

Priority	Responsibility	Action	Progress	Red/Amber /Green
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Lincolnshire Looked After Children & Care Leavers Strategy 2018-2021 – Priorities, Actions & Progress

<p>1) We will further support families in crisis to maximise their ability to continue to care for their own child</p>	<p>Children’s Services, Early Help teams, Health, Social Care teams and all partners</p>	<p>Further develop our early help offer to respond to situations where families/carers are in crisis. We will work to maintain the living arrangements for the child/young person where possible.</p>	<p>The creation of the Future4Me team on the 1st January 2019 provided opportunities to support in a timely manner to families in times of crisis. The team is multi-agency and multi – disciplinary. This is also supported by an extended offer through evenings and weekends to support parents/carers.</p> <p>Progress is continually monitored and at this time the F4M team has had funding extended for a further year. The F4M model remains in place and under continual review. It remains that the model was positively received by Ofsted and remains under development as a effective edge of care function.</p>	
		<p>Ensure our approach is multi-disciplinary and multi-agency with a range of specialisms to meet the needs of young people and their families. Our workforce will have access to specialist consultations to help them to understand how they can better support families, ensuring we address the cause of the crisis and not just the symptom.</p>	<p>Future4Me offers specialist support through a team of clinical psychologists and speech and language therapy. The approach is founded on trauma informed practice, attachment, adverse childhood experiences and child development. This will be founded upon consultation clinics to up skill practitioners and build resilience.</p> <p>Progress to be monitored and updated</p>	

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			<p>through a rigours governance structure and was positively received by Ofsted.</p> <p>All staff across LCC are being trained to practice in a trauma informed way.</p>	
		<p>Ensure we have in place a structured and consistent approach which is understood by all. The offer is encapsulated within an early help offer which is restorative in nature and which has its foundations in relationship based practice. We will value the importance of relationships and ensure continuity of support to families of young people.</p>	<p>Lincolnshire has a comprehensive Early Help Offer which is based upon Signs of Safety methodology; and is restorative in nature. The consistency of approach throughout all levels of safeguarding ensures accessibility and effectiveness of Early Help as part of a child or young person's plan.</p> <p>The processes ensure that any requests for support for Looked After Children are considered in light of relationship based practice and who the right person to offer the right support at the right time. This includes significant buy in from partners, especially in the education sector.</p> <p>In addition, the Early Help Strategy and Action Plan identifies Looked After Children are a priority group within the strategy</p>	
		<p>Recognise that different pathways are required to meet the individual needs of young people based on age.</p>	<p>The Putting Children First document has replaced the Meeting the Needs Documents. The thresholds have been developed in consultation with partners via the LSCP.</p>	

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		<p>Recruit specialist foster carers to help meet needs, including short term support to families in crisis which can include respite to enable them to reflect on how they can best meet the needs of their own child and recover from crisis points.</p>	<p>Further investment in services to prevent a child becoming looked after has been made in the Future4me service targeted on those children who are on the cusp of care or facing a placement disruption.</p> <p>Foster Carers are continually trained and supported to meet the needs of all our young people, especially those with complex and additional needs.</p> <p>The Corporate Parenting manager is in the process of drawing together an HR policy that will enable LCC to become a foster carer friendly organisation, thus growing capacity for Foster Carers to be drawn from our own staffing resources. This paper is due to go before CLT in April 2020</p>	
		<p>Provide opportunities for children and their families to experience positive activities.</p>	<p>In addition to the weekly fostering allowance which promotes positive activities, the Authority funds one additional activity to support particular interests of young people and will continue to do so.</p>	
		<p>Refine and promote the Local Offer so families know how to access support and which services are out there to meet their needs.</p>	<p>The Local Offer is being completely redesigned so that it is easier for service-users to navigate. The new version will drive a focus on improved outcomes rather than diagnostic labels and statutory processes.</p>	

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			<p>A therapeutic parenting manual has been rolled out widely following a pilot across a small number of schools. The learning from this pilot was captured through a Mobilise research project which in turn informed the manual.</p>	
<p>2) Where families are unable to care for their child, we will maximise opportunities for family and friend time so they continue to feel part of their family network</p>	<p>Contact Service, Looked After Children teams and Leaving Care Service</p>	<p>Utilise family group conferencing to enable families at every opportunity to find their own solutions.</p>	<p>Referrals are made into FGC to explore alternative carers or support contact arrangements as there may be family members that can supervise contact safely.</p> <p>Life Links is an initiative that FGC workers are utilising their skills to build networks of support for our leaving care young people from 15.9-25yrs.</p> <p>FGC support the Family to create a support plan utilising the family and friends as a resource when there is a rehab plan for the child.</p> <p>Four members of staff have been trained in Family Finders. Tools have been shared with the wider team to enable all FGC Practitioners to be equipped, to support young people in identifying their networks of support and create a plan of what that support</p>	

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			<p>will be for the young person.</p> <p>IROs are promoting the expectation that updated genograms are brought to every review and that FNMs and FGCs are revisited regularly. Family and friend time to be promoted in reviews and parents to be engaged directly by IROs in order to support continued engagement and reassessments in considering exit plans.</p>	
		<p>Enable the workforce to work in a way where they honour the importance of families, and use their authority as a professional in an honest way.</p>	<p>Signs of Safety training for front line staff, leadership support for supervisors and group supervision has supported the workforce to work with families in an honest way.</p> <p>The directorate roll out of Restorative Practice training over the last 2 years has helped embed this.</p> <p>ASYE programme provides extensive support for all newly qualified social workers on an annual basis which provides support on this.</p> <p>Social Workers in Lincolnshire are all subject to NAAS (National Assessment and Accreditation System) and this principle is enshrined within this.</p> <p>Quality assurance through audits,</p>	

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			learning events and improved learning from complaints.	
		Utilise virtual mechanisms which enable children and young people to stay in touch with family and friends.	<p>Lincolnshire County Council supports the use of all new technologies to enable young people to keep in touch.</p> <p>The use of Skype, Face time, text, e-mail and all emerging technologies are considered in order to support our Social workers and our young people to stay in touch and communicate.</p> <p>A new raft of technology and high spec laptops have been provided to frontline staff which included web cams, table compatibility and 4G technology to better connect workers, young people and families.</p>	
		Review of contact service so it is transformed into a service which better supports family/friend time .	<p>Provision based across the County to enable contact to take place in the nearest venue to the child's school/placement</p> <p>Where parents work, contacts are offered across four sites on a Saturday</p> <p>Contact Supervisors work up until 6.30pm to better support older children. Working around the child's activities so that contact sessions are at a convenient time for all.</p> <p>Contact Supervisor attends LAC</p>	

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			<p>Review's to ensure that contact is reviewed and remains fit for purpose and meets the needs of the child.</p> <p>Supports rehab back home plans to ensure a smooth transition.</p>	
		Further develop life story work so children and young people have an identity, feel that they belong and understand where they connect in their community and have a sense of belonging	All teams have life story workers to undertake this specific task with young people and to ensure the work is done in the right way, at the right pace and at the right time,	
		We will ensure our recording systems enables us to accurately record a young person's life, their history and record in a way which makes records purposeful and relevant to them	Our recording system coupled with our practice model enables us to record the children's journey. By using signs of safety including chronologies on all cases, direct work, family network meetings and life story books we are able to see the child's daily lived experience. This includes using our knowledge of research, theory and evidence.	
3. We will work with our workforce to create a culture where we are all strong advocates for Looked After Children and Care Leavers	Children's Services, Leaving Care Service and all partners	Raise awareness of our role as corporate parents, advocating good support, wellbeing and outcomes for all Looked After Children and Care Leavers.	<p>The profile and needs of our LAC and Care Leavers is always being promoted by LCC.</p> <p>The Corporate Parenting Manager coordinates an operational group within the leaving care service which is designed to engage partners and all agencies around the needs of our LAC and Care Leavers.</p> <p>There is a Corporate Parenting strategy</p>	

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			<p>is designed to ensure the profile and needs of our young people remains high a priority for elected members and partner's consciousness.</p> <p>The Corporate Parenting Panel also meets regularly and receives regular updates about the services and wider partnership offer which is made to our young people.</p>	
		<p>Corporate Parenting Panel will regularly request reports on the progress and achievements of Looked after Children and Care Leavers and address any significant barriers to their learning, health and safety.</p>	<p>Corporate Parenting Panel meets regularly and continues to oversee and scrutinises the offer to LAC and Care Leavers.</p> <p>The agenda is varied and all aspects of Social Services, health offer and Leaving Care service is subject to scrutiny.</p> <p>There is an aspiration to draw in additional partners to the Corporate Parenting Panel and the lead members are considering this.</p>	
		<p>Further develop the Independent Reviewing Officers role to ensure the best possible outcomes for children and young people</p>	<p>IROs promote the expectation that updated genograms are brought to every review and that FNMs and FGCs are revisited regularly. Family and friend time to be promoted in reviews and parents to be engaged directly by IROs in order to support continued engagement and reassessments in considering exit plans.</p>	

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			<p>IROs will write directly to parents who don't attend reviews to support this further.</p> <p>Ensure referrals to life links is embedded in the review process.</p> <p>Explore how placements and team around the child contributes to healing for the child/young person.</p> <p>Continue to develop a culture of challenge to help prevent drift and delay in planning and support</p>	Green
		Recruit Young Inspectors, who have experience of being in care so they can provide additional insight and challenge to managers and services	LCC always strives to employ care experienced young people as Young Inspectors.	Yellow
		Listen to the views of a 'participation group'/voice for the child on how best the lives of Looked After Children and Care Leavers might be improved. Consider how best they can get their message across – e.g. DVD .	<p>The participation team works tirelessly to engage young people and gather their views to help us design services. This is an on-going piece of work and LCC employs 3 people to do this.</p> <p>At this time the participation team are working on "you tube clips" of young people speaking to help us promote the core offer and explain the offer to young people.</p> <p>Young people asked for an expanded and combined participation group with</p>	Green

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			<p>LAC and Care Leavers involved together and this has proven to be very successful.</p> <p>There has also been a drive to increase attendance and V4C ad Big conversation. The identification and use of new meeting spaces has proven to be effective and grown the numbers attending.</p> <p>Young People are also part of the development of the Core offer to Care leavers and have developed information, resources and language to ensure this is communicated to all young people.</p>	
		<p>Develop the role of designated teachers and the Virtual School to further raise awareness of young people’s needs, and help them to advocate for Looked After Children and Care Leavers</p>	<p>There is a continued role out our trauma-informed training to all schools and we are also promoting a trauma-informed guide to the Pastoral Support Plan (PSP). We've also created assembly/PSHE resources to raise pupils' awareness.</p> <p>The Virtual School provides a range of training opportunities to support DTs in understanding their responsibilities and supporting children and young people who are looked after and previously looked after. These include: DT workshops which provide key updates; an annual DT conference which include a key note speaker and workshops around effective interventions to support looked after</p>	

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			children; termly locality based DT networks, to share good practice. Virtual School co-ordinators work closely with schools and settings to ensure the needs of individual children are met and that each young person has an effective and high quality PEP.	
		Create a robust escalation process between services so each agency has a key strategic lead for Looked After Children and Care Leavers.	The LSCP has a very clear escalation process with key senior liaison officers named for each agency. This process has been adopted for escalation purposed for LAC and Care leavers	
		Undertaking thematic review of the support and advocacy offered to Looked After Children and Care Leavers	A review has been scheduled for 2020 and will involve the Young Inspectors and/or V4C.	

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		<p>Deliver a series of workshops to celebrate the achievements of our Looked After Children and Care Leavers, demonstrating that resilient parenting has a positive impact</p>	<p>LCC celebrates the achievements of LAC and Care Leavers each year through the annual FAB celebrations. The FAB awards are designed by and lead by the wishes of young people. The annual ceremony continues.</p> <p>The academic achievement of our children in care is also celebrated alongside the achievement of all Lincolnshire children at the Annual Lincolnshire Education Awards More bespoke workshops are being designed for the future.</p>	
		<p>Develop a training offer so our staff understand the importance of making sure young people have a sense of belonging and an identity. Develop our staff so they understand the importance of relationship based practice and grow peoples knowledge of the services available through the Local Offer so professionals and families can challenge and act as advocates for young people</p>	<p>As per previous actions. We are still rolling out trauma-informed training to all schools and we are also promoting a trauma-informed guide to the Pastoral Support Plan (PSP). We've also created assembly/PSHE resources to raise staff and pupils' awareness.</p> <p>Significant roll out of Signs of Safety and Restorative Practice training, delivered by national experts, has helped support staff to understand the importance of relationship based practice.</p> <p>The local offer is well known and is promoted through staff briefings and locality events and is constantly under review. The Local Offer has grown considerable in the last year and LCC is</p>	

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			now part of a working group to develop a regional offer to Looked After Children and Care Leavers	
		The council and the police will work together to embed the protocol to reduce the criminalisation of Looked After Children and Care Leavers. We will do this through embedding a restorative culture and restorative approaches.	<p>The Criminalisation of children in care protocol is now launched and embedded in organisations. The protocol was designed in a multi-agency way and included all relevant partners.</p> <p>A launch event took place in 2018 and the protocol is tracked through the LSCP</p>	
<p>4. We will support the good emotional well-being of all Looked After Children and Care Leavers</p>	(Virtual School) Quality, Standards Department and all partners	Build on the success of the Virtual School Head (VSH), by working with the CCG's to progress the development of a similar oversight role of a Virtual Mental Health Lead (VMHL). This is to ensure that every child and young person in the care of the local authority is getting the support they need to maintain or improve their mental health and emotional wellbeing.	<p>The Lincolnshire CCGs are fully committed to supporting of the mental health needs of the Looked After and Carer Leaver cohort of young people.</p> <p>The CCGs are able to cooperate with initiatives to positively support partnership working to implement support networks within the county.</p> <p>The emotional and mental health needs of the child/young person is monitored at the Initial health assessment and the subsequent annual review health assessments.</p> <p>Positive Mental Health outcomes for Children and Young People Looked After and Care Leavers are a priority for the partnership and the CCG have</p>	

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			<p>incorporated into their Mental Health provider contract that the aforementioned cohort are fast tracked to effective and appropriate mental health support. Currently the contract is set at 4 weeks, however the current average time from referral to treatment is 2.3 weeks.</p>	
		<p>Enable the strengths and difficulties questionnaire to be supported by a broader set of measures which can trigger a comprehensive mental health assessment.</p>	<p>Virtual School has commissioned EP team to deliver SDQ training for schools, which will be recorded on PEPs from September 19. PEP discussions and targets have a greater focus on the young person's well being. Emotional Wellbeing Toolkit available to all Lincolnshire schools and settings as an additional resource to the Emotional Wellbeing pathway. Training available to schools and opportunities to share good practice through Caring2Learn and Designated Teacher Locality clusters.</p> <p>Caring to Learn has had many success and is embedded by young people, foster careers ad schools alike. Funding for Caring to Learn has been extended</p>	
		<p>Ensure that assessments focus on understanding of the individual's mental health and emotional wellbeing, and that it is based on a knowledge of the context of their current</p>	<p>The Child and Family Assessment incorporates the Signs of Safety Harm Matrix. The matrix is used to help</p>	

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		<p>situation and past experiences, rather than solely focusing on the presenting symptoms. The young person, their caregivers, family (where appropriate) and professionals' viewpoints should also be included.</p>	<p>understand past trauma and how this may be impacting on the child/young person's behaviours, emotional welfare and mental health. The matrix captures the viewpoint of the young person, parents, carers and professionals and the information gathered feeds in to the wider assessment of the child's current situation and needs. The use of the harm matrix enables the child/young person to be understood within the context of the harm which they are or have previously experienced.</p> <p>This provides a greater insight to the young person and professionals and promotes more effective care planning to support their emotional and mental health needs. The assessment framework is now well embedded, but good practice dictates that we will audit and review the use and quality of its use.</p>	
		<p>Support caregivers so their own mental health and wellbeing is positive and resilient.</p>	<p>The training care givers are able to access includes support regarding their own well being and resilience and is also included within specific training around behaviour management, safe care and safeguarding. Additional training is available via the LSCB</p>	
		<p>Ensure that everyone working directly with Looked After Children and Care Leavers receive training about children</p>	<p>All staff and partners are supported to completed the LSCP training on mental</p>	

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		and young people's mental health so they are equipped with the appropriate skills to support young people	health. The relevant courses are in the IRO training plan and the Annual appraisals process of all staff. Mental health training is also a core element of training for all staff.	
		Ensure the statutory review of a child's care plan by the Independent Reviewing Officers (IROs) includes at each meeting a review of whether or not the mental health needs of the young person have been met.	It is a statutory requirement to address the health of a young person within a review. This is supported by the SDQ process. Any issues are clearly recorded in the chairs report and reflected in the decisions if action is required.	
		Increase the knowledge and intervention skills of the whole workforce. These skills should enable care givers to understand and support young people around the impact of a lack of attachment and experiences of trauma, enhance child development and be aware of cognitive behavioural therapies and interventions.	Children's Services provide an annual learning and development programme for frontline staff and an additional bespoke programme for foster carers, adopters and other relevant people who work directly with Looked After Children and Care Leavers. This includes training related to mental health and cuts across a wide range of training courses. The programmes are reviewed and updated annually.	
		Ensure there is strong collaborative working relationship between schools, health services and the local authority.	The Virtual school co-ordinators ensure that all agencies are working together to effectively support the individual needs of our children and young people. The Virtual school participates in a monthly multi-agency meeting including representatives from CAMHS and LAC Health team to review support for young people who have high SDQ scores. School Nursing Teams are	

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			<p>managed overseen by Lincolnshire County Council Children's Services. EHCP are regularly reviewed with Health colleagues.</p>	
		<p>Further develop the concept of trauma-informed practice in schools, ensuring that they become a protective factor in the lives of vulnerable children rather than a source of stress and anxiety</p>	<p>3 days of trauma-informed training were provided by leader in field, Dr Karen Treisman, in Dec 2018 through to Jan 2019. This was repeated in July 2019 with a day 4 looking at trauma-informed organisations.</p> <p>The key messages are being cascaded to schools via the pupil reintegration team through a 2 hr staff INSET on trauma.</p> <p>The Ladder has been adapted to foreground trauma and a trauma-informed PSP guide has been rolled out to all schools. In addition, exemplar assemblies, teaching children themselves about the impact of trauma and how to support one another, are available for schools via the website.</p> <p>The process of developing staffs skills and knowledge in terms of trauma informed practice and addressing the complexities presented in schools will be a continual cycle.</p> <p>Barnardos have also committed to offering on-going training to all its staff to ensure they can practice in a trauma</p>	

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		Further strengthen practice between general practitioners and schools.	<p>informed way.</p> <p>Whilst there is no there is no existing formal arrangement for collaborative working between GPs and schools, he relationships are strong in Lincolnshire and the agenda is led by the designated doctor</p> <p>GPs comply with GMC guidance in respect of safeguarding, information sharing and support the health and wellbeing of all Looked After children and Care leavers.</p> <p>Non-compliance with the principals and GNMC guidance would be addressed by the FST/Quality teams.</p>	
		Working with all partners, we will provide restorative approaches to those already engaged in the Criminal Justice System and to reduce further criminalisation of young people as this will enable them to get back on track to achieve their aspirations as law abiding citizens	<p>The latest national data published by the Youth Justice Board in March 2020 indicates that the rate of first time entrants (children formally entering the criminal justice system) in Lincolnshire has dropped by approximately 75% since the diversionary panels came into operation in June 2017.</p> <p>In terms of volume and throughput since the joint diversionary panels became operational 1099 cases of children and young people have been reviewed. The panel have been able to utilise a restorative option in 79% of all</p>	

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			<p>cases. This has clearly resulted in numerous children being offered timely support without acquiring a formal criminal conviction. The implications of acquiring a criminal conviction for a child or young person can have potentially long terms negative impacts upon their future. As a direct result of the creation of the panels, the use of Youth Cautions within Lincolnshire has resulted in only 9 youth cautions being issued in the 2019 compared to 330 Youth Cautions in 2015-16.</p>	
<p>5. We will work in partnership with schools and carers to provide good learning opportunities for all</p>	<p>Looked After Children teams and Virtual School</p>	<p>Implement Caring2Learn, learning what works so these aspects of the project can be implemented across all our schools.</p>	<p>The Project has now been in the delivery phase since January 2018 and has won a national award. Funding through until April 2021.</p> <p>Through the project we have created an innovative and sustainable multi-disciplinary approach to improving academic outcomes, progress, life choices and opportunities for all Lincolnshire children in care and on the edge of care.</p> <p>The project has developed and implemented a clearly defined strategy that is supporting schools to be able to nurture and promote wellbeing and attachment, ensure looked after children achieve better than expected</p>	

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			<p>12. Hub schools of excellence have been identified and these are working in collaboration with Champions and Carers across the localities to provide a sector-led support network.</p> <p>First year targets from the strategic plan for the involvement of education settings and carers has already been met and looks set to be met moving forward. More schools and carers continue to come on board each month. 74% of carers are trained and 160 schools now take part.</p>	
		Develop strong partnerships and responses to reduce student absences and exclusions from school.	Promote the trauma-informed PSP within schools to ensure that where behaviour is driven by toxic stress, it is mitigated rather than exacerbated by school responses. Use the Ladder of Intervention to move the sector beyond behaviourism	
		Rigorously apply our own and national guidance around the quality of 'offsite' educational settings.	We have introduced a process of moderation and quality assurance of alternative provision (AP) whereby mainstream head teachers take responsibility for this on a rotation, using LCC's agreed QA of AP framework. Ensure all partners and staff practice is trauma-informed	
		Reduce school moves whenever possible to help maintain placement, permanency and enhance educational stability.	Where moves cannot be avoided, ensure that transition is supported by referral to BOSS and that it is trauma-	

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			informed	
		Improve access to further and higher education and the understanding Looked After Children and Care Leavers have of these providers.	<p>Virtual school has piloted bespoke taster days at local HE and FE settings for our Year 9 and 10 pupils. Virtual school has strengthened links with LincHigher and post 16 settings. Virtual School co-ordinators have completed accredited Careers Guidance training and quality assurance of PEPs include that they are aspirational and make reference to careers guidance support for our secondary pupils.</p> <p>The Leaving Care service has a full financial offer to young people wishing to access higher education and attend university. Each young person is made aware of the offer if they wish to attend uni or Higher Education. The financial handbook has been revised to reflect the offer more clearly. It is also captured on the Core Offer to care leavers</p>	
		Apply work based research practice to workforce (e.g. PALAC)	A practice bulletin is now regularly circulated regularly to all staff. This document pulls together practice and research into one place. Learning events are taking place on specific practice issues and will include research relevant to the practice issue being addressed.	
		Celebrate the achievements of all our children and young	LCC celebrates the achievements of LAC	

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		people.	and Care Leavers each year through the annual FAB celebrations. The FAB awards are designed by and led by the wishes of young people. The annual ceremony continues.	
		<p>We want to make sure:</p> <ul style="list-style-type: none"> – All Looked After Children have access to good nursery provision. – All Care Leavers with children have access to free child care and early education. – Looked After Children are admitted to good settings and schools without undue delay. – All Looked After Children make good progress based on prior attainment including those accessing SEND specialist provision, through highly effective education plans. – That there is a designated teacher in all educational settings including further education. – All designated teachers have access to good training and professional development. – All Education Health Care Planning is carried out on time and required interventions are implemented in a timely way. Where a place in a special school is required, the young person is admitted promptly. – A all Looked After Children are encouraged to attend extra-curricular and recreational interest they enjoy. These are available through the Local Offer. 	<p>The Virtual School works closely with the Early Years Locality Team to promote looked after children's access to early years education.</p> <p>Every child from the age of 3 has a PEP that is reviewed termly with the early years setting and targets set to support progress. The Virtual School commissions the Specialist Teaching Team and the Early Years Locality Teams to carry out assessments for all children aged 2 – 7 years which inform targets to promote communication and language skills.</p> <p>Early Years settings are encouraged to have a designated lead and the Virtual School has commissioned the Educational Psychology Team to deliver bespoke training to Early years settings to support trauma informed practice. FE colleges all have a designated lead who work closely with the VS Progress Co-ordinators to ensure effective post</p>	

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			<p>16 PEPs are reviewed termly.</p> <p>The Virtual school work with Social Care to ensure there is no drift and delay in a young person accessing education following a placement move and tuition is put in as an interim arrangement if necessary. Personal Education Plans link closely to EHC plans and ensure that progress towards agreed outcomes is monitored on a termly basis.</p> <p>The Virtual School actively promotes young people's engagement in V4C activities. Additional activities including college taster days are organised and PEP meetings provide a regular opportunity to explore the benefits of attending out of school provision.</p>	
<p>6. We will work with young people so they have the skills and abilities to develop adult based relationships to equip them for independence and their future</p>	<p>Children Services, Adult Services and all partners</p>	<p>Review our assessment processes to ensure that we plan early, and truly understand what the young person wants to achieve in adulthood.</p>	<p>The new child and family assessment went live on 01st April 2019 following a 6 month pilot. The assessment is designed to be completed in collaboration with young person to identify their strengths and aspirations as well as highlighting areas where there may be a worry or further support is required.</p> <p>This restorative approach affords young people the opportunity to be fully engaged in their assessment and care/pathway planning. They are</p>	

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			<p>supported to set their own objectives, identify who/what matters to them, who they would like in their support network and what they would like their life to look like as they transition into adulthood.</p> <p>The Pathway Plan document has also been extensively reviewed. The Pathway Plan document is now in full use across all teams. The new assessment is under continual review and there is a planned audit in July 2020 with a working group to refresh and update the document depending the audit outcomes.</p>	
		<p>Recognise the risk and impact of transitions for all children and young people. We will plan to meet individual needs in a co-ordinated way, drawing on the strengths of the young person and their wider networks, so they know what the future holds as they move into the adult world.</p>	<p>The whole authority and its partners recognise the risks and difficulties young people face at points of transition. LAC plan reviews and Pathway Plan performance is strong and young people are always included in their plans and reviews to ensure they are best prepared for all transitions.</p> <p>LCC has now committed to ensuring that every LAC and Care Leavers has access to a "Life Links Meeting" which will be supported by a trained practitioner. The meetings will be facilitated by staff trained in FGC to work on helping young people develop resilience and support in their own way.</p>	

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			LCC has also re commissioned the leaving Care Service and all young people will, from April 2020 onward, start to have their leaving care worker allocated at the age of 16.	
		At each key transition, whenever possible, involve a child or young person's family and the wider network, especially those who know them best.	LCC has now committed to ensuring that every LAC and Care Leavers has access to a "Life Links meeting" which will be supported by a trained practitioner. The meetings are facilitated by staff trained in FGC to work on helping young people develop resilience and support in their own way for adulthood	
		Value the importance of relationships and work flexibly where ever possible to minimise the negative impact of transitions and changes in relationships	The n Life Links Meetings work to ensure that young people are supported and ready to face the challenges of transition with a supportive network of friends, colleagues, family and professionals	
		Prepare children and young people for transitions in their lives. We will place a specific emphasis on those young people aged between 14-25. The key points of transition for us to consider are: all school key stages to education training and employment; the transition between child and adolescent mental health services (CAMHS) and adult mental health; transition between children's social care to adult services, specifically considering those with special education needs and disabilities to ensure they have best access and support to further learning and the world of work. We will also consider the transition between Youth Justice Services to the adult Probation Service.	This will always be an on-going piece of work. Young people transitioning between educational settings are supported by the virtual schools and their Social worker/Leaving Care worker. CAMHS are offered to Care leavers up to the age of 25 in order to minimise the needs for any transition points.	

Priority	Responsibility	Action	Progress	Red/Amber /Green
			<p>There is a robust process in place for transitioning of young people from CWD and SEND to adult services. This process was recently subject of a scrutiny review and found to be strong.</p> <p>Strong relationship between young people and adult based CJS services ensure smooth transitions.</p>	
		<p>Explore how we can have an information system or agreement in place which allows all professionals to access information about all those involved with a child and young person. We aspire to have all relevant records available to be viewed by all workers at any time, and for those and records to be written in the third person, so we are always writing to the child/young person when we create records about them</p>	<p>Mosaic is accessed by Social Care, some health services, the leaving care service and adult social care. As far as including additional partners into using Mosaic, we are exploring the ability to use 'portal' technology to allow access but this is a complex aspiration.</p>	
<p>7. We will develop Accommodation pathways so young people have choice and can access accommodation which supports them to prepare for the future in a planned and supportive way</p>	<p>Children’s Accommodation Board & Housing Health and Care delivery group and all partners</p>	<p>In partnership with housing authorities, secure an enhanced accommodation offer for all those leaving care to ensure support and preparation so they can live independently in their community.</p>	<p>A protocol exists between Children Services, Adult Services and the 7 Districts. This protocol articulates how we will all work together to support young people in all our accommodation provisions from the youth housing offer, to Supported Lodgings, thought to Council housing.</p> <p>Care Leavers now have local connection across all 7 Districts and can access youth housing options up to the age of 25.</p>	

Priority	Responsibility	Action	Progress	Red/Amber /Green
			Districts Councils are in the process of debating whether care leavers are to be given priority 1 status all housing registers. There is considerable operational experience now where Districts, despite it not being in protocols yet, awarding highest priority to Care Leavers.	
		As nurturing and resilient parents, we will never stop doing our best for Looked After Children and Care Leavers as we would for our own children. We will never refer to them as being intentionally homeless and will work together to prevent homelessness.	<p>The protocol described above articulates how all partner, including the District Councils, will work together and ensure no Care Leaver is ever considered intentionally homeless.</p> <p>The DCS has committed funds to pay for a rent gap scheme to support young people gaining their own tenancy and funding the short fall between benefits and rent.</p>	
		Ensure Care Leavers are exempted from paying council tax until they are 25 years old.	Care Leavers are exempt from paying council tax in all 7 Districts up to the age of 21. Some councils have extended to 25, further negotiations are taking place to increase this to 25 .	
		Re-commission supported accommodation provision so that the provision is more responsive to more complex young people and better reflects the principles in this strategy.	The process of re commissioning the local Youth Housing Service has concluded. The design and specifications includes enhancements to support and accommodate our most complex young people with a focus on returning young people to family and maintaining strong relationships when	

Priority	Responsibility	Action	Progress	Red/Amber /Green
			they cannot. The new provision will go live in July 2020	
		Seek to develop in-house provision to ensure we can meet the needs of our most challenging young people in locally sourced options.	<p>Along with the commissioning of the youth housing offer to include a robust arm to support complex and challenging young people, Lincolnshire has now developed its own local un regulated housing offer to support young people to independence.</p> <p>We are also working with Barnardos to develop parent and baby Supported Lodgings placements.</p> <p>An additional 5 bed spaces have been created to complement the 5 bed spaces already active in the south of the county.</p>	
		Provide an early help worker and emotional wellbeing worker for all those in supported accommodation.	Young people in supported accommodation can access the support of an Early Help worker if needed. A referral can be made to the early help team and is assessed as being needed a worker will be allocated.	
		Create more private tenancy opportunities close to Residential Homes so Care Leavers can stay close to their community and continue to be supported by people they know.	The staying close offer is continuing to develop and is being supported by the unregulated offer Lincolnshire now has. We have had a number of young people successfully transition into private tenancy arrangements close to the residential homes.	

Priority	Responsibility	Action	Progress	Red/Amber /Green
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