



Teitl: Title:	Looked After Children & Care Leavers Policy
Fersiwn: Version	2
I bwy mae'r Polisi hwn yn berthnasol? Who does this Policy Relate to?	Myfyrwyr / Staff / Myfyrwyr a Staff / Arall (rhowch fanylion) Students Students / staff

Cydraddoldeb ac Amrywiaeth / Equality & Diversity

Dolen at Gam 1 Asesu Effaith (ar Gydraddoldeb a'r Gymraeg): / Impact Assessment Stage 1 (Equality & Welsh) link:	EIA LAC & Care Leavers
<i>Effaith ar yr Iaith Gymraeg</i> <i>Mae asesiad effaith wedi'i gynnal ar y polisi hwn i ystyried ei effaith ar yr iaith Gymraeg yn unol â Safonau'r Gymraeg (94-104) a Mesur yr Iaith Gymraeg (Cymru) 2011.</i>	<i>Welsh Language Impact</i> An impact assessment has been carried out on this policy to consider its effect on the Welsh Language in accordance with the Welsh Language Standards (94-104) and the Welsh Language (Wales) Measure 2011.

Adolygu a Chymeradwyo / Review and Approval

Perchennog y Ddogfen: Document Owner:	<i>Teitl swydd / Job title</i> Head of Learner Services		
Ymgynghoriad / Consultation:	<i>Rhestrwch nhw / Please list</i> Safeguarding Group Communication & Culture Group		
Dyddiad cymeradwyo / Date Approved	Cymeradwyaeth y Pwyllgor Mewnol e.e. Grŵp Diogelu / Internal Committee Approval e.g. Safeguarding Group	<i>Enw'r Grŵp a'r Dyddiad / Name of group & date</i> Safeguarding Group. 24/10/22	
	Pwyllgor Cyfathrebu a Diwylliant / Communications & Culture Committee:	11/01/23	
	Pwyllgorau'r Bwrdd / Board Committees:	Pwyllgor Archwilio a Risg / Audit & Risk Committee:	N/A
		Pwyllgor Cwricwlwm a Safonau / Curriculum & Standards Committee	N/A
		Pwyllgor Cyllid, Pobl a Diwylliant / Finance, People & Culture Committee:	N/A
	Corff Llywodraethu / Governing Body:	N/A	
Dyddiad Adolygu: Review Date:	11/01/26		

Anfonwch y ddogfen wedi ei chymeradwyo i'w chyfieithu gan ddefnyddio'r [Ffurflen Cais Cyfieithu](#)
Send approved document for Translation using the [Translation Request Form](#)

Rhifwch bob adran a pharagraff
Please number each section and paragraph

Table of Contents

Looked After Children & Care Leavers Policy

1.Purpose	2
2.Scope	2
3.Key Principles	2/3
4.Responsibilities	3/4
5.Consultation/Review	4
6.Legislation	4
7.Welsh Language	4
8.Inclusion	4

Strategy / Policy

1. **Purpose**

- 1.1. Coleg Cambria is committed to providing a quality education for all its learners. The commitment to 'Looked After Children' (LAC) and 'Leaving Care' Children is guided by prevailing legislation and current guidance from the Department for Education.
- 1.2. The purpose is to provide guidance for staff in how to support looked after children and care leavers working in conjunction with Local Education Authorities, LAC and Leaving Care Teams.

2. **Scope**

- 2.1. LAC refers to young people who may be:
 - 2.1.1. **Accommodated** - a voluntary arrangement is established because the parent(s) is missing or unable to cope due to illness. The arrangement can also form part of a child protection plan negotiated with the family. In these circumstances, the parent(s) retain parental responsibility.
 - 2.1.2. **In Care** - young person is in care only if a court has granted a Care Order, which can be issued if the young person is believed to be suffering or likely to suffer significant harm. A care order generally gives parental responsibility to the local authority but it can also be shared with the parents.

2.1.3. **Remanded/detained** - if an emergency protection order has been issued: if they have been removed from home by police using their powers of protection by a court order following criminal charges / by a court directing a Children's Services Department to accommodate a child already subject to a supervision order for criminal behaviour. The period of the action can be up to 6 months.

2.1.4. **Leaving Care** - young people who are leaving the care system and who have been in the care of the Local Authority for a period of 13 weeks or more spanning their 16th birthday, and are supported via supported lodgings or independent living.

3. **Key Principles**

3.1. LAC or Leaving Care young people may have one or more of the following challenges:

3.1.1. low self esteem

3.1.2. poor education standards due to absence from college

3.1.3. at risk of poor attendance and leaving course early

3.1.4. delayed social/emotional/ cognitive development

3.1.5. been bullied or has bullied others

3.1.6. mental health issues

3.1.7. few friends or feel isolated

3.1.8. behaviour issues

3.1.9. poor attachment to others

3.2. This may potentially make them vulnerable in terms of realising their educational potential and future life chances, and therefore the College will take all steps to ensure that appropriate support and targeted interventions are in place for such identified learners

4. **Responsibilities**

4.1. Where a learner has been identified as a Looked After Child (LAC) or Leaving Care (LC) young person the safeguarding/welfare team will work with the curriculum area to ensure:

4.1.1. The allocation of a Student Services Advisor or other appropriate staff member as Mentor to monitor progress weekly and offer support at critical times, linking with the Progress Coach within the area that the young person is studying. If intervention is not required the Advisor will meet with the young person regularly to ensure a positive outcome is achieved.

4.1.2. The development of a robust Personal Education Plan (PEP) in partnership with the LA who has responsibility for the young person.

4.1.3. That information about the LAC or LC is only shared with colleagues on a 'need to know' basis and that all such colleagues have an appropriate understanding of the issues affecting the LAC or LC and the need for confidentiality.

4.2. The Safeguarding Coordinator will ensure that a member of the team will:

- 4.2.1.1. ensure that the young person and carer(s) receive early notification of relevant college meetings, e.g. parents' evenings;
- 4.2.1.2. ensure that the LAC or LC is informed about and encouraged to attend extra-curricular activities and out of hours learning;
- 4.2.1.3. ensure appropriate transfer of information between individuals, relevant agencies and to other colleges.
- 4.2.1.4. seek meetings with relevant parties where the young person is experiencing difficulties, particularly if there is the risk of fixed / permanent exclusion;
- 4.2.1.5. set up a 'team' to ensure that the young person has a positive experience leading to qualification, achievement and progression. This 'team' will include Additional Support Coordinator, Progress Coach/Personal Tutor and any external agency linked with the young person.
- 4.2.1.6. ensure if the LAC or LC is "At Risk" of leaving the course early due to poor attendance or behaviour, that they will be supported by a Student Services Advisor at meetings with Progress Coaches / Personal Tutors or Curriculum Director to discuss issues.
- 4.2.1.7. ensure that documents pertaining to LAC or LC are completed and returned promptly to the supervising Authority
- 4.2.1.8. provide reports termly to the College Safeguarding Group.

5. Consultation / Review

5.1. This policy and associated procedure will be reviewed every 3 years or immediately in the light of new guidance and/or legislation being introduced, and submitted to the College Safeguarding Group and the College's Communication and Culture Group for approval. The Regional Safeguarding Board and the National Strategic Group (Welsh Government) will be consulted where appropriate in response to legislation and statutory guidance.

6. Legislation

- 6.1. Social Services & Well-being (Wales) Act 2014. Part 6 Code of Practice
- 6.2. Raising the ambitions and educational attainment of children who are looked after in Wales - January 2016
- 6.3. Children and Young Persons Act 2008
- 6.4. The Children Act 1989 - Section 22(3)

7. Welsh Language

- 7.1. Learners and carers can choose to use the Welsh or English languages as required by the Welsh Government under section 44 of the Welsh Language (Wales) Measure 2011.

8. Inclusion

- 8.1. Students are asked to provide details of any inclusion needs they may have upon application including the LAC/LC status. This enables the Safeguarding Coordinator to establish details of individual students prior to starting college, thus ensuring the college provides the best possible support at an early stage. The Inclusion process is followed for all students.