

## Corporate Parenting Plan Update

March 2018

The College Corporate Parenting Plan has generated improved access to and support within College study.

The following statistics are noted:

<b>Academic Year</b>	<b>Care experienced students who have disclosed at enrolment</b>	<b>Care experienced students who have accessed guidance</b>
2014-15	0	1
2015-16	18	21
2016-17	14	18
2017-18	20	25

The following commentary is provided as an update.

### **Position in 2015**

Following on from the work done with Buttle, we were clear that we had an additional responsibility to look after care experienced applicants and students, and provide extra support to try and influence positive outcomes for this group.

### **Examples to demonstrate the progress and impact of corporate parenting in the last three years.**

1. Provision of staff development across College to ensure all teams are aware of the possible needs of Care Experienced applicants and students, and we do all that we can to support them to access College and have a positive and successful experience.
2. Ensured we make explicit on our website and through other communications and marketing materials that we encourage applications from Care Experienced individuals and we will do all we can to help them access College and courses.
3. We have developed the role of our Support for Learning Team so that we can provide a key member of staff who will work with Care Experienced students, provide additional support, help them access other College services (eg Student Funds, Counselling Service) and link in with their lecturers and other supports the individual may have to help them sustain study at College and achieve.
4. Offer of interview to discuss support to all applicants who disclosed Care

Experienced status.

5. Increased awareness of enhanced support for Care Experienced students transitioning from school to College and improved communication and sharing of information.
6. Attendance at West Lothian Council Corporate Parenting Strategy Group.
7. Attendance at West Lothian Council Corporate Parenting Strategy Group subgroup – Priority 4.
8. Developed Partnership arrangements with local schools where Care Experienced young people are disproportionately represented.

#### **Priorities for improvement over the next three years?**

- Improve communication and partnership work with schools and Social Policy staff.
- Analyse Performance Indicators in relation to Care Experienced students and action plan for improvements.
- Gather feedback from Care Experienced young people to inform service improvement.

#### **SUMMARY OF CHALLENGES AND ENABLERS**

#### **What have been the key barriers and enablers to successfully implementing your corporate parenting plan?**

It has been difficult to find out the opinions of Care Experienced young people and what they want us to implement in the plan.

The Corporate Parenting agenda has meant we have worked much more closely with our partners such as West Lothian Council.

#### **A CASE STUDY OR PRACTICE EXAMPLE DEMONSTRATING CHILDREN AND YOUNG PEOPLE'S EXPERIENCES VIEWS AND PERCEPTION OF HOW YOU ACT AS A CORPORATE PARENT**

**Examples of how we have engaged with children and young people to ensure that their needs and views are fully considered in your planning and reviewing processes.**

- We discussed the plan individually with Care Experienced students we support.
- The College is seeking feedback from Community Planning Partnership parties.
- The College has identified three key groups within the Care Experienced population

of West Lothian, these are:

- Young People currently being schooled outwith West Lothian.
- Young People in residential care in West Lothian.
- Young People in kinship or local authority care.
- As a result of Corporate Parenting legislation young people are succeeding on school courses due to additional support. For example, student from Armadale Academy supported with transport and key point of contact who met weekly resulting in successful completion of school courses and progression to full-time. This young person was not on track to attain prior to intervention.

For each of the groups noted above we are working to establish school-College transition arrangements and/or processes to re-engage young people who have disengaged from education.