

1st National Edition

National Network for the Education of Care Leavers (NNECL)

Supporting Care Leavers in FE and HE

A guide for those taking on the role of Care Leaver Contact



National Network for the Education of Care
Leavers (NNECL)

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Introduction

The National Network for the Education of Care Leavers (NNECL) was established in June 2013 by higher education institutions and national organisations committed to the progression and support of Care Leavers in higher education. Working together NNECL aims to transform the progression of young people in or leaving care into and through further and higher education, by championing the continuous improvement of local practice, multi-agency partnerships and national collaboration.

This guide has been compiled by NNECL in order to support colleagues in Universities and Colleges who are new to or expanding their engagement in supporting care leavers. This includes raising aspirations, supporting progression into further and higher education and subsequently retaining and supporting their success.

Supporting Looked After young people and care leavers is an innovative area that undergoes constant changes and so this guide has been designed to change with the times. It is a working document that will be distributed in electronic formats and we encourage regions or institutions to adapt, add and amend it to meet their needs.

We trust the guide will prove helpful and we welcome feedback and suggestions for improvements to the guide for future editions. Please provide any feedback to your regional representative on the NNECL Strategic Group, details can be found on page 8.

We look forward to hearing about the good work you do in supporting care leavers across the network.

Best Wishes

The National Strategic Group
On behalf of NNECL

Background

Definition of Looked After young people

Young people can go into care for any number of reasons:

Children (under 18) may be 'Looked After' by local authorities (e.g. Newcastle City Council) under a number of legal arrangements:

- All children who are subject to a care order (Children Act 1989, section 31), interim care order (Children Act 1989, section 38) or emergency protection order (Children Act 1989, section 44) where the local authority has acquired parental responsibility for that child
- Children under a (criminal law) supervision order with a residence requirement to live in local authority accommodation
- Children who have appeared in court and have been bailed to reside where the local authority directs – and are being provided with a local authority funded placement
- Children who are remanded to the local authority where release on bail has not been granted
- Children under a court ordered secure remand and held in council accommodation
- Children who are subject to a secure accommodation order where the local authority is funding the cost of the secure placement. They are not looked after if the young person is in secure accommodation due to their offending, and their cost of the placement is funded by the home office.

Children could be provided with accommodation for more than 24 hours by agreement with the parent. If looked after by agreement this is referred to as being 'accommodated.' and happens in the following circumstances:

- Children accommodated under the Children Act 1989, section 20
- Children in a placement that is directly provided by the local authority or that is provided by an approved agency on behalf of the local authority

Unaccompanied asylum seeking children

Following LAC (2003) 13 Guidance and the Hillingdon Judgement there is a clear legal presumption in favour of responding to unaccompanied asylum seeking children as 'looked after children' under the Children Act 1989, section 20.

Definition of Care Leavers

The level of support young people receives from leaving care teams depends on their status as Care Leavers.

Eligible child - A child aged 16 and 17 who have been looked after for at least 13 weeks since the age of 14 and who are still looked after.

Relevant child - A child aged 16 and 17 who have been looked after for at least 13 weeks since the age of 14 and who have left care. This also includes young people who were detained (e.g. in a youth offending institution or hospital) when they turned 16 but immediately before that were looked after.

Former relevant child- A young person over 18 who was previously 'eligible' or 'relevant'. Local authorities support this group at least until age 21 or until 25 if in education or training.

Qualifying child- Any young person under 21 (or 24 if in education or training) who ceases to be looked after or accommodated in a variety of other settings, or privately fostered, after the age of 16. This also includes young people who are under a special guardianship order .

Young people who return home - A young person's status as a care leaver can also change if they leave care and return home to live with their birth family. A 16 or 17 year old who has lived for a continuous period of six months with a parent or someone with parental responsibility will not be a relevant child, even if they fit the criteria above. However, if this arrangement breaks down before they turn 18 and the young person ceases to live with the person concerned they would again become a 'relevant' child.

Although 'former relevant' young people are entitled to support under the Children (Leaving Care) Act 2000 many Colleges and Universities develop their own definition of Care Leavers who can receive support.

These vary widely; some will support any student who has been in care for 3 months or more at any point in their lives whilst others will support Former Relevant Children and those who have been under a Special Guardianship order. It is important to clearly define who is eligible for support at your institution.

The Law

There is a range of legislation that affects young people both in care and leaving care. These include:

- Children Act 1989
- Children (Leaving Care) Act 2000
- Children Act 2004
- Children and Young Person's Act 2008

Statistics

There are around 65,000 Looked After Children in the UK at one time and the majority of those will have incurred abuse or neglect, only a small minority will be in care because of their own behaviour. Most are placed in Foster Care and there has been a rise in the number of adoptions in recent years.

Educational achievement of Looked After young people is generally far lower than that of other pupils and the gap widens as pupils get older.

Statistics are produced by the government on an annual basis, for the most up to date figures and statistics click on the links below

<https://www.gov.uk/government/collections/statistics-looked-after-children>

Local Authority Support for Looked After Young people

Local authorities have a statutory responsibility to make sure that they promote the educational achievement of the children they look after, regardless of where they are placed. All Looked After young people in education should have:

Care Plan - this is the main plan; it outlines a child's needs, how they will be met and the plan for the child. It should include named contacts for health and support and is thoroughly integrated with plans for education and health and the Pathway Plan.

Personal Education Plan (PEP) - is the joint responsibility of the local authority and the school. It is a record of what needs to happen for the child to fulfil their potential and reflects any existing education plans. The PEP should set out clear objectives relating to academic achievement and out of school activities as well as other personal and if appropriate behavioural targets.

Pupil Premium (previously Personal Education Allowance) – should be used to provide additional support to prevent children falling behind or helping them to catch up. It should not replace any services already offered by the Local Authority or school and should be directed towards buying non-school support for learning such as additional tutoring, music lessons or learning linked to the PEP.

Pathway Plan – explores a child's wishes and aspirations for the future and outlines steps to prepare the child for leaving care, ensuring relevant preparation and support is in place. It takes into account relevant information from the PEP and integrates with the child's Care Plan

Virtual School Head (or equivalent) – because looked after children are being educated across a large number of schools, the virtual school head has a powerful role in tracking their progress as if they were in a single school. The core purpose of this role is to improve the educational progress and attainment of all children looked after by their authority, including those that have been placed in schools in other authorities. The Department for Education website has a useful section on virtual school heads which we are informed will include a list of all virtual school heads in England in the near future. For more information visit:

<http://www.education.gov.uk/childrenandyoungpeople/families/childrenincare/education/a00208592/virtual-school-head>

Designated Teacher - have lead responsibility for the development and implementation of the child's PEP within the school and are a central point of engagement between social workers, heads of virtual school and other stakeholders. They also have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve. For more information visit: <http://www.education.gov.uk/aboutdfe/statutory/g00213127/looked-after-children>



Find out more

An over view of the entitlements of Looked After Young people provided by the Department for Education can be found here:

http://media.education.gov.uk/assets/files/pdf/e/20120514_lac%20entitlements%20leaflet.pdf

Department for Education, Education of looked after children and Care Leavers

<http://www.education.gov.uk/childrenandyoungpeople/families/childrenincare/education>

Local Authority Support for Care Leavers

The level of support young people receives from leaving care teams depends on their status as Care Leavers. The flow chart 'Are you a Care Leaver? Categories of Care Leavers and entitlements' created by Catch 22 NCAS on the next page provides a good indication of the level of support that a care leaver might expect. In general local authorities will only support 'former relevant' young people through higher education.

Support for Former Relevant Children

The local authority that last looked after the 'former relevant' child must:

- take reasonable steps to keep in touch with the 'former relevant' child, and if they lose touch with them, to re-establish contact
- continue to keep the Pathway Plan under regular review
- continue the appointment of the Personal Adviser for the child
- if their welfare requires it, provide financial assistance by contributing to the 'former relevant' child's expenses in living near the place where they are, or will be, employed or seeking employment
- if their welfare and educational and training needs require it, provide financial assistance to enable them to pursue education or training
- if the 'former relevant' child pursues higher education in accordance with their pathway plan, to pay him the higher education bursary
 - The regulations set the amount of the one-off higher education bursary at £2,000.

These duties continue until the former relevant child reaches 21 or, where the child's Pathway Plan sets out a programme of education or training which extends beyond their 21st birthday, they continue for so long as they pursue that programme.

The Children Act 1989 Guidance and Regulations Volume 3: Planning Transition to Adulthood for Care Leavers Including The Care Leavers (England Regulations 2010) outlines the support for Care Leavers and Chapter 5 in particular 5.6 – 5.14 indicates the support available in higher education.



Find out more

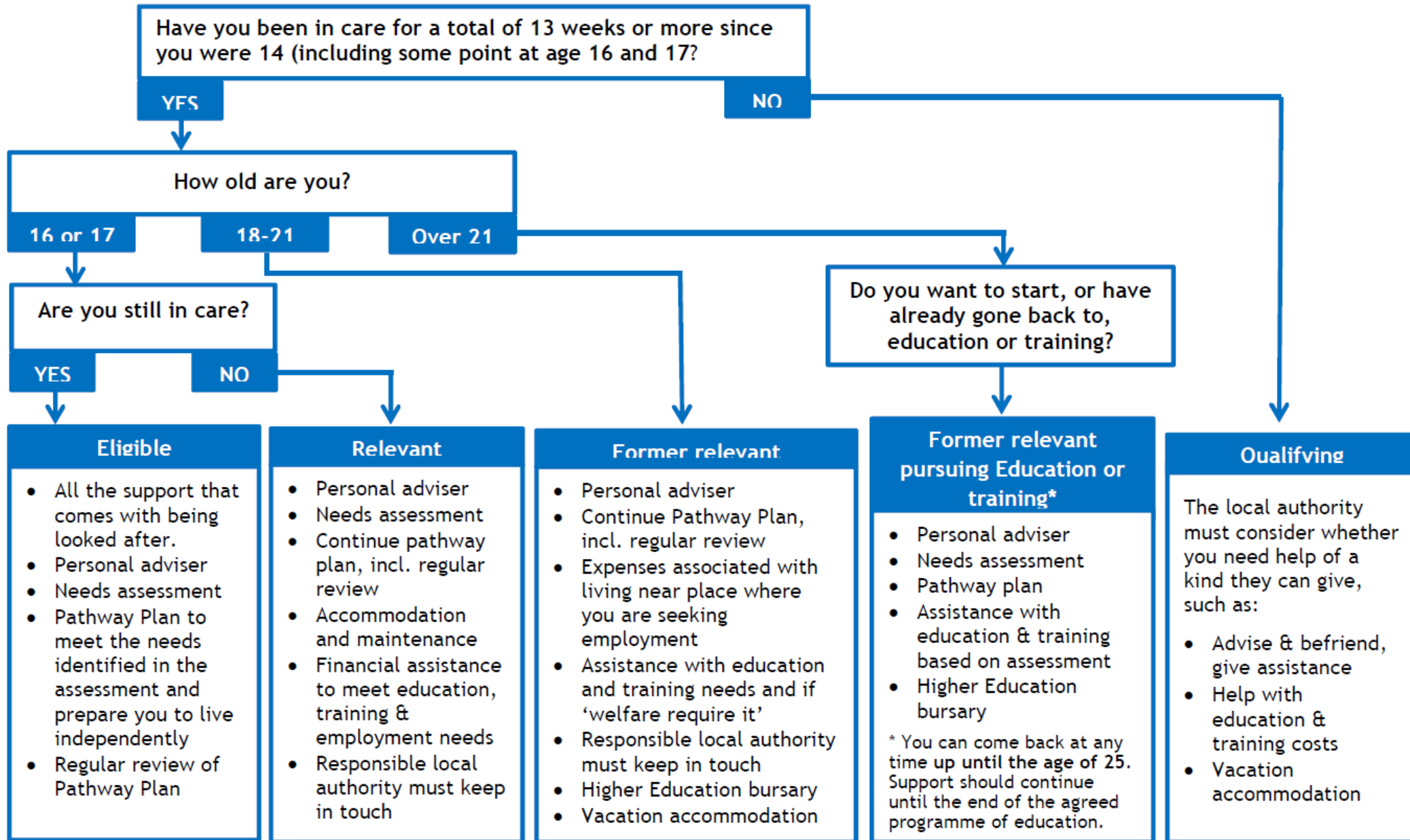
A copy of The Children Act can be found here on the Catch 22 NCAS Leaving Care website:
http://leavingcare.org/?page_ID=84

Department for Education (DfE) leaflets on entitlements for children in care and care leavers can be found at: www.education.gov.uk/childrenandyoungpeople/families/childrenincare/a00208882/leavers

Leavingcare.org
www.leavingcare.org

Who Cares? Town by The Who Cares? Trust
<http://www.thewhocarestrust.org.uk/who-cares-town/>

Are you a care leaver? Categories of care leavers and entitlements



ENTITLEMENTS - What help should you get?

Eligible

- All the support that comes with being looked after.
- Personal adviser
- Needs assessment
- Pathway Plan to meet the needs identified in the assessment and prepare you to live independently
- Regular review of Pathway Plan

Relevant

- Personal adviser
- Needs assessment
- Continue pathway plan, incl. regular review
- Accommodation and maintenance
- Financial assistance to meet education, training & employment needs
- Responsible local authority must keep in touch

Former relevant

- Personal adviser
- Continue Pathway Plan, incl. regular review
- Expenses associated with living near place where you are seeking employment
- Assistance with education and training needs and if 'welfare require it'
- Responsible local authority must keep in touch
- Higher Education bursary
- Vacation accommodation

Former relevant pursuing Education or training*

- Personal adviser
- Needs assessment
- Pathway plan
- Assistance with education & training based on assessment
- Higher Education bursary

* You can come back at any time up until the age of 25. Support should continue until the end of the agreed programme of education.

Qualifying

The local authority must consider whether you need help of a kind they can give, such as:

- Advise & befriend, give assistance
- Help with education & training costs
- Vacation accommodation

Keeping up to date

National channels are discussed below however it is highly likely that there are more groups near you, contact your regional NNECL representative.

National Network for Education of Care Leavers (NNECL)

Anyone working with Care Leavers in higher or further education can sign up to receive the NNECL newsletter, attend the annual event and to feed into the network or local and regional forums that lead NNECL. To ensure NNECL is productive a working group has been implemented to act on behalf of NNECL, known as the National Strategic Group.

The National Strategic Group forms a link between educational providers, their networks and national organisations and agencies. The strategic group consists of nominated regional representatives from further or higher education and members of national organisations committed to the progression and support of Care Leavers.

The National Strategic Group aims to; lead the development of strategy to achieve the mission and aims set out by NNECL; advocate for the network of regional groups and their members with policy makers from central Government and other bodies; maximise the complementarity of national organisations' various inter-related activities; and ensure that local regional voices are represented.

The National Network for Education of Care Leavers does not yet have a website, to keep up to date you can sign up to the NNECL Newsletter here: <http://thewhocarestrust.us7.list-manage.com/subscribe?u=76deca6610b9b016260927a64&id=0aa047fc30>



Your regional representatives

Region	Representative	Regional Group	Email
North East	Megan Lunn	NorthCLASS	Care.contact@sunderland.ac.uk
North West	Arron Pile	NorthCLASS	a.pile@salford.ac.uk
Yorkshire and Humber	Ian Brown	NorthCLASS	I.M.Brown@adm.leeds.ac.uk
West Midlands	Kirsty Jones / Baljit Gill	West Midlands Care Leaver Network (WMCLN)	k.jones@wlv.ac.uk/ b.k.gill@aston.ac.uk
East Midlands	Jenny Dunstall / Melissa Page	EMCLASS	Jenny.Dunstall@northampton.ac.uk / mpage@dmu.ac.uk
East of England	Lee Byrne	Eastern Universities Group	Lee.Byrne@bucks.ac.uk
South West England	Di Stone	Developing regional group	Diane.Stone@uwe.ac.uk
South East England	Sarah Hurrell / Felicity Dunworth	SE NECL Regional group in early development	Sarah.Hurrell@eastkent.ac.uk / f.dunworth58@canterbury.ac.uk
London	Kirsty Wadsley	Developing regional group	k.wadsley@qmul.ac.uk

Care Leavers in HEI JISMAIL

Keep up to date with issues, build networks and ask queries to others working with Care Leavers in HEI. To join, visit the www.jiscmail.ac.uk and search for CARELEAVERSINHEI.

External Stakeholders

There are a range of networks and charities across the UK who aim to support looked after young people and Care Leavers in some way. These can be invaluable for anyone supporting Care Leavers in HE, whether it's to expand your knowledge, share best practice or to simply get your questions answered.

Buttle UK

Have been providing grants to improve the education and empower children in need in the UK since 1953. The charity aims to strategically improve life changes of those they help by influencing opinion formers, policy makers and practitioners. They do this through research projects as well as initiatives like the Quality Mark for Care Leavers in Further and Higher education.

The Buttle UK Quality Mark is awarded to further and higher education providers who demonstrate their commitment to young people in and leaving care. It was introduced in 2006 to provide a framework to improve and accredit support for Looked After Children and Care Leavers and recognises good practice within the higher and further education sector.

Buttle UK website: www.buttleuk.org

Who Cares? Trust

The Who Cares? Trust is a voice for all children in care: they listen to what they say about their experiences and identify with them where improvements can be made, and then they work in partnership with those able to help us bring about positive change. The Who Cares? Trust does this by:

- using their expertise and influence with government policy-makers
- informing, empowering and supporting children and young people in care, through their magazines and other publications and through projects and campaigns which directly benefit young people
- producing information and support materials for foster carers and professionals (such as social workers, teachers and health workers) as a means to improving the lives of children in care.

The Who Cares? Trust have triumphed in producing the H.E Handbook for Care Leavers; a guide which sets out exactly what universities and colleges across England and Scotland offer care-experienced students.

The Who Cares? Trust website: www.thewhocarestrust.org.uk

National Care Leaver Association (CLA)

The CLA is a user-led charity run by Care Leavers for Care Leavers. It aims to bring together the voices of Care Leavers of all ages to improve the current care system, improve the quality of life of Care Leavers throughout their lives and improve society's perception of people who have been in care as children. CLA have developed a network of Care Leavers around the UK and use their strength as a national care leaver organisation to shape care and leaving care policy in England and Wales.

National Care Leaver Association website: www.careleavers.com

Catch 22 National Care Advisory Service (NCAS)

The Catch 22 National Care Advisory Service (NCAS) is the national advice, support and development service focussing on young people's transition from care. Catch 22 NCAS supports young people in and from care aged 13-25, their corporate parents and those who work with them. Catch 22 NCAS has a number of publications that offer advice for Care Leavers and those who work with them.

Catch 22 NCAS website: <http://leavingcare.org>

The Progression Trust

The Progression Trust is the national ear, mind and voice for progression. The Trust leads a mission to see our education and training system, in everything from national policy to front-line practice, centred on its lifelong progression purpose. They engage with policy-makers, researchers, partnerships, organisations, leaders and practitioners to develop innovative and effective progression-led approaches, which enable every individual to thrive.

Progression Trust website: <http://www.theprogressiontrust.org/>

A National Voice

This organisation is run by young people who are or have been in care. They represent children in care and Care Leavers up to the age of 25. Everyone who is under 25 and is or has been in care in England is automatically a member. They aim to help young people from all over England lobby to change the care system for the better, so that young people in the care system have a say in all decisions that affect them nationally and locally.

They encourage young people to set up and join in local in-care/aftercare groups, promote positive images of young people from care and raise awareness about care issues.

A National Voice website: www.anationalvoice.org

The Foyer Federation

A not-for-profit organisation the Foyer Federation has made ground breaking campaigns and initiatives that are led through a network of 120 accredited learning and accommodation centres known as 'Foyers'. These Foyers provide up to 10,000 16-25 year olds per year with mutually agreed, tailor made programmes to give young people access to housing, learning, personal development, training and employment opportunities.

The Foyer Foundation runs Foyer Uni Reg which is a process designed to support students who have lived in Foyers to access financial support at their higher education institutions. The majority of financial support for students who have lived in Foyers comes from the Access to Learning Fund (ALF) which is a discretionary fund.

The Foyer Federation website: <http://foyer.net/>

Foyer Uni Reg website: <http://foyer.net/what-we-do/projects-initiatives/foyer-university-registration/>

Supporting Care Leavers in Higher education

There is a variety of ways that you can support looked after young people and Care Leavers. In this section we have brought together some ideas, best practice and hints and tips that might help you in the future, where ever your role lies within your institution. This support has been divided into five sections:

- The Basics
- Outreach
- Recruitment
- Retention
- Monitoring and Evaluation

The Basics

There has been various research over the years which has identified a number of key areas of support that can be invaluable for Care Leavers. If your institution is just starting to consider supporting young people in and leaving care then this is a good place to start. The suggestions under best practice also form the basic standard for the Buttle UK Quality Mark.

Best practice

Accommodation 365 days per year – Care Leavers may be concerned that they will not have accommodation in the college or university town over the lengthy vacations. Arrange to guarantee accommodation over the summer (not necessarily in halls of residence) to take the worry away.

Named key contact – make it someone’s responsibility within the institution to support Care Leavers and make sure their name and contact details are visible. This is crucial for students and their support workers.

Money – do you have the capacity to guarantee additional funds or a scholarship to care experienced students? Or can you provide advice on how students can access extra funding as a care leaver

Support – whether this is your key contact, a buddy scheme or student support ensure that relevant support is available for care experienced students as and when they need it.

Identifying Care Leavers – know who your care experienced students are. Start with the information on the UCAS form and gain access to the report of which applicants and current students ticked the Care Leaver box.

Hints and tips

Remember, Care Leavers do not always self-disclose and therefore be proactive. Try to make yourself visible physically and via communications in student services materials.

Do remember that many Care Leavers may approach you to access financial support available but then do not want further contact with you for some time as they want to get along as any other student. If it’s right for them at that particular time and they don’t feel they need support that’s fine. It is worth noting that you need to be mindful they may need support in their 2nd or 3rd year.

Outreach - Raising aspirations of looked after young people

Best practice

Prioritise Looked After Young people in existing activity - Reserve places on existing WP/Outreach activity for Looked After Young people and encourage schools and colleges to include them in addition to their usual allocation.

Attend activities run by the local authority – this can be notoriously difficult to access but provides you with a prime audience and they are often happy to include talks, workshops or activities within an away day or planned activity for young people.

Deliver an on campus activity for looked after young people – provide a purpose built activity for Looked After young people, but look at the hints and tips below to prepare.

Offer your institution as a host venue for local authorities – host a local authority event on campus from foster carer groups to training for social workers this can be a great way to engage them.

Deliver a series of on campus events in partnership with other institutions – working in partnership often increases geographical area and man power, providing a series of interventions keeps aspirations raised and more chances to get involved.

Mentoring Looked After young people - as part of a current mentoring system or stand alone many run with success.

Hints and tips

- Establish the level of commitment of senior managers to the support for looked after children/Care Leavers and aim to obtain unequivocal support for activity. Where this is not possible, ensure aims are proportionate to the support available.
- Recognise and embrace the importance of collaborative working, with other HEIs, FE Colleges, local authorities and schools. Partnership working supports event development, attendance at events and input to monitoring and evaluation.
- Make sure your support and activities are clear, i.e. ensure looked after children/Care Leavers are identifiable as a target group on publicity.
- Make sure the support and targeting are made clear to local authorities, schools and other relevant agencies.
- Have realistic expectations in relation to numbers attending, numbers likely to progress soon and those likely to return to learn later in life.
- Consider the value of discrete activities specifically for looked after children/Care Leavers so that similar experiences can be shared but temper this with not 'highlighting' individuals as being different/special.
- Aim to develop clear, transparent and plain English information that is made readily available through local authorities, schools and other agencies so that individuals don't have to ask but receive information automatically.
- Build in means to evaluate activity from the start, seeking support from relevant internal and external staff.
- Aim to secure resource to support outreach activities to cover travel costs for attendees.

Recruitment – Encouraging Care Leavers to Study at Higher education

Best practice

Encourage self declaration - make clear in application information that ticking the UCAS box will NOT damage their application but CAN trigger additional guidance and support during application and post arrival.

Identifying Care Leavers – identify care experienced applicants throughout the process with clear promotion of support. Care Leavers often apply later on and may not tick the UCAS box.

Communication – send letters and email throughout the application process, they may move placements and miss important information and the support available.

Supported visits – offer to attend an open day, applicant day or tour with them, Care Leavers may be put off coming on their own and may not visit at all before they arrive.

Interview support – offer preparatory interview sessions, this has been a stumbling block for Care Leavers in the past.

Liaison with Local Authorities – with the student's consent work with the Local Authority to outline the support package the student will receive.

Increase awareness within admissions – some Care Leavers struggle to provide relevant ID and paperwork which can delay the admissions process or lead to rejections that could be avoided.

Support UCAS or SFE applications – reading through a personal statement or supporting them to complete relevant paperwork.

Guarantors – highlight potential stumbling blocks such as requirement for guarantor for student accommodation sooner than later.

Hints and tips

- Ensure a clearly visible named contact for prospective students and staff to contact.
- Ideally offer impartial advice and guidance pre-entry to all Care Leavers.
- Ensure local authorities in your area are aware of the support available.
- If a policy exists on additional considerations during application, e.g. lower offer, make it clear to prospective care leaver applicants how to trigger recognition.
- Provide details of additional support available on results day if applicable.
- Make clear in application information that ticking the UCAS box will NOT damage their application but CAN trigger additional guidance and support during application and post arrival.
- Determine the level of support available at time of arrival on campus, e.g. is 24/7 support available during the first week? Communicate this in welcome packs along with other relevant information, e.g. financial support available, any additional accommodation services available; remind who the key liaison/contact person is to access additional signposting.

Retention - Supporting Care Leavers during their studies

Best practice

Disclosure agreement – set up an agreement with the student to clearly identify who can be informed of their circumstances and to ensure confidentiality.

Signposting – know the range of student services available and who to refer students to when needed.

Communication – continue to communicate throughout their course, even if you don't get anything back. In many cases students don't come forward for support until 2nd or 3rd year.

Raise internal awareness - ensure all staff are aware of what is on offer to both capture any students who haven't previously been aware and also to ensure staff know of commitments and how/where to sign-post relevant students who might approach staff other than the designated contact.

Consider actions that support the notion of 'belonging', e.g. providing birthday and Christmas cards, ensuring invitations to events across campus are issued, 52 week accommodation contracts for all Care Leavers etc.

Be there – take the time to listen and be a student's advocate as and when needed.

Student Ambassadors – invite Care Experienced Students to become student reps or ambassadors to help immerse themselves in student life.

Buddy or Mentoring scheme – offer guaranteed places to Care Experienced Students on any existing schemes to initiate students on campus, or set up a scheme for current care experienced students to mentor incoming students.

Hints and tips

- Be alert and sensitive to the potential difficulties Care Leavers may face. Often these are very similar to any other student but Care Leavers may not have the network of support that others do. Always try to work with the care leaver towards the outcome they desire.
- Ensure that students are aware of the support available to them throughout their studies, but without applying pressure to utilise the services.
- Contact students at relevant points during the year to remind them of the support available.
- Arrange face to face appointments with Care Leavers before financial awards are released so the student has a known person they can go back to should they encounter any difficulties.
- Make sure a private space is available so Care Leavers can speak openly in confidence. This should ideally be with the same person to help develop rapport and open communication channels.
- Take the time to address issues and act as an advocate where necessary to speak on behalf of the care leaver to alleviate their stress.
- Develop strong relationships between the ranges of student services as they are essential to enable onward referral when necessary.

Monitoring and Evaluation

Best practice

Set up systems to capture care leaver student information e.g. UCAS data, internal disclosures, any SLC data, HESA data.

Seek feedback - (e.g. focus groups, questionnaire) from students about what support has been offered, what is/was most valued and any additional support students would like/would have appreciated. Develop clear communication channels internally to report this to key service leads, and where applicable to support Access Agreement reporting.

Log student contact points - Establish methods to monitor contact and to establish what services have been accessed.

Hints and tips

- Ensure these systems capture relevant data for use in Buttle UK Monitoring / other relevant reports.
- Work closely with the relevant internal department to set up regular reports to track progression of students who identified themselves with UCAS
- Institutions now have to report on Care Leavers to HESA so this information should be recorded somewhere.

Where to start

There's a lot to take in so here's a quick guide to some of the things you can do to start your work with Looked After Young people and Care Leavers.

- Sign up to the NNECL Newsletter
- Sign up to the Care Leavers in HE JISCMAIL
- Contact your NNECL Regional Rep to find out about local or regional groups and networks
- Identify your local Virtual school head
- Check your institution is in The Who Cares? Trust H.E handbook
- Speak to your records department and find out how many students you have who ticked the UCAS box identifying them as Care Leavers.

We hope this guide has been a useful starting point and we wish you good luck in your endeavours to improve the progression and support of looked after young people and care leavers. We will be fighting the cause along with you.

Thank you to our collaborators:

