

Appendix A

Case Studies for Corporate Parenting Panel

Access to an Apprenticeship – M

M is now 18 and a Care Leaver, after being a Looked After Child for many years and has lived in different placements, including out of county placements.

M currently lives independently in Central Bedfordshire. She completed Year 11 with no formal qualifications as didn't take exams as expected. M later went to an out of county college in 2013 and started a hairdressing course but this did not work out given dynamics with other students on the course. M then dropped out of college and was not in Education, Employment or Training for more than a year.

M had a number of health issues which affected her greatly – including the use of drugs. M was later referred to a mental health hospital where she was 'in and out' for months.

M has now completed a traineeship course run by Central Bedfordshire Council, where she achieved a Cache Entry Level 3 Certificate in Social and Personal Development. M also had the opportunity to take an active part in work experience where she gained a lot of self confidence and employability skills like job search skills, CV skills and interview skills.

M used these skills to search and apply for Apprenticeship opportunities. M was immediately offered a job as an Apprentice nursery nurse at a nursery setting. M worked at this Nursery for few months but made the choice to leave due to difficulties with public transport and reliance on family members for lifts.

M is still very positive about working and has been actively looking and applying for suitable jobs in the area. Her health has greatly improved, has continued to stay away from drugs and continued to independently manage accommodation. M is now able to confidently ring services to ask for help and recently reported that subject to references, they have found a new job.

Meeting aspirations – B

B is a looked after child who showed talent in their chosen subject but also had communication difficulties had to be addressed at all times.

During year 9, the talent B had for languages was identified and a career's guidance meeting was arranged to help this young person identify what careers she could be suited to with a talent for languages and to support her with her GCSE option choices. Numerous meetings were held to identify how best to support her to foster this talent by attending a school trip to France/Germany.

Emotional issues had been a concern and an additional teaching assistant who had the capacity to offer 1-1 support to the young person through-out the trip attended. Funding for the trip was drawn from Virtual School. Advice was also taken from

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Child and Adolescent Mental Health Services (CAMHs) and Social Care as to how best the young person could prepare for such a trip.

Having a key worker available to offer 1-1 support and who knew the young person very well who also had the ability to read the individual well as and when communication was an issue was critical to the young person's success in school. Equally identifying that this young person was intelligent and reminding her of her intellect and potential at an early stage contributed to her communicating more effectively.

It was evident that a genuine team working around the child who cared for and knew the individual well was an integral part of enabling the young person to flourish educationally and emotionally.