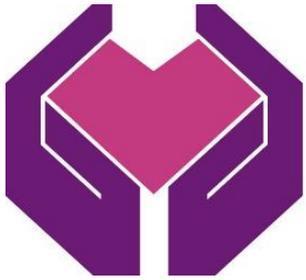


Corporate Parenting Plan 2024 – 28



**We promise
to care**

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1.0	January 2025	Rose Harkness (Head of Student Services)	Replacement Plan 2024-25 to 28-29

Quick Links

We are inclusive and diverse, and this is one of our values.

We are committed to the FREDIE principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.



To find out more about FREDIE click [HERE](#)

To find out more about our Vision, Mission and Values click [HERE](#)



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1. Introduction

South Lanarkshire College (SLC) is passionate about making sure care experienced students have the best possible chance at achieving their qualification and that they receive the care, nurture, and support to help them do this. The College is proud to put students at the centre of everything it does. It will continually strive to ensure care experienced students receive a warm and engaging learning experience delivered in a caring and respectful environment.

The refreshed corporate parenting plan sets out the vision and direction to support care experienced students and outlines new commitments for the period 2024-28. It describes what it hopes to deliver over the next four years to ensure care experienced students can achieve their full potential and have the opportunities they need to thrive and succeed in life.

The College is committed to fulfilling our legislative duty outlined in the [Children and Young People \(Scotland\) Act 2014](#)¹ and fully support the vision of Scotland's [The Promise](#)². This commits to ensuring care experienced children and young people grow up loved, safe and respected so that they realise their maximum potential. In this, we firmly believe that anyone who is care experienced in Scotland should have the same equal access to opportunities to achieve and succeed. This corporate parenting plan also takes account of the [Scottish Funding Council's \(SFC\) National Ambition](#)³ that there should be no difference in the outcomes for care experienced students comparative to their peers by 2030.

To help support this, the College works closely with the Student Association and student community seeking to ensure care experienced students have a strong voice in helping shape all aspects of college life, and that no barriers to entitlement or success exist.

The College will continue to partner with care experienced students, and other corporate parents, to ensure that the commitments outlined in this updated plan deliver improved outcomes to make a sustainable and positive difference to the lives of care experienced students.

¹ Statutory Legislation on Part 9 (Corporate Parenting) of the Children and young People (Scotland) Act 2014 (<https://www.legislation.gov.uk/asp/2014/8/contents>)

² The Promise (<https://thepromise.scot/what-is-the-promise/>)

³ SFC National Ambition for Care Experienced students (https://www.sfc.ac.uk/wp-content/uploads/uploadedFiles/SFCCP012020_National_Ambition_for_Care_Experienced_Students.pdf)

2. Ambition and Vision

Our vision is to be Scotland's leading college: delivering excellence.

We achieve this through three key strategic priorities:

1. Successful Students;
2. Highest Quality Education and Support; and
3. Sustainable Behaviours

College values:

- Inclusive and Diverse
- Passionate About Our Roles and Responsibilities
- Continually Improving
- High Achieving
- Reducing Our Environmental Impact
- Delivering Community and Social Value
- Committed to Health and Well Being
- Creative and Innovative
- A Listening Organisation

Our Corporate Parenting Plan is aligned to these three strategic priorities and reflects the College values.

It is our ambition: -

- ***For there to be no difference in the outcomes of care experienced students compared to their peers.***
- ***Recognise and understand lived experiences to improve our culture of compassion and care.***
- ***To establish success throughout the student journey.***

The current corporate parenting plan builds on the progress made throughout the reporting period 2016, 2017-2020 and 2020-23. As with previous plans, the current plan has been developed in collaboration with internal and external stakeholders and in consultation with care experienced students.

Figure 1: Scottish Funding Council (SFC) published college PI data for enrolments over 160 hours.

Academic Year	Students enrolled who indicated they were Care Experienced	Attainment/ Completed successfully (Care Experienced students)	Attainment/ Partial success (Care Experienced students)	Attainment/ Completed successfully (All students)	Scottish Average (Care Experienced students)
2019-20	177	61%	18.1%	76.2%	59.6%
2020-21	152	61.2%	19.7%	73.6%	56.5%
2021-22	173	51.4%	23.7%	67.6%	52.5%
2022-23	145	51.7%	28.3%	73.4%	55.4%

The table above outline the attainment levels for care experienced students over the past four years. Although, the pandemic had a negative impact on attainment levels in the AY2021-22 (as shown), care experienced attainment levels have not improved in line with college overall attainment, particularly FE level programmes.

The College recognises that whilst considerable progress has been made to provide a holistic support framework and a positive student experience, retention and attainment levels for care experienced students remain disappointing in comparison to their peers.

Therefore, improving retention and attainment for care experienced students will be a key focus of our corporate parenting plan for 2024-28.

3. Key Facts

Care experienced children and young people are those who are or have been looked after by their local authority due to concerns about their wellbeing or protection, including parents being unable to provide appropriate care. There were an estimated 12,596 children and young people who were looked after in Scotland in the year up to 31st July 2022.

Young people in care live in many different placement types or care settings. The 2022 figures show:

- Looked after at home (living with birth parents but with social work involvement under a supervision order): 21%.
- Kinship care (with friends or relatives): 34%.
- Foster care (living with another family): 33%.
- Residential care (living in a children's unit/house/secure): 10%.
- With prospective adopters: 1%.⁴

Care experienced people often have poorer life experiences in comparison to their peers. They may struggle to engage with education and attain qualifications, which would allow them to progress to meaningful employment or further study.

- 31.7% of care experienced young people left school in S4 or earlier compared with 12.4% of all school leavers.
- 78.3% of care experienced young people have one or more qualifications at National 4 (SCQF level 4), compared with 96.4% of all pupils.
- 46.1% of care experienced young people have one or more qualifications at National 5 (SCQF level 5), compared with 86.4% of all pupils.
- 15.9% of school leavers who were care experienced left school in 2021-2022 with a Higher (SQCF 6) level qualification, compared with 61.3% of their peers.⁵

Educational attainment is strongly linked to health and economic outcomes, such that, the disadvantage faced by care experienced young people in receiving a disrupted education can profoundly shape their adult lives.

⁴ Children's Social Work Statistics Scotland: 2021 to 2022 (<https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2021-22/pages/>)

⁵ Education Outcomes for Looked After Children 2021/22 (<https://www.gov.scot/publications/education-outcomes-for-looked-after-children-2021-22/pages/headline-findings/>)

4. Legislation and Corporate Parenting

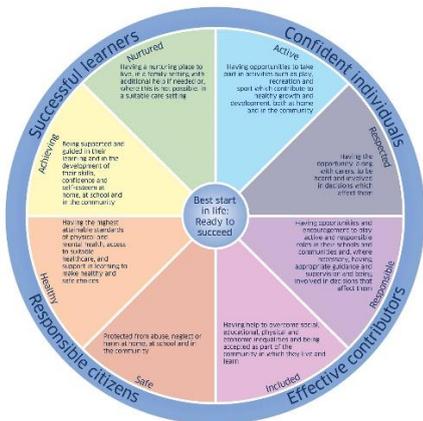
Corporate parenting duties are legislative duties that support care experienced children and young people up until the age of 26. As part of our duties as a corporate parent the College must produce and publish a corporate parenting plan. This plan details how we are going to meet our responsibilities.

Figure 2. Our responsibilities, Children and Young People (Scotland) Act 2014



The legislation sits firmly within the Scottish Government’s GIRFEC (Getting it Right for Every Child) Framework. It outlines the duties which should be undertaken by Scotland’s corporate parents who are expected 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.⁶

Figure 3: Shanarri Wheel, Scottish Government, GIRFEC,



The term wellbeing within the Act is defined using eight SHANARRI indicators of being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.⁷

⁶ Getting It Right For Every Child (<https://www.gov.scot/publications/getting-right-child-girfec-policy-statement/documents/>)

⁷ Shanarri Indicators (<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>)

5. We Promise to Care



Following the [Independent Care Review](#)⁸ in 2016, the findings and recommendations from which were published in 2020, seven reports were produced which included a report for children and young people. These set out its recommended changes (The Promise, 2020); plans to implement these changes (The Plan); the investment required to support this (The Money and Follow the Money); and how the legislative framework must change to achieve this (The Rules).

[The Promise](#) has five foundations (Voice, Family, Care, People, Scaffolding) which reflects the thoughts and views of over 5,500 care experienced children, adults and families and the paid and unpaid workforce and outlines what Scotland must do to make sure its most vulnerable children feel loved and have the childhood they deserve. The Promise Scotland supports people and organisations across Scotland to keep the promise.

SLC is fully supportive of the recommendations and the aims outlined in the updated [Plan 24-30](#), Scotland's route map to #KeepThePromise by 2030.

The College makes our own firm commitment to ***promise to care*** for our care experienced students. This includes working closely with other corporate parents and agencies to ensure the approach we take to support care experienced students is holistic, person-centred and understands the effects of trauma. In this, the College will demonstrate the crucial role it can play in listening, valuing and upholding the rights to improve the life chances of all of Scotland's care experienced people.



⁸ Independent Care Review, 2016 (<https://www.carereview.scot/>)

6. Intersectionality and promoting Equality, Diversity and Inclusion

The College recognises that if you identify as care experienced there may be those that require extra consideration and support. This could be individuals who are coming directly from Local Authority care provision, from ethnic backgrounds, identify as LGBTQIA+, have a disability or a pre-existing mental health or physical health issue.

Intersectionality issues further highlight that whilst clear identification of student groups can be mechanisms for aligning support, every student has individual needs and different ways in which these can be met.

At SLC we recognise this and know that many of our care experienced students face multiple barriers and challenges that need to be specifically addressed. Barriers such as personal stability, financial and housing issues, caring responsibilities, disability or learning support needs, emotional resilience or poor health and wellbeing can prevent them from accessing college or from successfully completing their qualification.

7. Identified Partners

Internal key staff and support services:

- Designated named staff contacts for care experienced students
- Admissions team
- Academic Leads and curriculum teams
- Student Funding team
- Guidance and Counselling
- Student Records and IT support teams
- Student Association Officers
- Inclusive Learning team to support disability and deliver on learning support
- Library Services team

Whilst there are key people and services needed at different stages of the student journey a whole institution approach is required for the overall success of this plan.

Connected policies and strategies

- Student Charter / Student Code of Conduct
- Student Carers Policy and Carer Support Plan
- Student Mental Health Strategy
- Think Positive Student Mental Health Agreement (SMHA)
- Safeguarding Policy
- Strategic Framework 2020-25
- Access and Inclusion Strategy
- Equality Policy

External agencies and organisations:

- CEECEF (Care Experience, Estranged & Carers Forums)
- CELCIS (Centre for Excellence for Looked After Children)
- Local Authorities (Housing, Schools, Social Work, Throughcare Workers etc)
- NHS Health and Social Care Partnerships
- SAAS (Student Awards Agency Scotland)
- SDS (Skills Development Scotland)
- SFC (Scottish Funding Council)
- SQA (Scottish Qualifications Authority)
- The Hub for Success
- Universities
- Who Cares? Scotland

8. Implementation and Action Plan

1

Be alert to matters which may adversely affect wellbeing

Current Activity

- Named staff contact who provides holistic, individualised 1:1 support.
- Mandatory staff training to improve understanding of legislative responsibilities.
- Attendance at conferences and sector forums.
- We identify care experienced students at application stage, interview checklist, enrolment and funding applications.
- Improved definition of care experienced and clear explanation of why we ask this.
- Funding applications are fast tracked for care experienced students.
- Regular communications sent to care experienced students.
- Designated webpage and services/support widely promoted through leaflets/posters, digital screens and on social media platforms.
- Care experienced notification on the class register which allow tutors to identify and support students.
- Notification button on the Student Portal which allow students to alert us that they are care experienced at any point during the course.

Point	Aim	Actions	Lead	Target date
1.1	Raise awareness of the College role as a corporate parent across college.	Continue to promote the College corporate parenting plan through meetings with staff teams and staff mandatory training.	Head of Student Services/HR	Continuous and ongoing.
1.2	Explore ways through IT solutions to support retention and attainment for care experienced students.	Development of new Power Bi Reports to allow for improved tracking in-year for care experienced student progress.	Head of Student Services/CM Quality/Head of MIS	March 2025.
1.3	Improved retention and attainment for care experienced students.	Identify care experienced students who are considered to be at risk of withdrawal through retention meetings and work collaboratively to ensure appropriate support is in place.	Guidance and Support staff (Named staff contacts)/Curriculum Managers/Course Tutors/Inclusive Learning teams.	December 2024. Then ongoing and continuous.
1.4	Be alert to developments in the sector.	Continued membership at local and national groups aimed at sharing good practice. Continue to seek guidance and advice from relevant organisations, such as Who Cares? Scotland and CELCIS. Attendance at conferences and forums and actively participate in discussions and decision making.	Guidance and Support staff /Head/Depute Head of Student Services/Curriculum teams.	Continuous and ongoing.
1.5	Increase care experienced student engagement with support services.	Develop a communication plan targeted at care experienced students highlighting internal support services. Engage care experienced students in student-led activities promoting health and wellbeing support services.	Guidance and Support staff/Student Association.	May 2025. Then reviewed and updated on an annual basis.

2

Assess the needs for the services and support we provide

Current Activity

- Named staff contact will meet to assess needs and discuss additional support requirements.
- The Inclusive Learning team assess learning needs and provide any required additional learning support through personal support plans, core skills workshops and additional learning tools/aids.
- Following assessment referral to internal/external specialist support services such as counselling, mindfulness and yoga sessions, NHS Services, Health and Social Care Partnerships, etc.
- Immediate access to financial support through the Discretionary Crisis Support Fund.
- Support provided to complete funding and enrolment applications, as well as external applications such as travel and Young Scot cards.

Point	Aim	Actions	Lead	Target date
2.1	Support needs are identified and appropriate support is in place at an early stage to help improve retention and attainment.	<p>Continue to strengthen links with schools/social work/throughcare/foster and kinship care teams to improve transition support for care experienced students.</p> <p>Named staff contacts to contact all care experienced students during the pre-enrolment stage (summer period) to support a successful transition to college. This will include tour of the campus, help and support with enrolment/funding applications/accessing Support for Learning teams and any advocacy support required.</p>	Guidance and Support staff.	June 2025. Then continuous and ongoing.
2.2	Ensure that internal referral procedures are clear to all staff involved in supporting care experienced students to allow for early responsive support to be put in place.	Creation of a care experienced supported pathways document for curriculum teams.	Guidance and Support staff.	February 2025. Then reviewed and updated on an annual basis.

3

Promote the interests

Current Activity

- Named staff contact provides guidance and support from pre-application stage through to post-graduation.
- Student Association (SA) participation and promoting the wellbeing of care experienced students.
- Care experienced video produced by named staff contact as part of the learner induction process.
- Care experienced support information in the Student Handbook.
- Student President is member of the Safeguarding Network, which oversees corporate parenting responsibility.
- Partnership with care experienced champion groups Who Cares? Scotland and Centre for Excellence for Looked after Children (CELCIS)
- Strong links with Social Work, Throughcare Workers, Skills Development Scotland (SDS) and other agencies.
- Support sessions through the SA such as Coffee, Cake and Chat.
- Promotion of national events such as Care Experienced Week and Care Day.

Point	Aim	Actions	Lead	Target date
3.1	Continue to work with the Student Association to deliver	Organise annual college wide events celebrating Care Experienced Week and Care Day.	Head/Depute Head of Student	June 2025.

	engaging events and activities aimed at supporting and promoting the interests of care experienced students across the College.	Student Association to deliver coffee, cake and chat and pizza and a soft drink informal support sessions for care experienced students.	Services/Curriculum teams/Guidance and Support staff/Student Association.	Then reviewed and delivered on an annual basis.
3.2	The College is a place where they celebrate progress and achievement of care experienced students.	Celebrate the success of care experienced students through an end of year celebration event for both FE/HE level courses.	Head/Depute of Student Student Services/Guidance and Support Staff/Curriculum Managers.	June 2025. Then reviewed and delivered on an annual basis.

4 Provide opportunities to participation in activities promoting wellbeing

Current Activities

- The College organise a wider range of events and activities through the academic year to promote opportunities for wellbeing such as Freshers', Mental Health Awareness, UCAS HE, LGBT History Month and Purple Friday.
- Employability skills training through college careers advisor (SDS) and support to access employment/training opportunities.
- Graduation package which include the cost of gown hire.
- UCAS fees are paid for care experienced students progressing to university.

Point	Aim	Actions	Lead	Target date
4.1	Support the wellbeing of care experienced students exiting the College.	Increase number of care experienced students engaging with college careers advisor (SDS) for exit support to deliver a positive destination.	Guidance and Support staff.	June 2025.
4.2	Improve care experienced students understanding of how to manage personal finances and how to budget more effectively.	Money advice workshops delivered to care experienced students.	Guidance and Support staff.	June 2025. Then reviewed and delivered on an ongoing basis.

5 Take action to help access opportunities and support and use services

Current Activity

- Dedicated webpage for care experienced students.
- Corporate parenting forms part of the monitoring/review remit of the College's Safeguarding Network.
- 1:1 individualised support from named staff contact including advocacy.
- Communication of support and events within the College and in the wider community.
- Information in the Student Handbook.
- Access to the Inclusive Learning team.
- Financial assessment to ensure students are receiving the optimum financial support package.
- Access to mental health and wellbeing support .

Point	Aim	Actions	Lead	Target date
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5.1	Improve the monitoring of care experienced students in year to improve retention and attainment.	Named staff contact to meet care experienced students on a 6-weekly basis. This will help identify students who are struggling and who may require additional support to help keep them on track. Retention meetings to be arranged with Curriculum Managers. This will provide opportunities to discuss college processes or issues that are arising in how we support care experienced students such as attendance, assessment, learning support requirements, personal and family issues.	Guidance and Support staff/Curriculum Managers and Curriculum teams/Inclusive Learning teams.	March 2025. Then continuous and ongoing.
5.2	Ensure that care experienced students are aware of local, regional and national support.	Continue to liaise with external partners and organisations in each local authority to identify opportunities and services, and support care experienced students to access these opportunities.	Guidance and Support staff/Student Association/Marketing and Communication team.	June 2025. Continuous and ongoing.

6

To continually review, evaluate and improve

Current Activity

- Listen to students through both formal and informal mechanism such as ICQ, Tellus@SLC, Workshops, Report and Support, etc.
- Work in close partnership with care experienced students and the Student Association to co-design future service provision.
- Collaborate with other corporate parents and champion groups.

Point	Aim	Actions	Lead	Target date
6.1	Improve retention and attainment rates for care experienced students.	Continue to monitor progress and KPI's for care experienced students against the targets set out in the SFC's National Ambition for Care Experienced students.	VP Learning & Teaching and the Student Experience/ Head of Student Services/CM Quality.	Continuous and ongoing.
6.2	Provide opportunities for partner agencies to work collaboratively with the College to support individual care experienced students or a group of students.	Provide opportunities to work with individuals using internal/external networks.	Head/Depute of Student Services/Guidance and Support staff.	June 2025. Then continuous and ongoing.
6.3	Systematically gather feedback from care experience students to better understand lived experiences and the barriers to learning.	Create a process using Microsoft Forms for enrolled care experienced students to complete in order to understand the barriers that student experience and the drivers that impact a positive outcome.	Head/Depute of Student Services/Guidance and Support staff/CM Quality.	June 2025. Then reviewed and delivered on an annual basis.

7

Prepare, publish and keep plan under review

Current Activity

Corporate parenting duties and responsibilities are within the remit of the College Safeguarding Network. This group has cross-college representation with both staff and student membership. This includes both the named staff contacts for care experienced students and the SA Student President. The group also consists of representatives at senior level who have decision-making capacity. By having this form part of the work of the Safeguarding Network, this visible commitment conveys a strong message that the welfare and outcomes for care experienced

students will be taken seriously and will be continually monitored. Progress of the Action Plan will be reviewed by this Group and reported to the Senior Leadership Team.

Point	Aim	Actions	Lead	Target date
7.1	Students, staff and the wider community are aware of the support available to care experienced students.	Publish the corporate parenting plan on the website and throughout the local/regional/national networks.	Head of Student Services/Marketing and Communications Manager.	March 2025.
7.2	The corporate parenting plan is easy accessible to students and the wider community.	Create an updated corporate parenting infographic that outlines the key delivery of care experience provision and activity at the College. This should be published on the website and widely circulated across internal/external networks and through the Student News4U/staff newsletter.	Head of Student Services/Graphic and Digital Lead.	March 2025.

8

Collaborate with other corporate parents and agencies

Current Activity

The College works in close partnership with a wide range of corporate parents including the Scottish Funding Council (SFC), Student Awards Agency Scotland (SAAS), Scottish Qualifications Authority (SQA), South Lanarkshire Council and other local authorities, SDS, schools, colleges and universities.

Point	Aim	Actions	Lead	Target date
8.1	Find opportunities to share best practice and improve support for care experienced students.	Continue to participate fully in external networks including CDN's Access and Inclusion/Safeguarding Networks and the Care Experienced, Estranged and Carers West of Scotland Forum.	Guidance and Support staff.	Continuous and ongoing.
8.2	Monitor and report retention and attainment indicators to ensure PI's for this group are on track.	Report to SLT on college performance. Benchmark college performance with national average.	Head of Student Services.	Annually.
8.3	Engage with care experienced students to review this action plan.	Engage with care experienced students in focus groups to review operational actions connected to this action plan.	Head of Student Services.	June 2025.

9. References and Sources

Children and Young People (Scotland) Act 2014

GIRFEC

SHANARRI

Scottish Funding Council's (SFC) National Ambition for Care Experienced students 2020

SFC College Performance Indicators

Independent Care Review 2016-2020

The Promise 2020

The Promise Plan 24-30

