



Bridgend County Borough Council

WAO Education/LAC Study Action Plan – Authors Bev Jones and Vikki Watkins

Need	WAO Judgement	Evidence	Actions	Anticipated Outcome
<p>Elected Members and officers are aware of their duty to promote the education of LAC under Section 52 of the Children's Act 2004 and have responded positively to this legislation.</p> <p>Corporate parenting is fully understood and owned by elected members and officers both individually and collectively.</p>	Partly achieved	<p>Children and young people scrutiny committee receives regular reports re education of all children in Bridgend including Looked After Children. Officers are aware of the need to identify looked after children in order to promote their learning, supported by dedicated post.</p>	<ul style="list-style-type: none"> • Ensure all members have a copy of 'If this were my Child' to promote and facilitate greater understanding of roles and responsibilities. • All Corporate Parenting Committee are informed on their role as 'Corporate Parents' as part of their induction. There is ongoing training to help clarify their role and responsibilities as corporate parents. • Need for greater commitment and collaboration across range of council services including Housing, Leisure and 	<p>Education outcomes for looked after children remains a regular agenda item for reporting to the corporate parenting cabinet committee who meet bi-monthly.</p> <p>Corporate Cabinet committee members will have had receipt of annual training about their role and responsibilities.</p> <p>Corporate Parenting strategy agreed.</p> <p>The LA will promote in-house apprenticeship /work experience scheme and develop a traineeship programme across a range of council services. This would result in better</p>

			<p>Safeguarding and Family Support which could result in solutions that are cost effective and promote better outcomes – To begin to progress this there will be a joint meeting between Education and Safeguarding and Family Support partners to agree what are the priority issues that need addressing and who needs to be involved.</p> <ul style="list-style-type: none"> • We will monitor and evaluate the effectiveness of the Authority in its role as corporate parent against Welsh Assembly guidance via management reports, internal and external performance indicators. • Looked After Children and care leavers are seen as a priority by the whole authority. 	<p>outcomes for young people who are, or have been in care and be more cost effective as young people would learn to be self sufficient, motivated and achieving within their potential.</p> <p>Creation of champion for Looked After Children via the appointment of Principal Officer of Corporate Parenting.</p> <p>The authority has the same seven core aims for Looked After Children as it does for all children within the borough – see CYPP plan.</p>
Action to improve the educational	Partly achieved	Recent drive to improve achievement of PEP PI linking social worker and	Piloting of schools having direct entry to social	We will have undertaken a pilot of 4 schools which

<p>outcomes of LAC is given a high priority.</p>		<p>school. Special event attended by Chief Executive and Members to celebrate achievements.</p>	<p>services database to complete PEPs on line and to share information.</p> <p>PEPs to be redesigned to include nursery through key stages up to higher education and to be built into the SSD database to enable management information reports and monitoring for effectiveness and non-compliance.</p> <p>Increased emphasis is given to PEPs.</p> <p>PEPs are monitored and reviewed within the LAC review process. This will allow challenge to schools where a child/young person is not meeting their educational potential and targets set within their PEP.</p> <p>LA to use management information systems to monitor performance and direct resources appropriately.</p>	<p>will be rolled out across the authority for all schools to have access to SSD database and complete PEPs online.</p>
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<p>Partners are committed to improving the educational achievements of LAC and cooperate effectively in strategic planning.</p>	<p>Partly achieved.</p>	<p>Recent integration of the children's social care and education services has enabled greater joint focus. More work needed re strategic planning.</p>	<p>Looked After Children and care leavers are seen as a priority by the whole authority.</p> <p>Joint meetings to be set up between Education and Social Services to agree terms of reference, monitor performance, resolve issues and ensure that Looked After Children are given priority status to improve their educational experience and outcomes.</p>	<p>Meetings to be established on a half termly basis to discuss how to improve performance and to consider individual cases.</p> <p>(See previous comments about the role of the Corporate Parenting Cabinet Committee.)</p>
<p>Needs analysis reflects the diversity of LAC population and provides a sound basis for strategic planning.</p> <p>Management decisions are responsive to the diverse needs of girls and boys, the needs for provision in English and Welsh languages, children from black</p>	<p>Partly achieved</p>	<p>Management data gives complete profile of looked after population, but limited use in informed strategic planning.</p> <p>Management decisions are responsive to the diverse needs of girls and boys. The needs for provision in English and Welsh languages, children from black and minority groups, children with disabilities and learning difficulties, and other differences in children's needs and preferences are all monitored and addressed.</p>	<p>We will monitor and evaluate the effectiveness of the Authority in its role as corporate parent against Welsh Assembly guidance via management reports, internal and external performance indicators.</p> <p>Data will be used to inform scoping and analysis of need, identifying trends and where to deploy resources eg across age, gender, ethnicity, SEN status, etc.</p>	<p>Joint meetings to be established to monitor performance and identify actions to realise improvements. These meetings will be convened once per half term.</p> <p>The Disability Index Coordinator's role will aid our ability to undertake service mapping.</p>

<p>and minority group, children with disabilities and learning difficulties, and other differences in children's needs and preferences.</p>			<p>Joint meeting to be developed between education and social services partners to develop systems to monitor and improve performance.</p> <p>We have recently appointed a Disability Index Coordinator to develop a multi agency database. This links with the Disabled Children's strategy and Autistic Spectrum Disorder Strategy. It will aid service mapping.</p>	
<p>There are clear lines of accountability – including those for elected members and officer – regarding educational outcomes.</p>	<p>Partly achieved</p>	<p>A Corporate parenting cabinet committee chaired by the Cabinet member for children has been established. This committee will ensure that LAC are seen as a priority by the whole of the authority and by the Children and Young People's Partnership. The views of children and young people will be used by this cabinet committee to shape and influence the corporate parenting they receive. A corporate parenting policy has recently been developed that outlines clear role and responsibilities. The council aims to provide strong</p>	<p>Corporate Parenting strategy to be embedded into core business.</p>	<p>Corporate parenting cabinet committee to meet bi-monthly and to receive and monitor information about education outcomes for looked after children.</p>

		leadership which respects the rights and needs of children who are looked after.		
Funding to support the educational achievement of LAC is managed effectively.	Partly achieved.	<p>Funding is being used efficiently to support service delivery. Funding is used effectively to provide a tutorial base which is used for curriculum delivery for children who are unable to access full-time education, although the base has only limited space.</p> <p>RAISE funding for LAC is used to provide a programme of extensive support for pupil at key stage 4. The support is well managed by the authority's RAISE LAC coordinator.</p> <p>Funding secured by a comprehensive school to appoint a learning coach to support LAC. Behaviour support funding is used effectively to provide one to one support. Funding through the RAISE grant to provide targeted support for key stage 4 pupils receiving alternative curriculum provision. The LAC coordinator evaluates expenditure and the quality of provision and identifies areas requiring improvement as part of an annual report that is scrutinised by WAG. The Authority recognises that this area of work is a priority that requires additional funding and resources to improve educational outcomes for LAC.</p>	'Out of Authority' multi agency panel to meet monthly to consider requests for placements for looked after children whose needs cannot be met within local resources.	Joint 'Out of Authority panel' works to monitor and agree placements for looked after children whose needs cannot be met within local placement provision.

<p>Performance Management ensures that improvements are made, targets are met and the council knows the outcomes it is achieving.</p>	<p>Partly achieved.</p>	<p>The council monitors the quality of education provision by reviewing performance indicators through the QBR process. The LAC education Coordinator monitors the completion of PEPs. A target of 75% of PEPs to be completed by statutory timescales is now being monitored through the QBR process. There is a need to systematically gather and analyse performance data for LAC, young people and care leavers and use this information to evaluate progress and identify future targets for improvement.</p>	<p>As noted opposite. We will develop further local measures on PEPs and LAC PI's.</p> <p>We will meet half termly with education partners to review progress, agree targets and address issues of concern.</p>	<p>Joint meetings will become a regular forum to monitor performance and ensure that the Local Authority is meeting the needs of its looked after children.</p>
<p>High aspirations are encouraged in LAC, ambitious targets are set for their achievement and barriers to progress are tackled effectively.</p>	<p>Partly achieved</p>	<p>At KS4 the RAISE bid has provided a forum for the secondary designated teachers. Looked After children are encouraged to overcome barriers continually. The same high aspirations are set for looked after children as others. Looked after children are supported by the authority to help them achieve their educational goals.</p>	<p>PEP targets to be reviewed regularly within LAC statutory reviews.</p> <p>Half termly meetings between Education and Safeguarding and Family Support managers to track, monitor and address key issues.</p> <p>LACE team have a specific brief to monitor and support the education of looked after children. The team's responsibility is to ensure the best interests of the child and at the same time</p>	<p>There will be a joined up approach to supporting Looked After Children's educational needs through a partnership approach between Education and Safeguarding and Family Support.</p> <p>LACE team plan continues to be ambitious in supporting the education needs of Looked After Children.</p>

			enable them to access relevant services that may be needed to support them.	
Action is taken to maximise attendance and avoid exclusion of LAC and to encourage their participation in post 16 education and training.	Partly achieved	Flexible set of options post 16, but limited places sometimes met with reluctance about additional costs. Aftercare team aim to support young care leavers to access training, employment or education.	<p>Work Experience protocol now in place. Protocol to be agreed for traineeships and apprenticeships for Looked After Children being employed within BCBC.</p> <p>At the launch of the Corporate Parenting Cabinet Committee there was a presentation from RCT about their traineeship scheme. Messages from their scheme to be taken forward to produce a similar arrangement within BCBC.</p> <p>Half termly meetings between Education and Safeguarding and Family Support managers to track, monitor and address key issues.</p>	<p>Looked after children and care leavers to have access to work experience, training and employment opportunities within the Local Authority.</p> <p>Looked after and former looked after young people to attend work experience placements within BCBC for 2 placements.</p> <p>Protocol agreed for traineeship scheme within BCBC and persons identified for 2 placements.</p> <p>There will be a joined up approach to supporting Looked After Children's educational needs through a partnership approach between Education and Safeguarding and Family Support.</p>

<p>Bullying and behaviour problems are tackled effectively and appropriate support is provided.</p>	<p>Partly achieved</p>	<p>The LEA has developed and distributed guidelines to schools regarding anti-bullying policies. Support available from the school counsellor, bullying log-book, learning coaches and progress managers. All children are supported in dealing with emotional problems and relationships with peers through whole school approaches. PEPs are and PSPs are in place to encourage positive behaviour - Estyn inspection for evidence. Behaviour difficulties are referred to the Behaviour Support Service. Often Outreach support is provided. LAC referrals are treated as a priority. BSS currently undergoing restructure.</p>	<p>Every school will have an identified Governor to take a special interest in LAC issues.</p> <p>Half termly meetings between Education and Safeguarding and Family Support managers to track, monitor and address key issues including the identifying, reporting of and response to bullying.</p>	<p>Bullying has been included in the Children and young People's Plan for 2008-11.</p> <p>There will be a joined up approach to supporting Looked After Children's educational needs through a partnership approach between Education and Safeguarding and Family Support.</p> <p>Database available of identified school governors for special interest in LAC within every school in the borough.</p>
<p>School awareness about the needs of looked after children and their ability to meet these needs are actively supported.</p>	<p>Partly achieved</p>	<p>There have been 2 awareness raising conferences. LAC reviews identify particular circumstances which are communicated to staff appropriately. Staff informed about LAC and specific needs. Generally good attendance of designated teachers at LAC reviews and good communication with foster carers. Schools not always made</p>	<p>Further follow up training undertaken in May 2009 using external providers.</p> <p>Every school will have an identified Governor to take a special interest in LAC issues.</p>	<p>Database available of identified school governors for special interest in LAC within every school in the borough.</p> <p>There will be a joined up approach to supporting</p>

		<p>aware of all circumstances or changes in. Information can be patchy. Difficulty sometimes meeting the needs of children who change schools without a statement of SEN, but are on School Action Plus (no financial support for resources).</p>	<p>Half termly meetings between Education and Safeguarding and Family Support managers to track, monitor and address key issues.</p> <p>A designated teacher is in place in every school.</p> <p>(See also section on PEPs.)</p> <p>Data to be captured about attendance of education representative at LAC reviews.</p>	<p>Looked After Children's educational needs through a partnership approach between Education and Safeguarding and Family Support.</p>
<p>Personal Education plans developed in partnership with relevant educational professionals are tailored to individual needs and are effectively coordinated, resourced and reviewed.</p> <p>Every LAC has an up to date Personal Education Plan.</p>	Partly achieved	<p>PEPs and IEPs are drawn up tailored to individual needs and are reviewed on a 6 monthly basis (when in place). The quality and effectiveness of PEPs is patchy and often communicated informally. There is still some confusion regarding who is responsible for initiating PEPs. PEPs often drawn up without a meeting being held. Future training to be arranged on producing high quality PEPs.</p>	<p>Target to have all PEPs completed within statutory timescales.</p> <p>PEP process now initiated by LACE team who then track their completion and monitor the quality.</p> <p>LACE co-ordinator undertaking a practice workshop in January for Social Workers.</p> <p>Discussions with IROs to</p>	<p>All PEPs completed within statutory timescales.</p> <p>Pilot successfully completed and arrangements agreed for a roll out programme to all schools within BCBC having access to DRAIG/ICS for completion of PEPs.</p>

			<p>ensure that PEPs are properly reviewed within the LAC review meeting.</p> <p>PEPs being incorporated into ICS with pilot schools identified to trial completing them on the Safeguarding and Family Support service DRAIG/ICS system.</p> <p>Protocol to be agreed about education professionals having access to DRAIG system.</p>	
<p>Educational needs, regardless of the child's age are accurately identified as part of the core assessment.</p> <p>Assessment includes consideration of diverse needs.</p>	Partly achieved	<p>There is clear reference made to the education of young people in core assessments, however the needs and how we meet them are not always clear. There needs to be more focused on the way we support the child and who will be involved in that process. Many LAC do not have a core assessment as it may have been felt unnecessary, eg where they are in stable, permanent placements and no contact is taking place or there is no plan for rehabilitation home.</p>	<p>Greater use of Assessment and Progress Records to assist in assessment of a looked after child's needs. Data needs to be able to capture Looked After Children who have and haven't got an APR completed by their 10 month review.</p> <p>Any child who now becomes looked after has a core assessment completed. The interactive practice guide advises staff on the importance of</p>	<p>Improvements in completion rate of core assessments for all children who become looked.</p> <p>Managers to constantly review the quality of core assessments and discuss within monthly supervision with the social worker.</p> <p>Quality Assurance is embedded into practice and performance.</p>

			<p>collaborative working with other relevant agencies, particularly schools and identifying complex needs and an assessment of risk.</p> <p>Quality Assurance protocol in place with case files being reviewed regularly for quality and completeness. Action plans drawn up where any deficits identified.</p> <p>We have recently appointed a Disability Index Coordinator to develop a multi agency database. This links with the Disabled Children's strategy and Autistic Spectrum Disorder Strategy. It will aid service mapping.</p>	The Disability Index Coordinator's role will aid our ability to undertake service mapping.
Social Workers and team managers understand the education system and how to act to support the education of looked after children.	Partly achieved.	Acknowledged that this could be improved upon.	<p>LACE co-ordinator undertaking a practice workshop in January for Social Workers.</p> <p>An interactive practice guide is constantly updated to provide guidance to staff about their role and</p>	Social Workers and team managers understand the education system and how to act to support the education of looked after children.

			<p>responsibilities and how to carry out their duties effectively.</p> <p>Social Workers are always invited to training between LACE and education partners as part of a joint approach to training.</p> <p>Half termly meetings between Education and Safeguarding and Family Support managers to track, monitor and address key issues. Information from within these meetings to be cascaded down to S&FSS team manager meetings on regular basis.</p>	
SEN reviews and case reviews are effectively coordinated.	Partly achieved.	<p>This is more effectively organised for children who are placed outside of the Borough, but it remains a challenge to coordinate the reviews to occur together for locally placed children. Where possible they occur together, but as the meetings are triggered from 2 different areas of service.</p>	<p>Compliance with statutory regulations for LAC reviews to be held within specific timescales.</p> <p>Attention being afforded to SEN reviews taking place in conjunction with LAC reviews for children who are looked after out of the Bridgend area.</p>	SEN reviews and case reviews are effectively coordinated.

			This will be considered in our half termly meetings between Education and Safeguarding and Family Support managers to track, monitor and address key issues.	
<p>Residential carers and foster carers receive regular training and support including joint training with designated teachers.</p> <p>Foster carers and residential carers have good links with designated teachers.</p>	Partly achieved.	<p>Residential Services: Residential establishments are provided with training which is identified through a training needs analysis at the beginning of the financial year. Joint training with teachers is limited. Resolutions Foster service: Supervising Social Workers address Looked after Children's education needs during supervision and support carers to attend education meetings.</p> <p>Mainstream Foster Service: Foster carers attend multi-agency training on child protection, caring for children with sexually harmful behaviour. They are also offered occasional training on dyslexia, communicating with children, and attendance at Education conference specific for LAC.</p> <p>Each accommodated young person is allocated a Link Worker who takes responsibility for developing links with the relevant schools and teachers. This</p>	<p>The Foster carer review process will be used to provide an opportunity to identify any gaps in the delivery of service by individual foster carers which can be responded to with specific support and training.</p> <p>Information and Consultation Events will be held on a quarterly basis to keep foster carers up to date with information and expectations about their role.</p> <p>Training opportunities to continue to be provided to foster carers and residential staff.</p> <p>Residential care team meetings can also allow for</p>	To continue to develop current practices.

		<p>is supported by other staff members and the LACE team.</p> <p>Resolutions Foster service: Varying degrees of good links/contact with designated teachers.</p> <p>Mainstream Foster Service: In Monthly supervision of foster carers there is consideration of all issues relating to the child including school and the child's education. Often carers have strong links with the child's class teacher/ Head teacher rather than the designated teacher.</p>	<p>information to be shared.</p> <p>Residential staff and foster carers continue to be encouraged to attend school meetings and engage with the staff on a regular basis.</p> <p>Residential staff are invited alongside designated teachers to training events run by the LACE team.</p>	
<p>Children's homes and fostering services including those in the independent sector have clear written education policies.</p>	<p>Partly achieved.</p>	<p>The residential homes have a written education policy to support the young people accommodated, although it is currently in draft form. The policy is written taking guidance from Towards a Stable Life and a Brighter Future and Standard 11 of the National Minimum standards.</p> <p>Resolutions Foster service: Currently no specific education policy – being developed in conjunction with Bridgend Foster Service. All carers are aware of the expectation to encourage and facilitate a positive attitude towards education and academic achievement.</p> <p>Mainstream Foster Service: In monthly supervision of foster carers there is</p>	<p>Education policy that is being developed in conjunction with Bridgend Foster Service to be completed and launched.</p> <p>We will develop an Education Policy for our Children's homes.</p>	<p>There will be an education policy for foster care and residential services.</p>

		consideration of all issues relating to the child including school and the child's education. Often carers have strong links with the child's class teacher/ headteacher rather than the designated teacher.		
Carers are aware of the diverse needs of the looked after children they care for and accommodate and support them.	Partly achieved.	<p>Working closely with schools and the LACE team all young people looked after are accommodated within an educational provision that is suitable to meet their needs whether it is within formal or informal setting. The homes support education through in-house material and access to IT equipment. For older young people they are supported to access various alternative educational projects.</p> <p>The diverse needs of looked after children are discussed initially during Skills to Foster training. Specific needs of individual children are discussed at pre-placement meetings. This continues throughout carers career during supervision and in response to specific issues and needs.</p> <p>Foster carers care for children with very diverse needs and in supervision there is close attention given to how they are meeting these needs. Currently there are carers meeting a variety of differing needs including very specific special needs, learning and physical</p>	<p>Information Consultation Events (ICE) to be held on quarterly basis for foster carers.</p> <p>Online training has been established in conjunction with the Fostering Network and AKAMAS to increase knowledge of foster carers and address specific issues. It provides modules, tests and certificates to carers who complete the module.</p> <p>Supervising Social workers to monitor personal training portfolios with carers during the monthly supervision sessions.</p>	Carers will be aware of the diverse needs of the looked after children in their care and support appropriately according to need and with monitoring from their supervising social worker and the child's social worker.

		disabilities, ADHD, and diverse cultural needs.		
The impact of health, safety and well being on education achievement is fully recognised by elected members and officers.	Partly achieved.	Members have been developing a Corporate Parenting Policy and as a result have increased awareness of the factors that impact on educational attainment.	We have created a Principal Officer position specifically to address issues surrounding the Authority's role and responsibilities as a Corporate Parent. We established a Corporate parenting cabinet committee. It has met bi-monthly since Oct 2008. There are plans for Corporate Parenting training to Members to help them understand their role and responsibilities. We will continue to progress the inclusion of young people from the Aftercare team within the Corporate Parenting cabinet meetings. The Lead Member for Children and Young People, Principal Officer for Corporate Parenting are panel members alongside the councillors. There will be regular meetings with young people who receive	To continue to build on current arrangements.

			<p>an Aftercare service. There will be regular reporting to the Committee meeting about how well we are serving our Looked After Children.</p> <p>Corporate Parenting Statement was launched on 29th October 2009 with participation from young people.</p> <p>There is a monthly schedule for Members to complete Rota visits to the children's homes.</p>	
CAMHS strategy addresses the need of LAC effectively.	Not met	<p>There is no local CAMHS strategy for Looked After Children.</p> <p>There is no specific CAMHS worker attached to the Looked After Children's Health team.</p> <p>The CNS LAC holds a Registered Mental Health Nurse Qualification.</p> <p>The holistic health assessments look at emotional and behavioural health of the child.</p> <p>Primary mental health team is available to social workers for Looked After Children Health Team for Consultation on emotional health and behavioural concerns.</p>	Continue to build upon current services.	Ongoing

		<p>A Consultant Psychiatrist holds monthly surgery at Social Services BCBC for consultation with Social Workers and or Health Team members. Health Team or Social Workers can refer direct to CAMHS Substance Misuse Team.</p> <p>Any young person threatening suicide can be fast tracked to CAMHS Consultant by the Health team, Social Worker or GP.</p> <p>Any young person admitted to Princess of Wales following an overdose will be seen by a member of the CAMHS team within 2 working days.</p>		
<p>The council communicates effectively with looked after children using a range of methods.</p>	<p>Partly achieved.</p>	<p>There is a Local Participation Strategy in draft, due to be completed by April 2009, which will provide the framework within which all children and young people will be enabled to participate in and contribute to Partnership activities. Currently, there is some outstanding practice in participation of specific groups of young people, including the involvement of Looked After Children through a commissioned advocacy service, but such practice has not yet been mainstreamed to ensure that Looked After Children are consulted or communicated with. The CYP Plan has a range of priorities for extending participation, and these include Looked After Children. Several young people</p>	<p>We will continue to use face to face, letter, email, telephone and text service to communicate with our looked after children. We will continue to promote the participation of young people at the Corporate Parenting Cabinet committee and listen and respond to their views.</p> <p>We will continue to expand the use of the Children's Information Zone, LEO group and Aftercare newsletters to engage with young people in our care.</p>	<p>The council will continue to find innovative ways to effectively communicate with our looked after children using a range of methods.</p>

		involved with BCBC Aftercare Team have been invited to share their views about education, training and employment at the next parenting committee in March 2009. A DVD was also produced called "Making a Success of it" highlighting the achievements of looked after young people in BCBC and the support they received.	We will revise the LAC review consultation documents to make them more child friendly.	
Staff have been trained and encouraged to listen to, and hear looked after children and support their active participation.	Partly achieved.	There is little specific emphasis on Looked After Children, although training and encouragement to engage those children and young people who find it most difficult to participate is a strong element within all Partnership and local authority activities, and these will involve Looked After Children.	<p>Further develop the Interactive Practice Guide.</p> <p>Continue to hold mandatory training events for Social workers and DCSW.</p> <p>Access specific training with BAAF and Fostering Network.</p> <p>The Independent Reviewing Officers will complete an audit after each LAC review to examine participation, documentation and care planning.</p>	Staff will continue to be supported and offered training to enable them to be child centred in the way they carry out their role and responsibilities.
The views of looked after children contribute to shaping council	Partly achieved.	This is partly achieved through the wider participation processes within which LAC is included (eg the former youth mayor was a young person	Former LAC young people and Looked After Children have representation on the Corporate Parenting	Children and young People's Plan 2008-11 in place. Young People attend

services and initiatives.		leaving care), but also through the activities of LEO with Looked After Children. The arrangements for advocacy are being reviewed in January 2009 to ensure that they continue to be effective. The complaints system within Safeguarding and Family Support also contributes to our views of Looked After Children being considered more widely. A small group of young people are currently producing a DVD to promote the need for better integrated services to young people via the development of a post 16 service. It is intended to show the DVD at the Corporate Parenting Committee in March 2009.	Cabinet Committee. The Children and Young People's Plan was completed in partnership with children and young people in Bridgend in recognition of the need to consult and integrate children and young people and their views about the vision for services in Bridgend.	Corporate Parenting Cabinet Committee and Cabinet Members meet with Looked After and Former Looked After young people on a regular basis.
The achievements of LAC are celebrated according to their personal preferences.	Partly achieved.	As well as opportunities within the Safeguarding & Family Support service, there is a Mayor's Award for which looked after children are regularly nominated. Within the CYP Plan, proposals for celebrating the success of children and young people include a Charter Award, and a celebratory web site. BCBC celebrated the achievements of Looked After Children and Care Leavers at a recent awards ceremony, attended by the Mayor and senior figures.	The Mayor's Award ceremony continues to grow year on year. There is an aim to also include children and young people's successes from outside of the school curriculum and to make the ceremony a bigger event to celebrate the successes of our Looked After Children.	The achievements of LAC are celebrated according to their personal preferences.
Data on education of LAC is analysed	Not met	Data on Looked After Children is consistently produced and analysed on	We are developing arrangements to pilot	Data on education of LAC is analysed effectively

<p>effectively and used to determine priorities for action.</p>		<p>a regular basis. Specifically data on the education of looked after data is limited to performance indicators, although of course at an individual level is considered through the care plan for the child.</p>	<p>schools having access to the Safeguarding and Family Support database. It is envisaged that PEPs will be completed on line which will allow for management information to be more readily available about the completion and quality of PEPs.</p> <p>Half termly meetings between Education and Safeguarding and Family Support managers to track, monitor and address key issues using data and management information. Information from within these meetings to be cascaded down to S&FSS team manager meetings on regular basis.</p> <p>We are currently undertaking a joint piece of work with ESIS to examine transition procedures and performance of young people at key stage 2/3. It is aimed that this will evidence good practice and</p>	<p>and used to determine priorities for action.</p> <p>ESIS project completed.</p>
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			identify areas for development.	
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