FAQs

**Post-16 CLA/Care Leavers**

1. What are post-16 PEPs?

Termly meetings with post-16 students to review their Personal Education Plans for KS5 students in Years 12-13. This includes monitoring attendance, punctuality, attainment, behaviour, setting SMART targets, discussing future goals, bursary funding and any other issues to support the education outcomes of the individual young person.

The meeting can be held jointly with a CLA review/EHCP annual review or other meeting with the same attendees. Post-16 PEPs may be held separately as to focus on any specific support required, and during the Covid-19 pandemic the meetings have been held virtually via Teams, conference calls and hybrid methods so that all can attend or contribute. Email updates with the professional network are encouraged between meetings to keep in touch regarding any information to be shared.

Unlike PEPs for Statutory School Age students, Post-16 PEPs are not submitted on Welfare Call. Instead a word document template is provided to education provisions to complete and all can add comments to this during or after the meeting. Attendance register marks, tutor reports and other documents are encouraged to be shared as part of the PEP. Please see attached post-16 PEP template below.

If any disciplinary issues arise, these should be addressed at the time instead of waiting for the PEP meeting to share concerns. The social worker/PA, carer/placement keyworker and Virtual School caseworker should be informed of any issues and invited to attend disciplinary meetings with the student. Please do contact Kathryn Robinson – Assistant Headteacher - Head of Post-16 for further information [Kathryn.robinson@harrow.gov.uk](mailto:Kathryn.robinson@harrow.gov.uk).

1. What support is offered to students aged 19+?

Social workers/PA’s and young people can request a meeting regarding any students age 19+ if concerns arise or if support is required. For example, discussing attendance, punctuality, behaviour, careers advice such as UCAS applications or university support may be needed. Transition support to ensure the key people at the new provision have contact details and information needed to help support the young person i.e. care leaver support at university.

1. What support is there for CLA students/care leavers with additional SEN needs?

Young people with an EHCP have an allocated SEN casework officer, either within Harrow Council’s SEN team or another borough where they reside. The SEN caseworker oversees the annual reviews and sends out the draft and final EHCPs. The support put in place within the education provision is tailored to meet the needs of the individual student.

Annual review meetings are arranged by the education provision, but they can be held jointly with one of the termly PEP meetings, and all involved in supporting the young person are invited to attend.

When transitioning to a new education provision, a SEN consultation is required, and the SEN caseworker will liaise with the new provisional school/college to ensure that the meet needs to the young person. If the casework officer details are not known, queries can be sent to [senassessment.reviewservice@harrow.gov.uk](mailto:senassessment.reviewservice@harrow.gov.uk).

1. How is enrolment supported?

Carers or placement keyworkers support enrolment by assisting with online applications and taking young people to the agreed education provision to confirm a place on a suitable course. ID is required along with any prior academic attainment such as certificates for achieved grades. A letter from the social worker confirming that the young person is care experienced, with their personal details and placement address is also required to support enrolment. Often students may be expected to pay up to £10 for a student ID card, but this can be requested from the social worker.

The virtual school discuss the plans for education to ensure that students attend Ofsted rated ‘Outstanding’ or ‘Good’ provisions where possible. For students where there are significant concerns or important information to share reading safeguarding, a meeting may be arranged ahead of them starting at the new provision to ensure safety plans are in place and that all key professionals share contact details and can keep in touch regarding any information of importance.

1. How do post-16 students access the 16-19 vulnerable student’s bursary?

Once enrolled at an education provision, the designated CLA support (usually a safeguarding lead or student support officer) will advise on the form to be completed to access the bursary. The student’s bank account details are required for the money to be deposited in their own personal account. The CLA status letter from the social worker is also needed to confirm that the young person is subject to Section 20/31/38 or previously looked after. The bursary can be used by the student to pay for any resources needed or saved to support their independent living when transitioning to university, further study or employment. More information about the bursary can be found here <https://www.gov.uk/1619-bursary-fund>.

1. Are CLA students and care leavers provided with laptops, WIFI, other resources or trips?

Regarding IT equipment, if the education provision is not able to provide a laptop, a request can be made to the Virtual School to purchase one for the student if they do not have a suitable device. The social worker and the placement should arrange internet access for online work. Other resources or educational trips/activities can be requested if they are not funded via the vulnerable student’s bursary.

1. What support is in place for students not in education, employment or training?

Prospects have dedicated careers advisor supporting CLA and care leavers who are Not in Education Employment or Training (NEET); a referral can be made to [harrowys@prospects.co.uk](mailto:harrowys@prospects.co.uk) and there are opportunities for young people to attend Harrow Youth Stop for further support. Harrow Youth Stop, The Twenty One Building, 21 Pinner Road, Harrow, HA1 4ES. Tel: 020 8427 8617.

1. How can student access tuition or additional enrichment activities?

A request for tuition can be made to the virtual school caseworker and may be arranged for a specific length of time, or to achieve a certain target. Additional enrichment activities will be promoted by the virtual school team, but all recommendations about suggested activities are welcome. A few of the trips and activities recently held include Jamie’s Farm residential, Arvon (creative writing) residential, Debate Mate, Exscitec (STEM enrichment), Strength in Horses (equine therapy), Reading Club, Harrow School Thursday Club, Philosophy Club, ESOL/EAL Summer School, A New Direction - We Belong (arts award), Element (creative arts activities), Dance Classes, Swimming Lessons and other activities ran be external organisation can be found on Young Harrow Foundation’s website <https://youngharrowfoundation.org/>.

**Post-16 CWSW**

Enrolment queries to be directed to Harrow School Admissions [SchoolAdmissions@harrow.gov.uk](mailto:SchoolAdmissions@harrow.gov.uk)

Attendance/behaviour concerns to be discussed directly with the school/college safeguarding lead. Youth Justice/Police matters, mental health or physical health issues are also to be shared with all involved professionals.

Students with Special Educational Needs, with or without an Education Health Care Plan, should receive clear targets and feedback from the school/college SENCO. The SEN caseworker should also be updated of any changes, future plans etc. in order for timely consultations to be made with suggested provisions. If the allocated caseworker is unknown, contact Harrow SENARS [senassessment.reviewservice@harrow.gov.uk](mailto:senassessment.reviewservice@harrow.gov.uk).

Careers advice is provided by Harrow Youth Stop [harrowys@prospects.co.uk](mailto:harrowys@prospects.co.uk) Harrow Youth Stop, The Twenty One Building, 21 Pinner Road, Harrow, HA1 4ES. Tel: 020 8427 8617.

Requests for laptops or equipment from social care or the education provision may be granted to support engagement and access.