings with Quality Managers/Directors to **promote understanding and support** of the needs of LAC in FE



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- Attend conferences to gain **knowledge** and background information around LAC
- Attend **Family Group** meetings especially in relation to Teenage Pregnancy
- Attend **Review of arrangements** with key workers and carers
- **Updating college procedures** through CAF (Common Application Form), direct application form and data reports to enable us to identify and track LAC
- Looking at **alternative** criteria to gain access into college other than traditional routes such as GCSE results- realising **potential**-what does it mean?

Action for the future—Working Together

AIM

Provide more one to one support and mentoring for LAC at the **start** of their studies

To collate LAC information onto College application forms/CAF and use on data systems

HOW

- Arrange support across college
- Updated timetables to be forwarded to relevant key people
- Keep key workers informed of progress

- College procedures and systems to identify and collate data
- Connexions/Key workers to encourage LAC to disclose their status on the CAF

Action for the future—Working Together

AIM	HOW
To highlight the "at risk" factors that may hinder LAC progression	<ul style="list-style-type: none">•With discretion share information with appropriate staff to aid the every child matters agenda•All agencies to work more closely together to pass on information to aid the progression of LAC
To share more college information with outside agencies and carers to improve communication and progress of LAC	<ul style="list-style-type: none">•To make accessible timetables as early as possible so that Carers/social workers are aware of LAC commitment at college•All to work together in the best interest of the LAC

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Action for the future—Working Together

AIM	HOW
Awareness of Every Child Matters Agenda	<ul style="list-style-type: none">•Senior Management to be supportive and involved in the LAC provision and share LAC agenda at <u>all</u> levels•Designated Tutor role to be developed within the college structure
Development In provision specifically for LAC	<ul style="list-style-type: none">•Flexibility in entry requirements for LAC