

**What Makes The Difference?  
GOOD PRACTICE EXAMPLE**

**This example of good practice relates to criteria 4.4 of the National Leaving Care Standards contributing to ECM outcomes:**

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

**Name(s) and region of agency/organisation in which this piece of work was developed**

Southampton Pathways Leaving Care Team

**Target group(s)**

- |   |   |
|---|---|
| <input type="checkbox"/> Disabled young people  | <input type="checkbox"/> Young people 19+ years               |
| <input type="checkbox"/> Young people with mental health needs                                    | <input type="checkbox"/> Girls only                           |
| <input type="checkbox"/> Unaccompanied asylum seeking children (UASC)                             | <input type="checkbox"/> Boys only                            |
| <input type="checkbox"/> Young people from black and minority ethnic groups                       | <input type="checkbox"/> Young people as trainers             |
| <input checked="" type="checkbox"/> Young people not in education, training and employment (NEET) | <input type="checkbox"/> Senior management                    |
| <input type="checkbox"/> Older looked after children 15+  | <input checked="" type="checkbox"/> Young people leaving care |
| <input type="checkbox"/> Foster carers  | <input type="checkbox"/> Researchers/evaluators               |
| <input type="checkbox"/> Girls and boys   | <input type="checkbox"/> Trainers                             |
| <input type="checkbox"/> Young people involved as researchers                                     |   |
| <input checked="" type="checkbox"/> Service managers  |   |
| <input type="checkbox"/> Executive and lead members/councillors                                   |   |
| <input checked="" type="checkbox"/> Lead professionals (social workers/personal advisors)         |   |
| <input checked="" type="checkbox"/> Other support/care workers                                    |   |
| <input type="checkbox"/> Parents  |   |
| <input checked="" type="checkbox"/> Youth workers   |   |
| <input checked="" type="checkbox"/> Information workers   |   |
| <input type="checkbox"/> Young people in custody  |   |
| <input type="checkbox"/> Young parents  |   |
| <input checked="" type="checkbox"/> Young people 16+  |   |
| <input type="checkbox"/> Young people involved in services(SUI)                                   |   |
| <input type="checkbox"/> Others (please specify)  |   |

**Purpose and intended outcomes of this work**

To improve the leaving care service's partnership working with schools, colleges, educational support services, universities and other support service providers and to ensure that young people have access to educational opportunities that meet their abilities and needs and preferences.

**Description of what was carried out in this piece of work (the intervention/s)**

Southampton's figures for young people entering college has significantly increased over the past few years (see figures in evidence section). The service manager, John Pike attributes this success to improved joint working and info sharing between services including joint 16-18 education meetings quarterly, which the Pathways Team co-ordinate. These meeting bring together a multitude of education services providers and are very productive and task focused. They have been a real catalyst for some fantastic joint working across key service providers. The other key contributing factor is placement stability; almost all eligible young people are in foster placements and also the Pathways Team themselves run a very successful Supported Lodgings scheme in-house.

These joint 16-18 education meetings were originally set up by an ETE worker (from a strong education background) in Pathways who has since left, but these meeting have now grown with up to 30 attendees! This consists of designated tutors from local colleges and universities, LAC education workers/coordinators, designated teachers from schools, Conations workers, PA's, and TPPA. From these meetings they have also now agreed that schools will share Personal Education Plans (PEPs), if the young people agree, with colleges via a central database which colleges and schools use. This is to help ensure adequate/appropriate support is in place for the young person. Additionally, if a young person has identified a college/university that they would prefer, a college/university rep should be invited to the last PEP meeting (if the young person agrees), to help ensure that the young person is ready and that adequate support in place if needed.

Southampton are also now proposing age specific PEPs yearly from Yr 7 to ensure they cover all relevant areas and are more specific to the young person's needs i.e. preparing for going to college or into training, employment etc.

Paul Brockman the City Limits Employment Officer is the main link to designated tutors within the colleges. He shares a list of names of looked after young people and care leavers who are attending the college with college designated tutors, but this is kept confidential. It is only once the young person agrees consent that support can be provided and only if the young person indicates that they require this support.

Also: The Joint 16-18 Education group often discusses the need to get the really hard to reach young people to engage and are considering offering college in bite size pieces i.e. 6 weeks but with accreditation for each bite/section. They also think this may help engage those YP who perhaps say no to going to college in September, but by November have decided that they actually would like to go.

<p><b>Service structures and processes that were set up (e.g. posts, partnership groups etc)</b></p>	<p>Meetings co-ordinated by Pathways and City Limits.</p>
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<b>Type of agency/organisation in which this work was developed</b>	<input type="checkbox"/> Local authority department - unitary <input type="checkbox"/> Local authority department - metropolitan <input type="checkbox"/> Local authority department - borough council <input type="checkbox"/> Local authority department - county (shire) council <input checked="" type="checkbox"/> Local authority department - city council <input type="checkbox"/> Local authority department - London borough <input type="checkbox"/> Voluntary organisation <input type="checkbox"/> Multi-agency (please specify agencies involved) <input type="checkbox"/> Health agency (e.g. PCT, NHS Trust) <input type="checkbox"/> Education agency <input type="checkbox"/> Youth justice agency <input type="checkbox"/> Youth service <input type="checkbox"/> Other (please specify)
<b>Region where work was developed</b>	<input type="checkbox"/> National (please specify UK nation i.e. England, Scotland, Wales, N. Ireland)  <input type="checkbox"/> NW England <input type="checkbox"/> NE England <input type="checkbox"/> SW England <input checked="" type="checkbox"/> SE England <input type="checkbox"/> London <input type="checkbox"/> East Midlands <input type="checkbox"/> West Midlands
<b>Name(s) of tools/resources developed as part of this work</b>	Not known.

<b>In what sense is this 'good practice'? The evidence</b>	
<b>Underlying evidence used to</b>	<input type="checkbox"/> None - new exploratory/developmental

<p><b>develop the interventions in this piece of work</b></p>	<p><input type="checkbox"/> Not known</p> <p><input checked="" type="checkbox"/> Practitioner knowledge/experience only</p> <p><input type="checkbox"/> Published research evidence</p> <p><input checked="" type="checkbox"/> Local research / evaluation</p>
<p><b>Source of evidence available to show the <i>impact</i> of the interventions used in this work</b></p> <p><b>What this evidence/information suggests</b></p>	<p><input type="checkbox"/> Independent evaluation</p> <p><input checked="" type="checkbox"/> Internal / self-evaluation</p> <p><input checked="" type="checkbox"/> Anecdotal / impressions</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Not known</p> <p><input checked="" type="checkbox"/> Positive impact (if any)</p> <p>The following figures are based on a total of 37 year 11's this year (2007).  2007: Of the 27 looked after Yr. 11's living in Southampton, 24 have a college course confirmed or have applied for a place (That's 88% !)</p> <p>1 of the 3 who don't have a place is pregnant, and of the 10 looked after outside of Southampton, 5 have college places confirmed.</p> <p>1 of the remaining 5 is pregnant and 1 is in prison.</p>
<p><b>Type of evidence about the 'process' of delivering the interventions used in this work</b></p>	<p><input checked="" type="checkbox"/> Positive impact (if any)</p> <p>The 'evidence' in the process, is the number of attendees at the meetings and the numbers of agencies, depts., services actively involved/represented.</p> <p><input type="checkbox"/> Negative impact (if any)</p> <p><input type="checkbox"/> Other impact</p> <p><input type="checkbox"/> Not known</p>
<p><b>Feedback/evaluation report available on this site?</b></p>	<p><input type="checkbox"/> Yes, <a href="#">click here</a> to view</p> <p><input checked="" type="checkbox"/> No</p>

**Contact details for further information about this piece of work and the evidence of its impact**

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