

NOTICE OF MEETING

CORPORATE PARENTING ADVISORY COMMITTEE

Tuesday, 25th March, 2025, 7.00 pm - (watch the [live meeting](#), watch the recording [here](#))

Councillors: Zena Brabazon, Felicia Opoku, Elin Weston, Lotte Collett, Marsha Isilar-Gosling, Cressida Johnson and Ibrahim Ali

Co-optees/Non Voting Members:

Quorum: 3

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2. APOLOGIES FOR ABSENCE (IF ANY)

3. URGENT BUSINESS

The Chair will consider the admission of late items of urgent business. Late items will be considered under the agenda item they appear. New items will be dealt with at item 11 below.

4. DECLARATIONS OF INTEREST

A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the

existence and nature of that interest at the commencement of that consideration, or when the consideration becomes apparent.

A member with a personal interest in a matter also has a prejudicial interest in that matter the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member's judgement of the public interest.

5. MINUTES (PAGES 1 - 8)

To consider the minutes of the meeting held on the 14th January 2025.

6. INDEPENDENT REVIEWING OFFICER ANNUAL REPORT UPDATE. (PAGES 9 - 56)

To consider the annual report of the Independent Reviewing Officer, that evaluates how the service has influenced the planning and outcomes for children and young individuals in the care of Haringey.

7. THE VIRTUAL SCHOOL (PAGES 57 - 86)

For Members to note the outcomes of the Haringey Virtual School Report for 2023/24

8. AN OVERVIEW OF THE YOUNG ADULTS SERVICES (PAGES 87 - 92)

An update on the work of the Young Adult's Service.

9. CARE LEAVER'S PROGRAMME (PAGES 93 - 108)

An overview of the Care Leavers Programme, a proposed new set of projects led by the Children's Young Adults Service (YAS) and Children's Programme Team.

10. ANY OTHER BUSINESS

Date of next meeting: 7th April 2025

Interim Principal Committee Co-ordinator
Email: serena.shani@haringey.gov.uk

Fiona Alderman
Head of Legal & Governance (Monitoring Officer)
George Meehan House, 294 High Road, Wood Green, N22 8JZ

Monday, 17 March 2025

MINUTES TO THE CORPORATE ADVISORY PARENTING BOARD HELD ON 14TH JANUARY 2025.

Location: The Westbury Room, George Meehan House, 294 High Road, London N22 8JZ

Attendees**Councillors**

- Cllr Brabazon (Chair)
- Cllr Weston
- Cllr Johnson
- Cllr Ali
- Cllr Opoku

Officers

- Ann Graham (Director of Children's Services)
- Dionne Thomas (Assistant Director of Social Care and Safeguarding)
- Richard Hutton (Performance Officer)
- Lydia Samuels (Adopt North London)
- Keith Warren (Head of Children in Care and Placements)
- Sarah Pike (Principal Social Worker)
- Pauline Morris (Head of ESQA)
- Eghele Eyituyo (Head of Virtual School)
- Jackie Difolco (Assistant Director of Early Help and Intervention)
- Emma Cummergen (Head of Young Adults Services).
- Jane Edwards (Assistant Director of School and Learning Service).
- Pauline Simpson (Strategic Commissioner)
- Tenby Dzingai (Designated Nurse)
- Hejera Sheikh (Named Doctor for Children in Care)
- Lydia Samuels (Head of Service at Adopt North London)

1- FILMING AT MEETING

The Chair ran through the required information. The information was noted by all present.

2- APOLOGIES FOR ABSENCE

Cllr Opoku sent apologies for lateness. Cllr Isilar-Gosling sent apologies for absence due to a clash with council surgery. Cllr Collett also sent apologies as she was needed at a council call- in.

3- ITEMS OF URGENT BUSINESS

None.

4- DECLARATIONS OF INTEREST

None was declared.

5- MINUTES

RESOLVED

The Committee agreed the minutes to the last meeting.

6- PERFORMANCE REPORT FOR QUARTER TWO.

The Senior Performance Officer took the Panel through the report. The Chair opened the floor for questions.

A question was raised as to the number of those children within a stable placement. The Panel wanted to see the types of reasons why placements may breakdown. The Senior Performance Officer proposed to include this in the next report to the Panel. **ACTION**

The Panel requested more information as to why children and young people were Not in Education, Employment or Training (NEET). Figures on disability or any other relevant reasons were requested to get a more accurate picture of the situation. The Senior Performance Officer proposed to include this in the next report. **ACTION**

The Panel then discussed the figure for updated care plans for under 16s. Although the figure was at 84%, concerns were raised that there were those without care plans. The Senior Performance Officer then stated that all would have them and may have been recently reviewed, however there may have been delays in inputting onto the system (which the figure had been taken from).

Members of the Panel requested an idea of the complexity of circumstances facing young people in Residential and other types of placements. The Director responded that there would be issues with safeguards and the identification of subjects. Anonymised case studies could be considered though, to give the Panel

an idea of the complexity involved. The Director would discuss this with her team and inform the Panel what was possible. **ACTION**

RESOLVED

The Committee noted the report.

7 – ANNUAL REPORT FOR ADOPT NORTH LONDON (ANL).

Ms Lydia Samuels from Adopt North London took the Committee through the report.

The Committee heard that:

- There were concerns from ANL about the requirement to prioritise non-agency adoptions and the impact this had on local children in care. In addition, there was concern that requirements were not robust enough to assess the parents and have the right amount of direct contact with children in the family environment. There were around 12 cases of these so far out of a total adoption rate of 40 per year. In these cases, social workers were able to see children and families for assessments when the family were in the UK, however, were not able to monitor or assess the child in a family environment in person.
- Processes were complicated further when children had been adopted in a third country where the adoption standards may have been lower than the UK – and a lower level of evidence could be provided. However, British courts were being asked to sign the Adoption Order. The Director of Children's Services proposed to talk further to ANL about these issues and present a case to the DfE in association with other Regional Adoption Agencies.

ACTION

- An update on the conversations with the DfE was then requested by Panel Members. **ACTION.**
- The Public Law Working Group identified there were recommendations for more direct contact with families, however resources were needed to deliver this. The Head of Service stated that ANL would discuss this with the DfE who would consider the changes around adoption as well as future funding.
- Best practice recommendations covered: 1) Direct regular contact with the child and families. More families could benefit from direct contact however the team did not want this to be destabilising for the family. There were also ongoing challenges to recruit adopters. 2) The training of social workers to identify opportunities for early permanence 3) It was also highlighted that

international inspections often overlapped with RA inspections and work could be done to streamline the process.

- It was identified that Thurrock had a similar situation to Kent whereby prospective Black adoptive families were moving out from London, where there was a lack of Black children in the adoption system. A partnership with ANL would increase the opportunities of families and children being matched. It was suggested and agreed that the Head of Service would consider working with regional agencies in Thurrock and Kent areas too. **ACTION**
- There were comments from the Panel that the data in the report was hard to interpret. There were differences in numbers between the councils and it was hard to ascertain whether this was because of a difference in practice or standards. The Head of Service proffered that there may be many reasons – some of them positive – for instance good kinship networks, good familial support which prevented pregnant women from adopting out. It was stated that if everything was working perfectly in the system there would be a zero-adoption rate as the child would be fully supported within the family.
- The Assistant Director of Social Care and Safeguarding commented that the ultimate aim of adoption services would be to keep children out of care and Haringey excelled at this. Results from the Courts and Ofsted Inspections were used as learning tools to ensure that children were being looked after in the best way.
- Discussion then turned to the Child and Adolescent Mental Health Service (CAMHS). Adoptive families had fed back that there were very long waiting lists for CAMHS even though the need was higher. Although ANL had a pathway and dedicated support fund –the pathways for ADHD/Autism often took years for a diagnosis and this caused major issues for families. This issue was hard to resolve due to changes in the health system, and the way that health systems were organised currently. Work was currently being done to identify and agree which services were the responsibility of CAMHS and Adoption Services. Adopted children were often deprioritised as they were seen as having safe and engaged parents. This did not consider the background of child trauma and loss.
- The Head of Services explained there was a lack of data in the analysis of adoption breakdowns. It was hard to capture the data after the child had been adopted. The child and family may have moved across local authority boundaries. Anecdotally there was evidence that a huge range of support was needed.

- An update from Adopt North London would be added to the agenda at a later date. **ACTION**

RESOLVED

The Committee noted the report.

10 – THE CHANGING LANDSCAPE OF CHILDRENS CARE.

The Assistant Director of Social Care and Safeguarding ran through a verbal update on the reforms for children's care, which included the Keeping Children Safe, and Helping Families Thrive central government policy and the new Children's Wellbeing and Schools Bill proposed changes.

The Committee heard that:

- Work with ASPIRE continued to make an impact on key areas. Feedback from young people was given on accommodation for those in care – and led to effective policy changes.
- The biggest challenges faced by the service in implementing these changes were in terms of the expanding legal duties and responsibilities of local authorities and Ofsted. It was stated that it would be 2027 until the Children's Wellbeing and Schools Bill was introduced and practice leaders would be thinking now about how to resource it.
- Care leavers needs were being addressed locally in Haringey. Steps were being taken to ensure that young care leavers could also live close to their residential home in Haringey.
- The changes proposed under the new Bill would be extensive and the London Labour Leads would be writing to the government to request extra funds to cover these new changes.
- Some money had been received for Children and Family Hubs however this was not enough to cover the extensive changes required by the Children's Wellbeing and Schools Bill.
- Communities that traditionally homeschooled were concerned about the proposed changes however there had been a lot of misinformation about this and it was not the case that most would be affected.
- The Virtual School will continue to be extended to those in care, however not extended out to schools. Ofsted consulted with Virtual School Heads and

asked for feedback in terms of a survey on what child protection should look like.

- It was pointed out that each school had varying caseloads of child protection. However, consideration was being given to how schools and education could have a more active role in child protection as well as the resourcing of this.
- Guidance would be forthcoming for the role of Designated Safeguarding Leads and possible changes. It was mentioned that boundaries for responsibilities were important in professions.

RESOLVED

The Committee noted the report.

10 – CARE EXPERIENCE AS A ‘PROTECTED CHARACTERISTIC’.

The Assistant Director for Social Care and Safeguarding and Head of Young People’s Service ran through the report.

The Committee heard that:

- Lived care experience was apparent at Assistant Director level at Haringey. Support and belief were key for care leavers to succeed.
- The definition of care experienced is someone who had been looked after by a Local Authority at a point in time.
- There was widely reported stigma and discrimination - especially if the young person had other protected characteristics. This contributed to poorer outcomes for the care experienced. The Josh McAllister report to central government recommended that care experience should be an additional protected characteristic in law to tackle this stigma. Some local authorities agreed to this and in May 2022 at Haringey’s Full Council meeting a motion was passed to create a tenth Protected Characteristic for the care experienced.
- Although this has not been enshrined in law, it has further inspired collaborations with other councils to ensure that outcomes for the care experienced would improve. Many local authorities have made changes to practice. Haringey have actively included many care- experienced young people in policymaking through the Champions Model. Care leavers are currently working with senior managers to improve outcomes and ASPIRE ensure that young people are represented at CPAC. In addition, Haringey

provide support for learning and development and will guarantee an interview to any care leaver who meets the job criteria for council posts. Haringey's own care leaver offer was detailed in the report.

- A recommendation came from the Lead Officer to come back to the Committee with a fuller list of options for adding care experience as a protected characteristic in law after further research had been carried out in conjunction with other councils. **ACTION**
- Members of the Panel shared the name of a charity that helped residents of Tottenham, Wood Green, and Hornsey in financial hardship as they were actively looking for funding applications – and could help care leavers with white goods and more.

RESOLVED

The Committee accepted the recommendation.

Meeting ended at **9:30**

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Report for: Corporate Parenting Advisory Committee

Item number: To be added by the Committee Section

Title: IRO annual report 2023-24

Report authorised by : Ann Graham, Director, Children's Services

Lead Officer: Dionne Thomas, Interim Assistant Director, Children's Safeguarding & Social Care

Ward(s) affected: N/A

1. Describe the issue under consideration

- 1.1 The Independent Reviewing Officers (IRO) annual report for 2023/24 evaluates how the Independent Reviewing Officer service has influenced the planning and outcomes for children and young individuals in the care of Haringey.

2. Recommendations

For Members to note the outcomes of the annual report for 2023/24

3. Reasons for decision

N/A

4. Background information

- 4.1. In compliance with section 118 of the Adoption and Children Act 2002, the appointment of an Independent Reviewing Officer (IRO) for a child or young person in the care of the Local Authority is a legal obligation. Specifically, the Care Planning, Placement, and Care Review (England) Regulations 2010 pertain to children in local authority care, aiming to enhance the quality of care planning processes to optimise outcomes for these children.

5. Contribution to strategic outcomes

N/A

6. Use of Appendices

Appendix 1 – IRO annual report 2023-24

7. Local Government (Access to Information) Act 1985

Safeguarding, Quality, Impact & Practice

Independent Reviewing Officer's Annual Report 2023- 2024.

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Haringey Council – Children’s Services

IRO Annual Report 2023/24

Introduction

This Annual Report details the work of the Independent Reviewing Officer Service from April 1, 2023, to March 31, 2024. It evaluates how the Independent Reviewing Officer (IRO) Service has influenced the planning and outcomes for children and young individuals in Haringey. The IRO’s have significant responsibility in ensuring that care plans cater to children's needs, integrate their perspectives, and ultimately improve outcomes.

Moreover, the report underscores the pivotal contribution of the Independent Reviewing Service in enhancing the quality of care planning for looked after children and elevating the standard of services offered by the Local Authority. Included is an exploration of the legal framework governing the IRO role, an introduction to the IRO team, an update on the previous year’s priorities, and an overview of Haringey’s current care population. It sets the stage for a comprehensive analysis of the effectiveness of the IRO Team’s contribution in securing positive outcomes for children.

The report considers the timeliness of reviews, the mechanisms through which IROs address concerns regarding a young person's care, and the involvement of young people and their families in statutory reviews. Furthermore, it evidences the achievements of Independent Reviewing Officers (IROs) and sets out the priorities for the forthcoming year.

Purpose of service and legal context

In compliance with section 118 of the Adoption and Children Act 2002, the appointment of an Independent Reviewing Officer (IRO) for a child or young person in the care of the Local Authority is a legal obligation. Specifically, the Care Planning, Placement, and Care Review (England) Regulations 2010 pertain to children in local authority care, aiming to enhance the quality of care planning processes to optimise outcomes for these children.

Within the legal framework of the IRO Handbook 2010, the role of the IRO is firmly established. It is mandated by law for local authorities to appoint an IRO for each child in care, whose principal duty is to ensure that the care plans for our children and young people fully address their needs, take into account their wishes and feelings, and align with the statutory responsibilities of the Local Authority, as outlined in Section 25B (1) of the Children Act 1989. These duties include monitoring the Local Authority's performance regarding the child's plans, participating in case reviews, ensuring the child's wishes and feelings are duly considered, and fulfilling any other function prescribed in regulations.

The IRO Handbook provides a comprehensive guide delineating the statutory roles, duties, as well as the strategic and managerial responsibilities of Local Authorities in establishing an effective IRO Service. It distinctly outlines two main functions of an IRO: chairing the child's review meeting and consistently monitoring the child's progress.

Introduction to the IRO Service

Within the Engagement, Safeguarding & Quality Assurance Service under Children and Young People's Services, the IRO Service consists of registered Social Workers who are led by a Service Manager. Presently, the team consists of five highly experienced permanent IROs and one fixed-term IRO, collectively these bring diverse expertise to the table.

The diversity within the IRO Service mirrors the cultural backgrounds of the looked after children in Haringey. With proficiency in eight languages, the staff's linguistic abilities enrich the service's communication capabilities, especially when engaging with children with additional needs, utilising alternative communication methods where necessary.

IROs play a pivotal role in fostering consistent practice among those entrusted with the well-being of looked after children and care leavers. Their duty encompasses averting delays and ensuring effective care planning, prioritising the fulfilment of children's needs and the attainment of positive outcomes. They diligently monitor the local authority's actions as corporate parents, ensuring measures are promptly taken to address assessed needs and comply with care planning regulations. Furthermore, they have responsibility for identifying and communicating emerging concerns for the senior leadership team.

The enduring relationships forged by IROs with the children, young individuals, and families they oversee, contribute significantly to stability and continuity. Many children have had the same IRO for multiple years.

The management structure of the IRO Service remains steadfast, providing stability and support to the team.



Training & Professional Development of the IRO Service

Haringey Children's Academy, Tri-X online procedures, Research in Practice, Making Research Count, My Learning and workshops organised via the Haringey Safeguarding Children's Partnerships form the professional development offer provided to IRO's regarding research developments, policy and legislative updates in addition to training opportunities both virtually and face to face.

Some of the learning and development by IROs in 2023/24 includes:



There are two fully qualified Practice Educators within the service with another IRO currently undertaking the PE course.

Additionally, the IRO service collectively utilises external resources and shares acquired knowledge and learning with colleagues, thereby enhancing the quality of service for children in the care of the local authority. For example, team meeting briefings have been conducted on topics such as the role of midway reviews in promoting permanence and reducing delays, the Champions Model, the use of trauma informed language through the Ways of Writing initiative, and the Proud to Be Me Project.

Update on the IRO Service Priorities 2023-24

The IRO Service has made significant strides to enhance the outcomes for looked after children and young people. Key areas of development, as highlighted in the IRO annual report 23/24 are being actively addressed to provide meaningful and lasting improvements:

Priority 1: To place children and young people at the centre of everything we do.

IROs have ensured review minutes are produced with each child in mind and we have worked hard to improve the efficiency and timeliness of delivering review minutes. This remains a service priority for 2024/25.

IROs remain dedicated to ensuring Care Plans are consistently up to date, addressing any situations that require improvement. With the introduction of the Liquid Logic system (LCS), Care Plans now form part of the Children Looked After (CLA) Pathway which promotes its completion before further reviews can be held. IROs and the IRO Service Manager have provided guidance and workshops to practitioners to help consider how the social worker reports informing reviews, can be strengthened to include proposed care plans in line with the changes in LCS.

Priority 2: Listen to and respond to children and young people

Whilst we have maintained our focus on performance data, allowing us to prioritise children's reviews effectively, the way that data is collated has changed with the introduction of LCS. Work has been undertaken to help ensure that the data is more accurate to reflect the timeliness of reviews.

Work has been undertaken with each IRO to review the quality of their review minutes and ensure that review recommendations are SMARTer – there is further work planned around improving the quality, timeliness and recommendations of our minutes over the coming year.

Through our group reflective supervision and in developing better monitoring we have been able to identify common themes. We share this valuable knowledge within our team and with relevant teams/services to enhance our expertise in understanding and meeting the needs of children.

We have engaged children and young people in providing feedback on our performance, including both areas of strength and areas for improvement – see feedback section below.

Priority 3: We will be ambitious for Our Children

The IRO service has collaborated with social work colleagues to define and promote high-quality care plans, with a focus on achieving permanence from the outset of a child's journey in care. This has been accomplished through targeted workshops, dedicated IRO links with specific teams, and engagement in service-wide meetings.

We have continued to prioritise increasing face-to-face visits with children to strengthen relationships and we have continued to offer children and young people the opportunity to chair/co-chair their reviews to help promote meaningful engagement. While the transition to a new data system temporarily impacted on the availability of information on the number of reviews chaired or co-chaired by children and young people for this reporting period, proactive measure have been implemented to ensure this data is accurately captured in the next annual report.

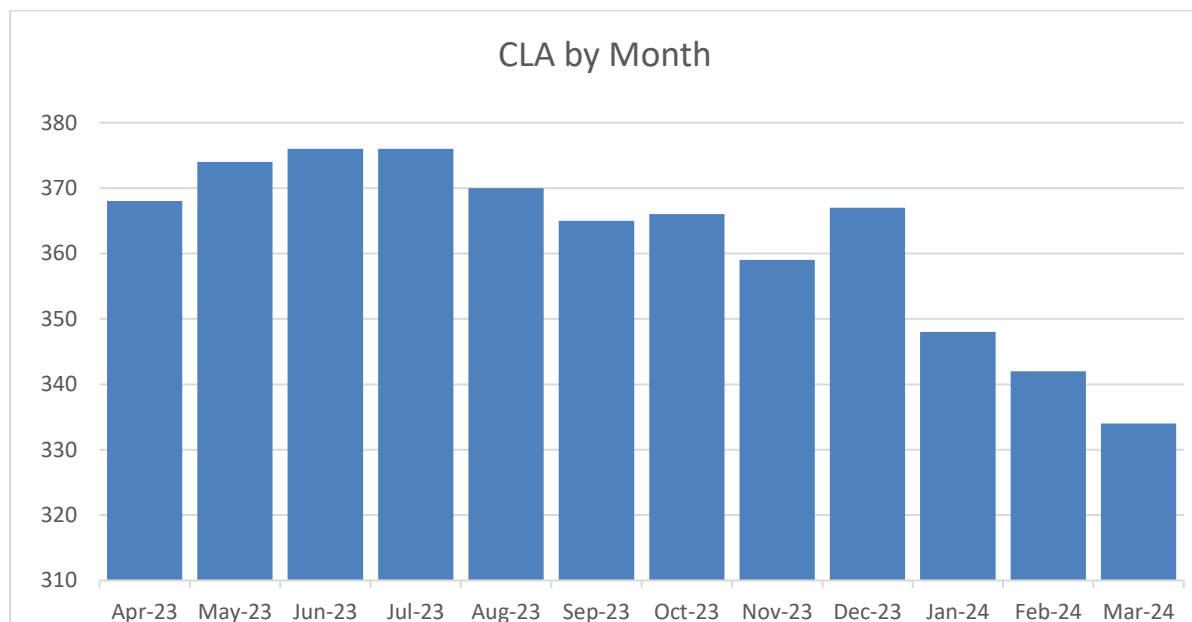
We have collaborated with our Islington Partners in Practice to review the IRO Practice Standards and CLA Practice Guidance. It has been felt that these provide appropriate focus on early permanence for children.

Over the course of the year, we have further enhanced and strengthened the connections between the IRO Service Manager and IROs with other service areas through regular collaboration, increasing visibility at service meetings.

Additionally, we have supported the Health & Wellbeing Champion in identifying strategic themes and challenges impacting our Children Looked After. This includes engaging young people in care or with care experience to share their perspectives and collaborating with our CLA Health colleagues to develop interview questions that capture meaningful insights and experiences.

Children Looked After Reviews April 2023 – March 2024

The data indicates a decrease in the number of Children Looked After during the 2023/24 reporting period, from 368 in April 2023 to 334 in March 2024. This reduction reflects the positive impact of Early Help and frontline services in providing effective support, thereby reducing the necessity for children and young people to enter care.



The IRO Handbook suggests that each IRO has a caseload between 50-70 children. The current average caseload within Haringey for the reporting year was 56 children. The IROs are committed to responding swiftly and effectively to the changing needs of our young people, ensuring that each child receives the focused attention and support they require. This provides the ability to offer a higher number of reviews, reflecting the IRO service's proactive approach in adapting to evolving circumstances and working to achieve the best outcomes for every child in our care. These reviews are conducted when there have been unplanned placement changes, significant changes in educational, health, or contact needs, or when more frequent reviews are deemed beneficial for the young person.

13 children left care before their first review, while 12 children and young people were reunified with their families by their second review. This highlights the effective work of practitioners and the HART service in supporting reunification efforts.

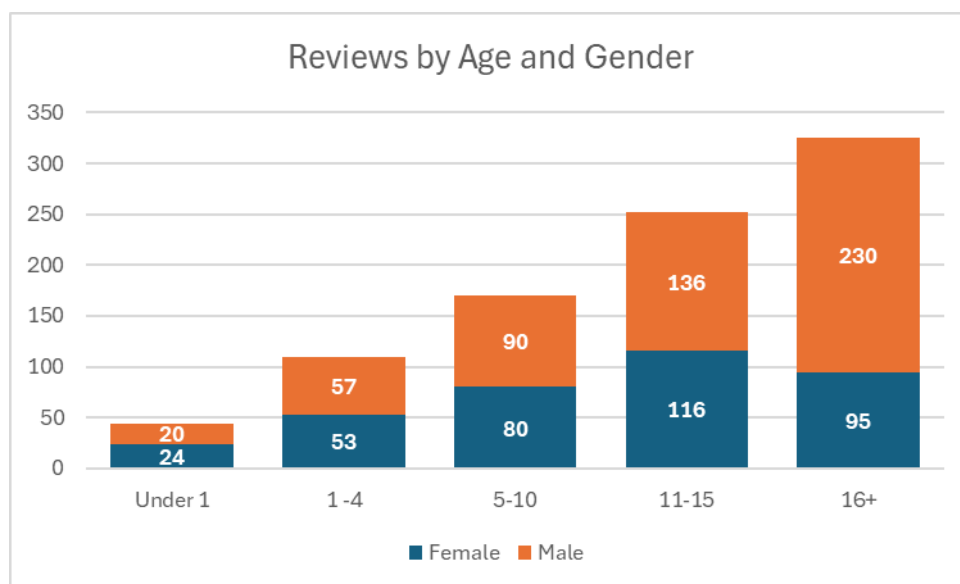
Additionally, IROs actively participate in decision-making forums where their expertise and knowledge of the child/young person, contribute to the development of optimal care plans and outcomes.

In Haringey, we are committed to providing children and young people in care with a consistent, supportive IRO from start to finish, offering continuity and trust. If a young person returns to care, we make every effort to reconnect them with their previous IRO. Sibling groups also stay with the same IRO for a unified experience. To ensure fairness, if both a parent and child are in care, we assign separate IROs, ensuring focus on the needs of each individual child.

The IRO service works closely with the CPA (Child Protection Advisors) team to ensure a smooth transition when a child or young person on a child protection plan enters care, addressing their safeguarding needs seamlessly. Additionally, when young people are subject to both child protection and care plans, IROs and Child Protection Advisors collaborate to minimise any overlap, ensuring a coordinated and efficient approach to supporting the child's wellbeing and safety.

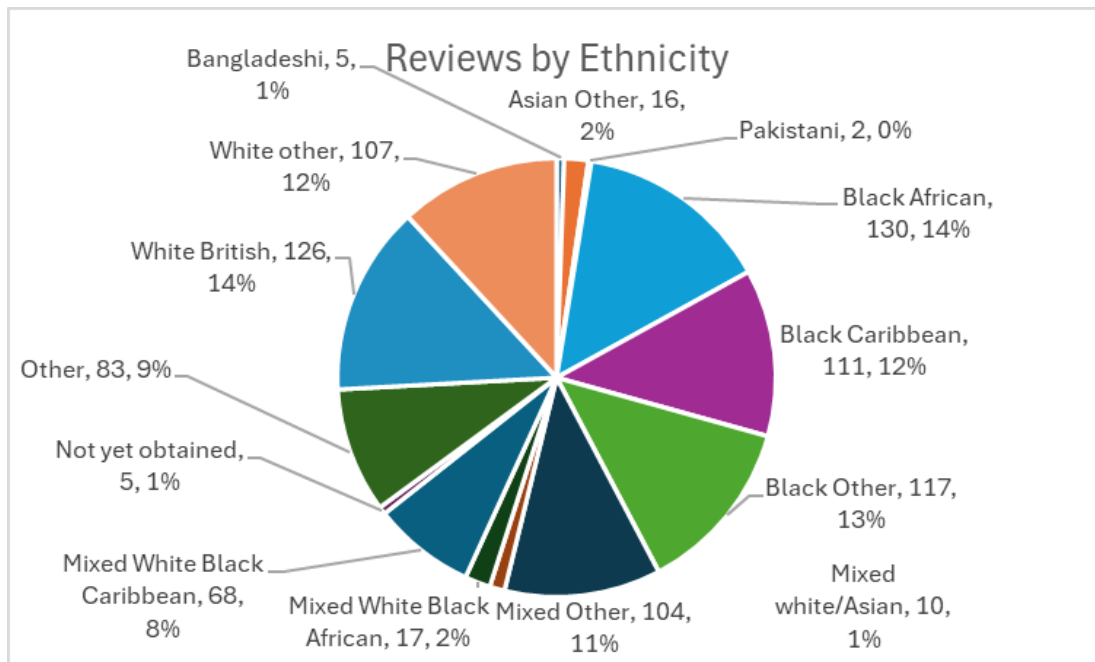
Looked After population during 2023/24

901 children in care reviews were held this year. The data shows that we continued to have more boys than girls in our care, with 59% (533) of reviews conducted for males in the 2023-2024 period, reflecting a small increase from 57% in the previous year. Additionally, 67% of the children and young people in our care during this period were aged 11 or older, marking a slight rise from 62% in the previous year.



The demographic breakdown of children and young people in care in Haringey reflects a rich diversity, with 26% recorded as white, 39% as Black, 23% as having mixed heritage, 3% as Asian, and 9% identifying with other ethnicities. These figures are consistent with those from the previous year. In comparison, 68.1% of Haringey's population is made up of non-white British ethnic groups, with 9.4% Black African and 6.2% Black Caribbean (Census 2021).

While the IRO service recognises the overrepresentation of Black children and young people within the children in care population, it also acknowledges the greater challenges that come with supporting these children and families. This highlights the importance of continuing to address systemic and socio-economic factors that can contribute to this disparity. The IRO service is committed to providing tailored support and advocacy to ensure that all children in care, regardless of their ethnic background, have access to the resources and opportunities they need to thrive.



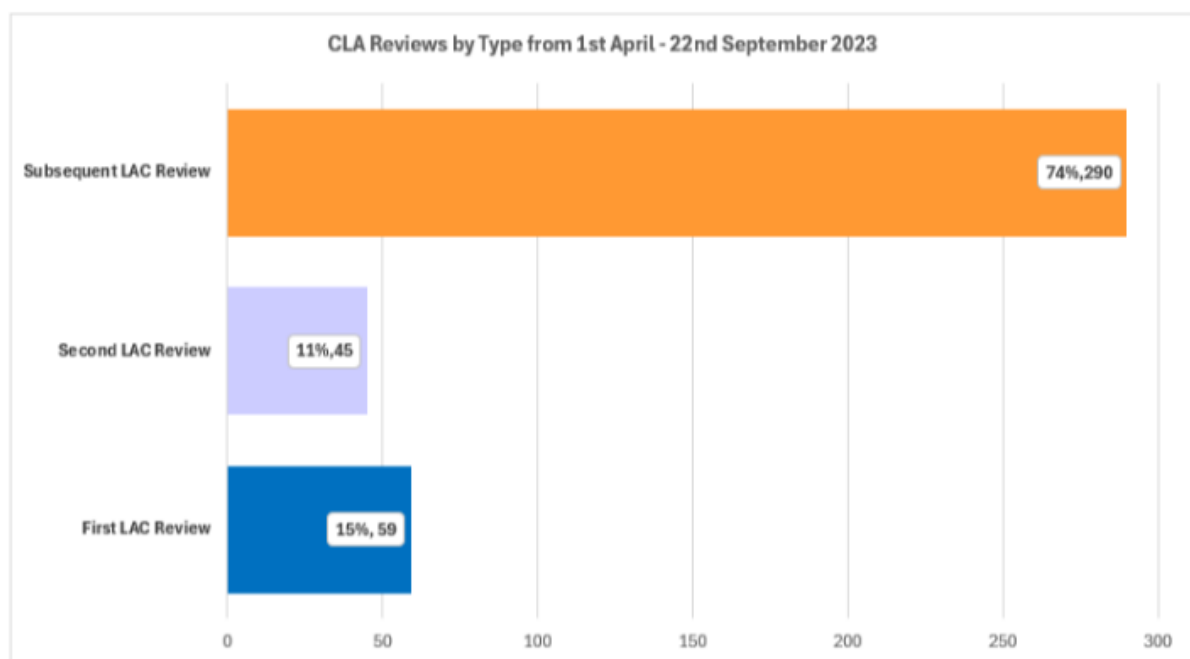
Reviewing Performance

Number and Type of Children in Care Reviews

The Child Looked After (CLA) review is a flexible process that is tailored to each individual child/young person and may vary in its format. It can be a standalone meeting where all relevant individuals in the child's life participate, or it may involve multiple meetings, with a central meeting attended by the IRO, the child, the social worker, and key adults in the child's life.

IROs assess the specific needs of each child and make decisions on how to conduct the CLA review in a manner that best suits the circumstances of the child, ensuring their wishes and feelings are heard. The role of the IRO involves striking a balance and ensuring that the review is child-centred, considering all aspects of the child's care plan, even if some of those aspects may be uncomfortable for the child/young person. Whenever appropriate, IROs encourage and facilitate the participation of children and young people in taking a leading role by chairing or managing part of their review meetings, empowering them to have greater ownership and voice in the process.

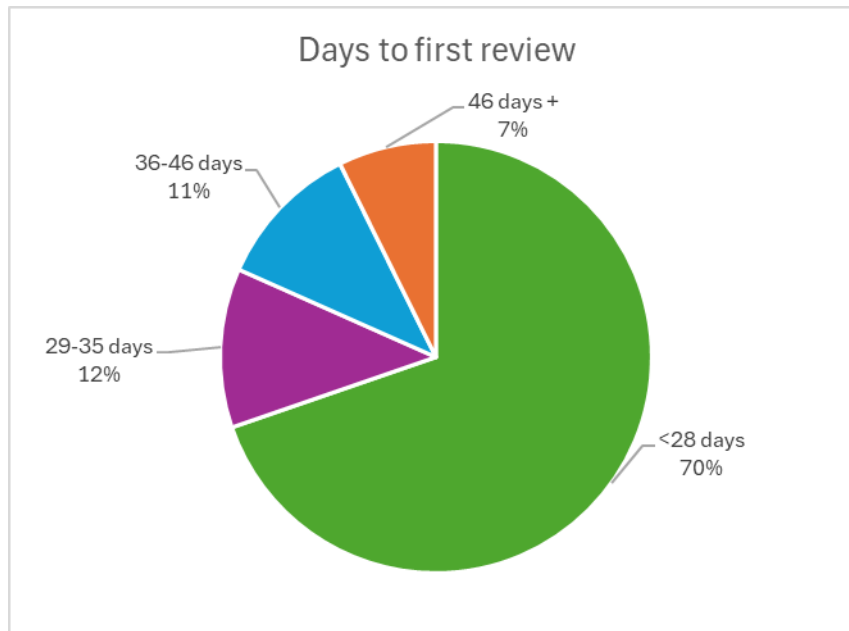
For the period March-September 2023 the chart provided below illustrates the frequency of subsequent reviews, particularly for children and young people who have been in care for at least 10 months. It is important to note that the number of reviews conducted does not directly represent the number of children in care, but rather indicates the frequency with which reviews have been deemed necessary.



Timeliness of Initial Children Looked After Reviews

The IRO Service remains committed to ensuring Child Looked After (CLA) reviews are completed in a timely manner. Through inductions with new staff, reflective discussions with practitioners and quarterly attendance at respective service meetings, efforts have been ongoing to ensure that the Local Authority consistently presents an updated Care Plan/Pathway Plan and Social Worker report for each CLA review. Children and young people, are allocated an IRO within 48 hours of notification that they have become looked after.

During the 2023/24 period, 70% (631) of initial CLA reviews were held on time. There was a dip in performance due to the implementation of the new LCS system requiring the adaption of practitioners to new recording processes. There has been significant progress in meeting initial review timescales since April 2024, reflecting the successful integration of LCS into everyday practice.



Midway Reviews

Midway reviews have remained a key focus for the IRO service, offering a valuable opportunity to connect with practitioners and assess progress of children's plans. These reviews play a crucial role in identifying any emerging challenges within the child's system, allowing the IRO to provide support in addressing issues and ensuring timely resolution.

Month	Forms
April	23
May	35
June	44
July	41
August	45
September	2
October	26
November	11
December	18
January	49
February	36
March	10
Total	340

IROs have been proactively recording midway reviews using the designated forms, with a strong commitment to maintaining oversight. While September 2023 saw a temporary dip in midway reviews and IRO oversight, due to the data migration process, the IRO service quickly responded by working closely with teams to ensure completion.

In January 2024, the IRO Practice Standards were updated to further strengthen this focus, now incorporating specific standards around midway reviews.

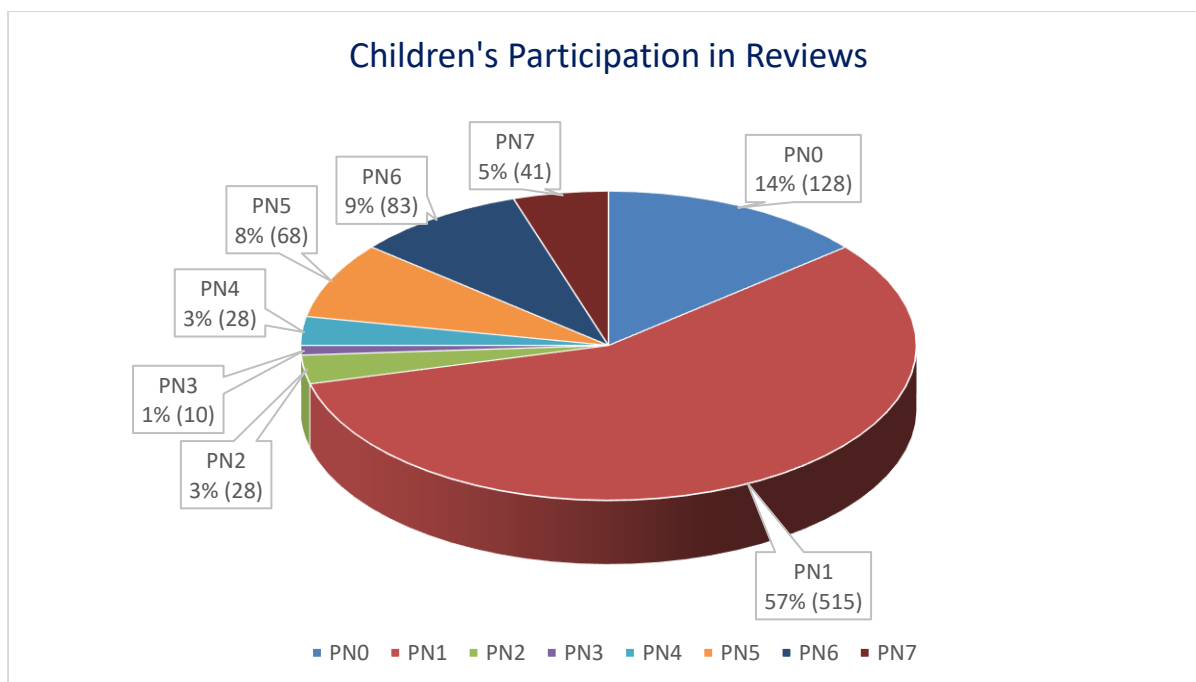
Children and young people's participation in reviews

During the past year, the IRO service has continued to hold most CLA reviews in-person, or as hybrid reviews; a blend of both in-person and virtual attendance. However, there have been instances where virtual review meetings were still necessary or requested by the young person. The Child Centred Practice Guidance for Child Looked After reviews prioritise the voice of the child, and various methods have been employed to facilitate their participation. IROs have utilised video conference calls, phone calls, social media applications, and face-to-face visits to engage with children and young people. As part of the reviews, IROs and young people have the option of a range of activities such as cooking, drawing, and sharing prepared poems, contributing to increased attendance and participation of children and young people in the process.

Based on the data available for the year ending on March 31, 2024, 95% (732) of children and young people aged over 4 years participated in their Reviews, an increase from 91% the previous year. Participation may involve attending the review meeting, contributing to discussions, providing input directly to the IRO or another trusted adult, completing consultation documents, or having their views represented through advocates. Among the reviews held, 14% (128) involved children under the age of four, where the IROs rely on physical observations and information about routines and relationships to understand the child's perspective. For the remaining young people, 57% (515) attended their reviews and spoke for themselves which is unchanged from the previous year. Additionally, 11% (96) of young people attended or were absent but had their views represented through an advocate, mirroring the previous year. 5% (41) of young people did not attend their review, and their views were not presented, a slight increase from the previous year's 2%. 10% (93) of children and young people represented their views either through methods, such as text messaging, or through the use of symbols. 3% (28) of children and young people physically attended their meeting but did not comment in the review.

A significant proportion of the 5% (41) of young people who did not attend their reviews, some are missing and experiencing social and emotional challenges often associated with past experiences.

To maintain contact with these vulnerable young people, our dedicated Exploitation Team conducts Return Home Interviews when they are reported missing. These interviews play a crucial role in re-establishing communication and promote safety. Despite the challenges presented by these circumstances, IROs are unwavering in their efforts to stay connected with this group, ensuring they continue to be supported. However, it is important to note that many of these young people frequently change their contact details when they go missing, which can make it increasingly difficult to maintain consistent communication.



Code	Definition
PN0	Child aged under 4 at time of Review
PN1	Child/young person physically attends and speaks for him or herself
PN2	Child/young person physically attends, and an advocate speaks on his or her behalf
PN3	Child/young person attends and conveys his or her view symbolically (non-verbally)
PN4	Child/young person physically attends but does not speak for him or herself, does not convey his or her views symbolically and does not ask an advocate to speak for him or her
PN5	Child/young person does not attend physically but briefs an advocate to speak for him or her
PN6	Child/YP does not attend but conveys his or her feelings to the Review by a facilitative medium
PN7	Child/young person does not attend nor are his or her views conveyed in any way to Review

IROs are deeply committed to ensuring that young people with additional or complex needs have every opportunity to communicate effectively, using methods that best suit their individual needs. For those whose communication is not verbal, IROs actively explore a range of alternative communication methods, including eye gaze technology, communication boards, PECS, speech-generating devices, and other augmentative and alternative communication (AAC) tools. This personalised approach ensures that every child has a voice in their care planning and review process.

The IRO service has made significant progress in supporting children and young people with complex communication needs, and enhancing our expertise in this area remains a priority for 2024/25. We are committed to developing tailored strategies and skills to better support non-verbal communication in children, ensuring their active participation in reviews and that their needs are met with the utmost care. By continuing to invest in this vital area, we aim to further strengthen our ability

to empower every child to communicate their thoughts, wishes, and feelings, ensuring their voices are heard throughout their journey in care.

Quality assuring the work of the IRO service

The IRO Service Manager holds the responsibility for ensuring the effectiveness of the IRO Service as outlined in the IRO Handbook guidance. The IRO Service is committed to consistently improving the quality of its services. The IROs' performance in chairing Children Looked After (CLA) reviews has been observed by the Director of Children's Services. CLA reviews have been observed by the IRO Service Manager between January and March 2024 – this was a very positive learning experience which exemplified the positive relationships that IROs have developed with the young people they work with, and feedback has been provided using the Quality Assurance Observation Tool.

Feedback forms are distributed to children/young people, foster carers, social workers, supervising social workers, and parents as part of the CLA review invitation pack. Currently, the feedback forms are in paper format. In recognition of this the IROs are undertaking an exercise between April-June 2024 asking young people what their preferred method of feedback would be which will assist in developing better feedback systems.

Recognising the importance of gathering meaningful feedback the IROs have taken proactive steps to encourage young people, carers, key workers and parents to complete feedback forms or engage directly with the participation officer.

All the respondents either agreed or strongly agreed positively to the feedback questions.

Analysis of this feedback indicates that children and young people feel included and have the opportunity to discuss what matters to them. IROs effectively explain the reasons behind decisions, and overall, young people are satisfied with the outcomes of their reviews.

2023-2024 has been another very positive year for feedback in respect of IROs and the review process. Some of the detailed feedback about the IRO Service is detailed below:

Feedback from CLA Review Participants:

...so great to meet him in person and hear someone so invested in his role and supporting T. I'm sure everyone knows this but he is an asset to the profession and your local authority. **Head Teacher**

There was a relaxed atmosphere which was very conducive to gaining positive outcomes

Professional

There is nothing that would change (about the review)–
Young Person

It was my first CLA review as a SW. S was very supportive as a professional and that made things easy for me.

Social worker

She completed the review in a calm and informative manner ensuring the YP was involved throughout. Excellent review meeting.

I am happy the way that everything is going well **Young Person**

The communication was great. I was able to speak freely about my opinions **Carer**

Good pace and everything explained with actions for both social worker and key worker with timescales clearly set out **Carer**

Very friendly and open discussions were welcomed. It was a lovely opportunity to share the progress

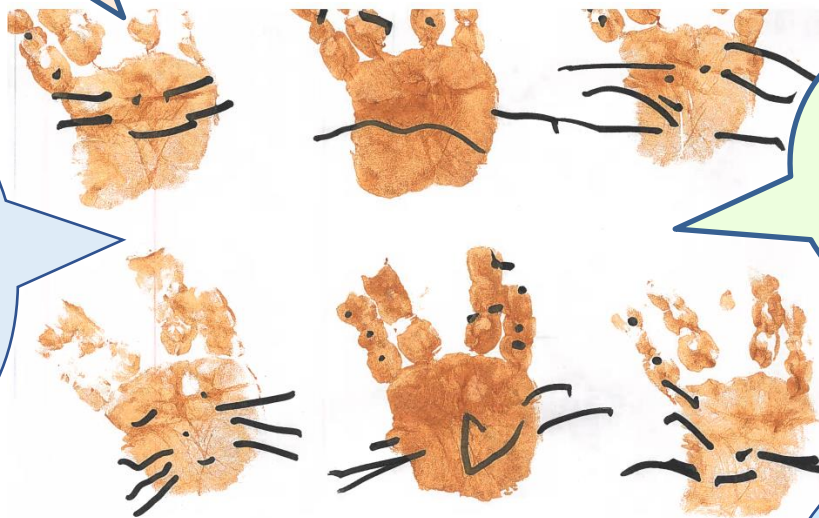
Parent

The (IRO) did an excellent job in making sure needs of the child were clearly stated

Social Worker

It was a lovely meeting and it was so nice to hear the progress in F since being adopted

Parent



Art work by Young Person

The positive feedback received emphasises several strengths of the service. Review participants highly appreciate the skills of the Independent Reviewing Officers (IROs) in effectively chairing complex meetings with a focus on the well-being of children, promoting child-friendly environments, and encouraging participation from all attendees. No negative feedback has been received so far.

The IROs' strong working relationships and engagement with young people, as well as the support they provide in their role, are highly valued not only within the local authority but also by external partners. Their extensive knowledge and passion for the well-being of young people are evident in their participation in various panels and professional meetings. This dedication has been recognised and praised by all levels of the management group, making them a consistent and reliable professional for most of the Children Looked After in the area.

All service areas were invited to provide feedback to look at how the IROs are perceived and to help consider additional areas of support and development. Here are a few of the responses received:

Just letting you know that I met with my management team and received really good feedback about the IRO. They feedback that she is attentive, holds others to account and responsive to escalations. – **Youth Justice**

It has been a pleasure working with the IROs at Haringey. I have observed dedication, passion and care for the children and young people...If I were to sum up the work of the IROs in Haringey I would say dedication, and it is brilliant that our young people and children have a team that challenges services to secure the best outcomes for our children and young people. – **Virtual School**

Overall the IROs are strong advocates for the children and young people, I find it helpful that when care plans are not progressed this is communicated to me and the managers and we are able to address this with the SW. Having a consistent team has been helpful for the children and YP and when there is a SW change the information we can gain from the IRO is valuable. I have noted qualities for each of them, from my perspective. All work well in partnership and have effective communication skills. – **Service Manager**

In addition to their role in providing challenge, the IROs have also provided numerous compliments and commendations for the excellent practice observed in Haringey. These positive remarks are shared with the practitioners, Team Manager, Service Manager, Heads of Service, Assistant Director, and Principal Social Worker.

According to the IRO Handbook, it is the responsibility of the IRO Service Manager to ensure that the IROs receive direct support to fulfil their duties. This support includes managing their workload and enabling them to effectively challenge the Local Authority. The IRO Service Manager provides monthly supervision to the IROs, offering professional advice on individual cases when needed, which is documented in supervision notes. Additionally, IROs can consult with the IRO Service Manager informally and on an ad-hoc basis as required. Monthly group supervision meetings are also conducted, providing a safe space to address dilemmas and discuss value-based, practice, and ethical challenges associated with the role.

SEND Inspection

Following the success of the Ofsted inspection of Haringey CYPS Services in February 2023 following which Haringey was awarded the rating of Good overall we are proud to have contributed to the great outcome of the Area Send inspection of Haringey Local Area Partnership in February 2024.

As part of their findings, they recognised that:

- 'Professionals across the partnership work creatively to address the rising numbers of children and young people with SEND'
- 'The voice of the child or young person rings very clearly through EHC [Education, Health and Care] plans'
- 'Children and young people with SEND do well at school' and 'benefit from a broad and developing range of out-of-school activities'
- 'Knowledgeable, culturally sensitive professionals offer direct support to families'
- 'Leaders have used creative commissioning to reduce waiting times across the partnership'

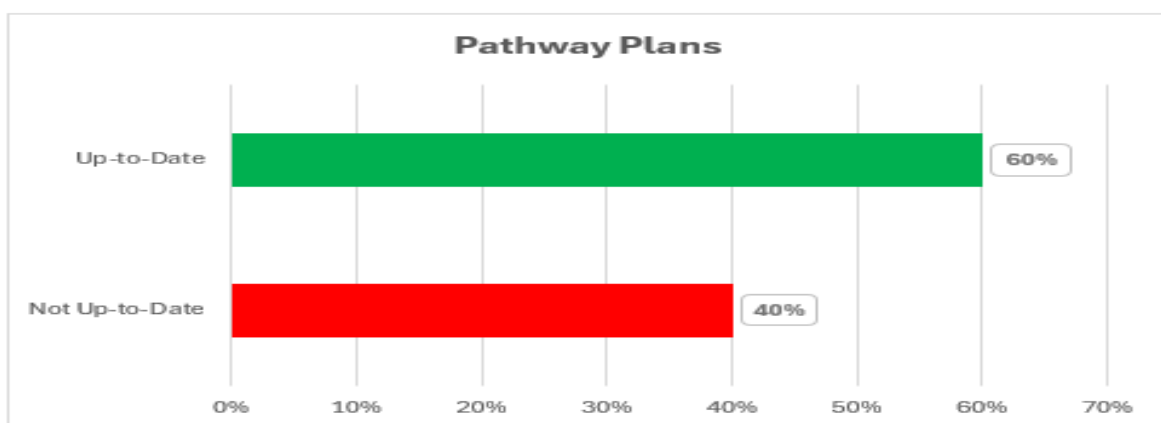
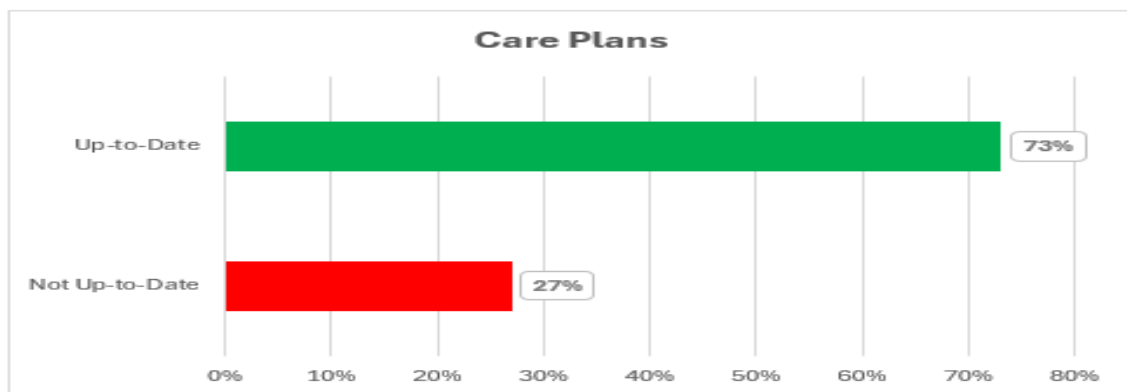
IROs have been working with children who have an EHCP and are placed both in and out of borough which requires a collaborative and child-centred approach that takes into account the child's individual needs and circumstances. IROs can play a key role in ensuring that the child's needs are being met and that any challenges are identified and addressed.

As at March 2024, 99 Children Looked After (CLA) under the age of 16 in Haringey have an Education Health Care Plan (EHCP), with 68 residing outside the local authority. Additionally, 24 young people aged 16 and over have an EHCP, with 11 of them living out of borough, making up approximately a third of all our CLA. These young people are placed across 29 different local authorities, which presents IROs with additional considerations, including:

- Involving the child and their family
- Establishing relationships with professionals in the new area
- Advocating for the child
- Being aware of local resources
- Collaborating with the placing authority

Care Planning

The main responsibility of the Independent Reviewing Officers (IROs) is to ensure the quality and effectiveness of the care planning and review process, for every child or young person in the care of the Local Authority. They prioritise considering the current wishes and feelings of each child or young person. The IROs are responsible for ensuring that the care plan accurately reflects the child or young person's present needs, and that the actions outlined in the plan align with the legal obligations of the Local Authority towards them.



There was a decrease in the number of up-to-date Care Plans and Pathway Plans compared to the same period in the previous year. This decrease in completion rates was mainly due to the way data was collated in LCS. Since April 2024, the data capture method in LCS has been changed to provide a more accurate reflection, leading to a marked improvement in Plan completion rates.

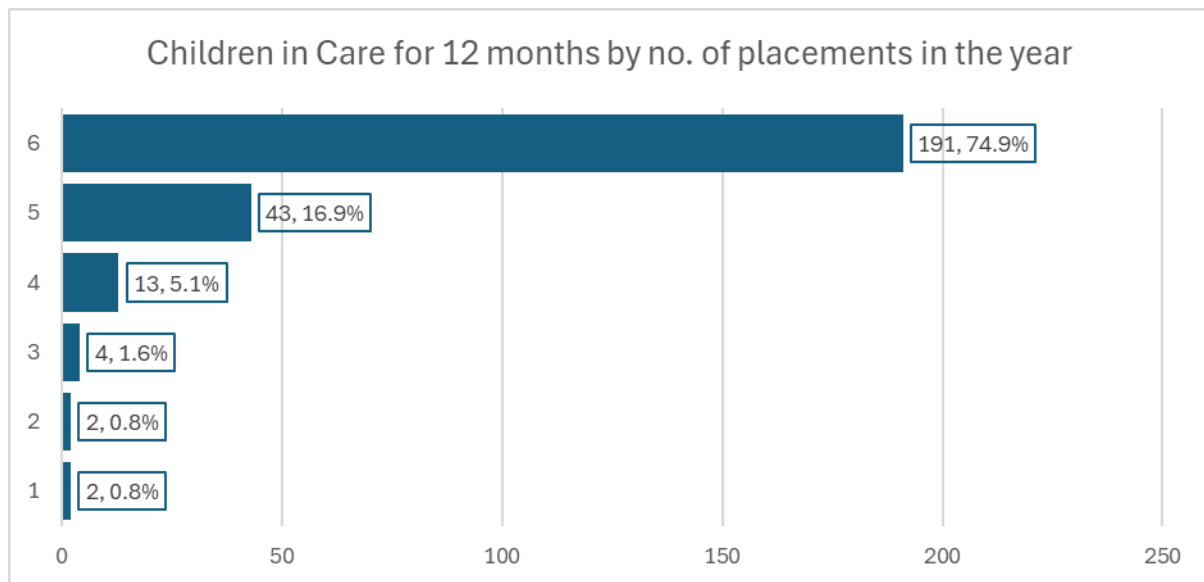
The IRO Service has conducted workshops to support practitioners in enhancing the quality of information in Social Worker reports for reviews. These workshops aimed to promote children's voices and views, and ensure their cultural, religious, and language needs are met.

Stability

Most young people in our care, accounting for 75% (191), have enjoyed stability in their living arrangements and the quality of care provided. This represents an increase from 69% the previous year. Among our young people, 17% (43) experienced a single change in their living situation, primarily due to initially being placed in emergency foster homes before transitioning to more long-term placements; another improvement from 22% in 2022/23. The percentage of young people at 8% (21), who experienced more than one move has also decreased this year; this downward trend is positive. The primary reasons for multiple moves continue to be challenges related to youth violence, criminal exploitation, and trauma-related behaviours.

It is worth noting that 75% (191) of children and young people have resided in their homes for longer than 2.5 years, higher than the national and statistical neighbour's average. The "Staying Put" arrangement has seen a 12% decrease, falling to 26% (28) this year corresponding in an increase in the number of young people opting to move to supported living arrangements.

In reviewing the data, it becomes evident that the young people who have experienced three or more moves are particularly vulnerable. These children may be victims of modern slavery, subjected to criminal exploitation, or have endured significant trauma. In response to this, the Independent Reviewing Officers (IROs) work together with social workers, the exploitation service, and other relevant professionals. Their objective is to ensure that the safety plans for this vulnerable group are effective and to minimise the necessity for further placement changes.



To help promote stability IROs are:

- Mindful in ensuring that children are accessing the support identified within EHCPs and that this support remains appropriate particularly for those children who have emotional and behavioural needs.
- Making recommendations for young people to be referred to CAMHS and/or for social workers to arrange consultation meetings with First Step where young people have complex histories, have experienced significant trauma or where SDQs reflect a need to do so.
- Contributing to the Placement Stability Panel.
- Involving Supervising Social Workers more effectively and raising challenge where appropriate to do so.

Placement Stability Panel

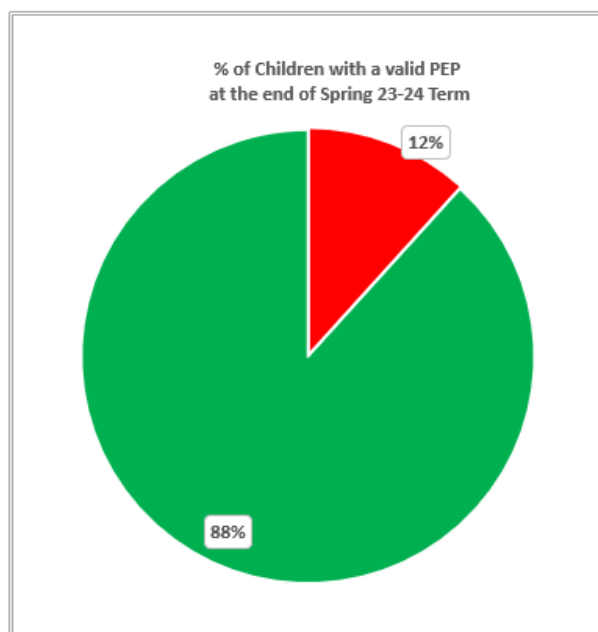
The Placement Stability Panel (PSP) was established on May 1, 2020. The Service Managers for Quality Assurance and Looked After Children's Service initiated the creation of this panel. Initially, its purpose was to assist the operational teams in promoting placement stability for Children in Care via Haringey Children's Services. The aim was to minimise disruptions to the young person's placement, education, and health, while prioritising their safety.

Additionally, it aims to review the situations of children who have experienced two or more placements throughout the year. The Head of Service for the Children Looked After service chairs the panel, with the CLA Service Manager or IRO Service Manager serving as chair in their absence.

Education and Health of Children Looked After

IROs review education and health care planning processes as part of the CLA Review process and monitor weekly key performance indicators. Personal Education Plans (PEP's) and Health Assessments feed into the review process to ensure our children in care are achieving their best.

Personal Education Plans



At the end of the Spring Term, March 2024, 88% (294) of our Children Looked After had an up-to-date Personal Education Plan. Whilst the completion rates have remained high, we need to ensure that the PEPs reflect children's educational histories and where appropriate, careers advice and aspirations.

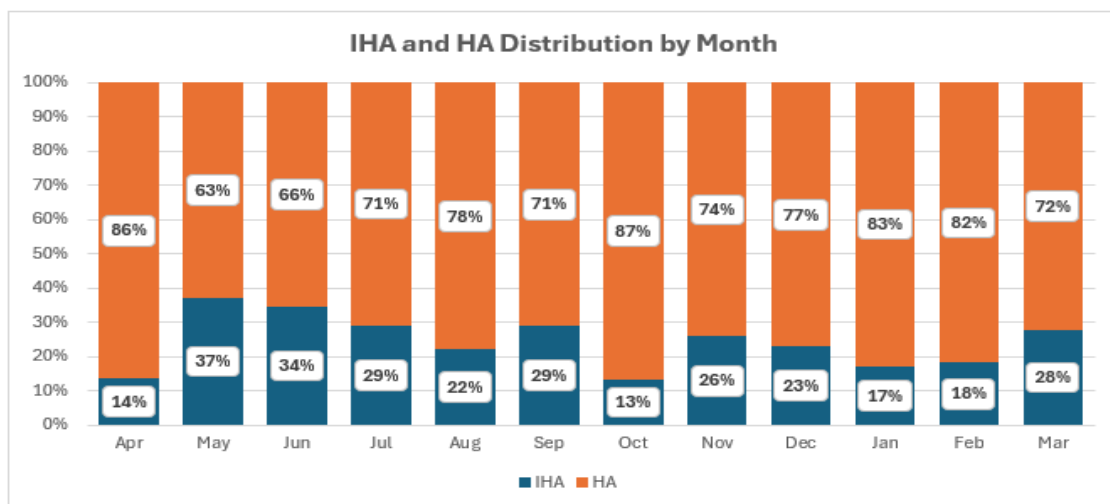
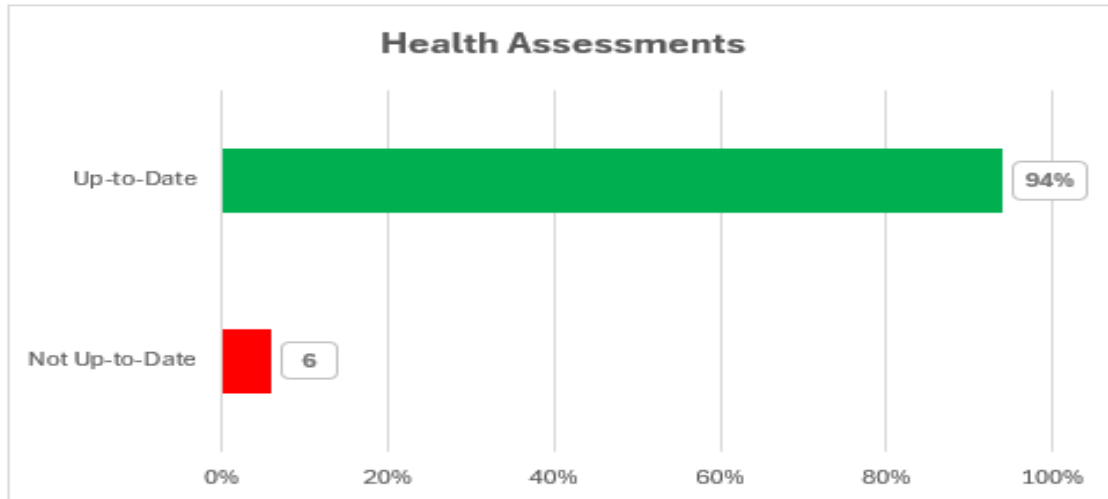
To ensure continuity between Social Care, Education and Health, the IRO service works in close partnership with the Health, Virtual School and SEN services to optimise positive outcomes for children in care.

Plans are underway for more collaborative work with the Virtual School and other service areas to help continue the improvement in PEP completion rates and to enhance the quality of information.

Health

Every young person in care should have an annual health assessment. In 2023-2024, 94% health assessments had been completed which is above the national average of 90%. We encourage children and young people remaining registered with their GP to help promote continuity of care. We have made good progress in overcoming the challenges around children accessing dental care and IROs remain vigilant and responsive to the emotional and mental health wellbeing of our CLA by encouraging access to local CAMHS or seeking consultations through First Step or First Step Plus interventions offered via the Tavistock and Portman Clinic. We continue to work with some young people who may not yet be convinced that a health assessment is a priority to ensure that their health needs are met which could be attributable to a background in which their medical needs have been neglected.

Looking ahead to 24/25 we aim to ensure support to improve the completion rates of initial health assessments for young people entering care. This can be achieved by seeking formal consent for assessments to be completed at an earlier stage in the process and promptly updating the care status on LCS.



Permanency

The Independent Reviewing Officers (IROs) place great emphasis on advocating for children to have a secure, stable, and nurturing family that can support them throughout their childhood and beyond.

During the 2023-24 period progress has been made in advancing permanency options for children in our care. Long-term placements, children and young people who have enjoyed the same home for 2.5+ years, has remained consistently high at 71%. This performance surpasses both our statistical neighbours and the national average in England.

In addition to actively considering proposed permanency plans by the second Children Looked After review, the IROs play an active role in the Permanency Tracking Panel, which is chaired by the Head of Service for Children Looked After, as well as the ADM (Agency Decision-Making) forum, chaired by

the Assistant Director. The IRO Service Manager consistently attends both the Permanency Tracking Panel and ADMs to convey the views of the IROs and represent the voice of the child. As of March 2024, we have successfully matched 25 young people with their long-term foster parents, a further increase with 35% of our YP in foster care are long term matched . Furthermore, there have been 13 Special Guardianship Orders, an increase from the previous year and 7 Adoption Orders granted this year, 2023-24, 5% higher than 2022/23.

Permanency planning continues to be a focus for the local authority and the Permanency Tracking panel has been enhanced to ensure monitoring and tracking of key performance indicators and permanency.

The IRO service recognises that further improvements can be made to help achieve permanency earlier for our children and young people. To help improve in this area IROs have:

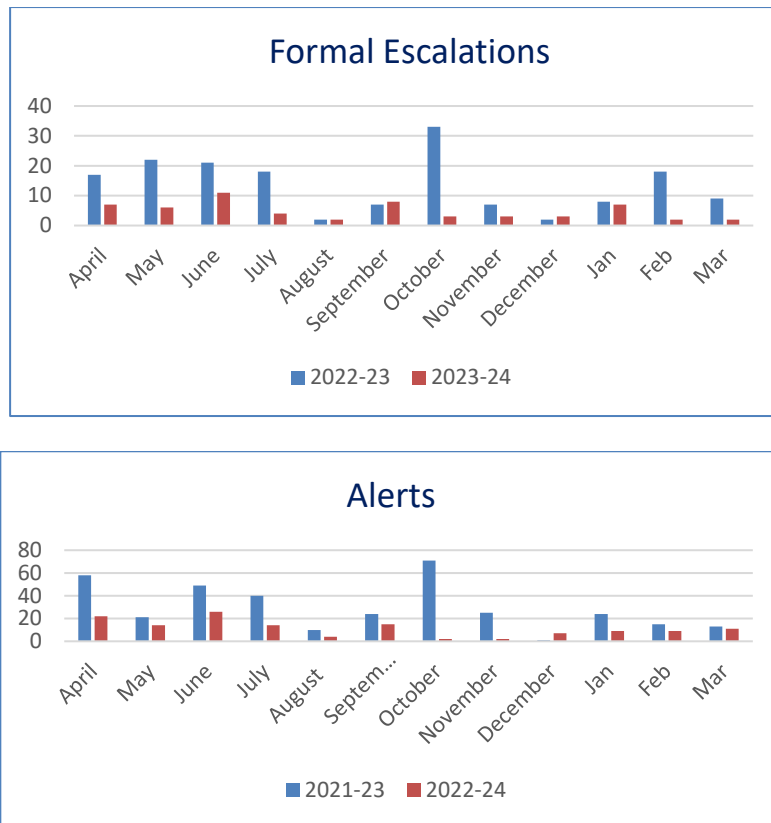
- Continued to embed the use of midway reviews to help monitor progression of permanency and pick up on patterns of instability and address the cause - for example Haringey CAMHS has no priority system in place for CLA and some Local Authority systems are causing delays for CLA with EHCP plans, or Independent Fostering Agencies not delivering on therapeutic support as per the contract.
- Increased vigilance of there being evidence of permanence decisions making reflected on case files.
- Collating data for young people at 16+ matched in their CLA reviews

Dispute Resolutions 2023/24

The IRO Handbook emphasises the vital role of the Dispute Resolution process in Haringey, particularly in addressing challenges that arise from the care planning process for our children. A well-established process is in place that both IROs and Social Work teams understand. IROs proactively seek to manage issues arising through effective communication. If matters remain unresolved, IROs advance through the Dispute Resolution stages if resolution isn't achieved. This escalation path includes Team Managers, Services Managers, Heads of Service, Assistant Director, Director, and CAFCASS.

IROs collaborate with colleagues across Social Work teams to resolve issues whenever possible swiftly and informally. If a timely response is lacking or resolution remains unattainable, the matter will progress through the six-stage process. The overarching goal is to ensure that issues are consistently resolved within a 20-working-day timeframe, aligning with the statutory guidance outlined in the IRO Handbook.

In Haringey there has been a significant decrease in both alerts and formal escalations over the past year as per the tables below:



During the period from April to March 2024, the Dispute Resolution Process (DRP) was utilised a total of 193 times, comprising 135 informal alerts and 58 formal escalations. Comparing this with the same period in 2022-2023, there has been a decrease of 62% in the initiation of the dispute resolution process.

Following feedback from the Ofsted inspection in February/March 2023 the IRO service has reviewed its use of the Dispute Resolution Policy to help ensure that its use is more impactful. This had led to IROs having more conversations and discussions with social workers, team managers and service managers which has helped avoid the need to use the DRP. We have found that quite often there is no dispute as such, between the IRO and operational teams, but discussions have helped progress matters for our children in care. IROs have recorded such discussions in activity case notes.

The Liquid Logic data system (LCS) was introduced in October 2023. As with the introduction of any new systems there have been initial challenges which coincides with the reduction of uses of the DRP from October 2023. The IRO Service Manager continues to work closely with the Performance Team and IROs to help improve the accuracy of the data around the use of the DRP and other areas identified.

With the introduction of LCS processes for Children Looked After, the IRO Service has implemented a strict policy of not proceeding with a Child Looked After review if the Social Work report is unavailable. This has led to a significant reduction in the number of alerts and escalations in this area. However, it remains the most frequent reason for using the DRP, as it affects review meeting arrangements.

The top five reasons for use of the DRP in the period April 23 -March 2024 are:



The IRO Service acknowledges the pivotal role of the DRP in avoiding/reducing drift and delays for children looked after. Simultaneously, IROs recognise the significance of nurturing working relationships and their impact on CLA outcomes. Balancing their role as critical friends, the IROs have continued to find that direct communication with social workers, team managers, or service managers often leads to issue resolution without resorting to the DRP.

Regarding Personal Education Plans (PEPs), the IRO Service maintains close collaboration with the Head of Virtual School. Their joint efforts have helped to expedite PEP completion for both social care and schools resulting in positive completion numbers.

External Challenge

As part of the Ofsted improvement plan the IRO Service introduced new ways in which IROs can record and evidence greater triangulation and scrutiny of care planning for our Children Looked After.

IRO's current data shows that between October 23-March 2024 there are 19 records where IROs have liaised and communicated with external partners to help progress care plans and ensure the child's needs are being met or assessed. IROs have been able to help progress matters such as children accessing Education & Health Care Plans, supporting progress in transferring EHPCs, accessing Occupational Therapy assessments, liaising with SEN departments in other Local Authorities to ensure our children access the right educational provision, and challenging the use of restraint.

There have been three formal challenges of external partners during the same period relating to progressing a young person's access to therapeutic support, and a young person's access to the right educational provision. These were resolved.

Developing IRO Challenge and Oversight

There has been noticeable progress in effectively utilising the DRP process and applying appropriate reasoning at the relevant stages. However, there is still room for improvement to enhance outcomes and ensure timely responses to escalations. The IRO service acknowledges that the DRP is not the only solution for resolving issues affecting young people. Therefore, the service has undertaken various initiatives, including:

- Monitoring children placed with their parents and ensure that they are reviewed in a timely way
- Collaborating with CLA health to improve young people's access to health services.
- Working closely with the Head of Virtual School enabling young people to receive the prompt necessary support they require.
- Reaffirming links between each IRO and a specific service, with IROs attending service/team meetings at least once per quarter to share observations and seek feedback.
- Increasing the number of midway reviews and monitoring activities between CLA reviews.
- Participating in monthly Permanency Tracker Panels, Placement Stability Panels, and contributing to ADMs (decision-making forums).
- Engaging in discussions with social workers, team managers, and senior managers to seek prompt resolution of issues.

These measures are aimed at fostering improved communication, collaboration, and resolution within the system to better serve the needs of young people.

Impact of IROs upon Outcomes for Children Looked After

IROs have actively supported practitioners in achieving significant positive outcomes for children in our care. Together, we have celebrated several notable achievements, including:

Education, Employment & Training

The IROs, in collaboration with the Virtual School, play a crucial role in ensuring that our young people in care receive the necessary support to thrive and reach their full potential. Through the CLA Review process, we take proactive measures to provide them with the tools and resources they need to excel. We take great pride in sharing some remarkable achievements of our young people in Haringey:

- **University Enrollments:** We are delighted to share that 42 former Children Looked After from Haringey are currently enrolled in universities, embarking on higher education journeys to pursue their aspirations.
- **Breaking Barriers:** Among these exceptional individuals, four young adults are studying Law, with one attending Cambridge University. Additionally, we have a talented young adult at Oxford University, studying Modern Languages & Linguistics.
- **Graduations:** 14 of our young people are expected to successfully complete their studies and graduate this year, including those attending Oxford and Cambridge. A further nine are expected to graduate in 2025.
- **Education, Employment, or Training:** In the 19-21-year-old age group, 55% (128) of our young adults are in Education, Employment, or Training, in line with both national benchmarks and our statistical neighbours. This performance reflects the positive impact of our collective efforts in ensuring their successful transition into adulthood.

These accomplishments highlight our commitment to providing comprehensive support and guidance to our young people, empowering them to pursue their aspirations and succeed in their chosen paths. We remain dedicated to continuing our efforts in promoting educational attainment, employability, and personal development for all children and young people in our care.

Stability, Managing Money & Independence

The IROs prioritise transition planning to adulthood as an integral part of their reviews, initiating the process as early as 14 years old for young people with Education & Health Care Plans. By closely monitoring and encouraging preparatory work focused on independence, we have successfully supported numerous young individuals in securing permanent tenancies. Notably, 76 young people have moved into their own one-bedroom flats, while 6 young parents with babies have been provided two-bedroom flats. Additionally, there have been 4 reciprocal arrangements with other local authorities, allowing these young people to maintain stability in their geographical areas and thus maintaining important established local relationships.

To further assist young people in managing their finances and maintaining their tenancies, we have implemented the Money House program. This programme provides practical guidance on financial management, digital skills, and budgeting, enabling young individuals in or entering independent housing to pay their rent promptly, handle bills, and effectively manage their finances. This immersive program, set within a flat environment, empowers young people to make informed choices about their future and prevent homelessness. This year, a total of 27 young individuals successfully completed the Money House program, with most participants rating the trainer and program as 'Excellent' (2023/24).

The Money House has had lots of positive feedback from the young people themselves. For example:

"I would like to say this program was absolutely fantastic. It taught me new ideas of how to save money. Different types of loans you can get. E.g.: hp agreement . My only wish is that more people could get to take part in this program as it is beneficial for young adults".

Young person attending The Money House in Haringey

In collaboration with Centrepont, Haringey Council, Haringey Housing Providers, and young people in Haringey, we have developed the Skills for Life initiative. This program encompasses 21 modules specifically designed to prepare young individuals for the transition into independent accommodation. The Young Adults Service works closely with foster carers and semi-independent providers to deliver these modules, ensuring that young people receive comprehensive preparation and support as they move towards establishing their own permanent living arrangements.

Independent Visitors

An Independent Visitor (IV) is an appointed individual who provides support and companionship to children and young people in care. Their role involves establishing a positive and trusting relationship, offering emotional support, and being a consistent presence in the lives of these young individuals. IVs regularly visit the children, engage in various activities together, and provide guidance and advice as needed. The main purpose of these visits is to offer support, mentoring, lend a listening ear, and ensure the well-being and rights of the child are upheld.

Both IROs and practitioners actively encourage children and young people to access an IV, where appropriate. This encouragement is documented in the minutes of Children Looked After (CLA) reviews.

In 2023/24, there have been a total of 27 matches supported between IVs and young people. Recognising the high demand for this service, Haringey has increased its IV capacity from 20 to 30 matches, with the ability to spot purchase further matches as required. Several of our young people have benefited from the support of an IV for up to 8 years, indicating the strength of the relationships formed. These young individuals have enjoyed a wide range of activities with their IVs, such as shopping, meals, mini-golf, rock climbing, sports games, museum visits, and many others.

With the continued success of the YP/IV relationships, Haringey continues to see the value these relationships bring in enriching the lives of children and young people in care.

Advocacy

Our children and young people in care access advocacy through Barnardo's. Advocates play a crucial role alongside IROs to support our young people in representing their views, wishes and feelings within review meetings and outside the reviewing process. As with last year our young people have accessed a higher number of advocates than our statistical neighbour with an increase in young people accessing advocacy in the first two quarters.

	Enfield Q1 23/24	Haringey Q1 23/24	Enfield Q2 23/24	Haringey Q2 23/23	Enfield Q3 23/24	Haringey Q3 23/23	Enfield Q4 23/24	Haringey Q4 23/23
No. of CLA accessing advocacy	10	16	5	19	5	16	10	16

Voice of the Child Strategy

The IROs have remained committed advocates for Haringey's Voice of the Child strategy. They have actively promoted the implementation of the Child Centered Practice Guidance for Reviews during their participation in quarterly service meetings with their respective service links and through reflective discussions with practitioners. This guidance places significant importance on prioritising the voice of the child in the care planning processes and Children Looked After (CLA) Reviews.

In line with this approach, the IROs continue to write CLA review minutes addressing the child or young person directly, using language that demonstrates care and consideration. This practice enhances children and young people's access to and comprehension of their review minutes, which can also serve as a valuable component of their life story work. Moreover, the IROs consistently support and encourage practitioners and team managers to adopt this style of writing in the Social Worker's Report for the Review, as well as in Care and Pathway Plans. This approach has become increasingly recognised as standard practice.

To ensure a more positive and solution-focused experience for the child or young person, the IROs make efforts to establish greater contact with social workers and review participants prior to the CLA review meeting. These interactions enable discussions about any challenges the child or young person may be facing and facilitate collaborative problem-solving. By adopting this approach, the review meetings become more constructive and focused on finding solutions.

As part of the Guidance foster carers are also encouraged to write a letter to the child or young person which outlines their achievements. The examples of these letters have been a true delight to read and also contribute to the child or young person's life story.

Over the coming year we will be introducing Ways of Writing guidance, helping practitioners, managers and multi-agency partners consider the impact of how they record information upon children and young people who have experienced trauma.

Furthermore, we will be asking our children and young people in care, including Aspire members, how they want to provide feedback around their CLA reviews and overall support. This will enable us to develop more focused feedback mechanisms to help develop and enhance the service and support we offer.

Additional IRO Service developments/achievements 2023-24

IRO Team Links

Each IRO is assigned to a specific team or service to provide consultation, support, and advice on matters concerning Children in Care. They actively participate in service meetings for their designated team links on a quarterly basis and conduct workshops to promote the implementation of the Child Centred Practice Guidance. Additionally, IROs have recently established links with First Step and CLA Health services to further enhance collaboration and support for children and young people.

Vulnerable, Violence & Exploitation (VVE) Panel

IROs play an active role in the VVE Panel, where they identify and bring attention to vulnerable young people in care who may be at risk of exploitation. They actively share relevant information and intelligence regarding our most concerning cases involving children and young people who are suspected to be experiencing exploitation.

Introduction to Health Services Workshops

The IRO's collaboration with the Designated Nurse for Children in Care has played a crucial role in introducing health services workshops in Haringey. They have taken the lead in organising and facilitating the program, creating an inclusive environment where both facilitators and participants feel comfortable sharing their perspectives.

Risk Management Panel

The IROs play an active role in the strategic and operational planning for Children Looked After who have been remanded into Youth Offending Institutes or are serving a community sentence. One dedicated IRO sits on the Panel to provide valuable insights and input. The IROs contribute to the deliberations regarding the release of these young people, ensuring that comprehensive care plans are in place. They also share regular updates on care planning for young people in the community, allowing for enhanced safety planning and smoother transitions.

Organisational Learning & Development

Two practice educators have been qualified to provide support and facilitate the learning and development of undergraduate students during their placement.

Champions Model

The IROs are enthusiastic in supporting the implementation of the Champions Model in Haringey. Through their reviews, midways and challenge` IROs have begun to identify strategic and systemic challenges in the 5 priority areas:

- Education
- Health & Wellbeing
- Adulthood & Transitions
- Accommodation & Life skills
- Transition/Transitional Safeguarding

In addition to the above there are numerous examples of IROs going the extra mile for our children and young people in care which is not captured within data or Key Performance Indicators. These examples exemplify the passion the IRO service has for the welfare of the young people.



IRO Service Priorities 2024-25

When writing the Annual Report for 2022/23, we were ambitious in outlining our goals for the following year, 2023/2024. Our goals were focused on improving outcomes for the children under our care and ensuring a consistently high level of service and we are pleased to report that good progress has been made in the areas identified.

Looking forward to 2024-2025 our priorities are:

Priority 1: To place children and young people at the centre of everything we do.

- We will continue our focus on review minutes to children being good quality and sent out in a timely manner
- We will continue to promote children and young people chairing or co-chairing their review
- We will help ensure children and young people understand their care journeys

Priority 2: Listen to and respond to children and young people.

- We will review our current systems on how we ascertain feedback from children and young people and widen this to include the wider service that they receive
- We will continue to hold timely reviews
- We will continue to embed midway review and monitoring ensuring that there is appropriate challenge to help progress care planning

Priority 3: We will be ambitious for Our Children

- We will support the implementation of Kinship Care frame to help children and young people remain in their families
- We will ensure that children and young people who placed with their parents have their circumstances regularly reviewed.
- We will continue to prioritise achieving permanence for children in our care and develop systems to identify young people being matched within reviews
- We will ensure that we hold 95% of reviews within timescales
- We will explore developing critical learning groups for IROs with other Good and Outstanding Local Authorities
- Raise greater awareness of the Transitional Safeguarding Protocols



Overview - IRO Annual Report 2023-24

The IRO Service

Overview:

- Part of the Engagement, Safeguarding & Quality Assurance Service under Children and Young People's Services.
- Team: 5 permanent IROs, 1 fixed-term IRO, led by a Service Manager.
- Diverse expertise and cultural backgrounds, proficiency in 8 languages.
- Long-term relationships with children, young people, and families.
- Stability and continuity with many children having the same IRO for years.

Role of IROs:

- Ensure consistent practice for the well-being of looked after children and care leavers.
- Prevent delays, ensure effective care planning, and monitor local authority actions.
- Identify and communicate concerns to senior leadership.

Professional Development:

- Provided through Haringey Children's Academy, Tri-X online procedures, Research in Practice, Making Research Count, My Learning, and Haringey Safeguarding Children's Partnerships.
- Two fully qualified Practice Educators, one IRO undertaking the PE course.

Service Priorities 23/24

- **Priority 1:** To place children and young people at the centre of everything we do.
 - Review minutes produced with each child in mind.
 - Improved efficiency and timeliness of delivering review minutes.
 - Care Plans consistently up to date with the introduction of Liquid Logic system (LCS).
- **Priority 2:** Listen to and respond to children and young people.
 - Focus on performance data to prioritize children's reviews.
 - Improved quality, timeliness, and recommendations of review minutes.
 - Engaged children and young people in providing feedback.
- **Priority 3:** We will be ambitious for Our Children.
 - High-quality care plans with a focus on achieving permanence.
 - Increased face-to-face visits with children.
 - Opportunities for children to chair/co-chair their reviews.
 - Collaboration with Islington Partners in Practice to review IRO Practice Standards and CLA Practice Guidance.

Our CLA

- Decrease in number of Children Looked After during the 2023/24, from 368 in April 2023 to 334 in March 2024 - reflects the positive impact of Early Help and frontline services in providing effective support, thereby reducing the necessity for children and young people to enter care.
- Average caseload for IROs are in line with IRO Handbook – allows IRO to respond swiftly and effectively to the changing needs of our young people, proactive approach in adapting to evolving circumstances and working to achieve the best outcomes for every child in our care.
- 13 children left care before their first review, while 12 children and young people were reunified with their families by their second review - effective work of practitioners and the HART service in supporting reunification efforts.
- 901 reviews held – continue to have more male than female (59%) and higher representation of black ethnic groups (39%) - highlights the importance of continuing to address systemic and socio-economic factors that can contribute to this disparity.

Review performance

- 70% (631) of initial CLA reviews were held on time due to the implementation of the new LCS system requiring the adaption of practitioners to new recording processes - significant progress since April 2024
- 340 Midway reviews held in 23/24 – highest number recorded - evidences a strong commitment to maintaining oversight.
- 95% (773) of children and young people participated in their reviews
- 5% (41) of young people who did not attend their reviews, some are missing and experiencing social and emotional challenges often associated with past experiences.
- IROs actively explore a range of alternative communication methods, including eye gaze technology, communication boards, PECS, speech-generating devices, and other augmentative and alternative communication (AAC) tools

Feedback

- ...so great to meet him in person and hear someone so invested in his role and supporting T. I'm sure everyone knows this but he is an asset to the profession and your local authority. **Head Teacher**
- There is nothing that would change (about the review)– **Young Person**
- **It was my first CLA review as a SW. S was very supportive as a professional and that made things easy for me.** - Social worker
- *Very friendly and open discussions were welcomed. It was a lovely opportunity to share the progress - Parent*
- It has been a pleasure working with the IROs at Haringey. I have observed dedication, passion and care for the children and young people...If I were to sum up the work of the IROs in Haringey I would say dedication, and it is brilliant that our young people and children have a team that challenges services to secure the best outcomes for our children and young people. – **Virtual School**

SEND Inspection

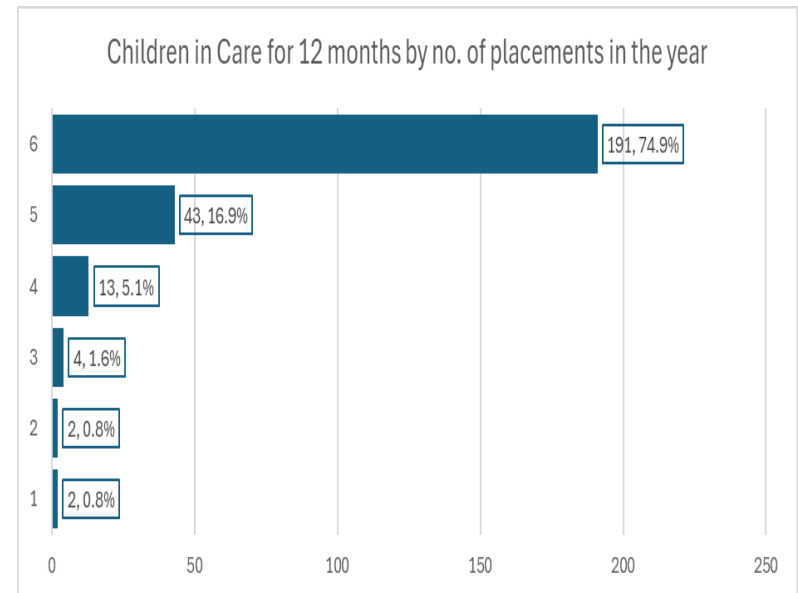
- 'Professionals across the partnership work creatively to address the rising numbers of children and young people with SEND'
- 'The voice of the child or young person rings very clearly through EHC [Education, Health and Care] plans'
- 'Children and young people with SEND do well at school' and 'benefit from a broad and developing range of out-of-school activities'
- 'Knowledgeable, culturally sensitive professionals offer direct support to families'
- 'Leaders have used creative commissioning to reduce waiting times across the partnership'

As at March 2024, 99 Children Looked After (CLA) under the age of 16 in Haringey have an Education Health Care Plan (EHCP). These young people are placed across 29 different local authorities.

Stability & Permanence

To help promote stability IROs are:

- Mindful in ensuring that children are accessing the support identified within EHCPs and that this support remains appropriate particularly for those children who have emotional and behavioral needs.
- Making recommendations for young people to be referred to CAMHS and/or for social workers to arrange consultation meetings with First Step where young people have complex histories, have experienced significant trauma or where SDQs reflect a need to do so.
- Contributing to the Placement Stability Panel.
- Involving Supervising Social Workers more effectively and raising challenge where appropriate to do so.



Permanence

- - Emphasis on advocating for secure, stable, and nurturing families.
- - Long-term placements (2.5+ years) consistently high at 71%, surpassing statistical neighbours and national average.
- - Active role in Permanency Tracking Panel and ADM forum.
- - 25 young people matched with long-term foster parents.
- - 13 Special Guardianship Orders and 7 Adoption Orders granted.
- - Enhanced monitoring and tracking of key performance indicators and permanency.

Improvements:

- - Use of midway reviews to monitor progression of permanency.
- - Increased vigilance of permanence decisions on case files.
- - Collating data for young people at 16+ matched in their CLA reviews.

IRO Challenge

- From April to March 2024, the Dispute Resolution Process (DRP) was utilised a total of 193 times, comprising 135 informal alerts and 58 formal escalations.
- Reviewed its use of the DRP to be more impactful - IROs having more conversations and discussions with social workers, team managers and service managers which has helped avoid the need to use the DRP



Impact

- **University Enrollments:** 42 former Children Looked After from Haringey are currently enrolled in universities
- **Breaking Barriers:** Among these exceptional individuals, four young adults are studying Law, with one attending Cambridge University. Additionally, we have a talented young adult at Oxford University, studying Modern Languages & Linguistics.
- **Graduations:** 14 of our young people are expected to successfully complete their studies and graduate this year. A further nine are expected to graduate in 2025.
- **Education, Employment, or Training:** In the 19-21-year-old age group, 55% (128) of our young adults are in Education, Employment, or Training - reflects the positive impact of our collective efforts in ensuring their successful transition into adulthood.
- **76** young people have moved into their own one-bedroom flats, while **6** young parents have been provided two-bedroom flats. 4 reciprocal arrangements with other local authorities, allowing these young people to maintain stability in their geographical areas and thus maintaining important established local relationships.

Additional Achievements

- IRO Team Links
- Vulnerable, Violence & Exploitation Panel
- Introduction to Health Service workshops
- Risk Management Panel
- Organisational Learning & Development

Providing out of hours to support young people overcome anxiety and feel empowered

Spending time with a young person who experienced an altercation – enabling better joint working between the LA and placement provider

Spent several hours with YP who needed reassurance with the post 18 options available – able to facilitate an agreed way forward

Supporting young person to remain within a placement where notice to end had expired

Priorities 2024/25

- **Priority 1:** To place children and young people at the centre of everything we do.
- - We will continue our focus on review minutes to children being good quality and sent out in a timely manner.
- - We will continue to promote children and young people chairing or co-chairing their review.
- - We will help ensure children and young people understand their care journeys.
- **Priority 2:** Listen to and respond to children and young people.
- - We will review our current systems on how we ascertain feedback from children and young people and widen this to include the wider service that they receive.
- - We will continue to hold timely reviews.
- - We will continue to embed midway review and monitoring ensuring that there is appropriate challenge to help progress care planning.
- **Priority 3:** We will be ambitious for Our Children.
- - We will ensure that Family Group Conferences or Family Network meetings are held at the earliest opportunity to help children and young people reunify with their parents or remain in their wider family network.
- - We will ensure that children and young people who are placed with their parents have their circumstances regularly reviewed.
- - We will continue to prioritise achieving permanence for children in our care and develop systems to identify young people being matched within reviews.
- - We will ensure that we hold 95% of reviews within timescales.
- - We will explore developing critical learning groups for IROs with other Good and Outstanding Local Authorities.
- - Raise greater awareness of the Transitional Safeguarding Protocols.

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Report for: Corporate Parenting Advisory Committee

Item number: To be added by the Committee Section

Title: **Haringey Virtual School Report 2023 -2024**

Report

authorised by : Ann Graham, Director, Children's Services

Lead Officer: **Dionne Thomas, Interim Assistant Director, Children's Safeguarding & Social Care**

Ward(s) affected: N/A

1. Describe the issue under consideration

- 1.1 The mission statement for the Haringey Virtual School is in line with the Haringey Council's organisational values Caring, Collaborative, Community-Focused, Courageous and Creative.

2. Recommendations

For Members to note the outcomes of the Haringey Virtual School Report for 2023/24

3. Reasons for decision

N/A

4. Background information –

The Virtual School has a flat structure. There is a Head of the Virtual School with line management of eight staff members. A key stage model exists in which Education Improvement Consultants (EIC) are responsible for specific key stages. This structure was changed in 2024 to move towards EICs staying with their child until Year 11. The previous Year 9 and 10 cohort have stayed with the same EIC. The EIC in charge of Year 8 and 9 will stay with the cohort until the end of year 11. The changes are being staggered to ensure there is not an uneven distribution of children allocated to an EIC.

5. Contribution to strategic outcomes

N/A

6. Use of Appendices

Appendix 1 – Haringey Virtual School Report 2023 -2024

7. Local Government (Access to Information) Act 1985

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In medicine the word 'trauma' is used to describe both physical and psychological injury. All wounds need healing. I do not live in fear of wounds. I do not deny them. I do not celebrate them. I am a writer. I am lucky. I found what I love. For me, writing and reading is a kind of healing. It is medicine. Every person in care should be offered opportunities to find what they love to do.

'The Sky is at War with the Night' (2024)

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Introduction mission statements and vision

The mission statement for the Haringey Virtual School is in line with the Haringey Council's organisational values Caring, Collaborative, Community-Focused, Courageous and Creative.

Our children deserve a secure future which is based on a strong education. The Virtual School's mission is to break-down and challenge stereotypes that plague our children. We want schools and provisions to understand the resilience, strength and power our children possess and help them to use it to realise their potential. We understand there is not a universal experience of being a care experienced child and we champion the voice of our children so they can be heard, understood and supported. We are a child-centred service, and we have our children at the heart of our decisions and choices. We are the Haringey Virtual School.

We care about the lives and futures of our children advocating for them to have a strong education which will provide them with a secure future.

We collaborate with different departments, directorates, schools, colleges and other agencies to drive forward change, raise the expectations and challenge stereotypes of children.

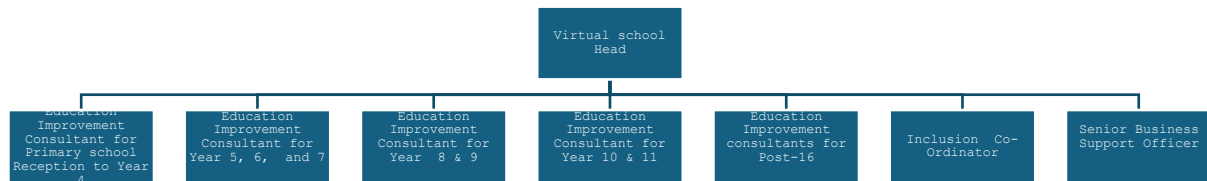
We are focused on children and know they will make powerful contributions to the community in the future.

We are courageous in the decisions we make for our children using creativity to develop capacity and sufficiency as we know it is always the value not necessarily the cost that can secure the best outcomes for children.

The vision for the Virtual School

- To deliver an outstanding service to help our children obtain outstanding outcomes.
- We are educational experts and internal and external services recognise and respect our expertise and seek our guidance in line with the social care national framework.
- We champion the extra-curricular experiences of our children through joint provision with national and local services.
- We understand the ePEP is an important document, but it is the actions and impact following the meetings which is most valuable in terms of judging the quality of the ePEPs.
- We aim to take an evidence-informed approach to the delivery of our service and advice.

Staffing and structure of the Virtual School



The Virtual School has a flat structure. There is a Head of the Virtual School with line management of eight staff members. A key stage model exists in which Education Improvement Consultants (EIC) are responsible for specific key stages. This structure was changed in 2024 to move towards EICs staying with their child until Year 11. The previous Year 9 and 10 cohort have stayed with the same EIC. The EIC in charge of Year 8 and 9 will stay with the cohort until the end of year 11. The changes are being staggered to ensure there is not an uneven distribution of children allocated to an EIC.

- Head of Virtual School Full time (F/T)
- Senior Business Officer (Permanent) (F/T)
- Inclusion and Attendance Coordinator (Permanent) (F/T)
- Education Advisor for Early years (One day a week) (Line managed by Early Years)
- EIC for Year R, 1, 2, 3 & 4 (Agency) (F/T)
- EIC for Years 5, 6 & 7 (Permanent) (F/T)
- EIC for Years 8 & 9 (Permanent) (F/T)
- EIC for Year 10 & 11(Permanent) (F/T)
- Two EICs for post-16 (Agency) (F/T)
- Two Educational Psychologists (Traded service) (Two days a week)

Education Improvement Consultants are responsible for monitoring children's progress, attendance, and behaviour, working with the network to ensure they have a quality ePEP, where they will challenge and support the network to ensure that the effective support is put in place and that aspiration is high. With support from the Inclusion Coordinator, they jointly challenge exclusions and suspensions, offering alternatives and supportive strategies, including staff training. The EIC will provide direct intervention work with the Educational

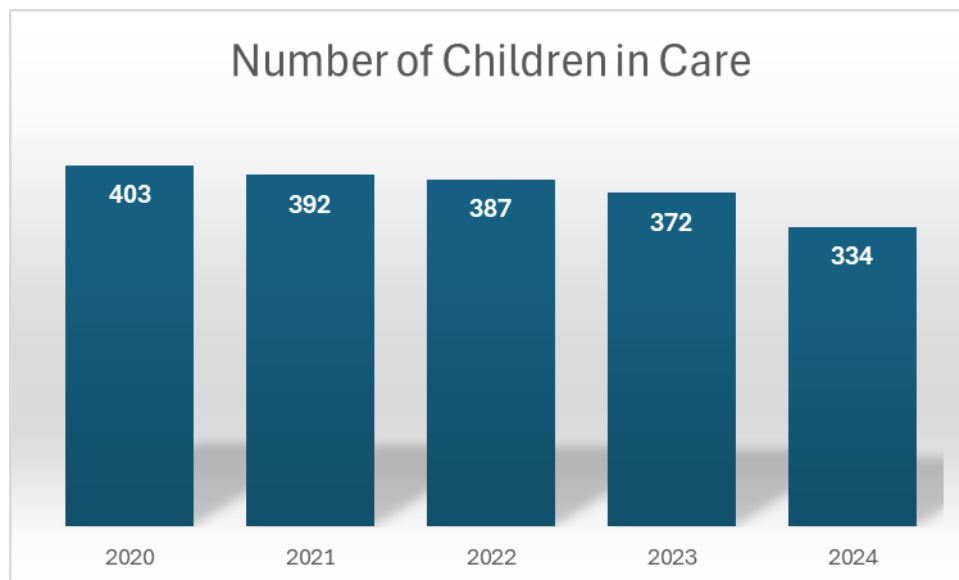
Psychologist to ensure the need is understood and recommendations made, including statutory assessments. School places are overseen, and recommendations are made for those making normal transfers and those who need to move in year. Staff signpost young people to opportunities, which includes organising and leading on several visits and projects. Additionally, the EIC role has been expanded to provide termly tracking of the English and Maths progression of their cohort.

Improvement for 2024-2025

Extended duties will be shared with the team through the creation of 12-month fixed term roles. There will be an Inclusion and Attendance manager who will oversight of the attainment and attendance for all children with a social worker and will provide attendance training to foster carers and social workers.

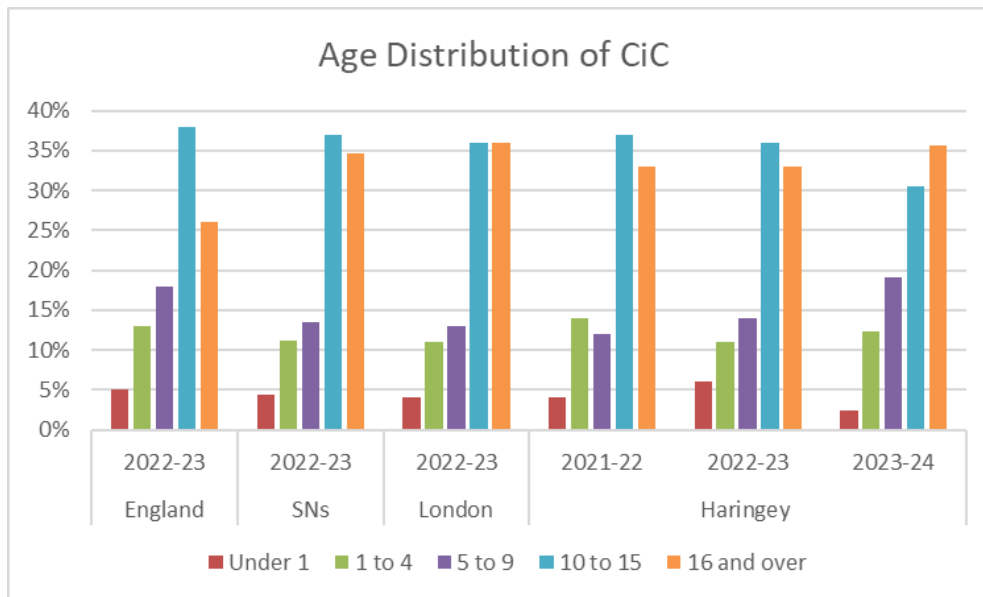
Our children who we look after: contextual data

There has been an 17% decrease in CiC in Haringey since 2020 and there has been a continual decline. Additionally, there has been a significant decline in the rate per 10,000 children aged under 18 it has fallen from 71 (2020) to 62 (2024). The change from 2023 (69) means there has been a decline of 7%. If the pattern was to continue numbers would fall below 200 for 2025.



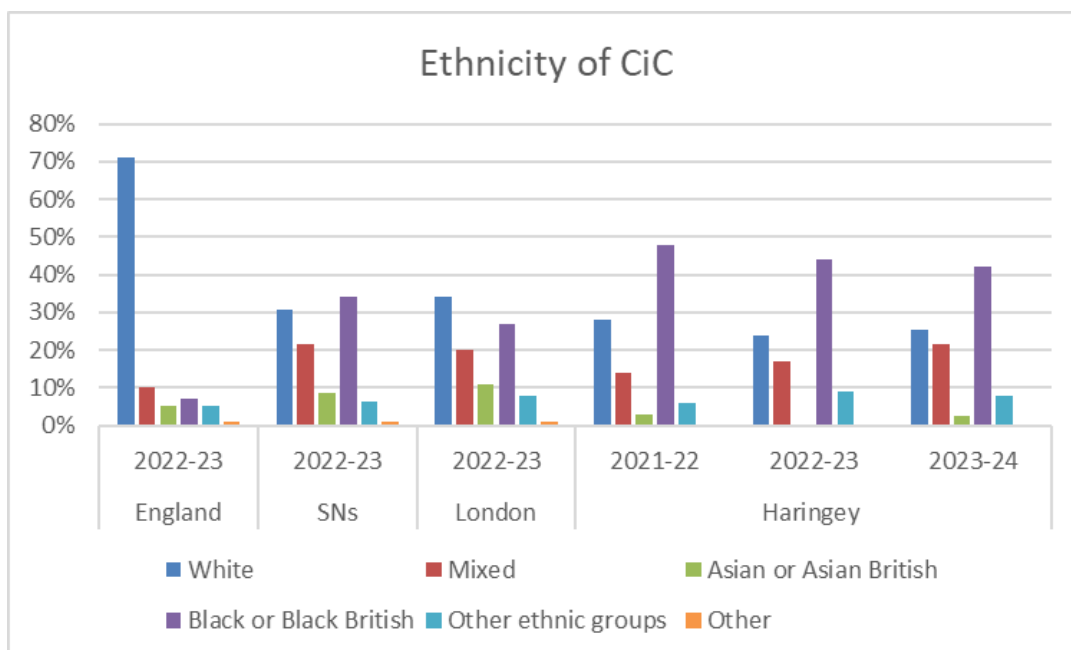
Age distribution

Over half of the CiC population in Haringey are aged ten and above. The trend is similar in inner London boroughs. The over 16 population has increased since 2023 and is similar to London and is slightly higher than Haringey's statistical neighbours.



Ethnicity

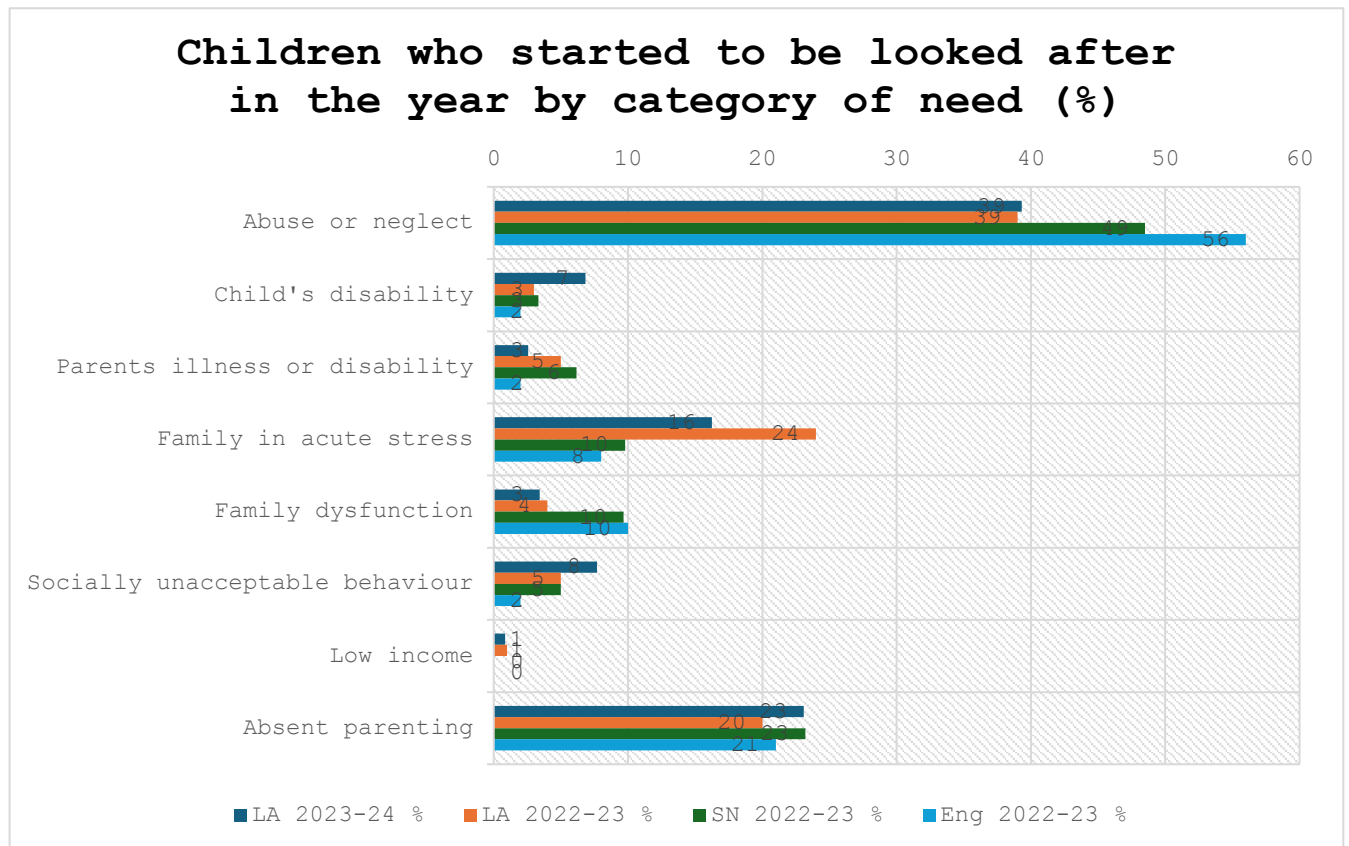
Compared to National figures, Black, African, Caribbean or Black British are overrepresented. The conclusion could be there are significantly higher levels of the BAME group in Haringey's virtual school; however, 17.6% of the overall population of Haringey residents are from Black ethnic groups and 7% from Mixed or Multiple ethnic groups; therefore, Black and Black British and Mixed are overrepresented in the CiC statistics. The statistics for children of White heritage are significantly lower than the national average and slightly lower than other benchmark groups London and Statistical neighbours.



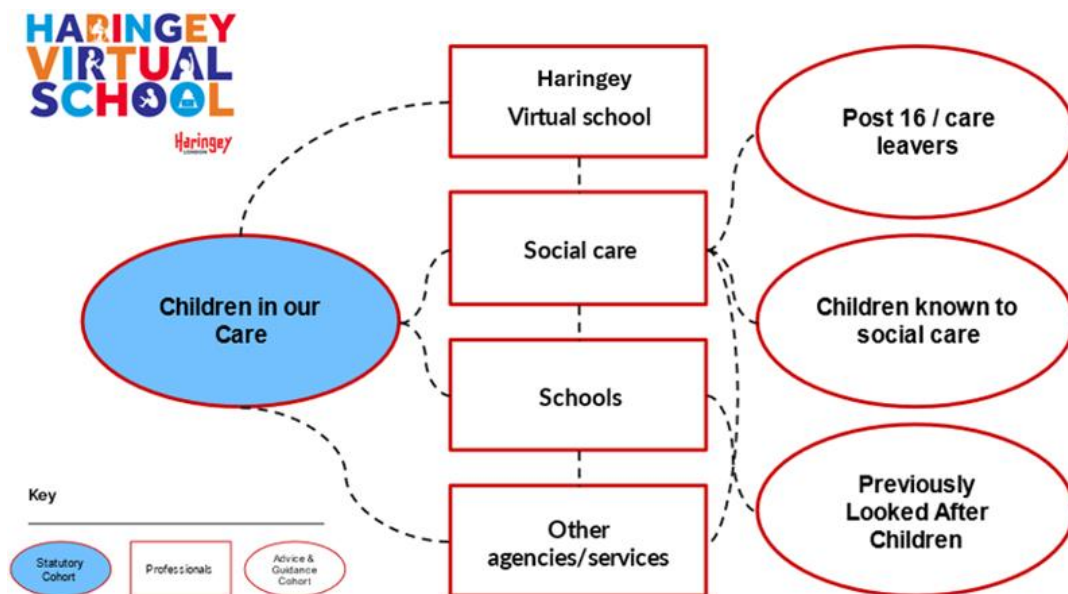
Category of need or reasons for coming into care

Abuse or neglect accounts for almost 39% of the reasons children were in care at 31st March 2024. This proportion is slightly lower than benchmark groups and below the national

average. Absent parenting and Family in acute stress follow next as the reason why Children start to be Children in care. The proportion of children in care due to Family dysfunction is much lower in Haringey than benchmark groups and England.



Our extended duties



Post 16 and Care Leavers

We have two Post 16 Education Improvement Consultants who monitor the education of the Post 16 cohort up until the age of 18. They hold a caseload of around 100 children. The roles are partially funded by the Post-16 PPG which was £58,502 for 2023 -2024 we also use the general PPG to fund the roles. The cost to the service for the roles is £120k per year. The team continue to monitor education using a Post-16 PEP. At 18 a young person can opt out of receiving support. Only 5% of our post-16 cohort requested continued support. Often children had an EHCP or were completing their A-levels and wanted support to continue.

Case Study – R

R is a year 13 student at college undertaking his A-Levels Psychology, Biology & Politics. It was recognised within the beginning of the second term that R would need additional support with revision and subject knowledge after the spring ePEP.

The College's Designated Teacher stated that there was no cause for concern, and he was predicted to pass his exams to a high level. R's Virtual School representative discussed her concerns regarding his mock exams and the low mock results and that these did not mirror his predicted grades. The ABC in predicted A-Level did not align with his last assessments and there was a significant gap between what he was currently attaining and his predicted grade. The designated teacher understood the Virtual School's concerns and liaised with R's academic subject tutors to further explore further and provide feedback.

A decision was made by Virtual School to commission extra tuition sessions to support his revision skills and subject development. R objected to the tuition; however, the Virtual School discussed the benefits and concerns, and R agreed to the tuition.

R was receptive to the tuition once it was put in place by Virtual School. R became more focused on his exams and his revision techniques and studying hours improved. R left his part time job so that he could dedicate more time to his studies. It was stated that within the summer ePEP that R was enjoying his tutoring and felt that this was supporting him in preparing for exams. The Designated Teacher within the ePEP was more aware of the reality of R's attainment level and provided more accurate predicted grades. He successfully passed his A-levels and progressed to a higher education institution.

Higher Education

Two young people the Virtual school were directly monitoring progressed to Sussex University and Northumbria University.

We supported a young person to secure university accommodation for free and we discussed the provision of 52-week accommodation with the university.

Care Leavers not in Education, Employment and training

At the end of the academic year 23/24 the Virtual School was monitoring 85 Children in Post-16. The number fluctuates at the highest number it was 114 Children in January 2024. The percentage of children who were NEET was 18%.

The Post-16 Team led the NEET panel which was a weekly panel established to discuss and support children who were NEET. The panel consisted of the post-16 team, Virtual school Head, representation from the Participation team and the Aspirational panel, Service Manager and Service Team Manager from Young Adults Service. The social worker and team manager for the child would be invited to the panel to discuss the child. Additional professionals were invited, when necessary, SEND, EP, YOS and Exploitation Team service manager. The barriers to the NEET panel working effectively, were there was not a centralised spreadsheet which monitored the impact of the intervention and there was a need to capture the voice of the child.

The NEET panel was relaunched in February 2024 as the EET panel to overcome the initial barriers and to introduce a process, including a referral process. However, the NEET panel was not having the desired impact in reducing the NEET numbers in the Virtual School. The discussions were useful but NEET numbers was not being reduced, and it was decided the Virtual School would meet internally to monitor and provide bespoke opportunities to children who are NEET.

The long-term goal of the Virtual School is to have a similar arrangement as other virtual schools and have an embedded Education, Employment and Training Advisor. There is a plan for 2026 to consider how the VS budget could be used to fund an EET advisor.

Reasons For NEET 2023 -2024

	Number	Percentages
LAC NEET post 16+	15	100%
Excluded from College during course	7	46.66%
In Custody	1	6.66%
Missing	2	13.33%
Parenting	1	6.66%
School Refuser	1	6.66%
SEMH	2	13.33%
Awaiting Relocation	1	6.66%
Low Attendance	1	6.66%
Other	3	20%
Year Thirteen	13	86.66 %
Year Twelve	2	13.33%
Female	4	26.66%
Male	11	73.33%

Ethnicity of NEET's 2023 – 2024

Ethnicity	Number	Percentages
LAC NEET post 16+	15	100%
Black British	6	40%
Black African	1	6.66%
White British	5	33.33%
White and Black British	1	6.66%
White Other	2	13.33%

NEET PANEL 2023 -2024

	Number of NEETS	Percentages
LAC NEET post 16+	15	100%
Presented at Panel	13	86.66 %
Not Presented at Panel	2	13.33%

Improvement for 2024-2025

Twice termly meeting in the Virtual School with the post-16 team and the Virtual School Head to discuss children who are at risk of being NEET and are NEET and sending bespoke opportunities to social workers. Contacting colleges/sixth form The Post-16 Team creating a PAN London Post-16 group to challenge the barriers experienced by our young people that increases the likelihood of our them becoming NEET e.g. Bursary payment, admission policy.

Children known to social care and previously looked after children

CIN (2023 – 2024)	CP (2023 -2024)
1044	192

The enquiries we dealt with were often for PLAC who had become adopted. We had 15 enquires through the year from both parents and schools. The total figure of PLAC is unknown as the information will be shared with school by the parent, who may not want to disclose the child's status to the school. The enquiries were around a child being at risk of permanent exclusion, extended non-attendance and EHCP enquires. The person who was in the extended role attended the London PLAC Leads Network which brought all leads together to share best practice. At the beginning of the year there were conversations with Adopt North London to offer education sessions to the adopters through their network group.

Educational outcomes for CIN and CP

The information obtained is based on matched data from NCER and is based on the statistical required information of being CIN at March 31 2024.

The strongest outcomes for CIN children were at Key stage 2. The variable data for Key Stage 1 may be based on it being non-mandatory so some schools may opt not to administer the SATs test. The results at Key Stage 2 are reflective of the brilliant work at primary as the outcomes for CIN are higher than Haringey statistical neighbours and London. This data accurately reflects the positive impact of our primary schools. At Key Stage 4 the results are in line with the overall figure for London; however, in comparison to overall Haringey KS4 results the average difference is -35.6% which is a significant gap that needs to be narrowed.

Key Stage 4

Total numbers	English 5-9	Maths 5-9	English and Maths 5-9
CIN all matched students Haringey (110)	29%	18%	15%
Statistical neighbours CIN (500)	26%	16%	14%
London CIN (1,620)	29%	19%	16%
Haringey all pupils (2,714)	65%	54.1%	49.5%

Key Stage 2 Expected standard

Total numbers	RWM	Reading	Writing	Maths	GPS
CIN all matched students Haringey (80)	53%	64%	63%	58%	60%
Statistical neighbours CIN (570)	41%	57%	52%	51%	54%
London CIN (1,920)	40%	54%	49%	50%	51%
Haringey all pupils (2,714)	67.8%	79%	77.6%	77.1%	76.7%

Key stage 1 Expected standard

Total numbers	RWM	Reading	Writing	Maths
CIN all matched students Haringey (30)	38%	59%	44%	56%
London CIN (160)	40%	51%	44%	52%
Haringey all pupils (1,707)	61%	72.6%	65.3%	75.8%

Alternative Education

The Virtual School wanted to understand the wider picture of the number of students who are CIN and CP that access alternative education provision. The cohort made up just under 20% of the total school population. As this is the first time this data has been monitored by the Virtual School we will continue to monitor it in addition to the exclusion and suspension data for this cohort.

Total numbers	
All pupils at HLP 245	100%
CIN students 27	11%
CP students 21	8.57%

Improvement for 2024-2025

The Virtual School are monitoring the attendance, exclusions and suspensions for the CP cohort and will be reporting on the data in the Spring term and will work with schools, education welfare service and social care to address attendance concerns through training, advice and guidance.

The introduction of new roles in the VSH will mean there will be two members of the team who will provide guidance and support and training, which will mean there is clear oversight of the cohort.

The VSH is the co-chair of the London Regional Network of Virtual School Heads and was able to learn of a pilot project between VRU and ARC which provides schools with a trauma informed measurement tool, in conjunction with the development of the inclusion strategy the Virtual school will have a two -year strategy to ensure all secondary schools take on the ARC membership which will be funded by the Virtual school.

Personal Education Plans (PEPs)

In December 2023 all Autumn PEPs were reviewed by the VSH.

The key concerns were:

- Missing attainment data
- Variation in PEP quality
- Lack of trauma-informed sensitive language
- Focus on presentation of the child

These concerns were shared with staff. The Virtual School offered social worker PEP training and we started the Designated Teacher Forum to improve the quality of the PEPs. The social worker PEP training was offered through the Workforce Development platform.

The training was based on a PEP procedure document (produced by the VSH 2023) which clearly outlined the expectations of the PEP meeting and who is responsible for completion of the different document sections.

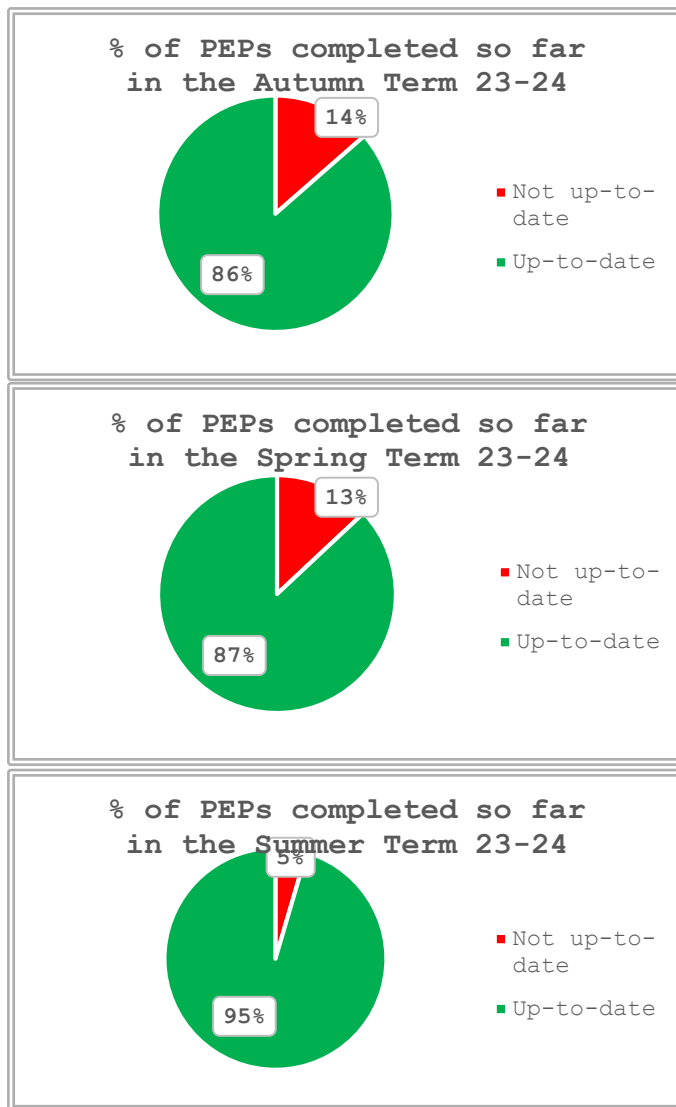
Haringey Virtual School
Personal Education Plan procedures

1. Mission statement and vision
2. Purpose of the PEPs
3. PEP timeline
4. Understanding the ePEP form
5. The role of social workers, Designated Teachers and Education improvement consultants
6. How to complete an ePEP – (Ensuring a good quality PEP)
7. Capturing the voice of the child/young person in their PEP.
8. Questions to ask at PEP meetings.
9. SMART targets
10. Children not in an educational provision
11. Children with EHCPs attending schools out of borough.
12. Links and helpful guidance

1. Mission statement and Vision

In 2023 – 2024 – There were four PEP training sessions offered to social workers and there was one Designated Teacher Forum provided in the summer term.

The completion of PEPs through the academic year steadily improved as we were aiming to improve the quality, and we were sending PEPs back for improvements.



There was a marked improvement in the completion of PEPs within timescales as the rise in the PEP quality meant EICs did not need to return PEPs for improvement.

The culmination of the work carried out by the Virtual School resulted in a RAG system to be introduced at the start of the academic year 2024 and shared with social workers and Designated teachers.

The RAG system was derived from the evaluation of PEPs and identifying a unified way to improve the quality using criteria for 'Good/ Outstanding'

Haringey Virtual School – PEP Quality Assurance KS1 -KS4

	Green	Amber	Red
Section 1 – The PEP meeting <u>Social worker</u>	All sections are complete and detailed.	All sections partially complete/ limited information.	Many missing sections or inaccurate information provided.
Section 2 – About me Social worker	All sections are complete and update of summary of care plan is detailed and reflects current situation.	All sections partially complete/ summary of care plan is no relevant or has been cut and paste from another document.	Many missing sections or inaccurate information provided/ information provided that is not relevant to the PEP.
Section 3 – Education Setting Social worker	All sections are complete and accurate record provided of previous schools include start and end dates including reason for leaving.	All sections partially complete/ partial information provided about school history.	Many missing sections or inaccurate information – e.g. school recorded is incorrect.
Section 4 SEND/ additional support Social Worker/ Designated Teacher	All sections are complete and provides a detailed description of the child/ young person's relationship to other children and adults using trauma sensitive language.	All sections partially complete and limited information. Attempt made to provide an objective account of the child/ young person.	Many missing sections or inaccurate information - Language used to describe children/ young people is 'child-blaming'.
Section 5 – Attainment Designated Teacher	Clear Chronology of the child/ young person's attainment since being in care and detailed description of the interventions and support provided to raise attainment	Partially complete, unable to gain a full understanding of the child/young person's attainment in school since being in care.	Not recorded / multiple blanks

The Education Improvement Consultant will use the RAG system to quality assure the PEPs.

Improvement for 2024-2025

The Virtual School will use an external system to measure the quality of the PEPs which will provide a quantitative measure of improvement.

Attainment for KS2 and KS4

Key Stage 2 (11-year-olds) Expected standard

2024	Haringey (CiC) 14	London (CiC) 330	National (CiC) 3,830	2023	Haringey (CiC) 7	London (CiC) 250	National (CiC) 3,320	Change from 2023	Haringey (CiC)	London (CiC)	National (CiC)
RWM	57%	43%	34%	RWM	42%	41%	34%	RWM	15%	2%	0%
Reading	64.3%	58%	52%	Reading	57.1%	62%	52%	Reading	7.2%	-4%	0%
Writing	71.4%	53%	46%	Writing	42.9%	53%	46%	Writing	28.5%	0%	0%

Maths	57.1%	54%	46%	Maths	71.4%	54%	48%	Maths	-14.3%	0%	-2%
GPS	71.4%	56%	46%	GPS	71.4%	55%	48%	GPS	0%	1%	-2%

- 57% of Haringey CiC achieved the expected standard in Reading, Writing and Maths (RWM), higher than last year (41%), London (43%) and National (34%).
- There were significant improvements in RWM with an overall increase of +15% significantly higher than London (+2%) and National (0%).
- Maths continues to be an area of improvement as there was a decrease of 14.3%; however, there was a decrease with National (-2%).

Key Stage 4 (16-year-olds)

Total numbers 2024	English 5-9	Maths 5-9	English and Maths 5-9	2023	English 5-9	Maths 5-9	English and Maths 5-9
Haringey CiC (30)	23.3%	20%	13.3%	Haringey CiC (45)	20%	15.6%	13.3%
London CiC (510)	26%	16%	12%	London CiC	*	*	*
National CiC (5,060)	21%	15%	11%	National CiC (8,100)	17%	12%	9%

*Not available for London 2023

- Haringey CiC outcomes are higher in English 5-9 (23.3%) than CiC national outcomes for English grade 5-9 (21%).
- Haringey CiC outcomes are higher in Maths 5-9 (20%) than CiC London (16%) and National (15%).
- Overall, for English and Maths at 5-9 Haringey CiC have a higher rate (13.3%) than London (12%) and National (11%).
- There have been a 3.3% increase in outcomes for English 5-9 and there has been an increase of 4.4% in Maths 5-9 for Haringey CiC.

Based on the non-statistical data (Children in care including and from 31 March 2023 the whole Year 11 cohort - 41 children):

34% of the cohort who sat GCSEs obtained a 4 or more in English

26% obtained a 4 or more in Maths

15% obtained 4 or more in Maths and English.

15% obtained a 4 or more in five subjects including English and Maths

Of the Year 11 cohort 29% (12) had an EHCP – 41% (5) achieved a grade in English and 33% (4) achieved a grade in Maths.

There were notable achievements from the Key Stage 4 Cohort

D achieved - English Language 6, English Literature 8, Mathematics 7, Biology 7, Chemistry 6, Physics 8, Geography 6, Computer science 8, Spanish 5,

P achieved – English language 6, English Literature 6, Mathematics 4, Combined Science 6,5, Spanish 5

Y achieved – English language 7, English Literature 8, Mathematics 5, Combined Science 6,5, Drama 6, PE 6, Media Studies 8, Sociology 9

Improvement for 2024-2025

The EICs will track the attainment and achievement of the CiC cohort termly and at the start the term a progress review day will consider interventions to raise achievement.

All PEPs to have an English/Literacy and Maths/Numeracy target

Introduction of digital Maths/English apps for Primary cohort

Attendance

At the end of the academic year 203 Children were monitored by our external platform 'Welfare Call'.

- 89 children were enrolled with an in-borough [Haringey] school, both primary and secondary aged.
- 114 children were enrolled with an out-borough [outside of Haringey] school, both primary and secondary aged.
- 40 children held an Education Health and Care Plan [EHCP] maintained by Haringey and/or other Local Authorities.
 - Haringey [15]
 - Other LA's [25]
- 23 children are identified as receiving SEN Support

	Number	%	Number with EHCP	%	Male	%	Female	%	Other	%
Statutory School age	¹ 203	-	40	¹ 19.7%	111	¹ 54.6%	87	¹ 42.8%	5	¹ 2.4%
In borough	² 89	¹ 43.8%	15	¹ 7.3% ² 16.8%	52	¹ 25.6% ² 58.4%	34	¹ 16.7% ² 38.2%	3	¹ 1.4% ² 3.3%
Out of borough	³ 114	¹ 56.1%	25	¹ 12.3% ³ 21.9%	59	¹ 29% ³ 51.7%	53	¹ 26.1% ³ 46.4%	2	¹ 0.9% ³ 1.7%

SEN Support	⁴ 23	¹ 11.3%	-	-	12	¹ 5.9% ⁴ 52.1%	11	¹ 5.4% ⁴ 47.8%	0	-
EHCP	⁵ 40	¹ 19.7%	40	¹ 19.7%	25	¹ 12.3% ⁵ 62.5%	15	¹ 7.3% ⁵ 37.5%	0	-
Early Years Foundation										
Rec	¹ 11	¹ 5.4%	0	-	¹ 7	¹ 3.4%	¹ 4	¹ 1.9%	0	-
IB	² 4	² 4.4%	0	-	² 3	² 3.3%	² 1	² 1.1%	0	-
OB	³ 7	³ 6.1%	0	-	³ 4	³ 3.5%	³ 3	³ 2.6%	0	-
SEN Support	0	-	0	-	0	-	0	-	0	-
EHCP	0	-	0	-	0	-	0	-	0	-
Key Stage One										
Year 1	¹ 15	¹ 7.3%	0	-	¹ 11	¹ 5.4%	¹ 4	¹ 1.9%	0	-
IB	² 8	² 8.9%	0	-	² 6	² 6.7%	² 2	² 2.2%	0	-
OB	³ 7	³ 6.1%	0	-	³ 5	³ 4.3%	² 2	² 1.7%	0	-
SEN Support	0	-	0	-	0	-	0	-	0	-
EHCP	0	-	0	-	0	-	0	-	0	-
Year 2	¹ 9	¹ 4.4%	¹ 3	¹ 1.4%	¹ 5	¹ 2.4%	¹ 3	¹ 1.4%	¹ 1	¹ 0.49%
IB	² 4	² 4.4%	² 1	² 1.1%	² 3	² 3.3%	² 1	² 1.1%	0	-
OB	³ 5	³ 4.3%	³ 2	³ 1.7%	³ 2	³ 1.7%	³ 2	³ 1.7%	³ 1	³ 0.8%
SEN Support	⁴ 0	-	⁴ 0	-	⁴ 0	-	⁴ 0	-	⁴ 0	-
EHCP	⁵ 3	⁵ 7.5%	⁵ 3	⁵ 7.5%	⁵ 3	⁵ 7.5%	0	-	⁵ 1	⁵ 2.5%
KS1 total	¹ 24	¹ 11.8%	¹ 3	¹ 1.4%	¹ 6	¹ 7.8%	¹ 7	¹ 3.4%	¹ 1	¹ 0.49%
IB	² 12	² 13.4%	² 1	² 2.5%	² 9	² 10.1%	² 3	² 3.3%	0	-
OB	³ 12	³ 13.4%	³ 2	³ 1.7%	³ 7	³ 6.1%	³ 4	³ 3.5%	³ 1	³ 0.87%
SEN Support	⁴ 0	-	⁴ 0	-	⁴ 0	-	⁴ 0	-	⁴ 0	-
EHCP	⁵ 3	⁵ 7.5%	⁵ 3	⁵ 7.5%	⁵ 3	⁵ 7.5%	⁵ 0	-	⁵ 0	-
	Number	%	Number with EHCP	%	Male	%	Female	%	Other	%
Key Stage Two										
Year 3	¹ 14	¹ 6.8%	¹ 2	¹ 0.9%	¹ 8	¹ 3.9%	¹ 6	¹ 2.9%	0	-
IB	² 6	² 6.7%	² 1	² 1.1%	² 5	² 5.6%	² 1	² 1.1%	0	-
OB	³ 8	³ 7%	³ 1	³ 0.8%	³ 3	³ 2.6%	³ 5	³ 4.3%	0	-
SEN Support	⁴ 2	⁴ 8.6%	0	0	⁴ 1	⁴ 4.3%	⁴ 1	⁴ 4.3%	0	-
EHCP	⁵ 2	⁵ 5%	⁵ 2	⁵ 5%	⁵ 2	⁵ 5%	0	-	0	-
Year 4	¹ 11	¹ 5.4%	¹ 2	¹ 0.9%	¹ 4	¹ 1.9%	¹ 7	¹ 3.4%	0	-
IB	² 3	² 3.3%	0	-	0	-	² 3	² 3.3%	0	-
OB	³ 8	³ 7%	³ 2	³ 1.7%	³ 4	³ 3.5%	³ 4	³ 3.5%	0	-
SEN Support	⁴ 1	⁴ 4.3%	0	-	0	-	⁴ 1	⁴ 4.3%	0	-
EHCP	⁵ 2	⁵ 5%	⁵ 2	⁵ 5%	0	-	⁵ 2	⁵ 5%	0	-
Year 5	¹ 12	¹ 5.9%	¹ 2	¹ 0.9%	¹ 5	¹ 2.4%	¹ 7	¹ 3.4%	0	-
IB	² 5	² 5.6%	² 1	² 1.1%	² 3	² 3.3%	² 2	² 2.2%	0	-
OB	³ 7	³ 6.1%	³ 1	³ 0.8%	³ 2	³ 1.7%	³ 5	³ 4.3%	0	-
SEN Support	⁴ 2	⁴ 8.6%	0	-	⁴ 1	⁴ 4.3%	⁴ 1	⁴ 4.3%	0	-
EHCP	⁵ 2	⁵ 5%	⁵ 2	⁵ 5%	⁵ 2	⁵ 5%	0	-	0	-
Year 6	¹ 17	¹ 8.3%	¹ 3	¹ 1.4%	¹ 7	¹ 3.4%	¹ 9	¹ 4.4%	¹ 1	¹ 0.4%
IB	² 9	² 10.1%	² 3	² 3.3%	² 4	² 4.4%	² 5	² 5.6%	0	-
OB	³ 8	³ 7%	0	-	³ 3	³ 2.6%	³ 4	³ 3.5%	³ 1	³ 0.87%
SEN Support	⁴ 1	⁴ 4.3%	⁴ 1	⁴ 4.3%	0	-	⁴ 1	⁴ 4.3%	0	-
EHCP	⁵ 3	⁵ 7.5%	⁵ 3	⁵ 7.5%	⁵ 2	⁵ 1.7%	⁵ 1	⁵ 0.87%	0	-
KS2 total	¹ 54	¹ 26.6%	¹ 9	¹ 4.4%	¹ 24	¹ 11.8%	¹ 29	¹ 14.2%	¹ 1	¹ 0.49%
IB	² 23	² 25.8%	² 6	² 6.7%	² 12	² 13.4%	² 11	² 12.3%	0	-

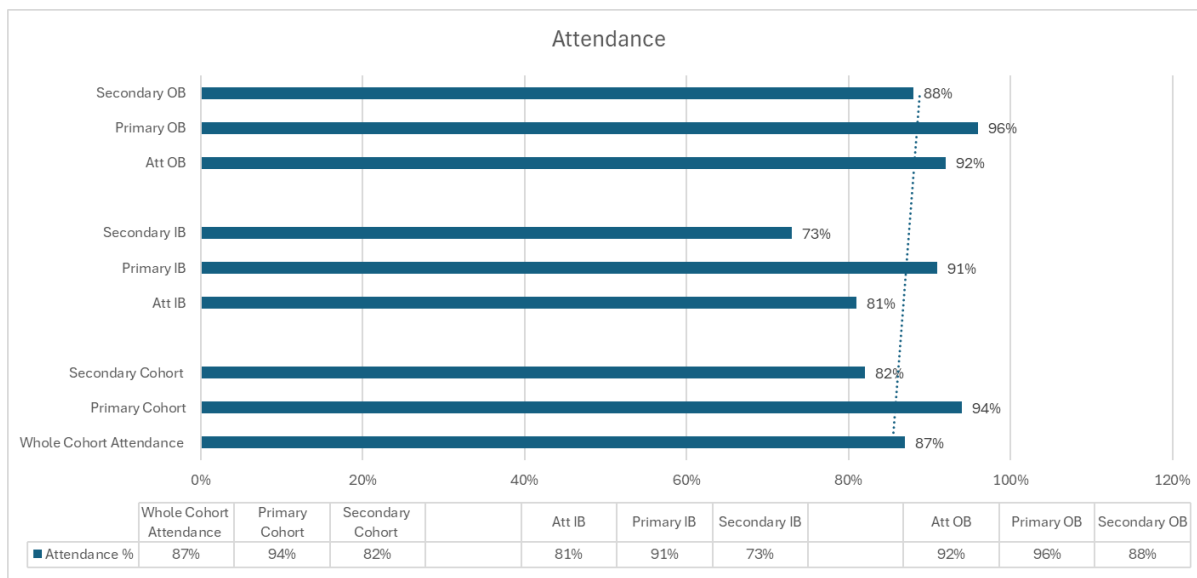
OB	³ 31	³ 27.1%	³ 3	³ 2.6%	³ 12	³ 10.5%	³ 18	³ 15.7%	³ 1	³ 0.8%
SEN Support	⁴ 6	⁴ 26%	⁴ 6	⁴ 26%	⁴ 2	⁴ 8.6%	⁴ 4	⁴ 17.3%	0	-
EHCP	⁵ 9	⁵ 22.5%	⁵ 9	⁵ 22.5%	⁵ 6	⁵ 15%	⁵ 3	⁵ 7.5%	0	-
Primary total	¹ 89	¹ 43.8%	¹ 12	¹ 5.9%	¹ 47	¹ 23.1%	¹ 40	¹ 19.7%	¹ 2	¹ 0.98%
IB	² 39	² 43.8%	² 7	² 7.8%	² 24	² 26.9%	² 15	² 16.8%	0	-
OB	³ 50	³ 43.8%	³ 5	³ 4.3%	³ 23	³ 20.1%	³ 25	³ 21.9%	³ 2	³ 1.7%
SEN Support	⁴ 6	⁴ 26%	⁴ 6	⁴ 26%	⁴ 2	⁴ 8.6%	⁴ 4	⁴ 17.3%	0	-
EHCP	⁴ 12	⁴ 30%	⁴ 12	⁴ 30%	⁴ 9	⁴ 22.5%	⁴ 3	⁴ 7.5%	0	-
Key Stage Three										
Year 7	¹ 8	¹ 3.9%	¹ 3	¹ 1.4%	¹ 4	¹ 1.9%	4	¹ 1.9%	0	-
IB	² 4	² 4.4%	² 2	² 2.2%	² 2	² 2.2%	² 2	² 2.2%	0	-
OB	³ 4	³ 3.5%	³ 1	³ 0.87%	2	³ 1.7%	³ 2	³ 1.7%	0	-
SEN Support	⁴ 2	⁴ 8.6%	⁴ 2	⁴ 8.6%	⁴ 2	⁴ 8.6%	0	-	0	-
EHCP	⁵ 3	⁵ 7.5%	⁵ 3	⁵ 7.5%	0	-	3	⁵ 7.5%	0	-
Year 8	¹ 22	¹ 10.8%	¹ 6	¹ 2.9%	¹ 9	¹ 4.4%	¹ 12	¹ 5.9%	¹ 1	¹ 0.49%
IB	² 10	² 11.2%	² 1	² 1.12%	² 4	² 4.4%	² 5	² 5.6%	² 1	² 1.12%
OB	³ 12	³ 10.5%	³ 5	³ 4.3%	³ 5	³ 4.3%	³ 7	³ 6.1%	0	-
SEN Support	⁴ 2	⁴ 8.6%	⁴ 2	⁴ 8.6%	⁴ 1	⁴ 4.3%	⁴ 1	⁴ 4.3%	0	-
EHCP	⁵ 6	⁵ 15%	⁵ 6	⁵ 15%	⁵ 4	⁵ 10%	⁵ 2	⁵ 5%	0	-
Year 9	¹ 23	¹ 11.3%	¹ 4	¹ 1.9%	¹ 12	¹ 5.9%	¹ 9	¹ 4.4%	¹ 2	¹ 0.9%
IB	² 10	² 11.2%	² 1	² 1.12%	² 4	² 4.4%	² 4	² 4.4%	² 2	² 2.2%
OB	³ 13	³ 11.4%	³ 3	³ 2.6%	³ 8	³ 7%	³ 5	³ 4.3%	0	-
SEN Support	⁴ 4	⁴ 17.3%	⁴ 4	⁴ 17%	⁴ 2	⁴ 8.6%	⁴ 2	⁴ 8.6%	0	-
EHCP	⁵ 4	⁵ 10%	⁵ 4	⁵ 10%	⁵ 2	⁵ 5%	⁵ 2	⁵ 5%	0	-
KS3 Subtotal	¹ 53	¹ 26%	¹ 13	¹ 6.4%	¹ 25	¹ 12.3%	¹ 25	¹ 12.3%	¹ 3	¹ 1.4%
IB	² 24	² 26%	² 4	² 4.4%	² 9	² 10.1%	² 11	² 12.3%	² 3	² 3.3%
OB	³ 29	³ 25%	³ 9	³ 7.8%	³ 15	³ 13.1%	³ 14	³ 12.2%	0	-
SEN Support	⁴ 8	⁴ 34.7%	⁴ 8	⁴ 34%	⁴ 5	⁴ 21.7%	⁴ 3	⁴ 13%	0	-
EHCP	⁵ 13	⁵ 32%	⁵ 13	⁵ 32%	⁵ 6	⁵ 15%	⁵ 7	⁵ 17.5%	0	-
Key Stage Four										
Year 10	¹ 21	¹ 10.3%	¹ 6	¹ 2.9%	¹ 12	¹ 5.9%	¹ 9	¹ 4.4%	0	-
IB	² 7	² 7.8%	² 2	² 2.2%	3	² 3.3%	² 4	² 4.4%	0	-
OB	14	³ 12.2%	³ 4	³ 3.5%	³ 9	³ 7.8%	³ 5	³ 4.3%	0	-
SEN Support	⁴ 3	⁴ 13%	⁴ 3	⁴ 13%	⁴ 1	⁴ 4.3%	⁴ 2	⁴ 8.6%	0	-
EHCP	⁵ 6	⁵ 15%	⁵ 6	⁵ 15%	⁵ 4	⁵ 10%	⁵ 2	⁵ 5%	0	-
Year 11	¹ 40	¹ 19.7%	¹ 9	¹ 4.4%	¹ 27	¹ 13.3%	¹ 13	¹ 6.4%	0	-
IB	² 19	² 21.3%	² 2	² 2.2%	² 15	² 16.8%	² 4	² 4.4%	0	-
OB	³ 21	³ 18.4%	³ 7	³ 6.1%	³ 12	³ 10.5%	³ 9	³ 7.8%	0	-
SEN Support	⁴ 6	⁴ 26%	⁴ 6	⁴ 26%	⁴ 4	⁴ 17.3%	⁴ 2	⁴ 8.6%	0	-
EHCP	⁵ 9	⁵ 22.5%	⁵ 9	⁵ 22.5%	⁵ 6	⁵ 15%	⁵ 3	⁵ 7.5%	0	-
KS4 Subtotal	¹ 61	¹ 30%	¹ 15	¹ 7.3%	¹ 39	¹ 19.2%	¹ 22	¹ 10.8%	0	-
IB	² 26	² 29.2%	² 4	² 4.4%	² 18	² 20.2%	² 8	² 8.9%	0	-
OB	³ 35	³ 30.7%	³ 11	³ 9.6%	³ 21	³ 18.4%	³ 14	³ 12.2%	0	-
SEN Support	⁴ 9	⁴ 39.1%	⁴ 9	⁴ 39.1%	⁴ 5	⁴ 21.7%	⁴ 4	⁴ 17.3%	0	-
EHCP	⁵ 15	⁵ 37.5%	⁵ 15	⁵ 37.5%	⁵ 10	⁵ 25%	⁵ 5	⁵ 21.7%	0	-
Secondary	¹ 114	¹ 56.1%	¹ 28	¹ 13.7%	¹ 64	¹ 31.5%	¹ 47	¹ 23.1%	¹ 3	¹ 1.47%
IB	² 50	² 56.1%	² 8	² 8.9%	² 28	² 31.4%	² 19	² 21.3%	² 3	² 3.37%
OB	³ 64	³ 56.1%	³ 20	³ 17.5%	³ 36	³ 31.5%	³ 28	³ 24.5%	0	-
SEN Support	⁴ 17	⁴ 73.9%	⁴ 17	⁴ 73.9%	⁴ 10	⁴ 43.4%	⁴ 7	⁴ 30.4%	0	-
EHCP	⁵ 28	⁵ 70%	⁵ 28	⁵ 70%	⁵ 16	⁵ 40%	⁵ 12	⁵ 30%	0	-

Appendixes: ¹ % of CLA= WC Monitored. ² % of CLA= In-Borough. ³ % of CLA = Out-Borough. ⁴ % of CLA = SEND. ⁵ % of CLA = EHCP

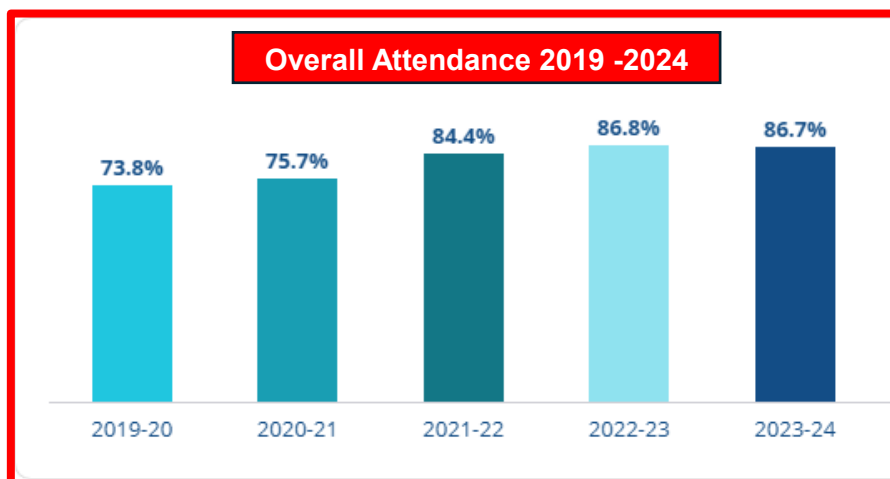
Whole School Cohort Attendance average for the academic year was 87%.

Primary School Cohort Attendance average for the academic year was 94%.

Secondary School Cohort Attendance average for the academic year was 82%.



There has been an increase of 1% improvement on attendance since last year and post-pandemic the attendance figures have been rising.



Whole School Cohort Absences for the academic year were 9.56% Authorised and 3.22% Unauthorised.

Primary School Cohort Absences for the academic year were 5.77% Authorised and 0.34% Unauthorised.

Secondary School Cohort Absences for the academic year were 12.54% Authorised and 5.49% Unauthorised.

There was an increase in the number of authorised absences which were partly due to some of our cohort having a high number of authorised absences because of illness, changing placement and awaiting a new school place. For unauthorised absence school refusal accounted for 1.96%. Attendance continues to be an area of improvement, whilst there has been a steady increase we understand the importance of reducing unauthorised absence at secondary stage.

Improvement for 2024-2025

Since September 2024 we hold regular attendance meetings to discuss the data and implement interventions to improve attendance.

EICs track attendance in the termly monitoring reports they provide to the VSH.

In conjunction with EWS will provide Attendance workshop/training to social workers

Suspensions and exclusions

We had one exclusion in January 2024. It was a child with an EHCP in Year 11. He was permanently excluded from an independent specialist provision. The reason given was an allegation of selling a bladed article to students. We had reason to believe that the allegations were unfounded. The VS attempted to appeal the decision by the school; however, they did not engage as they were not compelled to act under the Exclusion and Suspension guidance DfE (August 2024).

Case Study J

J had an Education Health Care Plan (EHCP) and had an Attention Deficit Hyperactivity Disorder (ADHD) diagnosis.

At the beginning of the academic year Barking and Dagenham SEND authority, were tasked with securing a school place in Year 11.

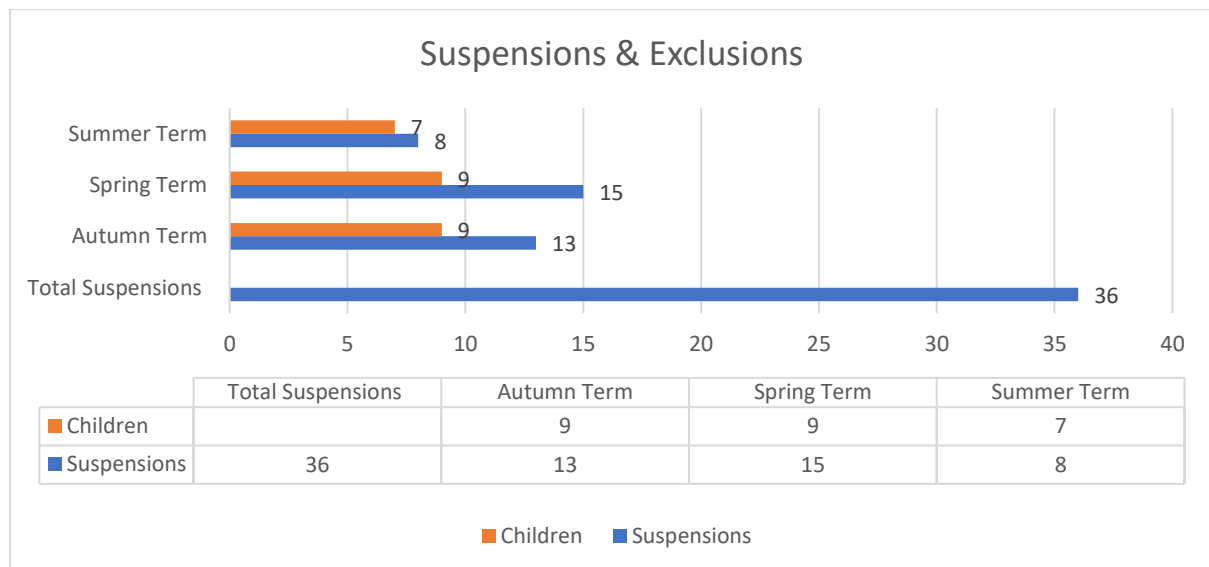
A school place was secured in December 2023 by the SEND authority and the HVS. The school place, unfortunately ended abruptly, shortly after placing the young person. This was following a fixed term exclusion which then escalated to a permanent exclusion. This was duly challenged by all members of the Haringey professional network, based on lack of transparency in the processes followed by the school.

The experience of not being able to access full-time by this time had impacted on the young person's confidence to progress in education. The EIC from the HVS worked with Barking and Dagenham SEND authority to secure tuition, while another search for a school place commenced. HVS EIC provided careers advice and guidance which resulted in access to work experience in construction and funding for an enterprise selling outdoor wear online. The

interest in construction was provided to the SEND authority, who secured a place at Barking and Dagenham college.

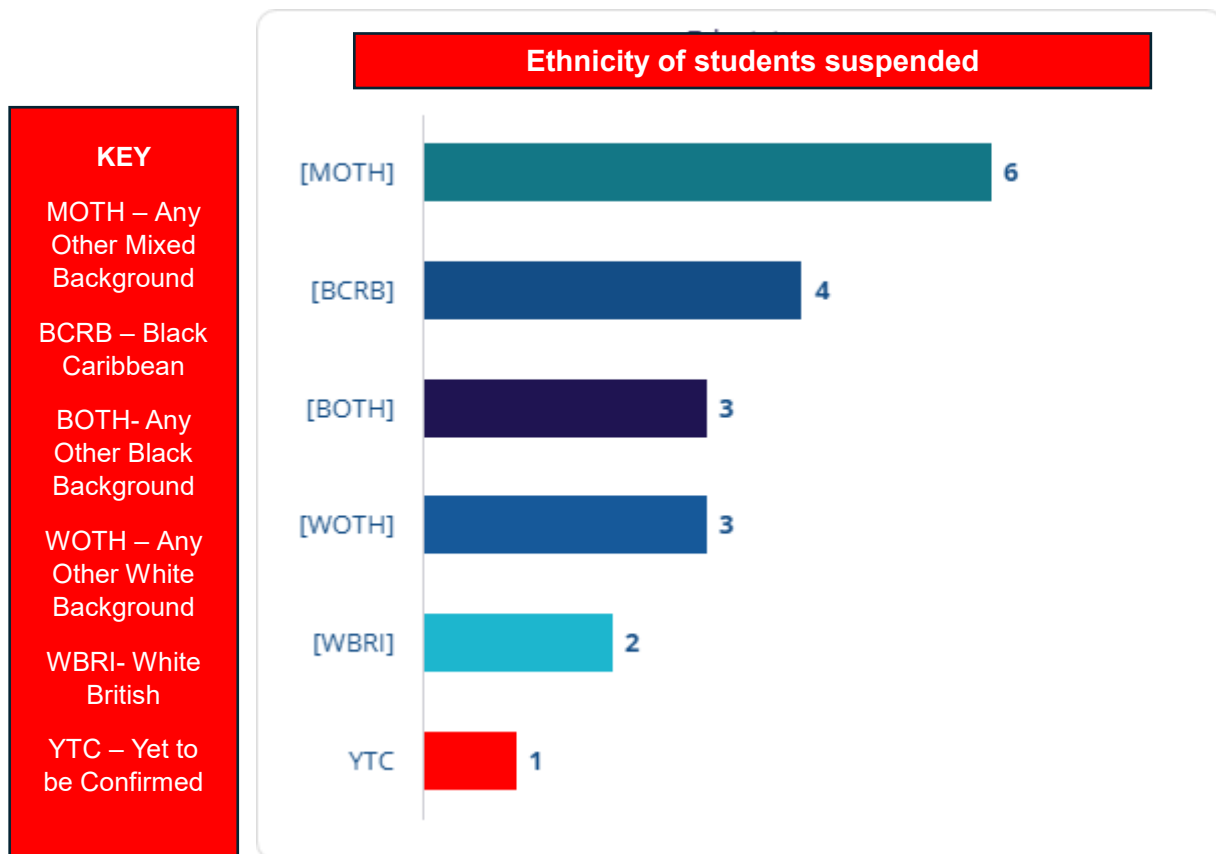
Multi- agency working and weekly meetings, facilitated a child centred approach. Over the summer school break the EIC went to visit the young person to see the progress being made with the enterprise. J was in high spirits as the prototype of the outdoor wear was shown, and said there were no complaints about the products so far and sales were good. The EIC pledged to offer further support and provided vouchers to celebrate his achievements.

Suspensions



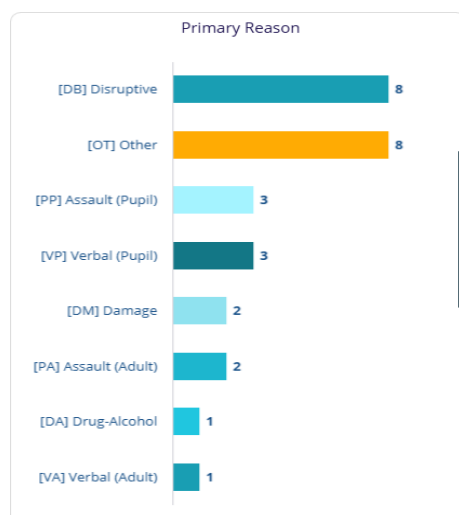
19 children were suspended in the academic year 2023 -2024 with a total of 36 suspensions, which is a significant decrease from last year as 27 children were suspended in 2022-2023 and there were 50 suspensions.

Ten of the 19 children had an EHCP or SEN support and 17 were secondary school age.



Children who identify as any Other Mixed Background, Black Caribbean and Any Other Black Background accounted for 68% of all children suspended. Additionally, 12 children were male whilst seven were female.

Primary reason for suspension



Disruptive and 'other' accounted for primary reason and Damage accounted for the highest secondary reason.

Schools are working to reduce suspensions for children in care and we are seeing evidence of schools seeking support from the Virtual School before suspending a child. However, schools would benefit from adopting a relational policy and actively monitoring their trauma

awareness. We continue to work with schools through the DT Forum and training to reduce suspensions and improve outcomes for our children.

Improvement for 2024-2025

Lead DT Forum focused on trauma informed practice and its importance to our children.

VSH has taken an active role with colleagues in S&L to participate in the inclusion strategy.

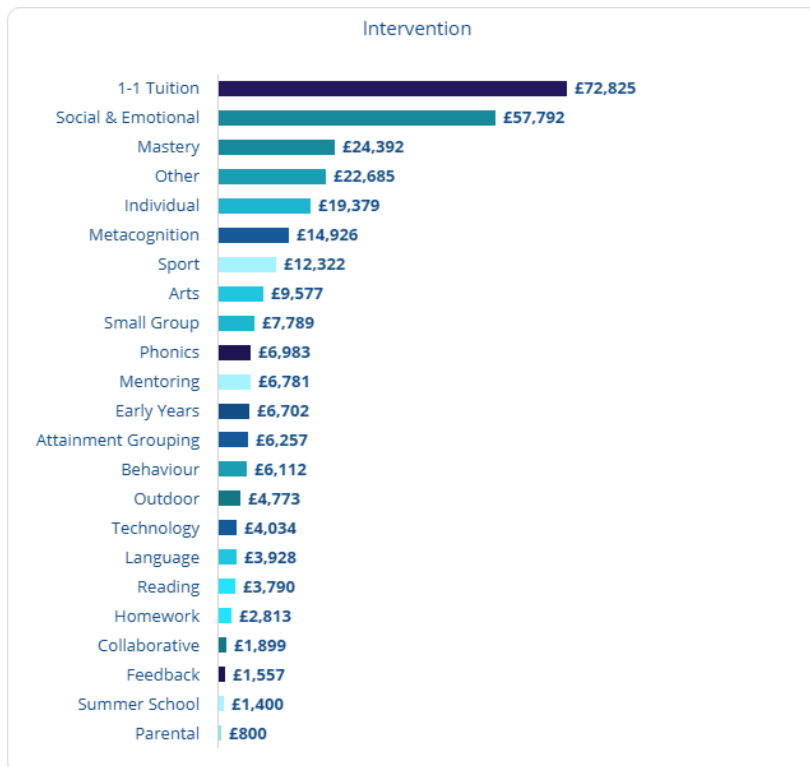
VSH has meet with VRU and other VSHs to consider best practice to engage secondary schools to adopt the inclusive school charter and ARC.

Pupil Premium Grant distribution and impact

Children in local authority care for one day or more attracted £2,530 Pupil Premium funding in 2023/2023. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children in meeting their targets in the PEP.

The Virtual School top slices the PPG funding and issues schools up to £700 per term. The school will need to ensure the proposed spending of the PPG is linked to SMART targets, which are reviewed by the VSH and approved.

The total money paid to schools from the Pupil Premium budget was £299,516. School funding was mostly used for academic interventions e.g.one-to-one tuition and Social and emotional support, such as small groups.



Retained Pupil Premium funding

The Virtual School retains the remainder of the funding not allocated to schools. The funding allows us to put one-to-one tuition and other interventions in place where the school is not doing so. It also allows us to support children temporarily not in full-time education, for example, when an Unaccompanied Asylum Seeker arrives and needs intense tuition in English while an appropriate education provision is found or when a child moves placement in an emergency and awaits a school place. We also provide funding to Youth Adult Service to support the purchase of laptops for our post-16 in education or training. The funding has also allowed us to increase our capacity with staffing to have better coverage on the secondary age children and post-16.

Enrichment

Year 11 Aspiration Day – May 2024



This was an event open to all children in year 11. Five young people attended. The day consists of visiting central London, heading to a hotel for afternoon tea, taking a boat ride on the Thames, and finally going on a flight on the London Eye. The purpose of the trip is to enrich the young people's cultural capital. The day allows the young people to discuss any concerns they may be having before their exams, meet with their peers and have a relaxing experience before starting their GCSE exams.

Feedback from foster carer

just to let you all know C had a fab time. she doesn't get out much so this was a big step for her and the fact she enjoyed it so much will hopefully give her confidence to take other outings on. If you organise anything else she will be front of the queue. Thank you for organising this.

Chrysalis Programme Accelerator programme – November 2023

This tailored programme is for children in Y7-12 and takes place across eight Saturday sessions between November 2023 and May 2024. One young person attended the project, The project aims to build a culture of high aspiration and self-confidence and narrow the educational attainment gap between children in care and their peers. It also endeavours to raise their awareness of higher education and prepare them for the world of work. Pupils cover topics such as robotics, creative writing, art, architecture, mindfulness, conservation, and the development of life, as well as soft skills like first aid, orientation, and the development of confidence. Young people join two bespoke university visits to the prestigious institutions of SOAS and King's.

Haringey Virtual School Education Achievement Awards November 2023

A brilliant night held in November 2023 to celebrate the achievements of the children. Over 100 children were nominated and 55 children attended which was the highest number post-COVID.



Vision for the Virtual school – Development plans 2024 – 2025

The Virtual school development plan for 2023 – 2024 review

KEY OBJECTIVES

Based on the known issues these are the key objectives that need to be met to drive forward ongoing service improvement

A Facilitate and promote high standards of attendance	B Improve PEP quality and purpose to improve experience and raise achievement	C Improve consistency and transition for Post 16	D Strengthen relationship with SEND to improve outcomes
Partially met and will form our key objectives for 2025	Partially met and will form our key objectives for 2025	Met as we had a smooth transition for Post 16; however, the HVS needs to work to remove barriers for our Post-16 cohort to reduce NEET figures.	Met as we have strong links with SEND and have had brilliant outcomes for our children with EHCPs.

The Virtual School Development Plan 2024 -2025

KEY OBJECTIVES

Based on the known issues these are the key objectives that need to be met to drive forward ongoing service improvement

A Facilitate and promote high standards of attendance	B Create a culture of high educational aspirations focused on improving outcomes at KS4 in English and Maths.	C Improve Post-16 outcomes and increase the EET retention across the cohort.	D Clarify and establish the HVS extended duties offer.

Report for: Corporate Parenting Advisory Committee

Item number: To be added by the Committee Section

Title: **Overview of the Young Adults Service**

Report authorised by : Ann Graham, Director, Children's Services

Lead Officer: **Dionne Thomas, Interim Assistant Director, Children's Safeguarding & Social Care**

Ward(s) affected: N/A

1. Describe the issue under consideration

The purpose of this document is to provide elected members and CPAC attendees an overview of the Young Adults Service.

2. Recommendations

It is recommended that the proposals outlined in the Care Leaver Programme needs and gaps analysis are agreed by this committee, as this will support addressing the gaps identified within this report.

3. Reasons for decision

N/A

4. Background information

The Young Adults Service (YAS) is part of the wider Children and Young Peoples Service (CYPS). The role of YAS is to support children in care aged 16 to 18 and then to continue to support them as young people and Care Leavers aged 18 to 25. We work to ensure that every young person is afforded the best possible start to their adult life through the provision of support and guidance to young people leaving care. YAS provides services and support to ensure that Care Leavers are supported and prepared as they move into adulthood.

5. Contribution to strategic outcomes

N/A

6. Use of Appendices

Appendix 1 – Overview of Young Adults Service - CPAC Briefing Paper March 2025

7. Local Government (Access to Information) Act 1985

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Haringey Children's Services

To: CPAC

Date: 07/03/2025

Author: Emma Cummergen, Head of Service Young Adults and Disabled Children's Team

Approved by: Dionne Thomas,

Contact:

Re: Overview of the Young Adults Service – CPAC Briefing

Report for information: For members of CPAC to review, scrutinise and have up to date knowledge of the Young Adults Service

1. Purpose of Briefing

- 1.1 The purpose of this document is to provide elected members and CPAC attendees an overview of the Young Adults Service.

2. The Young Adults Service

- 2.1 The Young Adults Service (YAS) is part of the wider Children and Young Peoples Service (CYPS). The role of YAS is to support children in care aged 16 to 18 and then to continue to support them as young people and Care Leavers aged 18 to 25. We work to ensure that every young person is afforded the best possible start to their adult life through the provision of support and guidance to young people leaving care. YAS provides services and support to ensure that Care Leavers are supported and prepared as they move into adulthood.
- 2.2 YAS is currently actively supporting 487 young people. 80 are children in care, aged 16 to 18. 407 are care leavers aged 18 to 25. We have a further 152 young adults we are keeping in touch with who are aged 21+ who we refer to as returning care leavers. The allocated 487 young people are supported by Team Managers, Social Workers, and Personal Advisors, and the additional 152 overseen via duty.
- 2.3 We have grouped YAS into 6 "family" pods. Our model of working is that when a young person transitions to YAS from the Children in Care team at the age of 16, they enter into one of our family pod teams with the support of a social worker. The young person is introduced to the other members of the team and becomes part of that family pod. When the young person reaches 18 and when the time is right for them, the young person's support is transitioned from their social worker to a personal advisor. This personal advisor is within the same family pod and so the young person stays within the umbrella of the same family pod. This provides consistency of management oversight and good continuity of support. Furthermore, it supports us to know our children and young people well, enabling us to work with them for a period up to 9 years. This lends itself to ensuring the best quality of support during very difficult transitional phases into adult life.
- 2.4 A young person will remain under the umbrella of the family pod from the age of 16 through to 21 and up to 25 if required. From age 21, young people who are settled and making good progress, transition to our keeping in touch level of support (known as returning care leavers). This means that we reach out to them once per year to check on their progress and additionally they are able to contact us for support at any time to talk to us, seek advice and guidance and support for any matters that are occurring for them.
- 2.5 Like all councils, Haringey has a responsibility as our Care Leavers' corporate parents. This support encompasses education, employment, housing, being prepared for independent living and personal development. This is detailed with Haringey's Local Offer for Care Leavers.

3. Current accommodation and housing offer

- 3.1 At 16 most of our children in care live in foster homes. We aim to ensure that these foster homes support our children and that the foster carers are committed to supporting our children to the age of 18. Such placements are described as long-term foster placements and offer a sense of permanency and stability to our young people.
- 3.2 Some young people between the ages of 16 and 18 find that living in a foster home is not their preferred option and the option of living in shared supported accommodation can be considered.
- 3.3 Before young people reach the age of 18, through looked after reviews and pathway planning agreements are made for accommodation plans post 18.
- 3.4 Some young people and foster carers, with Haringey's encouragement and support choose to convert the foster home into a staying put arrangement. The carer continues to receive financial support from YAS and the young person continues to live in their home until they are ready to move out. Moving on from staying put arrangements is usually planned to take place before a young person is 21. Normally this is through going to university or through securing permanent housing via Haringey Housing. We currently have 20 young people living in staying put arrangements.
- 3.5 Some young people choose to move out of foster home and move to shared supported accommodation. If this is university then young people fund this with their student finances. If this is not at university then YAS support young people to claim housing benefit which is paid to the landlord. YAS top up rent and pay for keyworker support.
- 3.6 Some young people aged 18 having moved to shared supported accommodation, already have good independent living skills and maturity and are ready to be supported to register for housing via Haringey Housing. YAS arranges for young people to have priority bidding status which means that Haringey care leavers are at the top of the priority list to secure accommodation.
- 3.7 Other young people at 18 having moved to shared supported accommodation are not quite ready for independent living. Keyworker and PA support is essential at this point to support these young people to develop the skills that they need to be able to live independently.
- 3.8 There is an offer via the young people's housing pathway of supported accommodation, which a few of our Care Leavers have been able to access. This offers low-level supported accommodation that assists young people to develop their independent living skills before moving on in 12 to 24 months to their own Haringey Housing permanent accommodation. This is a good offer, however, it is limited and is open to all young people not just Care Leavers. A supported accommodation option that is ringfenced for Care Leavers within Haringey would improve the post 18 support we could offer to Care Leavers to learn strong independent living skills with a view to moving to full independent living in their own accommodation via Haringey Housing. This is currently being considered as part of the Hornsey Town Hall development that is documented as a recommendation within the Care Leavers Programme.

4. Independent living skills

- 4.1 The Young Adults Service offers support to young people to develop their independent living skills which builds on skills that young people have learned earlier in their lives. Foster carers and keyworkers work with our young people to develop these skills.
- 4.2 The Young Adults Service offer a 3-day training workshop for all young people called Money House. This programme prepares young people with money management skills. It covers managing tenancy agreements, avoiding eviction, online safety and scams, budgeting and spending habits, benefits, banking, planning for the future and energy efficiency. This is a great programme that is valued by participants.
- 4.3 For young people with complex needs the Housing First programme supports 10 care leavers with intensive support to sustain tenancies, prevent repeat homelessness and improve health and wellbeing. 8-10 hours of intensive, open ended, wraparound, personalised support is offered each week between 9am – 9pm Mon – Sun.
- 4.4 It is recognised that despite the good offer above we want to do more. It is considered that a tool kit to better record and visualise a young person's progression towards being ready for independence would assist us to take a significant step forward towards supporting our young people to achieve robust independent living skills sooner.

5. Education, Employment and Training

- 5.1 The Young Adults Service has developed excellent links with the Civil Service Internship Programme, with 39 young people securing positions from 2018 to 2025. Likewise, Haringey's young people have attained excellent levels of educational attainment. In 2023/24 Haringey had 42 Care Leavers at university and 12 graduated. In 2024/25 we currently have 38 and 7 potentially to graduate.
- 5.2 The Young Adults Service has an excellent relationship with the organisation Drive Forward and with Haringey Works who support our young people to prepare CVs, prepare for interviews, explore apprenticeships and other educational, training and employment opportunities. Additionally, we have 4 care leavers employed within the family business (Haringey Council) and a task and finish group are working to explore apprenticeship and work experiences opportunities across the council. Our ambition is to have ringfenced opportunities in every directorate for our Care Leavers.
- 5.3 We do excellent work and there are good achievements of our young people, however we always strive to achieve more. The Care Leavers Programme sets out recommendations which include widening work placements and internships, offer dedicated outreach and recruitment campaign focused on care leavers, and an employment sustainability plan with accompanying resources to support care leavers employed by the council.

6. Corporate Parenting and the Local Offer

- 6.1 The Haringey Local Offer for Care Leavers is good (Ofsted 2023), some highlights being
- care leavers exemption from council tax up to the age of 25 for those living in Haringey,
 - offer of priority banding when bidding for social housing,
 - £3000 allowance for setting up home when moving to into own tenancy
 - higher education bursary
 - rent support during holidays for university students
 - staying put offer
 - access to Haringey leisure centres
 - cover of the £20 admin fee for Care Leavers TfL discount travel card
 - provision of free prescription certificate annually to age of 25
- 6.2 Whilst this offer is good, Corporate Parenting, and Corporate Grandparenting to the children of our Care Leavers, is a responsibility of the whole council. We are therefore working to ensure this fully understood and acted upon across the wider council and it is a priority area to strengthen through the care leavers programme.
- 6.3 The council have supported the "Show Us You Care Too" campaign which called for Care Experience to be adopted as a protected characteristic as recommended in the Independent Review into Children's Social Care.
- 6.4 Whilst the adoption of Care Experience as a protected characteristic has not been enshrined in law, many councils, including Haringey continue to support this. Therefore, we are making the following recommendations:
- Recommend all future decisions, services and policies are assessed through equality impact assessments which determine the impact for care leavers alongside those who formally share a protected characteristic.
 - Recommend all directorates to actively seek out and listen to the voices of care leavers when developing new policies thereby putting care leavers at heart of decision making through co-production and collaboration throughout the organisation as a whole.
 - Recommend care leavers are included in any annual publication of information relating to people with protected characteristics in service and employment.
- 6.5 Additionally, we wish each directorate of the council to consider developing their own specific offers or interventions for Care Leavers so that our local offer to our Care Leavers and pledge, can take a significant step forward. This could be in cash or kind, take the form for example of work experience placements, mentoring opportunities, added value contracts ie IT phones, broadband, laptops etc.

7. Transitions to adult services

- 7.1 We have been working closely with adult services and more recently with the new transitions team to ensure that Care Leavers are supported to access the adult services support that they are entitled to receive.
- 7.2 As a result of this work, we have been able to reduce the numbers of young people waiting for adult assessment, and now only have 5 young people who are over the age of 18, awaiting their adult assessment of their support needs.
- 7.3 The transitions team are working in partnership with us to now ensure that adult assessments are carried out prior to the age of 18. This enables their care and support plan for post 18, is clearly established with agreed adults funding to commence from their 18th birthday. Our transitions team are currently working with 10 of our young people aged 17.

8. Recommendation

- 8.1 It is recommended that that the proposals outlined in the Care Leaver Programme needs and gaps analysis are agreed by this committee, as this will support addressing the gaps identified within this report.

9. Next steps

- 9.1 CPAC to consider the recommendations of the Care Leavers programme to review, scrutinise and either endorse, amend or reject the proposals, which includes a cross-council pledge incorporating care experience as a protected characteristic in practice.

Report for: Corporate Parenting Advisory Committee – 25 March 2025

Item number: To be added by the Committee Section

Title: Care Leavers Programme

Report

authorised by: Ann Graham, Director, Children's Services

Lead Officer: Dionne Thomas, Interim Assistant Director, Children's Safeguarding & Social Care

Ward(s) affected: N/A

1. Describe the issue under consideration.

1.1 The purpose of this briefing is to provide elected members and CPAC attendees with an overview of the Care Leavers Programme, a proposed new set of projects led by the Children's Young Adults Service (YAS) and Children's Programme Team.

1.2 This briefing will include an overview of progress of work completed to date, and an outline of the projects that the Care Leavers Programme will comprise of.

1.3 The cohort in focus is Haringey's Care Leavers, defined as a person aged 18-24 who has been in the care of the local authority for 13 weeks upon reaching their 16th birthday. Focusing on this specific cohort means that colleagues are clear on who is being supported, and that Haringey is continuing to develop an offer that meets our statutory and corporate parenting responsibilities.

2. Recommendations

2.1 For Members to note the proposals of the programme and endorse progressing with next steps of development and implementation.

3. Reasons for decision

N/A

4. Background information

4.1 Following close working with YAS colleagues, undertaking an extensive Needs and Gap Analysis, and most importantly, engaging with a group of Care Leavers, the Children's Programme Team have proposed that the Children's Directorate undertake the 'Care Leavers Programme'. This programme will aim to combine with existing YAS work to develop new interventions for our Care Leavers cohort.

4.2 This will comprise of 3 intervention-based projects: 'Employment', 'Housing', and 'Independent Living Preparation'. During the progression of the Needs and Gap Analysis, it was identified that these projects should be underpinned by a further project focused on developing Haringey's 'Corporate Parenting and Local Offer'. This further project will help to continue building collaboration throughout Haringey Council as a corporate parent, and act as an enabler to the other projects.

4.3 To inform our approach, the Programme Team has approached each issue by considering ‘what level of support could a young person expect within a ‘traditional’ family setting?’. This is to ensure Haringey focuses on providing our Care Leavers with an equivalent level of support as their non-care experienced peers.

5. Findings

5.1 In order to identify the existing needs and gaps, the Programme Team assessed national and local trends, predominantly over the period 2019-2023, and included data from 2024 wherever possible.

5.2 Haringey’s NEET (Not in Education, Employment, or Training) data showed that Haringey have a total of 418 Care Leavers, with 193 (46%) of them classified as NEET, despite the excellent work the YAS is providing to support these young people to access educational or employment opportunities external to the council.

5.3 In 2023/24, 118 of 189 of Haringey’s leaving care placements (62%) were outside of the borough, due to existing placement market pressure. It would be beneficial to reduce this number, both financially to the local authority and to keep Care Leavers in their communities. The Care Leavers who met with the programme team emphasised that they would like to see further housing options in their community, with an emphasis on these places being in safe areas.

5.4 YAS has access to some independent living training resources, which receives positive feedback from young people and staff. This includes the Money House/MyBnk Training, where Care Leavers receive training and support to manage housing tenancies and their finances, which Care Leavers who met with the Programme Team were vocally supportive of. They also stated they thought it would be helpful for those in care to be given earlier access to this training, such as an initial taster when a Care Leaver turns 16 years of age. However, in the most recent financial year, there were issues with completion being experienced. Likewise, the high propensity of Care Leavers being in rent arrears over £500 (111 in arrears, 72 over £500 of arrears) suggests that further support and training would be beneficial.

5.6 The Programme Team identified that Children’s Services is extremely focused and successful in delivering upon its responsibilities as a corporate parent, and further work should be undertaken to ensure this is the same across the whole council. Similarly, Care Leavers shared that they felt there was the potential for them to be judged by colleagues in the council for their status as a Care Leaver. Therefore, the goal of the programme will be to engage with a broad range of colleagues from all directorates, to further the awareness of the lived experience of Care Leavers and the responsibilities we all hold as the corporate parent to this cohort.

5.7 Following these findings, the Programme Team has developed a set of project proposals, which offer interventions to address these issues that Care Leavers are experiencing.

6. Next steps

6.1 The Programme will undertake a Care Leavers Employment Project: This project will take an approach of 'Jobs in the Family Business' and develop a pathway of work opportunities within the council to support care leavers to build their employment experience. This will be achieved by expanding the number of internships, work placements and apprenticeship roles available for Care Leavers. It will also look to develop accompanying resources and strategies to help YAS and our young people to identify, apply and secure roles. The ultimate ambition of the project is to secure 10 dedicated roles within the councils that are ring-fenced for Care Leavers, with the ambition for this number to grow in time.

6.2 The Programme will undertake a Care Leavers Housing Project: This project is informed by the fact that young people in society are statistically more likely to stay with their parents or guardians for longer in the current economic environment. As such, the project will look to secure available housing options and stock, to develop spaces for Care Leavers to live, and prepare them to move out and manage their own independent tenancies. The first phase of this project will utilise the 11 flats available at Hornsey Town Hall to implement a short-term semi-independent accommodation for Care Leavers with medium support needs. The project will then continue to identify further options for housing for Care Leavers.

6.3 The Programme will undertake an Independent Living Preparation Project: With strong interdependencies with the Housing Project, this project will look to expand the training offer for all Care Leavers to prepare them to live independently. This will support YAS to develop its training offer through newly commissioned services, whilst also utilising existing capacity, resources and expertise within the council and care providers. For example, this could see the Repairs Team offer DIY sessions on a quarterly basis, to help Care Leavers gain skills and insights into managing a home of their own. Likewise, it will also look to develop tools and resources for young people to track and 'own' their journey towards independence.

6.4 The Programme will undertake a Local Offer and Corporate Parenting Project: Given that all parts of the council are corporate parents, aunties and uncles (and in some cases grandparents) to Care Leavers, the project will work with all areas and directorates of the council to develop specific offers or interventions for Care Leavers. This will see the council leverage the capability of its multi-faceted organisation to best support its young people.

6.5 The Children's Programme Team will proceed with developing a full business case for the programme. This will then be scrutinised by the Children's Directorate Management Team, Finance, HR and all relevant colleagues before being signed off.

6.6 Thereafter, the business case will be presented to the Elected Member for Children's, Young People and Families at their one-to-one meeting with the AD Children's Commissioning and Programmes, to update on progress.

6.7 Once the full financial cost of the programme and projects is identified, any relevant items will be added to the CPAC Forward Plan for scrutiny.

7. Contribution to strategic outcomes

7.1 Borough Plan: The Care Leavers Programme aligns with the Children and Young People section of the Borough Plan by ensuring that Care Leavers receive an array of support to achieve their full potential. By securing the proposed targeted interventions and support, the programme contributes to the outcome area "Successful futures." It specifically addresses the section '*Develop a plan related to supporting the financial stability of young people leaving care*', by further developing opportunities for financial stability for our young people leaving care. This includes creating pathways for employment in the local authority for Care Leavers to earn a stable income, as well as securing further housing options and expanding training where Care Leavers are prepared to manage their future homes. These initiatives will help Care Leavers build a secure and successful future, which aligns with the Borough Plan's objectives of reducing inequalities and improving the quality of life for all children and young people in Haringey.

7.2 Haringey Deal: Similarly, the programme's focus on providing equivalent support to care leavers as their non-care experienced peers reflects the Haringey Deal's goal of addressing inequalities. By creating these pathways for employment, housing options, and expanding training for independent living, the programme supports Care Leavers in achieving a secure, healthy, and fulfilling life, all central to the Haringey Deal's vision for a fairer borough.

7.3 Additionally, the Care Leavers Programme aligns with the Haringey Deal's objectives by fostering a collaborative and inclusive approach to governance. By actively listening to Care Leavers and prioritising their needs throughout development and implementation, the programme will ensure that their voices are heard, and their experiences shape the services provided. This aligns with the Haringey Deal's commitment to better community engagement and sharing power with residents.

7.4 Vision 2035: The Care Leavers Programme aligns with the Haringey Vision 2035 by addressing key calls to action such as supporting children and young people's experiences and skills, tackling inequalities in health and wellbeing, and ensuring safe and affordable housing. By focusing on the needs of Care Leavers, the programme contributes to creating a borough where all residents have the opportunity to thrive and enjoy the best possible version of their life, no matter what start they had.

8. Use of Appendices

Appendix 1 – Care Leavers Programme – Needs and Gaps Analysis

9. Local Government (Access to Information) Act 1985

CARE LEAVERS HIGHER EDUCATION FINANCE STATEMENT AND GUIDANCE **(Reviewed February 2024)**

Haringey Council aims to see that the children and young people in its care and care leavers are successful in education, are supported to make progress and are equipped with the life tools to make appropriate choices to progress through education and into employment.

This Guidance outlines Haringey's financial policy for the support we will provide to care leavers attending Higher Education to ensure our young people have the necessary resources for their academic pursuits.

PURPOSE

When applying to university, many students are worried about managing their money – and for students from a care background, this may seem like a particular challenge. This guidance document is intended to provide relevant information regarding the support package provided by Haringey Young Adults Service to a care leaver attending Higher Education. The aim is to formalise the financial arrangements that will be put in place to ensure that care leavers who attend a higher education degree are not disadvantaged by their care background. It is intended as a guide to ensure that a care leaver graduates university on a fair and equal footing to their graduate peers.

SCOPE

This document applies to care leavers undertaking higher education (see Appendix II for further details):

- Eligible child;
- Relevant child;
- Former relevant child; and
- Other qualifying care leavers

PRINCIPLES

- There will be equity and consistency across the local authority in the process of assessing a care leavers financial needs.
- This policy considers the universal financial support that young people receive and allows for Haringey Council to assess whether the young person requires any additional financial contribution from the authority, so that they can benefit fully from taking part in Higher Education. All financial support is dependent on an individual assessment of need.
- All care leavers are expected to apply for relevant financial assistance (Student Finance, England) in the form of available loans and grants, like all other students.
- Haringey's Young Adults Service will provide on-going support and financial assistance to care leavers whichever university they attend for the duration of the course.
- Young people will be provided with written information detailing their financial support package from Haringey.

- Students will continue to be supported whilst at university and at a level that is reflective of their needs. Such support may be through their Personal Advisor, previous carer, family, other Haringey services or a combination of these.

Relevant Legislation and Statutory Guidance

- Children & Social Work 2017
- Children Act 1989
- Children (leaving Care) act 2000
- Children & Young person's Act 2008
- Children Act 1989: transition to adulthood for care leavers
- SEND code of practice: 0 to 25 years

FINANCIAL SUPPORT AND PACKAGE

HIGHER EDUCATION BURSARY

In line with regulations¹ **Former Relevant** care leavers attending university will be awarded a one-off higher education bursary to the value of £2000, paid in instalments, for the duration of the course they are attending. This does not have to be repaid.

The bursary will be paid into the young person's bank account on confirmation/proof of acceptance onto the course via UCAS once a year at the beginning of term i.e. September/October. The payments will be split as follows unless otherwise agreed:

- 1st year £700
- 2nd year £700
- 3rd year £600

Note for those students progressing to 2nd and 3rd year of their degree, written confirmation from the University is needed that they are progressing to their next year.

For those students who change courses, the financial assistance will be divided accordingly for the remainder of the bursary payments.

All allowances paid to young people will be based on them obtaining and sustaining a place on a full-time course. Personal Advisers will need to be informed of any changes during University and will need written consent from the young person to verify attendance with the university or education establishment.

This does not include one-year Access Foundation courses which may be undertaken before a degree course.

The meaning of higher education for the purpose of determining eligibility for the bursary means a course of higher education **that is of at least two academic years' duration** and is designated by or under regulations made under section 22(1) of the Teaching and Higher Education Act 1998.² However, we encourage students studying part-time to speak to their Personal Advisor about their eligibility.

ACCOMMODATION

The Pathway plan will set out accommodation arrangements, including financial arrangements:

- During term time; and
- Short vacations and the and long vacation during the summer.

¹ The Children Act 1989 (Higher Education Bursary) (England) Regulations 2009

² <https://www.legislation.gov.uk/ukdsi/2009/9780111480663/regulation/3>

ACCOMMODATION WHILST AT UNIVERSITY

Full-time university students are not eligible for housing benefit unless they are a parent – so will need to ensure that their rent and bills are paid from their student maintenance loan of £9,203 and the education grant that we provide (for vacation accommodation). As a result, it is preferable to be in student accommodation and/or staying put, because semi-independent accommodation will not be affordable.

Many universities and colleges help care-experienced students to find appropriate accommodation. This varies greatly from one institution to another and can be an important factor when young people choose where to study. Help from the institution may include:

- Free or discounted accommodation
- Year-round accommodation (including over the holiday periods)
- A guaranteed room in university accommodation for the duration of your course no guarantor requirement – or the university will act as guarantor on your behalf
- No deposit needed, or reduced cost;
- Grants to help you cover living costs over the holiday periods
- Starter packs to help you get the equipment you need (e.g. bedding) or vouchers.

HOLIDAY RENT

The Young Adult's Service will help with rent payments in the holidays of up to £100 per week for a total of 20 weeks fostering stability and enabling them to focus on their education and career aspirations, as follows:

During Christmas and Easter vacations, care leavers will receive a maximum of £100 per week towards rent payments, for a period of up to 3 weeks during each holiday break.

During the summer break a maximum sum of £100 per week will be paid towards rent for a maximum of 14 weeks. During the summer break, recipients are expected to actively seek paid employment. **Note: Summer rent payments during the final year will not be provided, as students are expected to secure full-time employment or claim Universal Credit.**

Young people must submit a copy of their tenancy agreement approximately one month before the start of the rent payment period.

Students who are already receiving welfare benefits, such as lone parents or students on part-time courses, are not eligible for holiday rent as they are able to claim housing benefit.

STAYING WITH PREVIOUS FOSTER CARER

Students away at university but returning to previous foster carer for ad hoc weekends and during vacations. When young people return to their previous carer for vacations a flat weekly rate of £100 per week is paid to the carer (for maximum number of weeks as stated above) but the young person will need to make an additional contribution towards their rent and food.

Students living with previous foster carer prior to starting University: The placement will convert to a Staying Put arrangement from Fostering and a maximum of £205 will be paid to the previous carer during the period to the run up to starting University. This is in line with the Staying Put policy.

Students living with a previous foster carer when attending University:

If the young person wishes to stay with the former foster carer whilst at University then the 'Staying Put' arrangement continues at the rate of £100 a week for support paid by Local Authority and the young person pays their rent element to the Staying Put carer at a rate of £105 per week made up of rent, utilities and internet access which is to be funded out of the young person's loans, bursaries and

grants. During the holidays (as above) the LA will pay directly to the former foster carer £205 (£100 support and the rent element for the young person).

This arrangement will be reviewed every 6 months and will terminate if either party wishes to do so or the young person reaches the age of 21 years old.

ADDITIONAL COSTS

Books and other essential equipment: Young people are expected to make use of the extensive library and on-line services provided by the University. Specific books and journals should be purchased using the maintenance grants, loans and bursaries. Requests for specialist equipment will be assessed and contributions will be considered on an individual basis. Young people who have benefited from the **16-19 bursary during Further Education** should have been encouraged to utilise the funds for essential equipment required for university, such as laptops, iPads, and other necessary tools.

Travel costs: £300 towards travel per year.

Graduation costs: Funding will be provided to meet the cost of graduation gown hire, this will need to be discussed with the PA.

Submission of Original Documents: Proof of registered post will be reimbursed on proof of postage.

Childcare Costs: Parents are expected to pay for childcare costs through tax credits, child benefit, Childcare grant or Parents Learning Allowance. There is no additional funding via the YAS service.

OTHER CIRCUMSTANCES

Mature students: The duty to support care leavers wishing to enter or return to higher education or training has been extended to include those care leavers aged up to 25. The course needs to have been started prior to their 25th birthday and young people need to accommodate 6 monthly Pathway plan reviews and show proof of course and continuation of course each year. Responsibilities for planning continuing support applies to the end of the agreed programme of education or training (which can take them beyond their 25th birthday).

Care Leavers Returning after the Age of 21

A former relevant or qualifying young person aged between 21 or 25 (including those who were closed at 21) may request to re-engage with services in order to pursue a part time or full time programme of higher education. In these cases, the young person should submit a written request for support and set out:

- The details of the programme
- Reasons for pursuing the programme
- Demonstration of motivation and commitment
- Funding needed - both in terms of programme costs and any associated costs of support required to enable them to access and sustain the programme.

Young people can be helped by a member of the Young Adults Service to do this where needed. The Young Adults Service will decide if the programme is suitable and appropriate for the young person and in line with their future plans. Publicly funded provision should be accessed where available. A Personal Advisor will be appointed to complete a Pathway Plan. The pathway plan will address:

- Support including financial to enable the young person to enrol on and maintain the programme
- Support including financial relating to additional factors which might impact on the young person's ability to be successful on the programme such as housing, care or health issues.
- Long term planning and continued progression toward the young persons career aspiration.

Part-time students: Part-time students can apply for income-related benefits if they are on a low income and meet the certain conditions. Sometimes studying part-time can make a difference to the amount of funding they receive.

Repeating a Year/Change of Course/Further Degrees

University is a big 'step-up' from school or college. Plans must be put in place through the Pathway Plan to support each Care Leaver with all the arrangements both financial and otherwise to go to university and to ensure ongoing emotional and practical support once the care leaver has started the course. We acknowledge that some of our care leavers will find they have chosen the wrong course for them or that they are not ready yet for the move to university life and may defer a year. In these cases, the Personal Advisor will work with the care leaver to consider all the possible options available.

- **Changing course / Repeating an academic year:** If you decide at the end of the first year you are on the wrong course, or you need to repeat a year we will provide an additional year's funding. You'll only receive a maximum of 4 years funding in total, on confirmation of your student loan.
- **Going back to university:** If a young person has a degree already, they normally do not qualify for the full student finance if they go back to university to take a second degree. That means young people will not receive the full maintenance loan or grant, and they will have to pay any shortfall / their own university fees. Haringey supports young people who are studying for their first undergraduate degree and does not fund second degrees unless in exceptional circumstances and subject to an assessment of need.
- **Post graduate courses:** Students can get funding for postgraduate study through loans, scholarships, bursaries, and grants. Some students will be in employment and might also get help from their employer. Following a needs assessment, we will assist young people to identify financial support and resources to enable them to undertake post graduate study. We are not able to pay for post-graduate course fees such as Master's Degrees/ Doctorate studies or living expenses.

UASC (Unaccompanied Asylum Seeking Children/Young People): If a young person cannot access a student loan when they go to university, for example because of their immigration status, YAS will continue to support the young person so they can attend university. UASC are expected to claim for loans and grants to cover their tuition fees, accommodation and maintenance. If they are unable to claim grants and loans young people will be advised to contact Buttle UK. Advice is also to be sought from the Virtual School Head and the Allocation Officer within the YAS. Funding for university fees/maintenance will only be made in exceptional circumstances as assessed in a young person's Pathway Plan.

Many universities offer scholarships or fee waivers for those who cannot access student finance on account of their immigration status. All of these have different names but are sometimes called Sanctuary Scholarships, Equal Access, or Article 26 awards. These usually pay the young person's tuition fees and often also provide extra funding for their living costs. For up to date lists of which universities offer scholarships, visit Student Action for Refugees ([STAR's website](#)) and on the Article 26 website.

Care leavers from overseas: Young people who have lived in the United Kingdom for more than 3 years are usually treated as 'home students' and will not have to pay overseas student fees if they attend a higher education course.

Students with a disability: Disabled students can claim additional allowances from Student Finance England. These are to cover such things as special equipment or a helper. This is known as [Disabled Student Allowance](#) (DSA) and an assessment must be undertaken before any money is awarded.

SUPPORT AVAILABLE FROM HARINGEY'S YOUNG ADULT SERVICE IN ADDITION TO PA SUPPORT

Regular emails are sent to registered young people through the university@haringey.gov.uk email account. These emails contain reminders of important dates, interesting links, and events of interest. Additionally, young people can utilise this email address to directly seek advice and support related to university matters.

The Assessment Officer, Tonie Reuben (Tonie.Reuben@haringey.gov.uk), within the Young Adult's Service maintains a register of all young people who are about to start and currently attending university. This register helps in overseeing university enrolment and ensures that necessary financial support from Haringey is in place.

Please notify Tonie Reuben (Tonie.Reuben@haringey.gov.uk) of any care leavers who are interested in attending university, as well as those who are already starting. Provide details such as the young person's name, the course they are undertaking, and the university they are attending, so they can be included in the university register.

NATIONAL FINANCIAL SUPPORT

STUDENT LOANS

Haringey's Young Adults Service financial support package is based on the assumption that students have applied for all available grants and loans.

Students must apply for a **Tuition Fees Loan** which pays for their course fees and is repayable at the end of the course. This money goes directly to the university. At the same time a young person will apply for a **Student Maintenance Loan** which is repayable at the end of the course.

If they receive student finance as a care leaver, they will not be asked to provide any of their parent's financial details. They will be assessed as an independent student and will be awarded the maximum amount of Maintenance Loan they are entitled to. However, if the young person has reconciled with their parents between leaving care and starting their course, Student Finance England notes they may need to apply for student finance that is based on their parents' income. [Key information on students who qualify as care leavers.](#)

Tuition Loan for course fees

Tuition Fee Loan of up to £9,250 if the young person is studying at an eligible university or college.

If they are studying an accelerated degree course, you could receive up to £11,100.

Maintenance Loan for living costs

You may have to give details of your household income or care leaver status.

The loan is paid directly into your bank account at the start of each term. You have to pay the loan back.

Full-time student	2023/2024	2024/2025
Living with your parents	Up to £8,400	Up to £8,610
Living away from home, outside London	Up to £9,978	Up to £10,227
Living away from home, in London	Up to £13,022	Up to £13,348
A year of a UK course studying abroad	Up to £11,427	Up to £11,713

Applications are to be made on-line via www.gov/studentfinance, deadline is usually May for following September.

ADDITIONAL FUNDING AVAILABLE

Government grants: Students with children, or students with a disability such as dyslexia, can receive government grants to help with extra costs. Some courses also offer bursaries to encourage students to study them, such as nursing or medicine, social work and teaching.

Bursaries and scholarships from the university: Many universities offer bursaries for care experienced students that they do not have to repay, and some offer scholarships, grants or loans to help students manage any additional expenses (e.g. specialist equipment). The [Propel website](#) offers a detailed support checklist on individual university pages, covering key topics like funds for care leavers and year-round accommodation.

Charitable trusts and foundations: offer grants and awards for university students. A list of directories can be found in Annex I.

APPENDIX I

Student Finance from 2024/25

INFORMATION FOR CARE EXPERIENCED YOUNG PEOPLE

The student finance system is designed to enable you to study in higher education without needing to find any money up front. The type of financial support you will receive will vary from course to course and by university, so it's important to make sure that you check each university's website to find out what is available.

You should apply for your student finance by logging on to www.gov.uk/studentfinance. You might be able to apply as a [care leaver](#). If you change your mind about the course or university it is easy to change the information you have submitted at a later date.

Generally speaking, the financial support available can be broken down as follows:

LOANS

Loans are available through **Student Finance England**. Graduates repay these loans after they have finished studying and are earning over £27,295. Even then the monthly repayments are small. The interest rates on these loans are linked to the retail price index (RPI) and also how much you are earning. After a certain amount of time (30 to 40 years), any outstanding loans will be written off if you have not repaid the money. Loan cancellation may not apply to you if you're in breach of any repayment obligations.

- There are two loans you can take out:
- **Tuition fee loan:** this loan is paid directly to your university to cover the full cost of your course
- **Maintenance loan:** this is paid directly to you, normally in three instalments, for you to use for your living costs such as rent, food and bills
- **NB: You might not need to take out the full loan amounts if you access grants**

GRANTS

University or College Grants - each place will have their own package of financial support to ensure students are able to access their courses. If you are coming to study for a degree from a care background, there is likely to be additional financial support available to you from universities.

A large number of universities will offer a non-repayable bursary specifically to students who are care leavers.

Check out each University Website, [Propel](#) or the [Buttle Trust](#).

Institutions may offer one or more of the following:

- a fee waiver or discount;
- a free foundation year leading to progression to a professional career via a course with high entry requirements;
- discounted accommodation or other similar institutional service;
- a financial scholarship/bursary

Again, check the student finance website for Universities involved to see what is available and don't be afraid to telephone each university and ask as many questions as possible!

Haringey Council will provide £2000 **Higher Education Bursary** over the time of a degree in instalments up to the age of 25.

[Tottenham Grammar School Foundation](#) - Somerset Award available: Applications open 1st May each year (for the academic year commencing the following September).

Your public library should also have **directories of charitable trusts** that provide grants and awards. Many are not available online so you can ask your Library or University Careers Service if they have a copy.

- The Educational Grants Directory
- The Charities Digest
- The Grants Register
- The Directory of Grant Making Trusts
- Care Leavers Foundation
- [Turn2Us](#)

TOP TIPS:

- Keep copies of all documents and letters that you send to Student Finance England – they will be useful in future years. Send everything by recorded delivery.
- Apply as soon as possible, look at the costs involved for each University, specifically tuition fees and accommodation costs and what support they have available.
- Your Personal Advisor can support with drafting personal statements and interview preparation, if required.
- When applying for university via UCAS, tick the box on the form that asks if you've been in care. You may worry about identifying yourself as a care leaver, but the information will be confidential. It may open other support from your university such as financial or practical help.
- Universities can be flexible about your entry grades. If you tick the box identifying yourself as a care leaver on your UCAS application, universities may offer lower entry requirements to take account of the extra difficulties you may have faced.

Don't be afraid to **phone** the Universities and if you haven't already, **attend an open day** and see what you think.

Additional Resources

[The Complete University Guide](#) offers advice on entitlements and support available to Care Leavers attending university.

Agencies that offer advice to all care leavers include [The Become Trust](#), [NNECL](#), [Brightside](#) and the [Care Leaver Association](#).

All universities have a designated member of staff for care experienced students, usually up to the age of 25. The [Propel](#) website identifies who the designated contact is at most of the higher education provisions in England.

[National Network for the Education of Care Leavers](#) offer higher education activities and resources for care leavers, children in care and those who support them.

Support for UASC

[Refugee Education UK](#) offers support services to help you overcome any challenges you may face, along with useful resources. Its [frequently asked questions](#) are great starting points for refugees and asylum seekers considering applying to university.

[Student Action for Refugees \(STAR\)](#) campaigns for equal access to higher education for refugees and people seeking asylum in the UK. You can find information about access to university on the [STAR website](#), including a list of scholarships available in the UK.

Support with accommodation

[Unite Foundation](#) offers students free, purpose-built accommodation for up to three years of study, with no rent or bills and has 27 partner universities.

Support with finances

[Buttle UK](#) offers grants to Care Leavers attending university.

[Rees Foundation](#) offers career coaching and grants to help with educational costs.

[The Welland Trust](#) offers grants to care-experienced adults to help with their career development and higher education fees.

[Capstone Care Leavers' Trust](#) offers advice, support and grants for course fees.

[Spark Foundation](#) offers grants of up to £600 for educational costs.

[The Care Leaver Covenant](#) supports Care Leavers with educational costs.

[The Tunstall Jubilee Foundation](#) offers grants to Care Leavers to help with the costs of education and training.

APPENDIX II

DEFINITIONS OF CATEGORIES OF CHILDREN ENTITLED TO CARE LEAVING AND HIGHER EDUCATION SUPPORT³

	<i>Do I qualify?</i>	<i>What am I entitled to?</i>
Eligible Child <u>Schedule 2, Paragraph 19B CA 1989</u>	<ul style="list-style-type: none"> • Aged 16 or 17 • Looked after by children's services for a period of 13 weeks since the age of 14 • Currently looked after 	<ul style="list-style-type: none"> • A Personal Advisor • A Needs Assessment • A Pathway Plan • Receive all the care and support they normally receive until they leave care
Relevant Child <u>Section 23A CA 1989</u> <u>Section 23B CA 1989</u>	<ul style="list-style-type: none"> • Aged 16 or 17 • Looked after by children's services for a period of 13 weeks since the age of 14 • Looked after for a period of time after their 16th birthday • No longer looked after 	<ul style="list-style-type: none"> • A Personal Advisor • A Needs Assessment • A Pathway Plan • Accommodation and maintenance • financial support to meet education, training and employment needs
Former Relevant Child	<ul style="list-style-type: none"> • Aged between 18 and 25 • Previously an eligible child and/or a relevant child 	<ul style="list-style-type: none"> • A Personal Advisor • A Pathway Plan, kept under regular review • Assistance with employment, education and training

³ <https://childlawadvice.org.uk/information-pages/services-for-children-leaving-care/>

<u>Section 23C CA 1989</u> <u>Section 23CZA CA 1989</u> <u>Section 23CA CA 1989</u>		<ul style="list-style-type: none"> • Assistance with accommodation • Help with living costs
Former Relevant Children Pursuing Further Education or Training	<ul style="list-style-type: none"> • <i>Specific duties are placed upon the local authority in respect of Former Relevant children who inform the local authority that they are pursuing, or intend to pursue, a programme of education or training. The local authority must:</i> 	<ul style="list-style-type: none"> • <i>Carry out an assessment of the needs of the Former Relevant child with a view to determining what assistance (if any) it would be appropriate for the local authority to provide;</i> • <i>Prepare a pathway plan;</i> • <i>To the extent that the Former Relevant child's educational or training needs require it, provide financial assistance by:</i> <ul style="list-style-type: none"> • <i>Contributing to living expenses; or</i> • <i>Making a grant to meet expenses connected with the education and training.</i> • <i>These duties continue up to the Former Relevant child's 25th birthday.</i> •
Qualifying Care Leaver <u>Section 24 CA 1989</u>	<ul style="list-style-type: none"> • <i>Aged between 16 and 25</i> • <i>Looked after by children's services on, or after, their 16th birthday and no longer looked after</i> • <i>Spent less than 13 weeks in care since 14th birthday, i.e. do not fulfil criteria for eligible or relevant child</i> 	<ul style="list-style-type: none"> • <i>Help with living expenses and if they are in higher education they may also help with securing vacation accommodation</i> • <i>advice and assistance from Children's Services, which may, be in cash</i>

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