

Promoting the Achievement of Care Leavers (PACL) in Wandsworth

November 2022

A case study of pathways into education, employment and
training for care leavers in Wandsworth

A development of

**Promoting the Achievement of Looked After Children
(PALAC)**

Supported by



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1. INTRODUCTION

1.1 Education of children in care

As of March 2021, there were 80,850 children and young people in care in England. The number of looked after children has continued to increase steadily over the last eight years.¹ Sixty-three per cent of these children are in care because of abuse or neglect and just under three-quarters (72%) are placed in foster care arrangements. Children and young people who are in or have experienced care remain one of the lowest performing groups in terms of educational outcomes. The average Attainment 8 score for children in care was 19.1 compared to 44.6 for non-looked after children and 19.2 for children in need. In 2019, the percentage of children in care achieving a pass in English and Mathematics (grade 5 or above at GCSE) remained similar to 2018 at 7.2% compared to 40.1% for non-looked after. Care leavers can experience poorer employment and health outcomes after leaving school compared to their peers. They are over-represented amongst the offender population and those who experience homelessness. However, research is emerging to show that children and young people in care can have very positive experiences of school if they are supported effectively to reach their potential academically and socially.²

1.2 What is PACL?

PACL (Promoting the Achievement of Care Leavers) is a knowledge exchange programme led by UCL Institute of Education and funded by the Portal Trust. The aim of the programme is to support the development of practice across education, employment and training (EET) to ultimately improve outcomes for care-experienced young people. It seeks to achieve this aim by providing a forum for knowledge exchange between professionals and researchers. The field of EET for this group of young people is under-researched, particularly in relation to the application of practice. If we as professionals and researchers wish to see greater improvements in outcomes for this group of young people, it is vital that we come together, over a sustained period of time, to investigate how the evidence base that does exist might be

¹ Department for Education (2021) Children looked after in England (including adoption), year ending 31 March 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/850306/Children_looked_after_in_England_2019_Text.pdf

² C. Carroll and C. Cameron (2017). *Taking Action for Looked After Children in School*. London: UCL Institute of Education Press.

applied to a particular setting and then how this collective knowledge might be used to inform the wider research community.

The current programme is an extension of the successful Promoting the Achievement of Looked After Children (PALAC) piloted in December 2014. PALAC is now at the start of its eighth year with over 100 schools from twenty Local Authorities (LA) across England and Wales having participated in the project. In February 2017 we held the first PALAC national conference and this event provided an opportunity to celebrate the projects carried out with our partners in schools, virtual schools and local authorities. We also launched 'Taking action for Looked after Children in School', the first book of case studies from the school-based programme (PALAC) (Carroll and Cameron 2017).

The PACL programme has identified seven evidence-informed domains around which settings focus professional development and learning:

- 1. Putting care-experienced young people at the heart of planning and decision-making**
- 2. Identification and development of skills and talents in young people**
- 3. Sustained supported relationships and ongoing connection with key people**
- 4. Appropriate and responsive skills development and vocational training opportunities are available**
- 5. Relevant and broad opportunities available, including apprenticeships, training, entrepreneurial guidance and access to creative industries**
- 6. Whole system planning and reflection**
- 7. Integrated transition planning – housing, income, health, education and emotional support**

Settings focus their PACL projects around one or two domains that are most relevant to their organisations. To enable this, organisations are given a PACL Audit Tool, which details the domains and gives examples of how practice might look in this area.

1.3 Extracts from the PACL Audit Tool:

The Audit Tool:

<p>Putting care-experienced young people at the heart of planning and decision-making.</p> <ul style="list-style-type: none"> • Wider whole setting development plans hold the needs of care experienced young people at the core of all practice • Holistic information about the young person is gathered on entry to the setting (admissions processes) • Creative, person-centred opportunities are designed to enable the engagement of young person in decision-making • Design and planning of initiatives is based around the needs of care-experienced children and incorporates their perspectives at all elements of the design and implementation process. • Opportunities are rigorously pursued for care leavers to thrive within the community. 	<table border="1"> <tr> <td style="background-color: red; color: white;">Not yet developed</td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="background-color: orange;">Developing</td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="background-color: green; color: white;">Well developed</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	Not yet developed		Developing		Well developed		
Not yet developed								
Developing								
Well developed								

<p>Appropriate and responsive skills development and vocational training opportunities are available</p> <ul style="list-style-type: none"> • Deliver timely and appropriate interventions • Develop clear pathways of support that are shared with the young person • Provide clear information and adequate reflection time to obtain the opinions and perspectives of young people. • Identification and development of skills and talents are personalised to the young person, building on interests and linking to opportunities available within the community • Ensure there is a holistic and accurate understanding of needs to identify potential barriers 	<table border="1"> <tr> <td style="background-color: red; color: white;">Not yet developed</td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="background-color: orange;">Developing</td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td style="background-color: green; color: white;">Well developed</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	Not yet developed		Developing		Well developed		
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The Audit Tool also offers links to support practitioners, organized across each domain:

The Audit Domains and links to useful resources:

Audit domain:	Recommended Resources:
<p>Putting care-experienced young people at the heart of planning and decision-making.</p>	<p>Social Technical Educational, Environmental and Psychological (STEEP) Multi-agency Planning tool for assessing and overcoming barriers for CLA. Full guide and template available at: https://afaeducation.org/free-dt-resources/explore-our-resources/steep-identify-barriers-and-solutions-in-your-setting/</p> <p>Pathway Plan – Integrated Children’s system or form and guidance for Pathway planning for Care leavers. Developed to support good practice in recording for Children’s services. http://www.writeenough.org.uk/formats_ics_pathway_plan.htm http://www.writeenough.org.uk/format_ics_pathway_plan.pdf</p> <p>Guidance on Pupil Voice and Person-Centred Planning: -Relevant for learners with Special Educational Needs and Disabilities. Provides differentiated materials and resources to prepare for PCP. https://councilfordisabledchildren.org.uk/information-advice-and-support-programme/useful-resources-publications-animations/what-person-centred-planning PDF version: https://councilfordisabledchildren.org.uk/sites/default/files/uploads/AR.Personcentredplanningmeetings.FINAL_1.pdf</p> <p>NDTI Preparing for Adulthood – Person-centred planning resources Resources to support preparing for adulthood and person-centred planning. https://www.preparingforadulthood.org.uk</p> <p>This includes a Vocational Profile template and Planning my Future template https://www.preparingforadulthood.org.uk/downloads/person-centred-planning</p>

Organisations are encouraged to use the Audit Tool as an opportunity to reflect on their strengths, aspirations and vision for next steps. These discussions are the basis upon which the action plans are developed. An action plan template is provided to facilitate this process.

1.4 The role of the PAEL Facilitator

Each group of participants was allocated a facilitator during the six month project. The PAEL Facilitator role draws very much on the ‘specialist coaching’ role described in the National Framework for Mentoring and Coaching (CUREE, 2014) and also as a facilitator of knowledge exchange between practitioners, professionals and researchers at UCL IOE. The facilitator also wrote the case studies featured in this document.

Specifically, the role of the facilitator is to:

- i. support in the creation, implementation and monitoring of the action plan;
- ii. act as an ongoing resource for participants on any issues and questions;

- iii. support with the evaluation and research element of the project in settings/practice and
- iv. writing up the final project for a case study and publication.

The facilitator organised two meetings during the programme and made regular telephone/email contact to support each team to develop the programme in their setting.

2. CASE STUDIES

2.1 Wandsworth BEST EBP

Supporting Post 16 Transitions in the 21st Century: right place, right time

Background

The view that today's generation of young adults is experiencing a qualitatively different experience of transition post schooling and into adulthood has been extensively documented in the literature (Schoon 2015). The features of early adulthood that characterised past generations such as regular paid work, independent living and having a family no longer have the same degree of certainty.

For most young adults with care experience in the United Kingdom (UK) and internationally, their transition to adulthood can be a very different experience and has been described as premature, compressed and accelerated³. Care experienced young people begin independent living much earlier than their peers which can have very real short and long term consequences, impacting on the successful completion of education or training qualifications.

Wandsworth BEST stands for Business and Education Succeeding Together and are the Wandsworth Education Business Partnership (EBP). Many EBP's have disappeared in the last ten years but BEST, which was established in 1993, remains. Part of Wandsworth Lifelong Learning, they bring schools, colleges and businesses together to prepare young people for the workplace, aiming to raise young people's aspirations and employability skills through work related learning. Part of their role is working closely with Wandsworth Virtual School to increase education, employment and training (EET) opportunities for young people in care and care leavers through their Full Potential programme.

³ Berzin, S., Singer, E., and Hokanson, K. (2014) Emerging Versus Emancipating: The Transition to Adulthood for Youth in Foster Care. *Journal of Adolescent Research* 2014, Vol. 29(5) 616–638

A recent literature review of the role of brokerage services for careers guidance, described the wide-ranging benefits of these services for schools, colleges, universities, training providers and employers⁴. However, there are many systemic challenges to ensuring that EET opportunities are shared meaningfully and in identifying what might be relevant to care experienced young people as they transition to post 16.

This case study describes how the Work-Related Learning Manager for Wandsworth BEST Partnership, sought to increase engagement with young people in care by strengthening referrals to the Full Potential programme and by enriching the offer of careers guidance support to effectively support care leavers on their pathway to education, employment or training.

PACL Audit domains

Through the audit tool, Wandsworth BEST Partnership identified the following areas for focus and to underpin the action planning for their project:

Putting care-experienced young people at the heart of planning and decision-making

Identification and development of skills and talents in young people

Sustained supported relationships and ongoing connection with key people

What did the service do?

As an experienced Careers Advisor, the Work-Related Learning Manager was acutely aware of the challenges of advising care leavers about available and relevant work-related learning opportunities at a time when they are ready to engage, and feel they have the skills and confidence to move on to the next step.

The task of promoting opportunities visibly within the system are complex and multi-faceted. Often ensuring the right EET opportunities reach care leavers at the right time is heavily reliant on internal teams working together to effectively identify those young people who are suitable and in deciding who is best placed within the organisation to share this. As young people in care move into post 16, other factors such

⁴ Hallam, R., Morris, M., Hooley, T., Neary, S., and Mackay, S. (2015). *The Role of Brokerage within Career Guidance: A Review of the Literature*. London and Derby: SQW and International Centre for Guidance Studies, University of Derby.

as the involvement of a range of services and an accelerated move into independence, can act as a barrier to the right information getting to young people at the right time⁵.

Within Wandsworth Virtual School, every pupil or student aged 3 to 18 years has a named Advisory Teacher who plays a central role in supporting the educational outcomes of looked after children and care leavers. They work closely with young people in care as they make their transition to post 16. Wandsworth BEST Partnership understood the importance of being able to mobilise joint working with Wandsworth Virtual School team. An audit of current referrals to the Full Potential programme, along with close examination of the profile of referrals being made, revealed that there was a low referral rate from their Advisory Teachers. In wishing to raise the profile of the Full Potential programme with the Virtual School, they began by focusing on links with the Advisory Teachers within the team.

A key success of this programme was the time that was dedicated to meeting individually with each of the Advisory Teachers. Through these meetings the Work-Related Learning Manager was able to ascertain current knowledge of the Full Potential programme and of the referral process, thereby establishing a clear baseline in the following key areas:

⁵ Ofsted (2022), 'Ready or not': care leavers' views of preparing to leave care. Research and analysis. <https://www.gov.uk/government/publications/ready-or-not-care-leavers-views-of-preparing-to-leave-care/ready-or-not-care-leavers-views-of-preparing-to-leave-care#contents>

Advisory Teacher Meetings

What do you currently know about the EBP service?

Key questions

What do you know about the Full Potential programme?

Do you know how to refer a young person to the programme?

Have you referred a young person before?

What points of the year are you more likely to refer a young person to the service?

How would you like to receive information about the service?

As a result of the meetings, the service was able to strengthen links with the Advisory Teachers and significantly increase their awareness and knowledge of the Full Potential programme. It also enabled her to find out more about the young people being referred, understand their needs and the scope of support they needed.

Consequently, the referrals that followed the Advisory Teacher meetings, allowed subsequent career guidance meetings with young people to be more responsive, more attuned to their needs and work-related opportunities and suitably matched to their aspirations. Furthermore, the Work-Related Learning Manager was inspired to adapt and tailor the approach, and this led to developing the offer of support to include virtual Employer Insight sessions, interview & CV writing support and the opportunity to have more than one career guidance meeting.

Wandsworth BEST Partnership also wanted to broaden the reach of the service through offering support at the EET drop-in sessions run by Wandsworth Virtual School so they could increase care leavers' access to information about post 16 options, be available for advice and guidance and deliver targeted sessions if required. This provided the opportunity to directly reach young people in care, listen to their views and provide a space to actively involve them with planning and decision-making.

The Work-Related Learning Manager arranged to meet with an Education, Employment & Training Engagement Officer from the Virtual School team to plan a time to attend one of the EET drop-in sessions. This led to further drop in sessions being planned for the future and to increased engagement with young people in care to promote EET opportunities and develop the offer.

Outcomes for young people

There were four main outcomes from the case study which were inevitably interlinked (Table 1). The individual meetings with the Advisory Teachers provided a rich source of information highlighting any gaps in knowledge as well as helping to pinpoint any internal challenges impeding the referral pathway. It also enabled the service to have a better understanding of the needs of care experienced young people and support the Advisory Teachers in identifying those who would be suitable referrals. Furthermore, heightening awareness of the EBP service and the Full Potential programme **made referrals increase by 50%**, with two additional members of staff on the Virtual School team making new referrals.

The subsequent initial individual meetings that the Work-Related Learning Manager held with young people emphasised the need for them to have more than one meeting. In response, they undertook two or more meetings with five young people who were referred to devote more time to understanding their needs, helping them to feel ‘work ready’ and match them appropriately to EET opportunities. This led to several fruitful introductions with employers such as Savill’s, Nando’s and an internship opportunity.

Table 1: A summary of outcomes

Meetings with Advisory Teachers	Individual meetings with Advisory Teachers to heighten awareness of the EBP service explaining how to refer and provide a clear rationale for the referral pathway.
Strengthened referral pathway	A database tracking the referrals and to monitor who is being referred and by whom, and ensure young people are being targeted for the right support.

Individual careers guidance meetings	Additional meetings with care experienced young people to explore their aspirations, understand their needs, guide them to the right opportunities and support their readiness for work.
Increased Employer Insight meetings	Highlighting the offer to the Advisory Teachers, along with increased understanding of the individual needs and aspirations of young people, led to EET opportunities being suitably matched.

Specific challenges have been the impact of Covid, specifically getting in touch with young people and holding events and sessions virtually. The Post 18 cohort have been particularly challenging to reach; a pattern that has been experienced across many local areas.

The service plans to attend future EET drop-in sessions to promote young people's involvement in their service delivery to develop a flexible model of working that embraces a hybrid of virtual and face to face approaches (such as face to face work experience) that can reach young people in a supportive and engaging way. Joint working between the EBP service and the Advisory Teachers has been crucial; this will be maintained through attending Virtual School team meetings at key points during the year to provide updates on EET opportunities, keep the referral pathway 'held in mind' and ensure there is a central space to share opportunities.

Implications for practice and research

This case study highlights the importance of early transition planning and in widening the offer for care experienced young people, particularly by allowing space and time for having access to information and advice more than once.

Care Leavers consistently report the need for practical support through their emerging adulthood⁶. A recent Ofsted research report⁷, which is part of a wider project looking at local authority decision-making for children in care, children on the edge of care and care leavers in England, examined the planning and

⁶ Baker, C. (2017), Care Leavers' views on their transition to adulthood: A rapid review of the evidence. Coram Voice

⁷ Ofsted (2022), 'Ready or not': care leavers' views of preparing to leave care. Research and analysis.

<https://www.gov.uk/government/publications/ready-or-not-care-leavers-views-of-preparing-to-leave-care/ready-or-not-care-leavers-views-of-preparing-to-leave-care#contents>

preparation that happens before leaving care. Key findings from this research, highlighted that care leavers were not involved enough in plans about their future, did not feel listened to or that they fully understood their options, and some felt that plans did not match their aspirations.

This case study points to the need for more bespoke support as young people in care transition to post 16, particularly the need for increased exposure to work-related learning opportunities and careers advice guidance, especially for those aged 16-17 years old.

It also highlights the importance of readiness for the next step and in ensuring that care leavers have the skills and support they need before moving on. This may be, as this case study highlights, the need for more than one careers guidance meeting, and multiple work experience opportunities to try things out. Further research and application of these approaches would help to shape future models of practice and ultimately ensure there is access to greater practical and moral support through the transition to post 16.

2.2 Wandsworth Post 16 Participation Team

Creating a digital space for vulnerable young people at Post 16

Background

All local authorities have a statutory duty to track young people upon completing compulsory age schooling to establish their Education, Employment and Training status between the ages of 16-18 and ensure there is provision for them.⁸

As young people from school move into post-16 education, employment or training, they are at greater risk of not completing their education courses and finding employment. The most recent Department for Education⁹ statistics show that by the age of eighteen, for example, almost a third of care experienced young people were not in education, training or employment. Unlike the majority of their peers, young people in care often experience an accelerated move into independence¹⁰ which can be challenging and compound the challenges involved in making choices about their future in education, employment or training.

Wandsworth Post 16 Participation team directly support the work of Children's Services through promoting, supporting and tracking young people between the ages of 16-18 to participate in education, employment or training, thereby reducing the number of young people not in Education, Employment or Training (NEET).

Within the team are the Post 16 Participation Team Manager and Post 16 Tracking Officers who all play a central role in supporting vulnerable young people into Education and/or Employment. This case study describes how the team sought to review and enhance their service delivery with the aim of improving how they share information about education, employment and training opportunities with young people in their local area.

⁸ Department for Education (2013) Participation of young people: education, employment and training
<https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training>

⁹ Department for Education (2021) Children looked after in England (including adoptions), year ending November 2021
<https://explore-education-statistics.service.gov.uk/find-statistics/children-looked-after-in-england-including-adoptions/2021>

¹⁰ McNamara, P., Harvey, A., and Andrewartha, L. (2019). Passports out of poverty: Raising access to higher education for care leavers in Australia. *Children and Youth Services Review*, 97, 85-93.

PACL Audit domains

Through the audit tool, the Post 16 Participation team identified the following areas for focus and development:

Putting care-experienced young people at the heart of planning and decision-making

Sustained supported relationships and ongoing connection with key people

Appropriate and responsive skills development and vocational training opportunities are available

What did the service do?

The starting point for the team was reflecting on how they could improve information sharing of EET opportunities directly with vulnerable young people, such as those not in education, employment or training (NEET), care leavers and those with unknown destinations, and also increase participation in the wide range of available EET options on offer. This was underpinned by two key questions:

How can we get a sense of young people's voices and ensure their input into service planning and delivery?

How can we support them with next steps and options, and promote EET opportunities in the right way?

The team already had an electronic bulletin that was regularly shared with internal teams and a range of local services; however, they wished to consider alternative channels of communication that could reach young people more directly and broaden engagement in an accessible and relevant way.

Using existing tracking data, the team undertook a 'needs analysis' to map out the profile of their target NEET cohort, 22% of which were care experienced young people, and to gain a deeper understanding of their needs. They also used the database to RAG rate the level at which each individual was engaging with their service and what the potential barriers might be. This information was valuable in helping the team to formulate some initial ideas about how they could promote engagement and participation.

As a next step, the team arranged a virtual meeting with EET Officers from Wandsworth Virtual School and the Care Leaver's Participation Team. This was an important space to reflect and understand some of the specific barriers facing their young people in care who may be at risk of NEET such as mental health difficulties, learning needs, immigration status and/or previous involvement with the Criminal Justice System. The team were also able to hear about the range of local existing forums available to support care leavers, such as CLICK (the care leaver's voice forum) and discuss how joint working across the teams could strengthen practice in facilitating young people's engagement and participation. Meeting with key professionals within the organisation enabled the team to pool knowledge of local provision, strengthen partnerships and reflect on current channels being used to communicate with care leavers.

After exploring different options, the team agreed that the creation of a digital space, such as a social media platform like Instagram or Twitter would reach young people directly through a medium they are already using and allow EET opportunities to be shared instantly and with impact. They devoted time to researching existing social media platforms from statistical neighbours and also connected with neighbouring local areas. This helped them to explore what was already out there and develop some ideas for content.

In addition to this, and through the Kickstart Scheme, the team were able to create a supported internship role for a Social Media & Marketing Assistant; this provided an opportunity for a young person to join their team who could support the day to day operation of the Instagram account. The team spent time mapping out content for their Instagram account leading to the development of inspiring posts such as the Weekly Opportunities feature, Apprentice Opportunities and information about local support programmes on offer for young people to help them get into education, employment or training.

Alongside this the team launched an EET Club for those identified as NEET to provide a space for vulnerable young people, such as care leavers, to access EET opportunities and get to know the team. This was reflective of the team's commitment to developing young people's voice, and through listening, empowering them to improve the system.

Outcomes for young people

As a result of the initial 'needs analysis', the team were able to identify that within their NEET cohort there were a high number of young people with unknown destinations and those considered as long-term NEET. This helped the team to gain a clearer understanding of the complex needs of vulnerable young people and

use this as an opportunity to review whole system planning, delivery and strategy. In response to this, the team updated their service delivery plan and key performance indicators and also introduced weekly Team meetings and fortnightly NEET Panels to review and discuss caseloads, share good practice, and build in intentional reflection of individual and team practice.

Although initial engagement and attendance at the EET Club has been relatively low due to the impact of Covid, there are plans to make these sessions face to face once restrictions have lifted and to facilitate in person focus groups with young people to ensure their voice is front and centre of future service planning and delivery.

The Post 16 Participation team set out to develop a vibrant and engaging social media platform which could offer information on local EET provision. Conflicting corporate perspectives about the use of a social media platform meant that decision-making regarding the function of external communications for Children's Services took much longer than anticipated impacting the timescale for developing the platform. However, despite these challenges, the team's proposal was agreed, and they were able to successfully launch their Instagram account: [@wbc16to18participation](https://www.instagram.com/wbc16to18participation). Still in its infancy, it has a growing following and is working towards the ambition to have 50% of their vulnerable young people following, as well as a range of professionals and providers. Furthermore, the addition of the supported internship role to the team has meant that young people's voices are kept central to the delivery of the service.

Images taken from @wbcto18participation Instagram page:





Implications for practice and research

Government statistics show that care leavers are three times more likely not to be in education, employment or training (NEET) than other young people. In 2021¹¹, 41% of care leavers aged 19-21 were NEET, compared to 12% of the same age group in the general population.

Care leavers face greater challenges during the transition from life in care to shaping an identity outside of the care system, such as lack of social capital and agency¹². This case study points to the need and benefits of reviewing practice, service delivery in innovative ways and where it can continue to be revisited in consultation with young people's participation and engagement.

A recent DfE research study¹³ using data from Longitudinal Education Outcomes (LEO) explores the activities that individuals do after completing school, from education and into the labour market. It sheds some light on the effects and implications of being in care on subsequent outcomes, revealing that children that were in care are much less likely to study at Key Stage 5 and Higher Education compared with their peers yet are more likely to have undertaken other education at 16-18 years and Adult FE at 19 years plus.

In time, when more data becomes available, investigating whether longer periods of care and the age at which taken in to care result in different outcomes will provide further insight into the effects of the care

¹¹ Department for Education (2021) Children looked after in England (including adoptions), year ending November 2021 <https://explore-education-statistics.service.gov.uk/find-statistics/children-looked-after-in-england-including-adoptions/2021>

¹² Singer, E. R., Berzin, S. C., & Hokanson, K. (2013). Voices of former foster youth: Supportive relationships in the transition to adulthood. *Children and Youth Services Review*, 35(12), 2110–2117. <https://doi.org/10.1016/j.childyouth.2013.10.019>

¹³ Department for Education (2021), Nelson, M., and Anderson, O. Post-16 Education and labour market outcomes for Looked After Children (LEO) Research report <https://www.gov.uk/government/publications/post-16-education-and-labour-market-activities-and-outcomes-of-looked-after-children-leo>

system on support for young people in education, employment and training. What is clear from this case study is that implementing changes that are aimed at alleviating and reducing some of the risk factors can begin to change things within the system. Further research would help to strengthen our understanding of wider approaches that can improve education and employment outcomes for young people in care post 16.

You can visit Wandsworth Post 16 Instagram account: [@wbc16to18participation](#)

2.3 South Thames College

Supporting pathways into Further Education through targeted transition and early intervention

Further Education colleges have a vital role to play in the successful transition to adulthood for students in care. One large-scale study of 1058 young people in care from the United States found that the longer students were enrolled in college correlated with improved access to education and employment opportunities.¹⁴ Not only have FE colleges an important role to play in education and employment outcomes, they have a role in providing a 'safe haven' for students in care who during this time are experiencing many changes in their lives.¹⁵

However, the education of young people in care in Further Education in England has not received the same levels of support as structured by policy, practice and research as the corporate attention afforded to those children in care, aged 5 to 16. Young people in FE experience some fundamentally different challenges compared to those in school. Students in care often drop out of college early. The reasons for this are complex and will be different for individuals. However, young people often find themselves on a course that does not match their academic ability. They may not have received targeted advice on college courses and pathways that best suit their interests and aspirations. Progression between courses can also be

¹⁴ Barnow, B. S., Buck, A., O'Brien, K., Pecora, P., Ellis, M. L. and Steiner, E. (2015) Effective services for improving education and employment outcomes for children and alumni of foster care service: Correlates and educational and employment outcomes. *Child & Family Social Work*, 20: 159–70. doi:10.1111/cfs.12063

¹⁵ Connelly, G., Duncalf, Z., Furnivall, J., Seagraves, L. and Soden, R. (2011) Supporting care leavers in Scottish further education colleges: A research account of a pilot programme aimed at supporting looked after young people and care leavers in further education colleges in Scotland. Edinburgh: The Scottish Funding Council.

https://pure.strath.ac.uk/portal/files/27840236/SFC_Care_Leavers_in_Further_Education_Final_Report.pdf

problematic. Young people can experience uncertainty at key transition points including year 11 and when leaving care. Unlike the majority of their peers, young people in care often experience an accelerated move into independence,¹⁶ such as suddenly leaving foster care or residential placements, which can be challenging alongside negotiating demanding college courses, increasing the risk of not completing college courses and subsequently finding appropriate employment harder to access. The most recent Department for Education (DfE) statistics show that by the age of eighteen, for example, almost a third were not in education, training or employment.¹⁷

South Thames College Group is a large further education institution operating four colleges in south-west London: South Thames College, Kingston College, Merton College and Carshalton College. Situated in the heart of Wandsworth, South Thames College is one of three large colleges in the local area and delivers a wide range of academic and vocational pathways. South Thames College Group has relatively high numbers of learners who are identified as care experienced, many of which are care leavers, with South Thames College holding the largest number across the college group. The complexity is amplified by the additional challenge of liaising with over 19 local authorities responsible for the young people under their care.

This case study describes how the Head of Student Support sought to improve transition support into the college and develop the offer of their Student Services pastoral support to enhance educational outcomes and progression opportunities for care experienced young people.

PACL Audit domains

Through the audit tool, South Thames College identified the following areas as the focus for their project:

Putting care-experienced young people at the heart of planning and decision-making

Identification of individual skills and talents in young people

Sustained supported relationships and ongoing connection with key people

¹⁶ McNamara, P., Harvey, A., & Andrewartha, L. (2019). Passports out of poverty: Raising access to higher education for care leavers in Australia. *Children and Youth Services Review*, 97, 85-93.

¹⁷ Department for Education (2019) Children looked after in England (including adoption), year ending 31 March 2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/850306/Children_looked_after_in_England_2019_Text.pdf

What did the college do?

The college began the programme with a clear rationale and vision of what they wanted to achieve:

Project aims	To support transition into the college
	To develop the offer of Student Services pastoral support linked to care experienced (care leavers) young people
	To improve educational outcomes for care experienced young people
	To enhance progression opportunities and/or pathways to employment

Colleges are large and multifaceted, working in a different way to schools, and having to manage the needs of high numbers of students across all age ranges. The Head of Student Support understood the complexities of ensuring transition support was targeted to meet the needs of care experienced young people joining their setting. In identifying priorities for action, there were two issues that needed to be addressed: supporting the transition into further education and knowing who the learners are at the beginning of the year in September in order to offer the right targeted and individualised support.

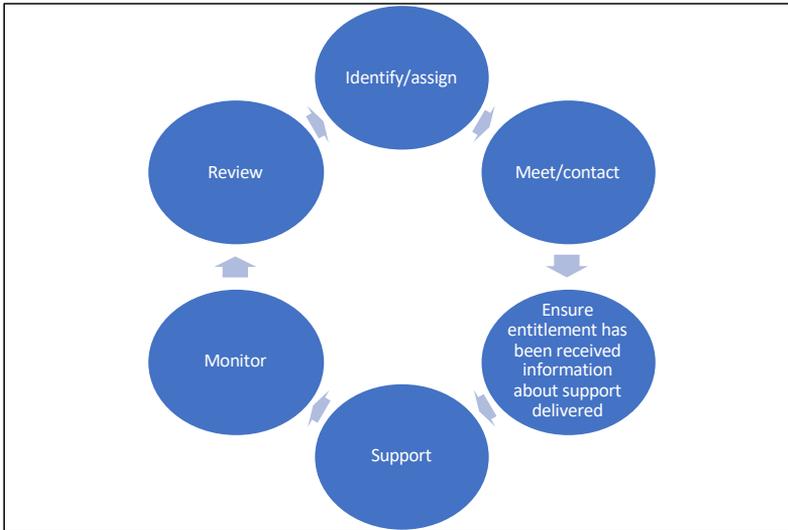
The Head of Student Support held meetings and discussions with Wandsworth Virtual School to reflect on ways to support the project aims and to ensure care experienced young people were being supported to move onto the right next step, particularly in relation to course choices. Following these discussions, the college arranged to hold a targeted transition taster activity in partnership with Wandsworth Virtual School aimed at young people identified as needing support onto further education. The event was held at the beginning of July with eleven care experienced young people from the local area attending the session. As

well as being supported by key staff from the virtual school, the group were given the opportunity to meet key staff from the college and ask individual questions about college courses and options available to them. The taster activity was positively received and has informed subsequent plans for further targeted transition activities.

The second phase of the project involved reflecting on the transfer of information on entry to college and how current systems helped college staff to know and track care experienced learners. During the Admissions stage, applicants were asked to disclose whether they were in care and alongside this Wandsworth Virtual School provided helpful information about young people moving into the setting. As a next step, the college wanted to consolidate this valuable information, compiled from different sources, to create an accurate list of all care experienced learners on entry to their setting. It was decided that an early meeting with Wandsworth Virtual School before the academic year would help identify young people transitioning to the college and support joint working. They agreed two key meeting points during the year: a joint meeting on pre-entry to the setting and a further meeting four weeks into the term to 'check in' on how the cohort was progressing. This would also enable the college to target the cohort for intervention support and tailor approaches to support transition.

In addition to this, the Head of Student Support also spent time consulting with college pastoral support staff to gain a deeper understanding of current provision available to care experienced learners and to reflect on where the focus of support should be. They agreed that having a joined-up approach that made use of the existing college system where they could track identified learners would help them to ensure that the right support reached the young person at the right time as they progress through college; for example, if a red flag was given by a course tutor, the pastoral team could respond by checking in with the young person and offer their support. This would give a flexible model of provision where intervention can be given at any time, is responsive to need and personalised for the young person.

The Student Services team also developed a framework of regular review meetings to provide practical support at key times and support their care experienced young people with an increased chance to stay on course and achieve their educational goals. This is reflected in the tracking and monitoring cycle below:



This cycle of tracking and monitoring provided a clear structure for all staff to follow and also helped to integrate and assimilate pastoral support for care experienced young people within Student Services.

Outcomes for young people

A strength of the project was the partnership working that took place between the college and Wandsworth Virtual School. The targeted transition taster activity led to five young people successfully enrolling onto a college course and also enabled college staff to understand their needs, ensure advice and support was tailored to the individual and that on course targeting occurred at an earlier stage of the enrolment process.

In terms of next steps, the college will continue to embed the aims of their project through closely monitoring and evaluating outcomes for the learners who attended the targeted transition taster session. Furthermore, the outcomes and feedback from these young people's experiences of the event will be shared with other colleges within the group and presented as a model of good practice with the potential to be embedded across the organisation.

Future targeted transition events will take place with further thinking around the cohort of young people attending to ensure information is shared in an accessible way and there is a relevant curriculum pathway, particularly for English for speakers of other languages (ESOL) learners.

Implications for practice and research

The move from compulsory education at the age of 16 can have a significant impact on engagement and participation in EET pathways, particularly for care leavers. The process of transition at post 16 requires an identity shift as young people 'become somebody' new while also 'unbecoming'¹⁸. While the prospect of this identity shift can be exciting for some, for others it can be an overwhelming process.

This case study illustrates the importance of being prepared for transition and how the early development of relationships with peers and staff in the new setting and early intervention with practical support, such as travelling to college and applying for a bursary, are essential in helping care experienced young people manage the shift.

Facilitating a positive transition experience for care experienced young people can dramatically increase retention and sustain motivation and engagement as well as enriching educational potential. Our understanding that transition experiences are an on-going process rather than a one-off event is crucial to supporting post 16 transitions, as is time given to undertake activities that will make a difference, such as targeted information gathering and developing structures for ongoing support.

¹⁸ Packer, R., Abbinett, E., and Morris, E. (2022) 'Be prepared and give it a go!' Transitions into further education for learners with additional learning needs. *British Journal of Special Education*

2.4 Keltbray and Caras

Working in partnership to support care leavers' routes into industry: Employer Insight Sessions

Background

One in eight young people aged 16-24 in OECD (Organisation for Economic Cooperation and Development) countries are NEET (OECD 2014). In the UK today they are almost three times as likely to be unemployed as all other age groups combined¹⁹. Despite policy attention, the proportion of 16-18 year olds accessing apprenticeships in the UK despite growth, remains low and even more so for vulnerable groups. A longitudinal study of care experienced young adults in four states of America, compared with a national group of similar age and background, found that although care leavers had experienced employment at some point between the ages of 18 and 24, their rates of employment at 24 were 27% to 31% lower than the national comparison group. The rate of employment continued to deteriorate to age 30²⁰.

As of November 2021, there were 4,070 unaccompanied asylum-seeking children (UASC) in care in England²¹. While this number is relatively low in comparison to other European countries, the figure has seen a steady rise since 2013, with a decline in 2020 due to the pandemic. UASC and care leavers have been identified as one of the most vulnerable groups of children and young people in our population. UASC care leavers are often considered as a single cohort; however, within these groups there are young people with a range of different cultures, backgrounds and experiences requiring individualised support. A recent review highlighted a dearth of evidence on what educational services are available to this population and whether what is available is effective²², particularly during the transition to post 16.

¹⁹ Buzzeo, J. et al. (2016) Tackling unemployment among disadvantaged young people. Research for Centrepoint, ies Report <https://www.employment-studies.co.uk/system/files/resources/files/cpt0316.pdf>

²⁰ Stewart et al. (2014) Former foster youth: Employment outcomes up to age 30. Children and Youth Services Review

²¹ Department for Education (2021) Children looked after in England (including adoptions), year ending November 2021 <https://explore-education-statistics.service.gov.uk/find-statistics/children-looked-after-in-england-including-adoptions/2021>

²²Eleanor Ott & Aoife O'Higgins (2019) Conceptualising educational provision for unaccompanied asylum-seeking children in England, Oxford Review of Education, 45:4, 556-572, DOI: 10.1080/03054985.2019.1607274

CARAS is a community outreach charity based in Tooting who support people of refugee and asylum-seeking background who live in south-west London. They provide a range of support to people of all ages, including those at post 16 who are unaccompanied asylum seekers. The Head of Learning and Language Skills and CARAS Manager work together to support young people with opportunities to build their social networks and receive practical help with housing, health, education and employability.

Keltbray is a leading construction engineering specialist in the commercial and residential environment sectors. The Community Engagement Manger, and Social Value Manager, work together to support the communities in which Keltbray operate through driving social value within communities and partnering with a wide range of organisations and charities in the local area.

This case study describes how the two organisatons, Keltbray and CARAS, worked in partnership to plan and deliver targeted Employer Insight sessions to support care experienced young people's routes into employment and training.

PACL Audit domains

Through the audit tool, Keltbray and Caras identified the following areas to underpin their project and action planning:

Putting care-experienced young people at the heart of planning and decision-making

Identification of individual skills and talents in young people

Sustained supported relationships and ongoing connection with key people

What they did:

CARAS work with over 300 young people per year many of which are unaccompanied asylum seekers looking to gain work experience but with no right to work due to their immigration status. With the process of applying for asylum taking significant time, this is often a barrier to young people gaining access to employment opportunities.

Keen to build a community partnership, Keltbray and CARAS set out to work together with the intention to develop a project that helped to bridge the gap between care experienced young people, employers and local EET opportunities. They recognised that helping young people to have a clearer understanding of the

diversity of roles available within a large construction company was key, such as working in Human Resources or the Learning & Development department, as well as creating visible pathways and routes into work through apprenticeships and work experience placements.

With this in mind, joint Employer Insight Sessions were developed for care experienced young people at CARAS. This would be delivered by Keltbray and planned in partnership between the two organisations with a clear outcome for care experienced young people to have a clearer understanding of the employment opportunities available to them and to know what next steps to take.

An important part of preparing and planning for the session was undertaking an employment survey with the young people at CARAS; 33 care experienced young people responded to the survey which helped to shape the content and also put their voices at the heart of planning for the session.

Keltbray delivered a 90-minute online 'Employer Insight Session' to 18 young people at CARAS. This also involved sharing success stories from employers at Keltbray to illustrate the different routes that individuals can take into employment and training. The session was positively received and hearing success stories of individuals who had achieved a career in the construction industry against different challenges made the opportunities more tangible.

Outcomes for young people

Designing the session content in close consultation with young people helped to ensure there was a participatory approach. Before the session took place, the survey helped to gather data on the career interests of 33 care experienced young people at CARAS. This helped to inform the content for the session and support reflection on how the material was being presented.

At the end of the session, an evaluation form was completed with 25 responses from eleven young people who gave positive feedback: *'It was great'* and *'Thank you for helping us'*. The evaluation form was designed specifically for the session with structured questions and visual tools to support engagement and participation. This is shown in the images below:



Document Title

Evaluation Form

Name: _____

This evaluation form is to enable us to improve the Keltbray working experience, using your feedback we will be able to continue to develop and improve the experience for all.

On a scale of 

Bad
Good

- Did you enjoy the session? 
- Were the case studies good? 
- How did you find your presenters? 
- Would you recommend this session to others? 

What did you like?

What did you not like?

Any other comments

Title
Plot:



<p>Did you enjoy the session today?</p> <p>From  to Everyone: good </p> <p>From  to Everyone: yes I do</p> <p>From  to Everyone: It was enjoyable</p> <p>From  to Everyone: yes enjoy</p> <p>From  to Everyone: </p> <p>From  to Everyone: Yah I did :)</p> <p>From  to Everyone: </p> <p>From  to Everyone: I like today work</p>	<p>How did you find the presenters?</p> <p>From  to Everyone: it was great</p> <p>From  to Everyone: Very helpful with us </p> <p>From  to Everyone: nice</p> <p>From  to Everyone: I like u accent</p> <p>Were the case studies good?</p> <p>From  to Everyone: nice</p> <p>From  to Everyone: </p> <p>From  to Everyone: yes I like</p> <p>From  to Everyone: Yah they were good</p> <p>From  to Everyone: yes I in enjoy it</p>	<p>Would you recommend the sessions to others?</p> <p>From  to Everyone: yes</p> <p>From  to Everyone: good</p> <p>From  to Everyone: yes</p> <p>From  to Everyone: Yes</p> <p>From  to Everyone: Thank you really for helping us</p> <p>From  to Everyone: good</p> <p>From  to Everyone: god</p> <p>From  to Everyone: Yah I would it's a good to have some understanding</p> <p>From  to Everyone: good</p>
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An in-person session was not possible due to COVID restrictions, therefore limiting some engagement particularly with the additional challenge of linguistic barriers for some of the young people attending the session. Therefore, creating opportunities that are personalised and responsive to need, such as flexible bilingual support for those learning English and co-facilitating sessions with those who are expert in English and community languages, are key considerations for future sessions.

A real strength of the project has been the strong partnership that Keltbray and CARAS have forged. They have ambitions to continue working together on employability opportunities for care leavers with plans to run a future workshop for young people at CARAS on how to apply for work experience and apprenticeship opportunities. This will continue to build on the good work they have started and help care experienced young people prepare for the world of work when they turn eighteen.

Implications for practice and research

A recent research report examined the post-16 education and labour market activities and outcomes of 2.5m young people that took their GCSEs exams in England between 2006 and 2009. The report revealed that individuals who were in care are also much less likely to be employed than all individuals, and much more likely to be claiming out of work benefits later in life²³.

We know from research that the opportunities to develop employability skills are invaluable in supporting readiness to work, and work experience has proved to be an asset for care leavers in terms of future employment. This case study provides a strong model of partnership working that demonstrates the impact two organisations can have when they work together and create opportunities for young people to explore pathways into EET. It also highlights how the right to work can significantly affect access to EET opportunities and points towards the importance of developing flexible pathways that frame provision through an integration lens²⁴. Further application and research of these practices at post 16 are fundamental to understanding approaches that promote opportunities for those without the right to work, particularly UASC who encounter multiple barriers to both accessing and remaining in EET.

²³ Nelson, M., and Anderson, O. DfE (June 2021) Post-16 Education and labour market outcomes for Looked After Children (CEO) Research Report <https://www.gov.uk/government/publications/post-16-education-and-labour-market-activities-and-outcomes-of-looked-after-children-leo>

²⁴ Eleanor Ott & Aoife O'Higgins (2019) Conceptualising educational provision for unaccompanied asylum-seeking children in England, Oxford Review of Education, 45:4, 556-572, DOI: 10.1080/03054985.2019.1607274

2.5 St George's Hospital

Listening to the voices of young people in care in our healthcare services

Background

The corporate parenting responsibilities of local authorities include having a duty under section 22(3)(a) of the Children Act 1989 to safeguard and promote the welfare of the children they look after, including eligible children and those placed for adoption, regardless of whether they are placed in or out of authority or the type of placement. This includes the promotion of the child's physical, emotional and mental health and acting on any early signs of health issues. The local authority that looks after the child must arrange for them to have a health assessment as required by *The Care Planning, Placement and Case Review (England) Regulations 2010* and ensure that every child it looks after has an up-to-date individual health plan, the development of which should be based on the written report of the health assessment. The health plan forms part of the child's overall care plan and, for children over five, should be reviewed on an annual basis²⁵.

Findings from a recent study found that the voices of looked-after children (LAC) are rarely heard in health services or research and that current feedback tools are not fit for purpose²⁶. Obtaining feedback on services from children and young people and involving them in decision-making is crucial to how we shape the delivery of any care. Yet communicating with vulnerable groups, such as looked after children and care leavers, is complex and it is important that this is undertaken in a sensitive and meaningful way. Using feedback tools that are person-centred and friendly, as well as gender-neutral and developmentally appropriate²⁷, are central to the engagement and participation of care experienced young people.

St George's Hospital in Tooting is one of the country's principal teaching hospitals and is shared with St George's, University of London, which trains medical students and carries out advanced medical research.

²⁵ Promoting the health and well-being of looked-after children, Statutory guidance for local authorities, clinical commissioning groups and NHS England, March 2015

²⁶ Bromley, D., Sampson, L., Brettle-West, J., and O'Reilly, M. 2020. Hearing the voices of looked-after children: Considering the challenges of obtaining feedback on healthcare services. *Journal of child health care*.

²⁷ Bromley, D., Sampson, L., Brettle-West, J., and O'Reilly, M. 2020. Hearing the voices of looked-after children: Considering the challenges of obtaining feedback on healthcare services. *Journal of child health care*.

As well as acute hospital services, they provide a wide variety of specialist care and a full range of community services to patients of all ages in Wandsworth. This case study describes how the Service Manager for Children’s Services and Clinical Nurse Specialist for Looked After Children sought to improve ways of gaining feedback from young people in care to improve provision within the Looked After Children Health team.

PACL Audit domains

Through the audit tool, the team at St George’s Hospital identified the following domains to underpin their project and action planning:

Putting care-experienced young people at the heart of planning and decision-making

Whole system planning and reflection

What they did:

The team at St George’s Hospital set out with a clear vision of wanting to place care experienced young people’s voices at the centre of their healthcare service. Through the project, they wished for young people to be more informed about their Health Assessment by knowing what to expect, being able to play a more active role in the planning and decision-making and to increase engagement and participation by giving regular opportunities to share their views and experiences.

They began by meeting with the Looked After Children Health team to discuss and share the project aims. Through this forum they were able to reflect and consider ways they could help care experienced young people to understand what is involved in the health assessment and promote their views and experiences. Through careful discussion and thinking, the team pulled together some initial ideas for how they could gather feedback and put young people’s voices at the heart of their service delivery. This led to the development of a step by step project plan:

Step by step project plan

Vision	To put care-experienced young people at the heart of planning and decision-making	
Aims	<p>To give young people the opportunity to participate with and to be more informed about the service and what to expect from their 'Health Assessment'</p> <p>For young people to actively participate and engage in the Health Assessment through involvement in the planning and decision-making</p> <p>For young people to be given regular opportunities to share their views on their experience of the service</p>	
Actions	1. Discover	Engage with PACL project in partnership with Wandsworth Virtual School
	2. Raise Awareness	Meeting with LAC Team to discuss the aims of the project and explore ways to gather feedback. Draft key questions for young people's survey.
	3. Connect	<p>Link with key professionals in the Local Authority who lead on participation and young people's forums (e.g. Participation Lead)</p> <p>Attend existing young people's forums such as Click to gather young people's views and feedback about the service</p>
	4. Implement	<p>Develop information about the service</p> <p>Identify ways young people would like to receive key information about the service</p> <p>Co-produce a leaflet or short video clip about the service with care experienced young people</p> <p>Develop the current Health Passport</p> <p>Evaluate the current 'Health Passport' proforma to build on person-centred planning</p> <p>Look at examples of 'Health Passports' from other areas</p> <p>Create a resource for young people to support their engagement in the Health Assessment process. Include an 'introductory' resource before the visit which introduces the team, asks the young person's preferred mode of</p>

		<p>communication and how they would like to engage in the visit (e.g.: virtually, face to face, etc)</p> <p>To create a short post visit evaluation to gather young people’s experiences and views of their Health Assessment</p>
	5. Review	<p>Young people’s survey</p> <p>Views of young people gathered through local forums</p> <p>Internal feedback after Health Assessments</p> <p>Draft resources reviewed and agreed by young people</p>
Impact	<p>Raised awareness of cohort within healthcare services</p> <p>Strengthened partnership working with Wandsworth Virtual School and local young people’s forums</p> <p>Put care-experienced young people’s voices central to service delivery</p>	
Next steps	<p>Carry out all steps in implementation phase with new personnel</p> <p>Continue to strengthen partnership working with Wandsworth Virtual School and local forums</p>	

Outcomes for young people

The team at St George’s Hospital had a productive meeting with the LAC Health team in which they shared the project aims and discussed ideas for next steps. This enabled them to develop a clear step by step approach to achieving their goals. As an added strand to the project, the group also considered the value of having a young person on the interview panel during recruitment for Looked After Children staff and were keen to propose this idea with young people to gather their views.

There have been challenges with the implementation of the project due to the impact of the pandemic as well as staff changes during the delivery and operational pressures within the organisation. Whilst the team were not able to undertake some of the steps within their action plan, they have produced a clear framework which describes the activities that they intended to take and provides a valuable model of practice for other organisations and settings.

With new personnel in place, the team at St George's are committed to continuing the delivery of the project as planned and will revisit the aims of the project. They are also continuing to explore opportunities to collaborate with Wandsworth Virtual School such as attending the EET drop-in sessions for care experienced young people to talk about the wide range of roles available within the NHS.

Implications for practice and research

Lundy's Model of Participation²⁸ provides a conceptual framework for understanding and bringing to life children and young people's right to participation. It is designed around the four dimensions of space, voice, audience and influence; each interconnected with the other. It highlights the importance of providing a safe inclusive space for young people to express their views, providing information and support for young people to express their views, making sure their views are communicated to the right people and ensuring their views are taken seriously and acted upon where possible.

Whilst there is a paucity of research examining the voices of care experienced young people in healthcare services, it is clear that giving young people a platform to have their voices heard is crucial. Developing opportunities for care experienced young people to co-create resources and develop information all lead to improving their overall care, and importantly ensure there is a shared language and understanding. Furthermore, creating feedback tools that are person-centred, co-produced and reach young people in a way that is relevant to them, increases a sense of agency and participation. Improving communication practices and ways of feedback can facilitate quality improvement across healthcare²⁹ and ultimately ensure that daily practice in care services is influenced and led by what the young person is saying as well as contributing to an emerging evidence base for current practice.

²⁸ Lundy, Laura (2013) 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. <https://doi.org/10.1080/01411920701657033>

²⁹ Bromley, D., Sampson, L., Brettle-West, J., and O'Reilly, M. 2020. Hearing the voices of looked-after children: Considering the challenges of obtaining feedback on healthcare services. *Journal of child health care*.

3. CONCLUSION

The participants in the PACL programme implemented a variety of changes in their organisations and services at young person, practitioner, and organisational level. At the young person level, changes included bespoke careers advice, targeted transition taster sessions and spaces to listen to the individual voices of care leavers. At practitioner and organisational level, many of the participants used the PACL programme as a springboard to raise the profile of the needs of care experienced young people in their settings and use this as an opportunity for reflection and learning.

One of the aims of the PACL programme is to continue to support developments in practice after the programme has ended through ongoing review of the audit and action plan and continue to strengthen partnerships and joint working through attendance at the termly PACL Professional Learning Network (PLN). The participants in this PACL programme have continued with their focus on the development of post 16 pathways into EET for care experienced young people through the termly Professional Learning Network meetings, enabling new ideas to emerge for development, such as a bespoke App for care-leavers. In doing so, PACL partners are ensuring that care-experienced young people are helped to reach their potential, while simultaneously contributing to an emerging evidence base for current practice.