

POLICY FOR CHILDREN LOOKED AFTER AND CARE LEAVERS

1. Policy Statement

The senior members of staff with responsibility for Children Looked After (CLA) and Care Leavers (CL) are the Curriculum Vice Principals and Vice Principal for Student Services. It is their duty to inform the senior management team and Governors of the progress of students who are in care/care leavers on a regular basis.

Nominated roles:

- The Lead Governor for Children Looked After (CLA) and Care Leavers (CL)
- The postholder with Senior responsibility for CLA Children Looked After (CLA) and Care Leavers (CL) is the Principal Merton and Carshalton College
- The Designated Person for South Thames College Group is the Vice Principal for Student Services
- The Designated Person at each college within South Thames College Group is the Vice Principal Curriculum
- The postholder at each college with senior responsibility for directing Student Services support for CLA Children Looked After (CLA) and Care Leavers (CL) is the Head of Student Services.

1.1 Definition of Children Looked After (CLA)

This policy refers to young people who are Looked After as defined by the Children Act 1989. That is those learners who are under the age of 18 and are:

- The subject of an interim or full-time care or emergency protection order;
- Unaccompanied minors who are asylum seekers;
- Accommodated by a local authority with the agreement of their parent(s) or legal guardian;
- Compulsorily accommodated as a result of criminal proceedings

1.2 Why do Children become Looked After?

A large number of these children coming into care will have a history of physical, sexual or emotional abuse. Some may have suffered the death of a parent, or have parents who are unable to look after them properly because of illness. Others may have disabilities and many different needs. A very small number are in care because of criminal behaviour.

1.3 How do Children become Looked After?

Children come into care by two main routes: because the parents have asked for this help or because the child is in danger of being harmed.

- Under section 20 of the Children Act 1989: where parents have asked for help, because for some reason their child can no longer stay at home, suitable accommodation for the child will be provided. Parental responsibility remains with the parent/guardian.
- Under section 31 of the Children Act 1989: if the child is in danger of being harmed, a care order will be made by a court. The court will take all the circumstances into careful consideration before doing this. When

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a care order is made, children's services acquire parental responsibility and become a legal parent alongside the parent/guardian.

1.4 Who are Young Care Leavers (CL)?

A Care Leaver is defined as a person aged 25 or under who has been looked after by a local authority for at least 13 weeks since the age of 14; and who was looked after by the local authority at school-leaving age or after that date. Between the ages of sixteen to eighteen a young person who has been Looked After will be expected to begin the transition towards independent living to become a Young Care Leaver. They may remain with their Foster Carers or they may move into supported lodgings or into a bedsit or flat depending on the provision available. From the age of sixteen they will be supported by their Local Authority Leaving Care Team.

1.5 Context

This policy has been written in line with the Statutory Guidance 'Promoting the Education of Looked After Children and Previously Looked After Children 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf. The College's approach to supporting the achievements of CLA and CL will:

1.6 Pre-Entry

- Develop and maintain effective links with local authorities and other partners to publicise and make available information, advice and guidance (including financial and other forms of support) about progression and study in FE/HE.
- Provide impartial, free and confidential pre-course guidance on FE/HE study options, including financial and other forms of support.
- Provide accessible information about taster days and other events.
- Provide a range of materials relevant to study and support options and make them available and accessible through a range of formats.
- Put indicators in place throughout the recruitment process to help identify those in care/care leavers either through the local authority, support agencies or through self- disclosure.

1.7 On-Course

- Assign a Pastoral Tutor to act as a key point of contact for their CLA/CL students. The Pastoral Tutor offers support throughout the duration of the student's course including identification of suitable support arrangements.
- Assign a Pastoral Tutor to work with the Academic Tutor to ensure the completion of the PEP and to identify and remove barriers to learning and implement strategies to support the CLA/CL to achieve.
- Ensure that Children Looked After (CLA) and Care Leavers (CL) will have full access to Bursary support.
- Monitor CLA attendance in accordance with the College's existing policy for managing student absence, working with the established virtual school.

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Ensure Children Looked After (CLA) and Care Leavers (CL) will have access to a tailored careers information, education, advice and guidance programme that effectively prepares them for future success in education, employment or training.

1.8 End of Course

- Obtain feedback from students who are CLA/CL about our support offer, delivery and their distance travelled.
- Maintain records of the recruitment, retention, achievement and progression of our students in care/care leavers.

2. Responsibilities

2.1 Responsibility of Lead Governor for Safeguarding

The Lead Governor for Safeguarding will:

- Work in collaboration with the senior postholder with responsibility for CLA/CL and Group Designated person to review the implementation of the Groups policy for Children Looked after and Care leavers on a regular basis.
- Receive frequent progress updates and offer input to the Governing body.
- Ensure that the College has a senior member of staff with responsibility for CLA/CL.

2.2 The postholder with Senior responsibility for CLA Children Looked After (CLA) and Care Leavers (CL) is the Principal Merton and Carshalton College

The Postholder with senior responsibility will:

- Work with the Group Designated Person to ensure the Group holds accurate and thorough information regarding all children and young people who are Children Looked After / Care Leavers
- Work with the Group Designated Person to ensure effective induction arrangements are in place for Children Looked After and Carer Leavers
- Work with the Group Designated Person to ensure Personal Education Plan (PEP) are monitored at group and college level and completed as soon as practicable.
- Champion Children Looked After and Care Leavers across the Group as a vulnerable group
- Ensure frequent progress updates including in-year and end of year performance indicators of CLA/CL are provided to the Senior Leadership team
- Ensure the Quality Improvement Action Plan is robust and effective

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- Work with the College Designated Person to ensure arrangements are in place for the CLA to have an assigned Pastoral / Academic Tutor
- Ensure designated safe places are available to Children Looked After in each college setting.

2.3 The Designated Person for South Thames College Group is the Vice Principal for Student Services

The Designated Person will:

- Provide progress updates to Corporation including in-year performance indicators – attendance, retention, internal progression
- Provide regular progress updates to the Group Leadership Team including in-year performance indicators – attendance, retention, internal progression
- Ensure the impact of the quality improvement action plan is monitored
- Work with the postholder with Senior responsibility and the Designated Person at each college to ensure accurate and thorough information is held regarding all children and young people who are Children Looked After / Care Leavers
- Work with the College Designated person (s) and Head of School to ensure effective Group induction arrangements are in place for Children Looked After and Carer Leavers
- Work with the College Designated person to ensure Personal Education Plan (PEP) are monitored at Group and college level and completed as soon as practicable.
- Champion Children Looked After and Care Leavers across the Group as a vulnerable group
- Work with the College Designated Person to ensure arrangements are in place for the CLA to have an assigned Pastoral / Academic Tutor

2.4 The Designated Person at each college within South Thames College Group is the Vice Principal Curriculum

The Designated Person at each college will:

- Ensure accurate and thorough information is held regarding all children and young people who are Children Looked After / Care Leavers
- Ensure effective induction arrangements are in place for Children Looked After and Carer Leavers
- Ensure Personal Education Plan (PEP) are monitored at college / school level and completed as soon as practicable.
- Champion Children Looked After and Care Leavers at the relevant college
- Ensure frequent progress updates of CLA/CL are provided by Heads of School to the College Management Team
- Ensure arrangements are in place in Schools for the CLA to have an assigned Pastoral / Academic Tutor to whom they can go for support.
- Ensure designated safe places are available to Children Looked After in each college setting
- Ensure the impact of the quality improvement action plan at college level is robust and effective
- Work with the Heads of Students Services to ensure directed student services support for individual students provided as required

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- Liaise with Director of Quality Improvement to highlight relevant CPD opportunities for staff.

2.5 Responsibility of Head / Deputy Head of School

The Head / Deputy Head of School will:

- Ensure that the transition to College is as smooth as possible for these learners and takes account of their particular needs.
- Work with the college Designated Person to ensure effective induction arrangements are in place for Children Looked After and Carer Leavers Ensure frequent progress updates of CLA/CL are provided at school level.
- Ensure CLA have an assigned Pastoral / Academic Tutor to whom they can go for support.
- Ensure designated safe places are available and signposted to Children Looked After and Care leavers.
- Ensure the regular review of learner's progress and attendance by the academic /pastoral tutor so that required support is in place and effective. Ensure student support and local authority is informed and that interventions are regularly monitored.
- Ensure opportunities for CLA/CL students to feedback and inform the college offer.
- Ensure local authorities are informed of all ABC procedures and invited to relevant meetings/aware of outcomes where relevant professional contacts established and shared with the College.
- Work with Students Services to ensure directed student services support is provided as required.

2.6 Responsibility of Academic /Pastoral Tutor

The Academic Tutor will:

- Induct, support and monitor CLA/CL progress through 1-1 review meetings.
- Monitor and review academic progress setting robust and effective targets.
- Monitor attendance and inform allocated Tutor/Pastoral Tutor of any CLA/CL learners with attendance concerns (via ProMonitor comment).
- Ensure academic review and targets for the Personal Education Plan (PEP) are completed two weeks after the request.
- Ensure students access the Groups Careers service and have the opportunity for 1:1 guidance.
- Work with pastoral tutors to ensure that any identified barriers to academic learning are removed.
- Attend relevant CPD around supporting students that are CLA/CL.

The Pastoral Tutor will:

- Signpost further support via College referral process and inform local authorities/carer of any concerns.
- Ensure Personal Education Plan (PEP) are completed as soon as practicable.
- Ensure designated safe places are signposted to Children Looked After and Care leavers.
- Integrate Personal Education Plan meetings with local authorities into the ILP/Progress review process.
- Refer to Student Support as appropriate where there are concerns.

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- Inform any other College staff involved in supporting the learner of external PEP meeting requests as relevant (via ProMonitor).
- Attend relevant CPD around supporting students that are CLA/CL.
- Check student is in receipt of Full Bursary.
- Notify Student Support of any new undeclared students who become known as CLA/CL
- Request CLA/CL learners complete additional learner information forms and update ProMonitor external professional contact details as necessary for any absent learners.
- Notify and invite Local Authority Virtual School/or Social Workers to PEP Progress Review/ABC meetings where established.

2.7 Responsibility of Curriculum Administrators

- Set-up Promonitor CLA/CL learner lists per School for Heads of Section/Heads of School to monitor
- Investigate and contact the relevant Head of Section in instances where CLA/CL attendance information has not been received regularly (after two weeks) and falls below 85% in order to support the student's retention and success.
- Notify Student Support of any new undeclared students who become known as CLA/CL
- Request CLA/CL learners complete additional learner information forms and update ProMonitor external professional contact details as necessary for any missing /undeclared learners
- Notify and invite Local Authority Virtual School/or Social Workers to PEP Progress Review/ABC meetings where established

2.8 Responsibility of the Head of Student Support

The Head of Student Support will:

- Have an overview of students who are identified as Children Looker After and Carer leavers
- Champion Children Looked After and Care Leavers at College Level
- Ensure that Student Support Services /relevant staff liaise with local authorities to ensure that the college is aware of all CLA/CL please see Appendix A for further details.
- Direct Team Leaders to inform relevant staff of local authority concerns where appropriate
- Ensure Team Leaders direct student support services to contact all identified students that are CLA/CL to inform them about the student bursary available and note external professional support details under 'risk indicator on ProMonitor where known and declared
- Ensure student support services circulate service level agreements and set-up access so that key local authorities can view relevant student information via the data sharing protocols as appropriate.
- Ensure Team Leaders direct student support services to offer 1-1 pastoral support to CLA/CL students where there are concerns and needs identified through the standard referral process as appropriate.
- Ensure Team Leaders direct Student Support Advisers to attend and support PEP / ABC meetings if appropriate where they are a referred learner with pastoral concerns on their caseload.
- Liaise with the Quality team to highlight relevant CPD opportunities for staff.

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2.5 Responsibilities of Inclusive Learning

- Inform key Academic /Pastoral Tutor, School and Student Support of any CLA/CL who also have learning difficulties/ disabilities.
- Inform key Academic /Pastoral Tutor, School and Student Support of any CLA/CL with EHCP's.
- Work with the Personal Tutor, Local Authority and Student Support (if appropriate) to combine EHCP and PEP meetings as part of the ILP/Progress review and EHCP annual review process.
- Attend ABC meetings of CLA/CL students with EHCP's, where ABC 3 disciplinary or Fitness to study meetings, the Head or relevant Inclusive Learning Manger will attend to review care and support plans
- Ensure swift access to additional learning support for CLA/CL whose learning needs are disclosed after entry to College.

2.6 Local Authorities

- Complete and agree the College service level and information sharing agreement
- Encourage applicants to make appropriate disclosures and attend interviews
- Inform the College of any potential applicants and ensure a smooth transition onto course
- Provide a list of enrolled learners and their associated external support network to the College
- Access all CLA/CL attendance/monitoring data and reports via ProMonitor
- Chair/Lead on any CLA/CL PEP meetings and subsequent documentation
- Ensure effective support is provided i.e. with housing placement, equipment/resources, extra tuition and any other financial assistance in order for CLA/CL to achieve
- Update College of any pastoral concerns or issues impacting on CLA/CL achievement and attend ABC meetings as appropriate
- Ensure the data protection principles are upheld and appoint data officers/notify College of changes as per agreement

Only store the data accessed on ProMonitor within this system and do not extract unless for the purpose of a PEP meeting with signed consent and agreement with CLA/CL and in accordance with your own Data Protection and Information Security Policies

3. Information Sharing and Data Protection

Students can give permission for information to be given to all staff who deal with them. Otherwise the information will only be shared on a “need to know basis” and only with appropriate staff, such as the Personal Tutor.

Information requests from local authorities will only be met:

- If a College information sharing and service level agreement has been signed by the organisation requesting the information.

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- Via the Promonitor Parent Portal website which local authorities will access directly through a secure login access issued by the College IT Department.

4. Personal Education Plans

Please see Appendix C for further details, all associated documentation can also be found on Moodle

Associated documentation

- Safeguarding Children and Adults at Risk Policy
- Fitness to Study Policy
- Promoting the Educational Achievement of Looked After Children 2018
- ABC Policy and Code of Conduct
- PEP Guidance for Personal Tutors (Appendix C)
- Learner Additional Information Form
- Service Level and Information Sharing Agreement CLA/CL Guidance for College Staff and Virtual Schools

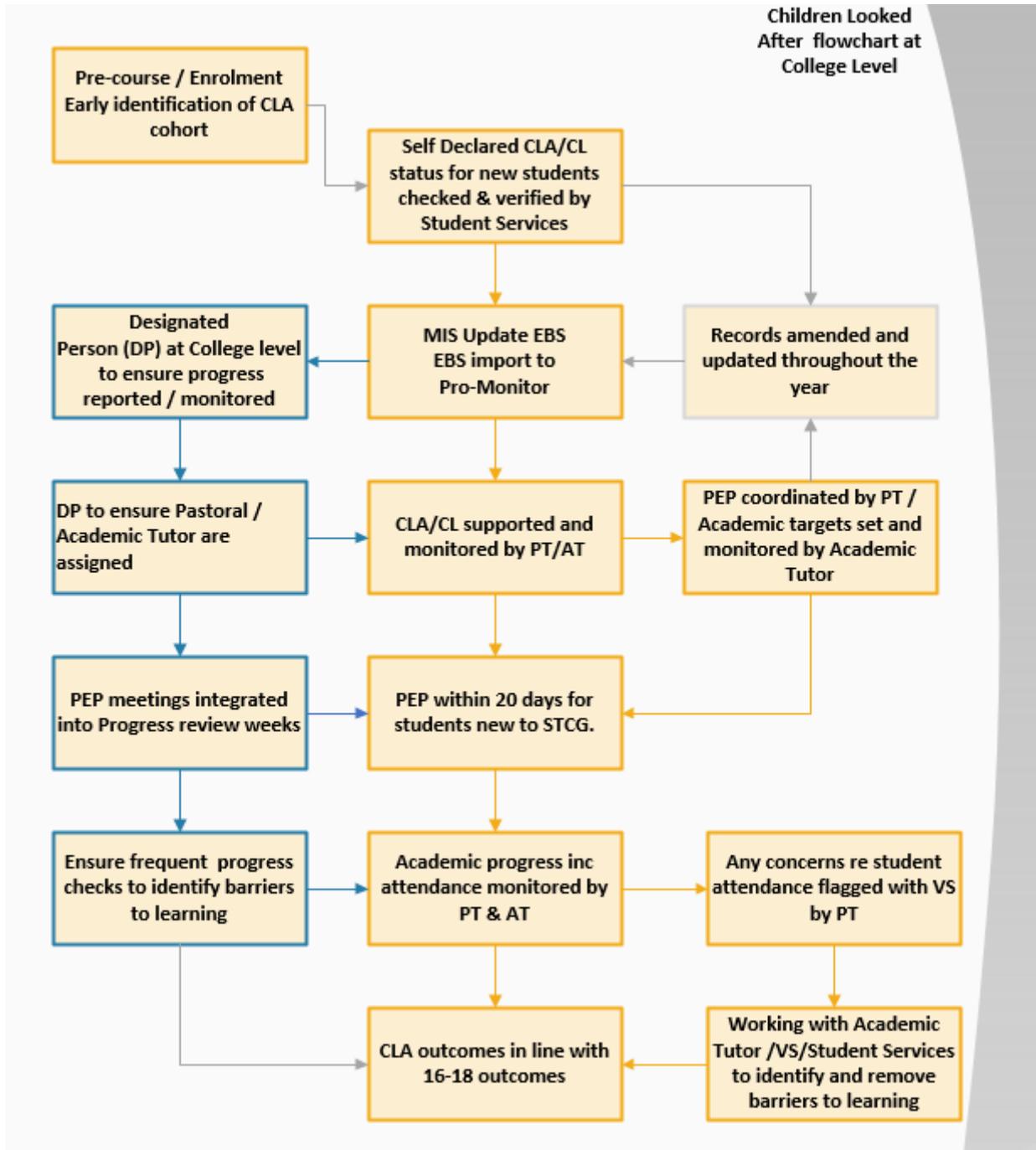
Approval and monitoring

- The Vice Principal Student Services will review the Policy annually.

Review

Sept 2024 by Vice Principal Student Services

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Appendix A CLA/CL Annual Procedure

Timeframe	Action
April – August	Local Authorities complete and return College service level and information sharing agreement
September – October	1. Local Authorities send through lists of confirmed enrolled applicants to Student Support 2. Personal Tutors undertake ILP / PEP meetings for CLA/CL students 3. Student Support also identify CLA/CL through self-declaration report and bursary applications 4. Student Support update student record in ProMonitor 5. Local Authorities issued with ProMonitor Learner Portal access
October - November	1. Confirmed CLA/CL information compiled by Student Support and sent to Curriculum Areas 2. CLA/CL Learner badge information updated on ProMonitor by Student Support and Curriculum Areas 3. CLA/CL Learners monitored by Tutor/ALS/Heads of School/CMs
	4. Local Authorities access learner attendance and ILP/Progress Review information as required
October – November	Curriculum Areas/Administrators to notify/invite Local Authority if any ABC Stage 2/3's issued
December- January	1. PEP meetings integrated into Progress review week meetings, Local Authority Social Workers/Virtual Schools invited to attend 2. Local Authority Social Workers/Virtual Schools made aware of Parent evenings if learner aware and consents

Appendix B FINANCIAL SUPPORT INFORMATION FOR CLA/CARELEAVER

The **Full Bursary** of £1,200 per year is available to students who meet the following criteria:

- Are in Care/a Care Leaver
- Are enrolled on a full-time further education government funded course
- Are aged 16-18 on 31st August on year of study
- Have 'home' student status or have been granted full 'refugee' or 'asylum seeker' status
- Have been 'ordinary resident' in the UK, EU or EEA continuously for the last three years with 'settled status' which means having indefinite leave to remain
- Maintain at least 85% attendance

The Bursary is paid weekly, directly into the student bank account, provided they have at least 85% attendance in the previous week.

Process for applying:

- All applicants who declare CLA/ CL status will be contacted with application details, consent forms and evidence requirements (letter from Social Worker confirming status as CLA/ CL)
- All Local Authorities / Virtual Schools will be sent information on Bursary so they can support young people in applying and provide appropriate evidence
- Bursary will be promoted to all students to encourage CLA/CL to declare and apply

Personal Education Plan – Personal Education Allowance

Students that are CLA may be eligible for additional financial support through the PEP meeting process (dependent on age and local authority policy). The Personal Education Allowance (PEA) is a sum of money available each year to help young people progress in their education, there is different financial help available for those aiming to attend University.

Examples of PEA expenditure:

- Educational Books
- Equipment /specialist kit
- 1:1 Tuition
- Additional support for vocational training
- Educational trips or visits
- Extracurricular activities that will build confidence and self-esteem

All PEA requests need to be discussed and agreed with the local authority Virtual School/Social Worker and student at the PEP meeting in line with the educational targets set, PEA request procedures will vary between

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boroughs. PEAs are not intended to replace services, support or resources already provided by local authorities or other agencies.

Appendix C PEP GUIDANCE FOR PERSONAL TUTORS

What is a Personal Education Plan (PEP)?

All looked after children must have a care plan, of which the PEP is an integral part. All of those involved in the process of developing the PEP should use it to support the personalised learning of the child.

The PEP (pre-school to age 18) is an evolving record of what needs to happen for looked after children to enable them to make expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances.

The quality of the PEP is the joint responsibility of the local authority that looks after the child and the Education provider. All professionals involved should work closely together at each stage of the PEP process and should involve the student and their carer where appropriate.

Who has ultimate responsibility for the PEP?

The Local Authority/Social Worker has responsibility for the PEP as part of their Care Plan.

What is a Virtual School?

Each Local Authority has a Virtual School, it does not exist in real terms as a building, and children and young people do not attend. It is a service provided by dedicated professionals within the Children, Schools and Families Directorate whose work is to promote and co-ordinate educational support for Looked After Children and Care Leavers to succeed and have high educational aspirations for them at nursery, school, college and university; wherever their place of learning.

Who should initiate a PEP?

The Local Authority/Social Worker/Virtual School has a duty to initiate the PEP. The completion of the PEP takes place at the PEP meeting and professionals within the meeting negotiate who takes the lead to complete the PEP form. The Social Worker may take the lead for some parts and the Personal Tutor for the others.

PEP content and format?

Each Local Authority has a different process for gathering data and writing PEPs, some use paperwork which they complete others now use an EPEP which they require Schools to complete. In order to have a consistent and efficient approach as an organisation, South Thames College Group staff will direct the local authority to ProMonitor pro-portal account set-up.

Typical targets/outcomes of a PEP/progress review meeting may involve:

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- Ongoing catch-up support for those that have fallen behind with coursework (including use of effective intervention strategies)
- Identify short-term targets around attendance, learning needs/skills, or knowledge
- Identify longer-term aspirational targets around managing money, HE, work experience, careers
- Identify any additional support needs and subsequent referral
- Agreement of payment by the Local Authority for additional 1-1 tuition or equipment required for studies
- Transition support from Social Care where a young person is on a new course or in a new residential placement
- Change or review of residential placement / increased support in placement
- Referral by Social Worker to specialist agencies e.g. CAMHS /Substance Misuse team
- Careers advice and guidance appointment / or financial information about higher education
- Support with bursary application arranged
- Learner consent / agreement of information sharing and review date
- Equipment identified / to support with learning needs

How often should it be written?

The PEP process should be integrated into the ILP and Progress review meeting cycles of the Personal Tutor. If a child has recently joined the education setting a PEP should be completed within 20 course days. It is useful to have a PEP meeting prior to the young person's statutory CLA/CL review, so that any issues raised in the PEP can be highlighted by the Social Worker at the CLA/CL review. Plans should be amended if there is a major change to the young person's situation e.g. placement or authority.

Who needs to be present?

The young person, Personal Tutor and Social Worker/Virtual School and if appropriate carer/other specialist professional e.g. Support Student Engagement Advisor or Cultural Capital.

Where should it take place and for how long?

Meetings should take place at the college (not offsite). College staff need to be time specific as to the time they have available with the local authority representatives.

Appendix D

CLA/CL Guidance for College Staff and Virtual Schools:

Who is a 'Designated Teacher'?

At South Thames College Group, we have a 'designated member of staff' model. Each School area Pastoral Tutor has monitoring and pastoral responsibilities for their defined cohort of learners this includes any students who are 'children looked after/care leavers'. The Academic Tutor will also be responsible for overseeing the student's academic progress and information will be fed into and reviewed by the Head of School on a termly basis. Student Support Services also provide advice and signposting support and make

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<p>initial contact to explain the service offer and overview to all learners that are CLA/CL who may wish to access support whilst on course-this engagement is voluntary. Tutors can be contacted through the School Office email contacts which are circulated to key local authority partners and their subsidiary partners each year.</p>
<p>What is a Virtual School?</p> <p>Each Local Authority has a Virtual School, it does not exist in real terms as a building, and children and young people do not attend. It is a service provided by dedicated professionals within the Children, Schools and Families Directorate whose work is to promote and co-ordinate educational support for Looked After Children and Care Leavers to succeed and have high educational aspirations for them at nursery, school, college and university; wherever their place of learning.</p>
<p>Who is Welfare Call?</p> <p>The Welfare Call Group is a company commissioned by local authorities to assist virtual schools, education services, social services and children's and families' departments in meeting their statutory obligations with regards to monitoring vulnerable children, improving their educational outcomes and 'narrowing the attainment gap'. Welfare Call undertakes local authority attendance checks and also provides an electronic monitoring database which includes electronic personal education plans.</p>
<p>Who is the key College contact for a student?</p> <p>The key College contact is the Pastoral Tutor and Academic Tutor.</p>
<p>How do students apply for the College bursary?</p> <p>The College bursary can be applied for online and relevant documents (e.g. section 20 letter) can be uploaded through the online application form process. Students, parent/carers and external support staff can find the form here: www.stcg.paymystudent.com and a film guide /information on how to apply on the student's College Moodle page>Student Support>Money to Study. Queries around whether a student will be paid or not can be accessed through their Pay My Student account directly. Queries around student attendance records and registers should be directed to the relevant School office.</p>
<p>Who are the External professional local authority contacts supporting the young person?</p> <p>Students can come from any borough in or outside of London to study at a South Thames College Group College. Each 'child looked after/in care' under 18 will have an allocated Social Worker and Virtual School Adviser/Worker or Advisory Teacher responsible for their welfare and educational outcomes. Depending on where the young person lives they will also have either a foster carer/s keyworker / or residential support worker. Student Care leavers over the age of 18 usually have an allocated Personal Adviser only from the Virtual School and usually live independently, students who live semi-independently will also have Support staff attached to their residence.</p>
<p>How can local authorities access attendance information for their young person?</p> <p>Local authorities (Virtual Schools and any subsidiary partners – e.g. Welfare Call) should:</p> <ul style="list-style-type: none"> - Sign/return the annual College service level agreement (SLA) sent out by the College to key partner local authorities between July-August to ensure the College Group is compliant with GDPR - Provide a list of their enrolled young people who are children looked after/or care leavers and their external support professional contacts - Confirm request of Pro-portal accounts with the relevant local Student Support team to access attendance and student progress information directly through Pro-portal as the corporate parent

Where are the external professional contact details stored?
College Group staff/Tutors should view the student's external professional contact details on ProMonitor click on the 'support' tab and then on the 'risk indicators' page.
What if there are no details recorded or known on the page?
Information is added onto ProMonitor if known and declared during the annual student Enrolment period. If a student has not declared their status, or enrolled at a later date the School / Tutor should add the new Social Worker / Virtual School contact information they identify onto the 'risk indicator' ProMonitor page and notify other teaching staff and the local Student Support Services team of this.
What is a Personal Education Plan (PEP)?
All looked after children must have a care plan, of which the PEP is an integral part. All of those involved in the process of developing the PEP should use it to support the personalised learning of the child. The PEP (pre-school to age 18) is an evolving record of what needs to happen for looked after children to enable them to make expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances. The quality of the PEP is the joint responsibility of the local authority that looks after the child and the Education provider. All professionals involved should work closely together at each stage of the PEP process and should involve the student and their carer where appropriate.
Who should initiate the PEP?
The Local Authority/Social Worker/Virtual School has a duty to initiate the PEP. The completion of the PEP takes place at the PEP meeting and professionals within the meeting negotiate who takes the lead to complete the PEP form. The Social Worker may take the lead for some parts and the Personal Tutor for the others. The Local Authority/Social Worker has ultimate responsibility for the PEP as part of their Care Plan.
Who attends the PEP meeting?
The young person, Personal Academic Tutor and Social Worker/Virtual School and if appropriate carer/other specialist professionals if they actively involved in supporting the learner e.g. Support Student Engagement Advisor or Cultural Capital. Generally, the Academic Tutor would be the best Tutor to attend the PEP meeting as can give key constructive feedback about progress/performance on course.
Where is PEP information recorded, does South Thames College Group use E-PEP's?
Each Local Authority has a different process for gathering data and writing PEPs, some use paperwork which they complete others now use an electronic 'E-PEP' system (through subsidiaries like Welfare Call) which they require Schools to complete. In order to have a consistent, efficient approach across the organisation, South Thames College Group staff are required to use and direct local authority partners to the relevant ProMonitor page/information that they will update. This information can then be monitored, accessed and embedded into the College quality review cycle.
When should PEP meetings take place?
For students new to the Group the PEP should take place within 20 working days of their starting their programme. PEP meetings can take place during College Group 'progress review weeks', these take place on the last week of each term and the external support network for students under 18 should be invited to these meetings (subject to timely information provided to the College by the relevant local authority and young person's status declaration during the annual Enrolment period).
How will CLA/CL achievement and retention be monitored?

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Heads of School will review CLA/CL achievement, retention and PEP data through the termly College Quality MOT process.

Pupil Premium?

At present there is no pupil premium funding allocated for post-16 sector students and the funding/additional statutory designated teacher responsibilities link to statutory school aged children only. However local authorities can potentially provide some funds for educational equipment or additional tuition if needed as an outcome of discussion and needs identified at PEP meetings.

College Student Support Services Team Contacts in relation to Proportal Account requests:

Kingston College

Email contact: referral.team@stcg.ac.uk

South Thames College

Email contact: advice.wandsworth@stcg.ac.uk

Merton College

Email contact: mcstudent.support@stcg.ac.uk

Carshalton College

Email contact: ccstudent.support@stcg.ac.uk

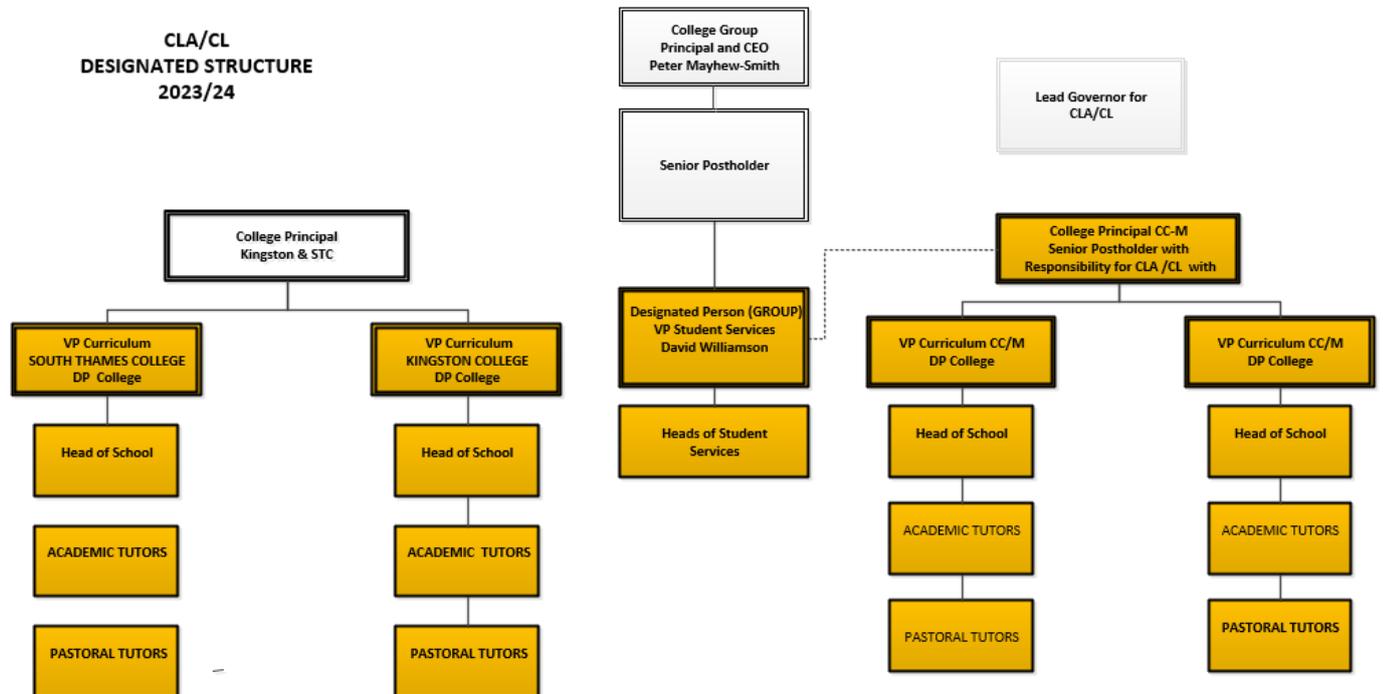
Central Payments Team contact in relation to bursary payment queries:

learnersupportfunds@stcg.ac.uk

Policy Title – Children Looked After and Care Leavers Policy	Staff Member Responsible: Vice Principal – Student Services
Version: Final	Review Date: July 2024

Appendix E:

STCG Children Looked After / Care Leavers Designated Structure:



STCG Children Looked After Designated Responsibilities

Policy Title – Children Looked After and Care Leavers Policy	Staff Member Responsible: Vice Principal – Student Services
Version: Final	Review Date: July 2024