



For the future you want

# Corporate Parenting Plan

2018 - 2020



Student Experience

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Edinburgh College is one of the largest regional colleges in Scotland, serving a population of more than 680,000 people and providing more than 700 courses to 19,000 students every year. In addition, the college has a truly international reach and reputation, now working with partners in Latin America, China, Africa and the Middle East. Our students are at the centre of everything we do at our college and it is our duty to prepare them for the next steps in their lives, making them work ready or able to take their next steps in education. Those who choose to study here come from diverse backgrounds representing communities across the region, Scotland and 128 countries across the world. Edinburgh College has worked hard to greatly improve its student recruitment and retention, and overall student experience.

## 1. CORPORATE PARENTING PLAN

The Children and Young People (Scotland) Act 2014 came into effect on 1 April 2015. Part 9 of the 2014 Act names public bodies and groups of bodies as corporate parents.

### **Corporate parenting defined**

'An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked-after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted.'  
(Scottish Government, 2015)

Under the act, these corporate parents have duties towards care-experienced people. Overall, they have a responsibility to promote the wellbeing of care-experienced people. To do so they must understand the lives of Scotland's looked-after young people and care leavers, and respond to their needs as any parent should.

### **What is meant by wellbeing?**

Section 96 of the 2014 Act lists eight basic requirements for children and young people that help them to develop and reach their full potential. These requirements lie at the heart of 'Getting it right for every child' (GIRFEC), the Scottish Government's national approach to improving outcomes for children and young people. These requirements dictate that a child should be:

- **Safe**
- **Healthy**
- **Achieving**
- **Nurtured**
- **Active**
- **Respected**
- **Responsible**
- **Included**

### **Edinburgh College objectives**

The college's objectives to support care-experienced students from pre-entry through to final destination will be focused on supporting the Scottish Government's national ambition to increase the positive destinations by 4% per annum for care-experienced students, resulting in there being no difference in the outcomes of care-experienced learners comparative with their peers' by 2021. The action plan will also contribute towards the ambitions of Developing the Young Workforce ambitions, particularly addressing recommendations 37 and 38 from the Commission for Developing Scotland's Young Workforce report Education Working for All.

## **Edinburgh College commitment to care-experienced students**

Edinburgh College has an established approach to working with care-experienced learners - we gained the Buttle UK Quality mark in February 2015 and the award has since been endorsed for a further two years.

The six key duties of the corporate parenting role are considered in all aspects of management and support of care-experienced students. These are:

- To be alert to matters which do, or which might, adversely affect the wellbeing of an eligible young person - 58 1(a)
- To assess the needs of eligible children and young people for any services or support provided - 58 1(b)
- To promote the interests of eligible children and young people - 58 1(c)
- To seek to provide eligible children and young people with opportunities to promote their wellbeing - 58 1(d)
- To take appropriate action to help eligible young people access those opportunities - 58 1(e)
- To keep their approach to corporate parenting under constant review, seeking out improvement wherever possible - 58 1 (f)

Edinburgh College has appointed a team leader to coordinate our approach to corporate parenting. The remit of this post is to liaise with schools, carers, through-care / aftercare and Skills Development Scotland to ensure early identification of care-experienced young people and the early implementation of engagement and support. The team leader provides advice at the pre-application and pre-entry stages and, once enrolled at college, supports the wellbeing and achievement of care-experienced young people. The college also proactively works with experts in kinship care to ensure that young people not identified by social work, but looked after in an informal kinship care arrangement, are identified and supported. It is recognised that many care-experienced young people living in informal kinship care are not currently in receipt of support. The college is working with alumni from Who Cares? Scotland to create the conditions with our college values and service that young people are able to disclose this information and feel empowered to share this. Staff are also growing their understanding of types of care and how they best support young people to create a successful and excellent learning experience. Edinburgh College provides a range of student support services and ensures a consistency of approach for our care-experienced young people through the appointment of a key contact in the Student Experience team. Edinburgh College is also one of the lead partners in

the development of a Care-Experienced Hub designed to support care-experienced young people with articulation through FE and HE pathways.

### **Raising aspirations of learners**

Research indicates that people from a care-experienced background are the least likely to progress from school to college or university, and some young people are more likely to be excluded from school or leave at a younger age. Scottish Government statistics from 2016 show that 35% of care-experienced young people leave school with only one or more SCQF level 5 qualifications compared to 84% of the population. Care-experienced pupils are more likely to be excluded from school and 21% become homeless within five years of leaving care. Four per cent of care-experienced pupils go to university (but this may include college HE articulation), while around 30% go to college and the same percentage go to jail. Poor school attendance and lower attainment create barriers for the care experienced to access further and higher education. One of Edinburgh College's main objectives is to reduce this barrier by increasing the range of possible access to our courses and also working on a regional approach with all of the local universities to support transition from college to university.

## 2. STAGE 1 – TRANSITIONS, APPLICATIONS AND ENROLMENT

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
1.1 Develop pre-entry work to close the gap, including increasing opportunities to encourage aspiration to go on to FE/HE	<p>Develop a data-sharing agreement with local authorities and schools and SDS to identify early care-experienced learners who would benefit from early awareness raising of possible avenues and pathways in college</p> <p>Work with key contacts in schools and in local authority accommodation to ensure a successful transition for individuals within this group</p>	Student Experience	By 31 July 2017	Achieved	<b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn	<p><b>Section 58d</b> to provide opportunities;</p> <p><b>Section 60</b> collaboration with other corporate parents</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.2</b> Develop effective links with local authorities and other partner agencies in planning action to support the corporate parenting role</p>	<p>Have college staff as members of key local authority corporate parenting planning groups</p> <p>Increase participation of relevant external agencies by inviting onto college corporate parenting planning groups</p>	<p>Corporate Development</p>	<p>By 31 July 2016</p>	<p>Achieved</p>	<p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn.</p>	<p><b>Section 60</b> collaboration with other parents</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.3</b> Include care-experienced people as a priority group in strategic and operational planning</p>	<p>Highlight care-experienced people as a priority group in the Regional Outcome Agreement.</p> <p>Give all staff information regarding the life chances of care-experienced people to ensure all are aware of the need for this to be a priority</p> <p>Use internal college committees and teams to promote the positive aspects of supporting care-experienced learners to achieve</p> <p>Invite care-experienced people onto the Corporate Parenting Team</p>	<p>SMG / Head of Quality / Heads of faculty</p>	<p>By 31 July 2016</p>	<p>Achieved</p>	<p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p> <p><b>Nurtured:</b> Having a nurturing and stimulating place to live and grow</p> <p><b>Respected:</b> Given a voice, and involved in the decisions that affect their wellbeing</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<p><b>Section 58f</b> to improve as a corporate parent</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.4</b> Increase participation of care-experienced people in college course</p>	<p>Develop materials that target care-experienced learners to increase knowledge of support available, improving contact both prior and during application</p> <p>Run an open day/evening for care-experienced people and carers to promote aspiration to FE/HE and to encourage understanding of the norms and traditions in making applications to college and beyond</p> <p>Liaise with key contacts in schools to increase their awareness of courses and support in college, to lead to increased participation</p> <p>Collate and monitor the numbers of care-experienced people participating in college courses</p>	<p>CMs / HoFs / Marketing / SCP / MIS</p>	<p>By 31 July 2018</p>	<p>A leaflet has been produced that has information regarding the support care-experienced learners can expect at Edinburgh College</p> <p>MIS is working to provide statistics on last session's care-experienced learners for comparison</p>	<p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p> <p><b>Responsible:</b> Taking an active role within their schools and communities</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<p><b>Section 58e</b> to ensure access</p>

	Key partner in the Hub for Success to improve support and aspirations for care-experienced student thinking about or at college and university					
AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
1.5 Identify those learners who are care experienced as early as possible in the application and enrolment processes to allow us to provide information and support	Provide opportunities for individuals to identify themselves as care experienced via question on application form, at bursary/EMA stage and on enrolment	Head of Student Experience	By 31 July 2016	A question was asked at the funding stage and at enrolment. Individuals who identified at funding application stage were contacted and given information via a leaflet on what support NCL would offer	<b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn	<p><b>Section 58a</b> to be alert to any risks</p> <p><b>Section 58b</b> to assess the needs of this group</p> <p><b>Section 58c</b> to promote the interests</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.6</b> Provide a named contact for care-experienced people</p>	<p>A named contact will be publicised in leaflets and on website, as well as in external publications, such as 'The College Handbook for Looked-After Young People and Care Leavers'. This named contact will be a source of support for care-experienced learners across all campuses.</p> <p>Contact to be made with all applicants/learners who identify themselves as care experienced to offer support prior to courses beginning</p>	<p>Head of Student Experience</p>	<p>By 31 July 2016</p>	<p>Achieved</p>	<p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<p><b>Section 58c</b> to promote the interests</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.7</b> Provide specific support with completing application for courses including applying for funding</p>	<p>Liaise with local authorities to determine status to support funding application</p> <p>Provide publicised opportunities to have support in completing applications for courses and funding</p> <p>Make contact with care-experienced individuals to offer support if required</p>	<p>Student Records manager</p>	<p>By 31 July 2016</p>	<p>Achieved</p>	<p><b>Nurtured:</b> Having a nurturing and stimulating place to live and grow</p>	<p><b>Section 58c</b> to promote the interests</p> <p><b>Section 58d</b> to provide opportunities</p> <p><b>Section 58e</b> to ensure access</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.8</b> Provide additional support network for when care-experienced individuals need it</p>	<p>Provide a clear guide to contacts who can offer support and guidance (student advisers and key support advisers, as well as the named contact and counselling services)</p>	<p>Head of Student Experience</p>	<p>By 31 July 2018</p>	<p>An information leaflet is published and available. All learners who identify as care-experienced at funding application or enrolment are being sent this leaflet. It will also be placed on website. Student advisers identify themselves as contacts who offer support and guidance, at Welcome Events to student groups that take place as part of induction. Student counselling service to be trialled starting August 2018</p>	<p><b>Safe:</b> Protected from abuse, neglect or harm; Achieving support and guidance in learning - boosting skills, confidence &amp; self-esteem</p> <p><b>Respected:</b> Given a voice and involved in the decisions that affect their wellbeing</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<p><b>Section 58a</b> to be alert to risks</p> <p><b>Section 58c</b> to promote the interests</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.9</b> Provide clear and transparent information on additional support available to care-experienced people</p>	<p>Improve induction processes to give information on support available for care-experienced learners. Ensure all staff interacting with learners are aware of support mechanisms</p>	<p>CMs / Student Support and guidance manager</p>	<p>By 31 July 2017</p>	<p>SSAs and LDTs are talking to individuals about the support available for care-experienced learners as part of general contact with prospective learners. The named contact for care-experienced learners is contacting those who identify themselves as care experienced prior to course starting to offer support if required, and to make them aware of what support they can expect once in college</p>	<p><b>Safe:</b> Protected from abuse, neglect or harm</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p> <p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p>	<p><b>Section 58e</b> to ensure access.</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p><b>1.10</b> Improve the selection processes for care-experienced learners to ensure a smooth procedure that does not discourage participation</p>	<p>Review of selection and interview processes in college</p>	<p>Assistant Principal recruitment &amp; retention</p>	<p>By 31 July 2016</p>	<p>Achieved</p>	<p><b>Section 58a</b> to be alert to any risks</p> <p><b>Section 58b</b> to assess the needs of this group</p> <p><b>Section 58e</b> to ensure access</p>	<p>Improve the selection processes for care-experienced learners to ensure a smooth procedure that does not discourage participation</p>

### 3. STAGE 2 – ON COURSE

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Provide clear and transparent information on additional support available to care-experienced people	<p>Ensure all staff interacting with learners are aware of support mechanisms</p> <p>Leaflets, posters and website information to be made available at various points throughout a college year to highlight additional support available</p>	Head of Student Experience	By 31 July 2017	An information leaflet has been published and is available. All learners who identify as care experienced at funding application or enrolment are being sent this leaflet. It will also be placed on the college intranet and website. At induction talks to class groups, Student Support advisers identify themselves as contacts who offer support and guidance to care-experienced learners	<p><b>Safe:</b> Protected from abuse, neglect or harm</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p> <p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem.</p>	Section 58e to ensure access

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Provide additional support networks for when care-experienced individuals need it	<p>Provide a clear guide to contacts who can offer support and guidance (Student Support advisers and LDTs, as well as the named contact and counselling services)</p> <p>Investigate and develop a peer-mentoring system to give additional support to care-experienced people</p> <p>Partner in the Hub for Success, a regional Hub which will link with a range of support networks to ensure students fulfil their potential</p>	Head of Student Experience	By 31 July 2018	<p>Edinburgh College has a named care-experienced learners' contact as well as Student Support advisers whose role covers support and guidance for this cohort of learners, as well as others</p> <p>LDTs will also offer support</p>	<p><b>Safe:</b> Protected from abuse, neglect or harm</p> <p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p> <p><b>Respected:</b> Given a voice and involved in the decisions that affect their wellbeing</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<p><b>Section 58a</b> to be alerts to risks</p> <p><b>Section 58c</b> to promote the interests</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Provide specific activities for care-experienced people to create a sense of belonging	<p>Specific activities, such as a meeting or gathering, to be offered to current care-experienced learners, to increase wellbeing and allow their voice to be heard</p> <p>Summer programme to support the transition of care-experienced students into college and support them with funding and information</p>	ECSA	By 31 July 2018	Start activity / social club network	<p><b>Healthy:</b> High standards of physical and mental health; Support to make healthy, safe choices</p> <p><b>Nurtured:</b> Having a nurturing and stimulating place to live and grow</p>	<b>Section 58d</b> to provide opportunities

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Include the learner voice from care-experienced people in planning of support and activities	Invite care-experienced learners to feedback at every opportunity e.g. self-evaluation	CMs	By 31 July 2018	A care-experienced learner is a member of the college's Corporate Parenting Team.	<p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p> <p><b>Respected:</b> Given a voice and involved in the decisions that affect their wellbeing</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<p><b>Section 58c</b> to promote the interests</p> <p><b>Section 58d</b> to provide opportunities</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Provide clear information on academic/vocational pathways available to care-experienced people	Provide links on website and in publications directly to care-experienced people, with support from CLs, named contact or other student advisers.	Heads of faculty / Marketing	July 2018		<p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<b>Section 58e</b> to ensure access

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Increase uptake of HEI opportunities for learners with care experience	<p>Collate and monitor the numbers of care-experienced people applying for SCQF level 7 and above and using UCAS Apply</p> <p>Support learners with UCAS applications, with opportunity for one-to-one support for personal statements</p> <p>Development of close links with universities to support students on associate student degree courses and moving into HE/ university courses</p>	Heads of Faculty / Head of Student Experience	By 31 July 2017		<p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<b>Section 58d</b> to provide opportunities

#### 4. STAGE 3 – POST COURSE

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Ensure all care-experienced learners have a positive destination after course	<p>Agree data-sharing protocol with SDS to allow for referrals from college, particularly for learners who are not progressing to next course</p> <p>Ensure all care-experienced people withdrawing for courses are referred to SDS where there is no positive destination</p> <p>Make contact via the named contact to offer any additional support or contacts for learners</p>	Head of Student Experience	By 31 July 2018	A member of SDS is now on NCL's Corporate Parenting Team	<p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p> <p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p>	<p><b>Section 58b</b> to assess the needs</p> <p><b>Section 58c</b> to promote the interests</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Provide clear information on academic/vocational pathways available to care-experienced people	<p>Provide links on website and in publications directly to care-experienced people, with support from named contact and other Student Support advisers</p> <p>Contact learners at end of course to ensure they are aware of next steps and alternatives. This will be done in collaboration with Student Support advisers, CLs and course leaders, with appropriate referral to SDS, if required</p>	Heads of Faculty	By 31 July 2018		<p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p> <p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p>	<b>Section 58e</b> to ensure access

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Increase the learner voice for care-experienced learners post course	Contact care-experienced learners to ask for specific feedback on course and college support	Corporate Parenting Team	By 31 July 2018		<p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<b>Section 58c</b> to promote the interests

## 5. STAGE 4 – MONITORING AND EVALUATION

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
To ensure up-to-date knowledge of the position of care-experienced people nationally and in Edinburgh College	<p>Collate statistics on number of care-experienced individuals taking part and succeeding in college courses, comparing that to national statistics</p> <p>Statistics including the number and proportion of learners moving SCQF levels, early withdrawal and later withdrawal and successful outcomes</p>	Head of Quality	By 31 July 2017	National statistics on attainment provided by WhoCares? Scotland and Scottish Government statistics. Performance indicators being collated in Edinburgh College for last session's cohort	<b>Achieving:</b> Support and guidance in learning - boosting skills, confidence & self-esteem	<p><b>Section 58a</b> to be alert to risks</p> <p><b>Section 58c</b> to promote the interests</p> <p><b>Section 58f</b> to improve as a corporate parent</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Ensure appropriate levels of support available for care-experienced learners pre, during and post-course	<p>Review aspects of plan to ensure appropriate levels of support and success</p> <p>Take feedback from completing care-experienced learners</p> <p>Have as agenda item for Corporate Parenting Team.</p> <p>Named support staff member on each campus</p> <p>Staff training</p>	Head of Student Experience	By 31 July 2018	Corporate Parenting Team agenda includes support as an agenda item	<p><b>Included:</b> Getting help and guidance to overcome inequalities; full members of the communities in which they live and learn</p> <p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p>	<p><b>Section 58a</b> to be alert to risks</p> <p><b>Section 58c</b> to promote the interests</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
Gender disparities to reduce the segregation on some courses	Develop earlier links with schools and local authorities to tackle gender stereotyping across courses	Senior Management Team/Corporate Parenting Team	By 31 July 2018		<p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p> <p><b>Achieving:</b> Support and guidance in learning - boosting skills, confidence &amp; self-esteem</p>	<p><b>Section 58e</b> to ensure access</p> <p><b>Section 60</b> collaboration with other corporate parents</p>

AIM	ACTION	RESPONSIBLE TEAM	TIMESCALE	PROGRESS	WELLBEING INDICATORS	CORPORATE PARENTING DUTY
<p>Include the learner voice from care-experienced people in evaluating any aspects of support</p>	<p>Ask for specific feedback from care-experienced people on the plan, the activities and the support available</p>	<p>Corporate Parenting Team</p>	<p>By 31 July 2017</p>		<p><b>Respected:</b> Given a voice and involved in the decisions that affect their wellbeing</p> <p><b>Included:</b> Getting help and guidance to overcome inequalities; Full members of the communities in which they live and learn</p>	<p><b>Section 58a</b> to be alert to risks</p> <p><b>Section 58f</b> to improve as a corporate parent</p>